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# TEACH RESILIENCE



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COPE – Learn to Cope and Grow

EINURÐ – Happiness Academy – CIS



# TEACH RESILIENCE

## TRAINING GUIDE

This training guide was developed by partners in the “COPE – Learn to Cope and Grow” project funded by Erasmus+. The Teach resilience training guide aims to provide adult educators with basic concepts and methodology to prepare and teach resilience for beginners.

The guide provides adult educators with information and methodologies on how to help adult learners develop following attitudes:

- Prioritizing own health (mental and physical) & recognizing that resilience can be learned
- Social and emotional learning
- Coping: analysing the cause of the problem or negative feelings and planning corrective actions in terms of solving the problem or reducing the negative emotional consequences
- Self-efficacy: being creative and trusting themselves to find a solution
- Optimism & Self-compassion

The TEACH RESILIENCE Training Guide will have the following sections:

- Short theoretical background on a.m. topics including references for further reading
- Methodological notes on how to teach resilience to adults

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**“Why passion and resilience are the secrets for success”**

**Angela Duckworth**

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# Theoretical background

The definition of the American Psychological Association (APA) of resilience is that “*Resilience is the process and outcome of successfully adapting to difficult or challenging life experiences, especially through mental, emotional, and behavioural flexibility and adjustment to external and internal demands*”. Several factors contribute to how well people adapt to adversities, predominant among them (American Psychological Association , 2022): the ways in which individuals view and engage with the world, the availability and quality of social resources, specific coping strategies. Psychological research demonstrates that the resources and skills associated with more positive adaptation (i.e., greater resilience) can be cultivated and practiced. Resilience is not a personal trait only possessed by some people, it includes behaviours, thoughts, and actions that anyone can learn and develop. APA has defined following strategies to build resilience (American Psychological Association , 2022):

- **Build your connections:** Prioritize relationships and connection with empathetic and understanding people that are trustworthy individuals who validate your feelings. The pain of traumatic events can lead people to isolate themselves, but it’s important to accept help and support from those who care about you. Some people find being active in a civil groups, faith-based communities provides support and enhance hope.
- **Foster wellness** by taking care of your mind and body, stress is just as much physical as it is emotional, positive lifestyle depends on proper nutrition, ample sleep, hydration and regular exercise. Practice mindfulness, meditation mindful journaling and thankfulness.
- **Find purpose** by helping and connecting to others, be proactive when faced with a problem and move towards your goals taking small steps rather than focusing on what is impossible, look for opportunities for self-discovery.
- **Embrace healthy thoughts** by keeping things in perspective by identifying areas of irrational thinking, catastrophizing to adopt balanced thinking patterns like the old phrase “don’t assume or you will make an ass out of me and you”. Accept change and focus on circumstances that you can change, maintain hope, and learn from your past and remind yourself that you have been able to find strength before.
- **Seek help** is crucial in building resilience, from a licensed health professional that you feel at ease with or take part in a peer support group, reminding yourself that you are not alone.

This training manual describes a 5-module program to enhance and train resilience for adults, each module contains six tasks. The ideal implementation of the training is over 30 days as according to positive psychology you need at least 21 days to build a habit and preferably 90 days to make it a permanent lifestyle change (Frothingham, 2019).

**Following are the 5 modules demonstrated in this learning manual:**

- **Prioritizing own health** focusing on organization, diet/nutrition, physical activity, improved sleep, and reduction of stress.
- **Social and emotional learning** focusing on self-awareness, self-management, responsible decision making, relationship skills and social awareness.
- **Coping** focusing on emotional literacy, meditation, dealing with hardship, how to offset negative events and recovery.
- **Self-efficacy** focusing on character strengths, taking care of one's brain, working with judgement, looking at the bigger picture and self-control.
- **Optimism and Self-compassion** focusing on gratitude, meaning/purpose, awe, hugging, self-love and news fasting.

## Suggestion for further reading

American psychological association. (2012). [Building your resilience](#), We all face trauma, adversity and other stresses. Here's a roadmap for adapting to life-changing situations and emerging even stronger than before.

Leys, C., Arnal, C., Wollast, R., Rolin, H., & Kotsou, I. (2020). Perspectives on resilience: Personality Trait or Skill? *European Journal of Trauma & Dissociation*, 4(2). <https://doi.org/10.1016/j.ejtd.2018.07.002>

Gillham, J., Abenavoli, R. M., Brunwasser, S. M., Linkins, M., Reivich, K. J., & Seligman, M. E. P. (2013). Resilience Education. In I. Boniwell, S. A. David, & A.C. Ayers (Eds.), *Oxford Handbook of Happiness*. DOI: 10.1093/oxfordhb/9780199557257.013.0046

Hurley, K. (2020). [What is resilience?](#) Your guide to facing life's challenges, adversities, and crises.

Malhi, G. S., Das, P., Bell, E., Mattingly, G., & Mannie, Z. (2019). Modelling resilience in adolescence and adversity: A novel framework to inform research and practice. *Translational Psychiatry*, 9, 316. <https://doi.org/10.1038/s41398-019-0651-y>

Masten, A. S. (2014). *Ordinary magic: Resilience in development*. Guilford Press.

Newman, K. (2016). [Five science-backed strategies to build resilience](#). Greater Good Magazine, science-based insights for a meaningful life.

Ungar, M., & Theron, L. (2020). Resilience and mental health: how multisystemic processes contribute to positive outcomes. *The Lancet Psychiatry*, 7, 441-48. [https://doi.org/10.1016/S2215-0366\(19\)30434-1](https://doi.org/10.1016/S2215-0366(19)30434-1)

Note: Pitzer & Skinner (2017), and Malhi, Das, Bell, Mattingly, & Mannie (2019) are available as open access publications. Gillham et al. (2013) is available through <https://works.swarthmore.edu/fac-psychology/537/>.

