



Tip Sheet: Creating a Resilient Classroom

Try to involve pupils in as many decisions as possible – giving them a sense of agency and learning. What works best for them? As an example; can they have an area in the classroom that they design to be a comfortable space?

Making Opportunities for Resilient Moves in your Classroom:

Here are some ideas taken from the Resilience Framework:

Exercise – Take opportunities to get pupils into the fresh air. Studies say moving outside helps with creativity.

Coping – Teach pupils vocabulary to express their emotions, take time to check in, model talking about emotions and different coping mechanisms.

Having a laugh- Plan in time for pupils to have a laugh as having a laugh increases student retention of learning.

Problem solving
– Actively create opportunities to learn problem solving and being brave.

Positivity glasses
– If you are finding teaching tough it's ok to say so and then model how you put on your positivity glasses.

Responsibility – Find opportunities for pupils to take responsibility and do something for someone else – it could be wiping the board or handing out the exercise books.

Understanding other people's feelings – Create debates where pupils discuss stories which enable them to see other people's points of

Highlight achievements- Find something authentic to praise (be creative if necessary), contact home to say positive things/send postcards, celebrate achievements.

Calming down and making yourself feel better- Include down time in class- it can help to decrease anxiety and the pressure that comes with the day. Perhaps set up learning stations e.g. reading, word search, card game.

Teaching Pupils about Resilience:

There are activities to illustrate each of the Resilient Moves in our [Resilient Classroom](#) activities booklet on the [Boingboing](#) website. We also have a [Teachers' Pack](#). Here are some examples;



Hand of Belonging – Pupils draw round their hands and write on each finger someone they can rely on.

Bingo – Finding others in the class who match the statement on the bingo sheet e.g....This can also help them to see what they have in common with others.

Can name 3 German-speaking countries. JOHN	has been to Germany. ALEX	Knows what the German flag looks like. MARY	Can speak a Germanic language. ROBERT
knows a German word. MARK	has a family with a German background. SUE	can speak two or more languages. PETER	knows what "Grandmother" means. DEAN
know what the official language of the US is.	has eaten German food.	has seen a German movie.	has been outside of the US.



Bunting – Each pupil writes down one of their talents on bunting and it is strung across the whole class.

Tree of growth- Every beginning or end of the lesson the students can write down: their talents, a new hobby, something good that has happened or how they are feeling. Helps them to recognise their own resilience.



Transport – Find a way for pupils to describe or draw their journey to school, this helps the teacher to know what issues a child might face coming to school.

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