## How to teach resilience

In this chapter we will demonstrate different approaches in training resilience based on 5 main topics related to one's health and wellbeing, that is prioritizing own health, social and emotional learning, copying, self-efficacy and optimism and self-compassion represented in following chapters. Each

chapter will include learning objectives and descriptors as well as reference to relevant exercises/training materials, references, and further reading.

## Prioritizing own health

It's good to start with an overall presentation of the module and some general guiding rules/suggestions on how one can prioritize their health like the following 7 commandments:

1. Take time for exercise
2. Choose healthy diet in restaurants
3. Place items/messages in your home that maintain your will and motivation to stay healthy
4. Get rid of things that prevent you from healthy living
5. Try to replace negative thoughts with positive
6. If you fall, forgive yourself and move forward
7. Try to manage stress and don't allow outside pressure or events to change your life.

### How do I spend my time?

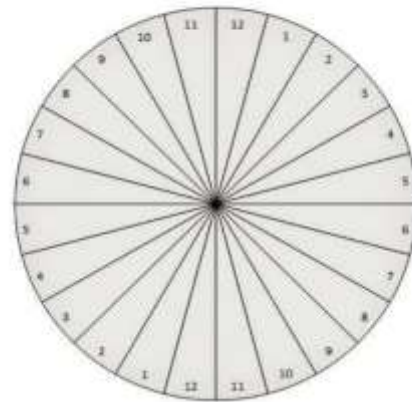


Figure 1 24-hour clock of your time

The first step in the changing process is always exploring how your life is at this moment, get participants to map their day “How do I spent my time?” using a 24-hour clock template and diary, see picture above. After filling in the form participants can make plans on how they can adjust their time to prioritize their own health and develop a healthier lifestyle.

## Learning objectives and descriptors

The main learning objective is to promote and engage learners in learning how to prioritize their own physical and mental health, develop attitudes and then develop habits to sustain and improve their health after the finalization of the training.

After implementing the training participants should have gained following knowledge, skills, and attitudes (KSA's) related to their health to be able to develop resilience, good and sustainable life habits. See table of KSA's defined for this purpose:

Knowledge on

Skills to

Attitudes

How to prioritize one's health	Map how they spend their time and plan lifestyle changes	Practical and positive perspective for lifestyle changes
Importance of physical exercise for the heart	Decide upon, plan, and make time for regular physical exercises	Empowerment through physical exercise and active lifestyle
What is a healthy diet and weight management	Manage diet using food diaries, nutrition logs, vitamins etc.	Appreciation of health food based upon nutrition and flavours
Importance of enough sleep and what is enough sleep	Develop sleeping routines that work	Appreciation of a good night sleep and importance of good sleep habits
Effects of addictions	Identify addictive behaviours and ways to respond	One day at a time, self-belief and step by step approach to addiction
Symptoms of chronic stress and its effect on mood and happiness	Relieve stress with relaxation, meditation, and planning	Focused on love, care, and empathy for one-self

Be aware that participants may have chronic illnesses or conditions that call for medication or professional care, always emphasize that doctors are there to help and the importance of getting regular check-ups and seeking assistance when you feel something is wrong.

## Lesson plan

Following is a lesson plan assisting you with implementing the classroom training.

Topic	Method and organization	Activity / Time	Homework
<b>Introduction</b>	Introduction to the overall training and how to prioritize one's health, reference material. Introduce, start on their homework.	20-30 min. & homework	Mapping how they spend their time – creating a plan.



<b>Physical exercise</b>	Introduction to the benefits of physical exercise for the health and heart, national guidelines for different age groups. Introduction and start their homework.	20-30 min. & homework	Plan physical exercises for the next 30 days. Create an exercise log.
<b>Healthy diet</b>	Introduction of key nutrition and composition of a healthy diet (based upon national guidelines). Introduction and start their homework.	20-30 min. & homework	Fill in a Food diary for one and suggest changes, continue to log your diet.
<b>Sleep routine</b>	Introduction of recommended sleep for different age groups (national guidelines) and healthy sleep routines. Introduction and start their homework.	20-30 min. & homework	Write their sleeping routine (if they have one) what can be changed, try out different solutions.
<b>Addictions</b>	Overview of main additions and addictive behaviours unrelated to drug or alcohol abuse. Introduction and start their homework.	20-30 min. & homework	What addictions or addictive behaviours do I have? Write down possible response.
<b>Stress reduction</b>	Introduction to stress symptoms and possible responses. Looking back on the first exercises and other exercises, planning.	20-30 min. & homework	Mindfulness exercises once a day for at least 3 minutes. Plan how to reduce stress and have time for change.

You can find examples of introduction slides for each topic as well as templates for exercises/training on [COPE](#) website. For online implementation you can use the timings and break out rooms for group work when and if applies. Some modules consist of several activities that you can implement separately.

### References and further reading

- NHS – [Live Well](#) website
- Link to “How I spend my time”
- Get Savvi Health organization “[10 tips for a healthy living](#)”
- [An illustrated guide from WHO](#) under the heading “Doing what matters in times of stress”.

### In Iceland



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- The health promoting platform: [Heilsuvera](#) from the Icelandic Health Clinics
  - Family platform for personal empowerment: [Sterkari út í lífið](#) (Stronger for life) on resilience

## Infographic 1

### 6 MUST DOES OF THE HEALTHY LIFESTYLE

that will boost your resilience



- **PRIORITIZE YOUR OWN HEALTH**

In order to be able to take care of the ones we love we have to take care of ourselves first. Just like we are told at the airplanes - to put our oxygen mask first and then to help others.
- **EAT HEALTHY**

Include in your daily meals plenty of antioxidant-rich green vegetables and fruits, omega 3 from oily fish, B12 from animal products and choline from eggs.
- **EXERCISE REGULARLY**

Physical activity will help maintain a healthy body weight, decreasing the likelihood of developing diseases.
- **SLEEP MORE**

A good night's sleep is just as important as regular exercise and healthy food. Good sleep (min 7-8 hours long) can help us eat less, exercise better, and keep calm easier.
- **STAY AWAY FROM ADDICTIONS**

Do not consume any food or drink that can influence badly your mood, body and brain capabilities.
- **BE MINDFUL, NOT MIND FULL**

Mindfulness is the practice that brings your attention to the present moment. It helps you to stop the negative mental chatter.

## Social and emotional learning

To fully understand Social-Emotional Learning (SEL), it's useful to begin with a clear definition. The Collaborative for Academic, Social and Emotional Learning (CASEL) defined social and emotional learning (SEL) to be

*“..the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions” (CASEL, 2022).*

SEL consists of five core competencies that are designed to provide a clear framework from which to teach skills that will benefit people throughout their lives in various situations.

CASEL are describing the 5 core SEL competencies as following:

1. **Self-awareness:** to understand one’s own emotions, thoughts, and values and how they influence behaviour across context.
2. **Self-management:** to manage one’s emotions, thoughts, and behaviours effectively in different situations and to achieve goals and aspirations.
3. **Responsible decision making:** to make caring and constructive choices about personal behaviour and social interactions across diverse situation.
4. **Relationship skills:** to establish and maintain healthy and supportive relationship and to effectively navigate settings with diverse individuals and groups.
5. **Social awareness:** to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.



Figure 2 Five core SEL competencies

The module is then linked with exercises and slides that can be used in a classroom setting.

### Learning objectives and descriptors

Following are learning objectives and descriptors based on the 5 core SEL competencies defined as descriptors for knowledge skills and attitudes.

Knowledge on	Skills to	Attitudes
what social and emotional learning is	apply the 5 SEL core competencies to their own life	To believe that you can improve your social and emotional being
what the term self-awareness means	identify one's own emotions, thoughts, strengths, weaknesses, and values	To believe that one can influence behaviour
what the term self-management includes	manage one's emotions and stress, through planning, self-discipline, and motivation.	Take responsibility of one's emotions, who courage to take initiative and demonstrating personal and collective agency
what responsible decision making includes	identify solutions and make reasoned judgment after analysing data and possible impact and consequences of one's actions.	Demonstrating curiosity and open-mindedness, reflecting on one's role to promote personal, family and community wellbeing.
what are good relationship skills	Communicate effectively, show leadership, collaborative problem and conflict solving, seek and offer support	To promote positive relationships and resisting negative social pressure, demonstrating cultural competency and stand up for the rights of others.
what it means to be socially aware	Recognizing strengths in others, identify social norms, situational demands, and opportunities.	Of concern, empathy, and compassion, taking other's perspective and showing concern for the feelings of other, understand and express gratitude.

You can see the definitions of the five core elements above.

## Lesson plan

Following is a lesson plan assisting you with implementing the classroom or online training, you can also find relevant slides and exercises on the [COPE platform](#).

Topic	Method and organization	Activity / Time	Homework
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The SEL framework	Introduction to social and emotional learning (SEL) and its 5 core competencies	20-30 min. & homework	Review and understand key concepts
Self-awareness	Introducing and discussing what self-awareness is. Explaining and demonstrating the Johari model.	20-30 min. & homework	Review and finalize the Johari model.
Self-management	Introducing and discussing what self-management is. Explaining and demonstrating the mental chatter diary.	20-30 min. & homework	Keeping a mental chatter diary.
Responsible decision making	Introducing and discussing what responsible decision making includes. Explaining homework.	20-30 min. & homework	Keep track of your decisions for 1-2 days.
Relationship skills	Discussion and demonstrating good relationship skills. Explaining and demonstrating the good relationship exercise.	20-30 min. & homework	Identify personal strength or good memory related to 2-3 persons and share your appreciation with them, how did you feel?
Social awareness	Discussing what social awareness includes, calling for examples from participants. Explaining homework.	20-30 min. & homework	Do a good deed for a stranger that you feel needs help and support.

## Further reading

- CASEL framework and Open Educational Resources (OER) on social and emotional learning on their [website](#).

## In Iceland

VIRK. (2022) [Diary Works](#) (in Icelandic).

## Infographic 2

**6 MUST DOES OF THE SOCIAL AND EMOTIONAL LEARNING**  
that will boost your resilience

**BUILD SELF-AWARENESS**  
Work on knowing your own feelings and emotions, strengths and weaknesses, preferences, drives, values, prejudices, needs and impact on others.

**MANAGE YOURSELF**  
If you have internal control you will not act on impulses and will not give way to anger, jealousy, panic or other emotions that might influence negatively your decisions and behaviour.

**MAKE RESPONSIBLE DECISIONS**  
The EU Green Deal aims at: 1. no net-emissions of greenhouse gases by 2050; 2. economic growth decoupled from resource use and 3. no person and no place left behind. Act responsible toward these goals too.

**BUILD GOOD RELATIONS**  
The ability to build a close relationship with at least one other person in your life is key to your happiness and well-being. People who we love and trust provide us support and encouragement that boosts our resilience in times of adversity.

**BE SOCIALLY AWARE**  
Social awareness enables you to understand and respond to the feelings of others. The ability of a person to respond in different social situations helps to better interact with others so as to achieve the best in this interaction.

**DO THINGS FOR OTHERS**  
Helping other people is not only good for them, it's good for you too. It makes you happier and can help to improve your health. Giving also creates stronger connections between people and helps to build a happier society for everyone.

## Coping

Coping involves analysing the cause of the problem or negative feelings and planning corrective actions in terms of solving the problem or reducing the negative emotional consequences. It includes

emotional literacy, mindfulness, planning and taking small and often novel steps to feel better face by stress or anxiety.

The first step of coping is to identify how you are feeling (see figure 3), understand why and map your existing coping mechanisms and plan corrective actions.

This model will stipulate the learning objectives and descriptors that are associated with coping. Teachers will then have access to exercises and information slides associated with the topic.

The theoretical framework mainly used is Cognitive Behaviour Therapy and the ABC model on interventions and control of our thoughts.

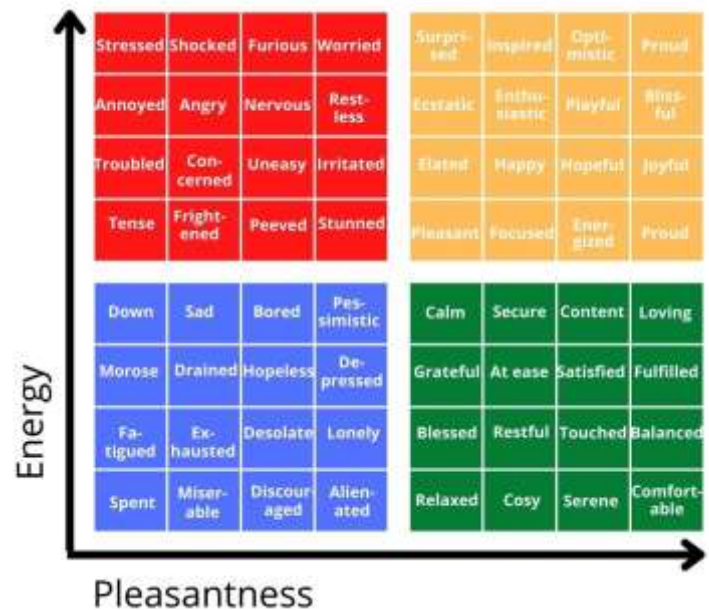


Figure 3 Mood meter by March Brackett, Yale Centre for emotional intelligence

The ABC (Antecedent – Behaviour -

Consequences) model looks at what in the individual environment triggers (the antecedent) behaviours and the consequences of that behaviour. The ABC model can be used to develop interventions to change problematic or distressing behaviour in following steps:

1. **Identify target behaviour** you want to change (observable, feeling/thought, physical responses)
2. **Explore antecedents or triggers** for behaviour, within the person (thoughts, feelings, memories) or in the environment (people, interactions, time of the day and events).
3. **Explore the consequences** is it short or long term, helpful or unhelpful, intended, or unintended.
4. **Developing interventions** answering two questions “what does this behaviour achieve? and “how is it being maintained?” exploring if antecedents or consequences can be replaced or removed, can helpful behaviour be triggered or reinforced instead?

Focusing on simple exercise and documentation of feeling, moods, adversities, and possible responses to build resilience and enhance our ability to meet adversities in our daily life.

A more detailed account of each topic is presented in slides and exercises.



## Learning objectives and descriptors

Following are learning objectives and descriptors for knowledge skills and attitudes.

Knowledge on	Skills to	Attitudes
Emotional literacy	measure your mood	Acceptance of feelings
The ABC model of Cognitive Behavioural Therapy (CBT)	Intervene and take control of our thoughts	Believe in our ability to manage our thoughts
On ways to deal with adversity	How to apply these methods to deal with adversity	I know that I'm able to deal with hardship
What are behavioural contingencies, relation to ABS model	Create and follow a personal behavioural contingency plan	I believe I can change my behaviour to enhance my wellbeing
What negativity bias (3/1) is in positive psychology	Overcome negativity bias and negative events (triggers)	That negative bias can be overcome with practice
The effects of mindfulness on wellbeing	Practice mindfulness exercise to reduce negativity bias and cope	I believe that I can practice mindfulness to improve wellbeing

## Lesson plan

Following is a lesson plan assisting you with implementing the classroom or online training, you can also find relevant slides and exercises on the [COPE platform](#).

Topic	Method and organization	Activity / Time	Homework
Emotional literacy	Introduction and demonstration what emotional literacy is and how to apply the Mood meter.	20-30 min. & homework	Use the mood meter to do a self-assessment
ABC model	Introduce the ABC model cognitive behavioural therapy. Discussion and demonstration on how we can apply the ABC model to our life.	20-30 min. & homework	Use the ABC model to describe cases of emotional hijacking.
How to deal with adversity	Introducing ways to deal with adversity and role of positive thinking and exercising.	20-30 min. & homework	Identification of 3 experiences of hardship and how we overcome them.
Behavioural contingency plans	Introduction what are behavioural contingencies, relation to ABC model and how to develop such plans for oneself.	20-30 min. & homework	Create your own personal contingency plan.
How to offset negativity bias	Introduction to negativity bias in human thought based, discussing, and demonstrating ways to offset this bias.	20-30 min. & homework	What brings you joy, practice 3 things you can do when facing negative event.
Practice Mindfulness	Introducing mindfulness and demonstrating mindfulness meditation as a homework.	20-30 min. & homework	Guides mindfulness exercises “Emergency calm”

## Further reading

- LKhan, Z. (2022). [5 Ways to deal with Hardship and pain in life](#). LifeHack.

- Jones, H. (2022). [\*How the ABC model works in psychotherapy.\*](#) Verywell health.
- Mechner, B. (2022). [\*Behavioural contingencies: their significance in behaviour analysis.\*](#) [Behaviour.org](#).
- Moore, C. (2019) [\*What is negativity bias and how can it be overcome?\*](#) PositivePsychology.com.
- Psychology Tools. (2022). [ABC Model](#).
- Schuldt, W. (2014). [\*ABC model of Cognitive behavioural therapy.\*](#) [Therapist Aid](#).
- Seidman, C. (2022). [\*Mood meter – how are you feeling.\*](#) Herald-Tribune.
- Shea, M.. (2013). [\*Behaviour Contingency Plan form.\*](#)

## Infographic 3

### 6 MUST DOES OF THE COPING MECHANISMS

that will boost your resilience

**IMPROVE YOUR EMOTIONAL LITERACY**  
It is impossible to manage yourself if you don't know how are you feeling. "I am OK" or "I am not OK" are not good enough descriptors. Make sure you enrich your mood vocabulary with words like: tense, bored, proud, playful, cosy, serene, elated, optimistic etc.

**MANAGE YOUR BEHAVIOUR**  
Use the ABC model: Activating event - Belief - Consequence - to analyze past events and improve your future performance. Do you have any wrong beliefs that are triggering your anger regularly?

**STAY CALM WHEN FACING ADVERSITY**  
Equanimity is the ability to accept "what is" without resistance. If you succeed in making equanimity your primary coping mechanism you will be able to control yourself and avoid the outbursts of anger and frustration that cause so many social conflicts.

**USE 3:1 PRINCIPLE**  
Scientists have discovered that it takes three positive experiences to offset one negative experience. It is so called 3-to-1 positivity ratio. And the good news is that we can evoke ourselves the positive experiences and this way to outweigh the hardship we face.

**FIND OUT YOUR EMERGENCY CALM**  
Stressful moments may leave you feel extremely overwhelmed. In order to slow down your heart rate and regain balance, find the best emergency calm technique for you: breathing, meditation, listening to music...

**DO CONTINGENCY PLANNING**  
Do you have a back up plan? Make sure you have one. Contingency planning represents a deliberate planning of activities / strategies that can be undertaken when you face roadblocks while executing your plans.

## Self-efficacy

Self-efficacy can be defined as person's belief in his/her own abilities and competencies and applies to execute behaviours necessary to produce specific performance attainments. Bandura (1977) recognized four key sources self-efficacy, see figure 4.

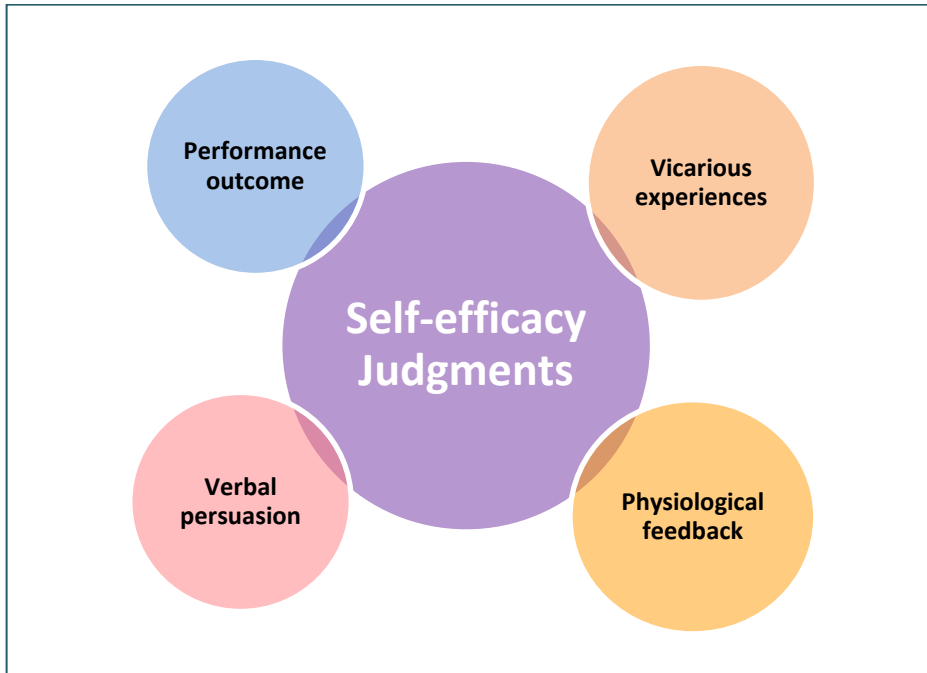


Figure 4 The Self-Efficacy model

Look at further reading on this topic and explain the 4 key sources (Celestine, N. 2019) and how to apply them in their daily life's:

1. Performance outcome or mastery experiences that we gain when taking on new challenges and succeeding contradictory to one's believe.
2. Vicarious experiences refer to when we observe others succeed (or fail) we estimate our own likelihood of success.
3. Verbal persuasion from oneself and others (social persuasion) will enhance effort and increase likelihood of success.
4. Physiological Arousal refers to the negative effects of stress or anxiety on performance and that if you know how to manage your mood in challenging situation you can improve your self-efficacy.

Other source to enhance self-efficacy is to define personal character strengths ([VIA survey](#)), realizing your signature strengths as well as other strengths you don't prioritize is a good way for you to get to know yourself and how you face adversity.

Through modern research funded by the VIA Institute on Character, it has been discovered that there are 24 core strengths of human character that are grouped into 6 larger categories called virtues. These strengths are the positive parts of our personality, qualities such as kindness, curiosity and perseverance that define who we are and are perceived as valuable by other people and society at large.

The VIA survey results show our personal profile ranking of the 24-character strengths. The top 5 strengths are considered the signature strengths – the ones that we value and use most. The ones at the bottom of our personal survey result, do not represent our weakest traits, but those character strengths that we rarely use, don't value highly in ourselves, or don't use in relationships with others. Furthermore, we can overuse some of our signature strengths, i.e. too much honesty can lead to cruelty and too much modesty might bring us to co-dependency. Like virtues personal strengths need to be balanced when applied.

Personal strengths can change over time based upon our values and priorities. It's good to know that in bad times, when we face adversities - we should rely on and use our signature character strengths, and in good times we should learn and practice how to use those strengths that are at the bottom of our survey result.



### VIA Classification of Character Strengths and Virtues\*



\*Virtues refer to the 6 core characteristics valued by philosophers and theologians across culture and time. Character strengths refer to the 24 positive personality ingredients of a fulfilling life, the pathways to the virtues.

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Figure 5: VIA Classification of Character Strengths and Virtues

<p><b>Responses:</b> 1=not at all true – 2=hardly true – 3=Moderately true – 4=Exactly true</p>	<p>Write the number that</p>
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**The Self-efficacy scale** can be used to measure participants self-efficacy during the training and as a homework.

The result from the scale includes adding up the numbers from each row in the last column. This total equals your self-efficacy score. The higher the score, the greater your self-efficacy or confidence in your ability to successfully manage an illness or follow through with behaviour change. This score may change over time.

	best describes your opinion:
I can always manage to solve difficult problems if I try hard enough	
If someone opposes me, I can find the means and ways to get what I want	
It is easy for me to stick to my aims and accomplish my goals	
I am confident that I could deal efficiently with unexpected events.	
Thanks to my resourcefulness, I know how to handle unforeseen situations.	
I can solve most problems if I invest the necessary effort.	
I can remain calm when facing difficulties because I can rely on my coping abilities.	
When I am confronted with a problem, I can usually find several solutions.	
If I am in trouble, I can usually think of a solution.	
I can usually handle whatever comes my way.	
<b>Total score</b>	

The scores are from 10-40 and are often higher among adults than young adults as well as other factors like marital and professional status play a role.

### Learning objectives and descriptors

Following are learning objectives and descriptors for knowledge skills and attitudes.

Knowledge on	Skills to	Attitudes
The 4 key sources of self-efficacy	Use self-efficacy scale	That one can enhance self-efficacy
Knowledge on your 5 signature strengths	Reflect and identify when you used the 5-signature strength's	Believe in one's own and others personal strengths
Knowledge on the bottom 3 personal strengths	Reflect upon why you don't use or value these strengths	Believe that personal strengths can be enhanced.
The effects of challenging yourself	Challenge yourself, learn something new	I can succeed in a new challenge



The effects of social motivation and encouragement	To encourage and motivate others	of motivation and positivity towards oneself and others
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## Lesson plan

Following is a lesson plan assisting you with implementing the classroom or online training, you can also find relevant slides and exercises on the [COPE platform](#).

Topic	Method and organization	Activity / Time	Homework
The key sources of self-efficacy	Discuss theories of self-efficacy and how it can be enhanced and measured	20-30 min. & homework	Use the self-efficacy general scale
Personal strengths	Introducing personal strengths and values and demonstrate how to use the VIA survey tool.	20-30 min. & homework	Taking the VIA survey.
The 5 signature strengths	Discussing links with values and balancing strengths, top/bottom, overuse, and underuse of strengths.	20-30 min. & homework	Reflect upon your top 5, helpful or overused
The bottom 3 strengths	Continue the discussion on values, why to you do not value those strengths?	20-30 min. & homework	Reflect upon bottom 3, should they be enhanced?
Challenging yourself	Continue to discuss key sources of self-efficacy focusing on performance outcome or mastery experiences	20-30 min. & homework	Challenge to learn and do something new (document)
Effects of motivation	Continue to discuss key sources focusing on motivation for oneself and others.	20-30 min. & homework	Motivate someone and document

## Further reading

- Celestina, N. (2019). [4 Ways to Improve and Increase Self-efficacy](#). Positive Psychology.
- Lopez-Carrido, G. (2020). [Self-efficacy theory](#). Simply Psychology.



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- Preventive cardiovascular nurses' association (PCNA). (2022). [The general self-efficacy scale \(GSF\)](#).
  - VIA. (2022). [Personal character Strength's survey](#).

## Infographic 4

### 6 MUST DOES OF THE SELF-EFFICACY

that will boost your resilience





#### INCREASE YOUR SELF-EFFICACY

You have to believe in your abilities and competencies. This is key to achieving your goals. Create your own set of strategies how to boost yourself in times of adversity.



#### FIND YOUR STRENGTHS

Are you kind, curious and honest, or you are rather persistent, prudent and grateful. There are 24 ubiquitous character traits that we, all humans, have. You can understand better yours with the help of VIA Survey at [www.viacharacter.org](http://www.viacharacter.org).



#### BUILD AND USE YOUR STRENGTHS

Personal strengths can change over time based upon our values and priorities. It's good to know that in bad times, when we face adversities - we should rely on and use our signature character strengths, and in good times we should increase our character strength potential.



#### CHALLENGE YOURSELF

The ability to stretch yourself past your comfort zone, and learn to understand your weaknesses is challenging. It is not about the accomplishment of a goal but about the process and what you learn and become as you move forward your own way.



#### MAKE CORRECT JUDGEMENT

GOOD  
 BAD

Good thing - bad thing - who knows... You have to keep in mind that some things that we face as problems in the present moment might turn out to be the reason for our greatest achievements in the future.



#### IMPROVE YOUR SELF-CONTROL

Self-control has been linked to successes in different walks of life, and it appears that with greater self-control one could focus more on aspirations and less on warding off hindrances along the way.

## Optimism and Self-compassion

Most of us are familiar with the term optimism, perhaps a rare quality in people burdened by negativity bias and thoughts. Martin Seligman concept learned helplessness explained optimism as the way people perceive and interpret events, people that perceive failure or stressful life events as personal shortcomings while optimism is the cognitive ability to understand the current situation as it is, and work for changing things in favour of ourselves (Chowdhury, 2019).

Self-compassion is a closely related phenomenon that can be defined as “being kind and understanding when confronted with personal failings” or acting in the same way to yourself as you would act towards a dear friend, empathize with yourself, offering kindness and understanding (Ackerman, C. 2018). Key scholars in the field of self-compassion are Brené Brown but her TEDx talk on “[The power of vulnerability](#)” has received over 35 million views and Kristin Neff developed the self-compassion scale ([Self-compassion Scale Short Form -SCS-SF](#)). Both have identified shame to be key hindrance to self-compassion and this is something that needs to be acknowledged and through self-compassion we can learn to embrace these vulnerabilities rather than allowing them to affect us negatively. In her talk about vulnerability Brown presents that those that feel love and belonging also feel that they are worthy of love and belonging or are self-compassionate. While shame requires 3 things to grow (secrecy, silence and judgement) the 3 elements of self-compassion that counteract are; mindfulness, self-kindness and humanity, see figure below on what self-compassion is.

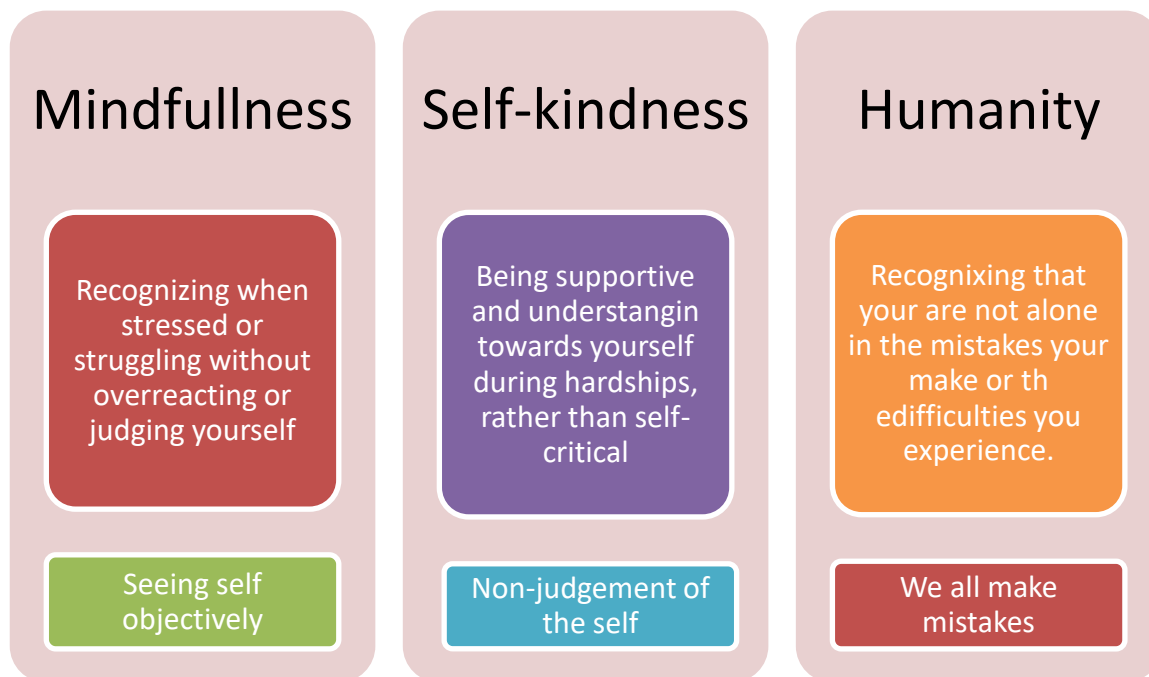


Figure 6: Self compassion is. Based upon Embrace Autism, [Self-compassion, and self-criticism](#)

In this module we will provide some exercises that can enhance self-compassion and optimism, you can find open educational resources and exercises on the [COPE website](#).

## Learning objectives and descriptors

Following are learning objectives and descriptors for knowledge skills and attitudes.

Knowledge on	Skills to	Attitudes
What self-compassion is	Apply and use the self-compassion scale	Want to use self-compassion to enhance their happiness
What optimism is in a face of adversity	Actively visualizing your best possible self	Dare to dream about best possible future
The effects of gratitude	Use gratitude to rewire the brain from negative to positive	Being grateful
What mindfulness involves	See oneself objectively	Being mindful
Self-kindness and its implications	Be supportive and non-judgmental to yourself	Self-kindness
The human condition	Recognize that you are not alone	Show appreciation for oneself and others

## Lesson plan

Following is a lesson plan assisting you with implementing the classroom or online training, you can also find relevant slides and exercises on the [COPE platform](#).

Topic	Method and organization	Activity / Time	Homework
Self-compassion	Introduce and discuss theories and practices related to self-compassion.	20-30 min. & homework	Fill in the <a href="#">Self-compassion Scale Short Form -SCS-SF</a>

Optimism	Introduce and discuss theories and practices enhancing optimism.	20-30 min. & homework	Visualize and describe your best possible self
Gratitude	Introduce and discuss how to practice gratitude and the effect it has on self-compassion and optimism.	20-30 min. & homework	Write a gratitude letter to someone and sent it or read aloud
Mindfulness	Introduce and discuss how being mindful can you being objective and optimistic. Introduction to homework.	20-30 min. & homework	Review objectively an event where you overacted towards yourself.
Self-kindness	Introduce and discuss how to be self-supportive and non-judgmental. Introduction to homework.	20-30 min. & homework	Follow the <a href="#">meditation</a> at least for two days.
Humanity	Introduce and discuss the human condition and importance of belonging.	20-30 min. & homework	Hug someone close to you.

### Further reading

- Ackerman, C.E. (2018). *What is Self-Compassion and what is self-love?* PositivePsychology.
- Dholakia, U. (2016). [A simple exercise to boost optimism \(and improve health\)](#). Psychology Today.
- Chowdhury, M.R. (2019). [11 Optimism Tools, Examples and Exercises to help improve your outlook](#). PositivePsychology.
- Ohlin, B. (2016). [5 Steps to develop self-compassion & overcome your inner critic](#). PositivePsychology.
- Neff, K. (2022). [Self-Compassion scale](#). Self-compassion.
- Silvertant, M. (2019). [Self-compassion & self-criticism](#). Embrace Autism.
- Pathway to happiness program. (2022). [Loving-Kindness Meditation](#). Greater Good Science Centre.

## Infographic 5

### 6 MUST DOES OF THE OPTIMISM AND THE SELF- COMPASSION



that will boost your resilience

**ENHANCE SELF-COMPASSION**  
To practice self-compassion means not to be hard on ourselves about what we did wrong, but to imagine how we would console a friend of ours if he or she would happen to be in a situation like ours and to change our mental talk accordingly.



**STAY POSITIVE**  
Making positive plans about our future can help us to:  
1. strengthen our motivation for action; 2. improve our psychological state; 3. be better and more generous with others; 4. overcome difficulties more easily; 5. make better decisions about our future.



**BE GRATEFUL**  
Gratitude is a practice that helps to rewire our brains and change them from negativity to positivity. One of the reasons gratitude is so strong as a practice is that it helps people refocus on what they have instead of what they lack. It also helps us strengthen our connections.



**PRACTICE MINDFULNESS**  
You can develop and deepen your mindfulness by practicing meditation and through purposeful mindful activities like breathing, mindful walking, etc. Devote to mindfulness exercises of your choice at least a few minutes during the day.



**BUILD SELF-LOVE**  
Self-love influences the image you project to other people (friends, colleagues, bosses, business partners) and thus influences your success both in terms of work and in terms of building good connections. The more self-love we have the better we cope with problems, failures and loss.



**PROMOTE COMMON HUMANITY**  
Common humanity involves recognizing that everyone experiences hardships and failures. This recognition can help you be less insecure by affirming that you are not alone or separated from others. It can help you feel more connected with others.



# Evaluation

Following are evaluation templates for each module of the training, they can be used as a resource for online surveys among participants, as self-evaluation exercises or teachers' evaluation of independent students or a module.

Evaluation questions will either be distributed or gathered online in relation to different modules or after the finalization of the project. Trainers can also evaluate each participant, or the group based upon defined descriptors above using a scale from Poor (D), Acceptable (C) to Good (B), Excellent (A) for the defined KSA.

## Module 1 – Prioritizing own health

Descriptors:	Poor (D)	Alright (C)	Good (B)	Excellent (A)
Knowledge on methods to priorities your health				
Knowledge on importance of physical exercises				
Knowledge on healthy diet and nutrition				
Knowledge on importance of healthy sleeping habits				
Knowledge on addictions and addictive behaviour				
Skills to organize a lifestyle change				
Skills to decide, plan, and make time for regular exercises				
Skills to manage one's diet				
Skills to develop sleeping routines				
Skills to identify addictive behaviours and ways to respond				
Skills to identify and manage stress				
Attitudes focused on love, care, and self-empathy				
Attitude of active lifestyle <b>through</b> physical exercise				
Attitude of appreciation of health food and diet				
Attitude of appreciating of good sleep habits				
Attitude of one day at a time, self-belief, and forgiveness				
Attitude of empowerment				





## Module 2 - Social and emotional learning

Descriptors:	Poor (D)	Alright (C)	Good (B)	Excellent (A)
Knowledge on CASEL wheel				
Knowledge on self-awareness				
Knowledge on self-management				
Knowledge on responsible decision making				
Knowledge on relationship skills				
Skills to apply the CASEL wheel to their own life				
Skills to identify their one emotions, strengths, and weaknesses				
Skills to manage their emotions, plan, and initiate				
Skills to gather and recognize solutions and impact				
Skills to communicate and collaborate in problem solving				
Skills to identify social norms, demands and opportunities				
Attitudes that social and emotional learning is possible				
Attitude of believing that you can influence behaviour				
Attitude of being responsible for one’s feeling and act				
Attitude of openness and yourself as a role model				
Attitude of positivity and courage and resisting social pressure				
Attitude of concern and empathy and gratitude				

## Module 3 - Coping

Descriptors:	Poor (D)	Alright (C)	Good (B)	Excellent (A)
Knowledge on emotional literacy				
Knowledge on ABS model				
Knowledge on ways to deal with adversity				
Knowledge on contingency behaviour plans				
Knowledge on negative bias (3/1)				
Knowledge on mindfulness and meditation				
Skills to identify your feelings and measure your mood				
Skills to deal with adversity				
Skills to create and follow a contingency plan				
Skills to overcome negative bias				
Skills to practice meditation (mindfulness)				
Attitudes: acceptance of one's feelings				
Attitude of believe that you can manage your thoughts				
Attitude of believe that you can deal with hardships				
Attitude of believing that I can change my behaviour				
Attitude of believing that negative bias can be overcome				
Attitude of wanting to practice mindfulness				



## Module 4 - Self-efficacy

Descriptors:	Poor (D)	Alright (C)	Good (B)	Excellent (A)
Knowledge on personal strengths profile				
Knowledge on your top 5 strengths				
Knowledge on your bottom 3 strengths				
Knowledge on 4 sources of self-efficacy				
Skills to identify one's strengths				
Skills to identify when you apply or overapply strengths				
Skills to define why you value some strengths less				
Skills to apply the general self-efficacy scale				
Skills to challenge yourself (new situation)				
Skills to motivate others				
Attitudes: believing that you can enhance your strengths				
Attitude: believing that you can enhance your self-efficacy				
Attitude of being supportive and motivational				



## Module 5 - Optimism and self-compassion

Descriptors:	Poor (D)	Alright (C)	Good (B)	Excellent (A)
Knowledge on self-compassion				
Knowledge on optimism				
Knowledge on gratitude				
Knowledge on mindfulness				
Knowledge on self-kindness				
Knowledge on humanity				
Skills to apply the self-compassion scale				
Skills to image your best possible self				
Skills to practice gratitude				
Skills to see yourself objectively				
Skills to be supportive				
Skills to recognize your humanity				
Attitudes of optimism and self-compassion				
Attitude of courage and kindness				
Attitude of being mindful and non-judgmental				

# Worksheet and materials:

1. **Prioritizing own health:** exercises and materials
2. **Social and emotional learning:** exercises and materials
3. **Coping:** exercises and materials
4. **Self-efficacy:** exercises and materials
5. **Optimism and Self-compassion:** exercises and materials
6. **Infographic 1: Prioritizing own health**
7. **Infographic 2: Social and emotional learning**
8. **Infographic 3: Coping**
9. **Infographic 4: Self-efficacy**
10. **Infographic 5: Optimism and Self-compassion**