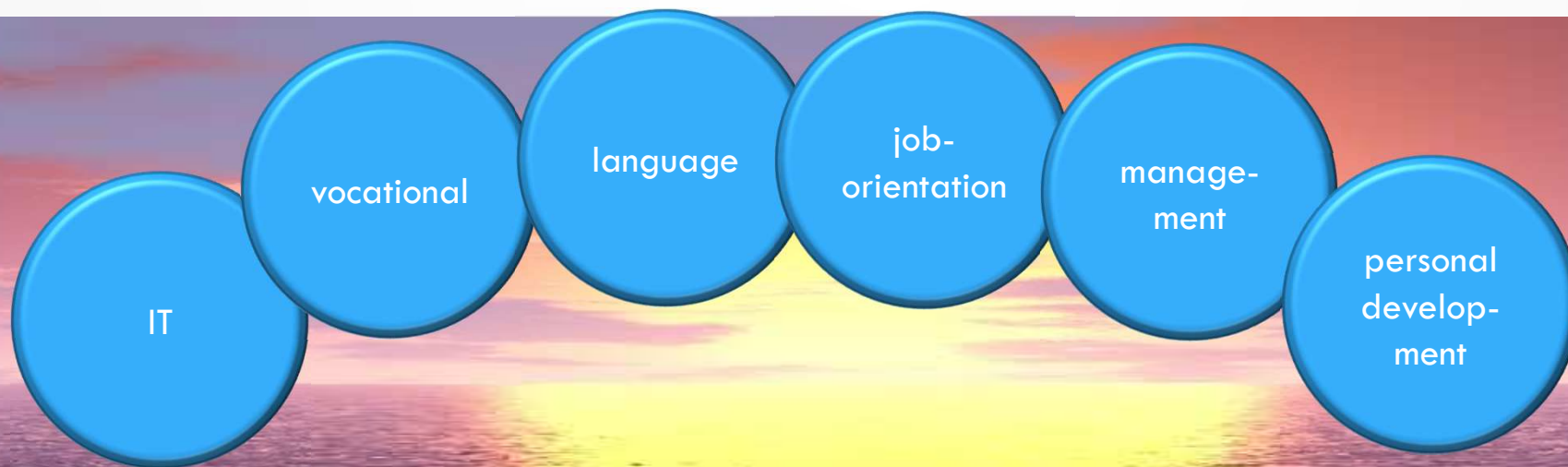




RESILIENCE

THE GUIDELINES

horizontal theme in adult education



How to implement resilience exercises into different learning settings?



use of methods during a seminar



focusing attention of participants



3 different levels

focusing attention of participants on resilience

explicitly



resilience
seminars

as driving force for
of effective learning

not
explicitly



resilience by the way

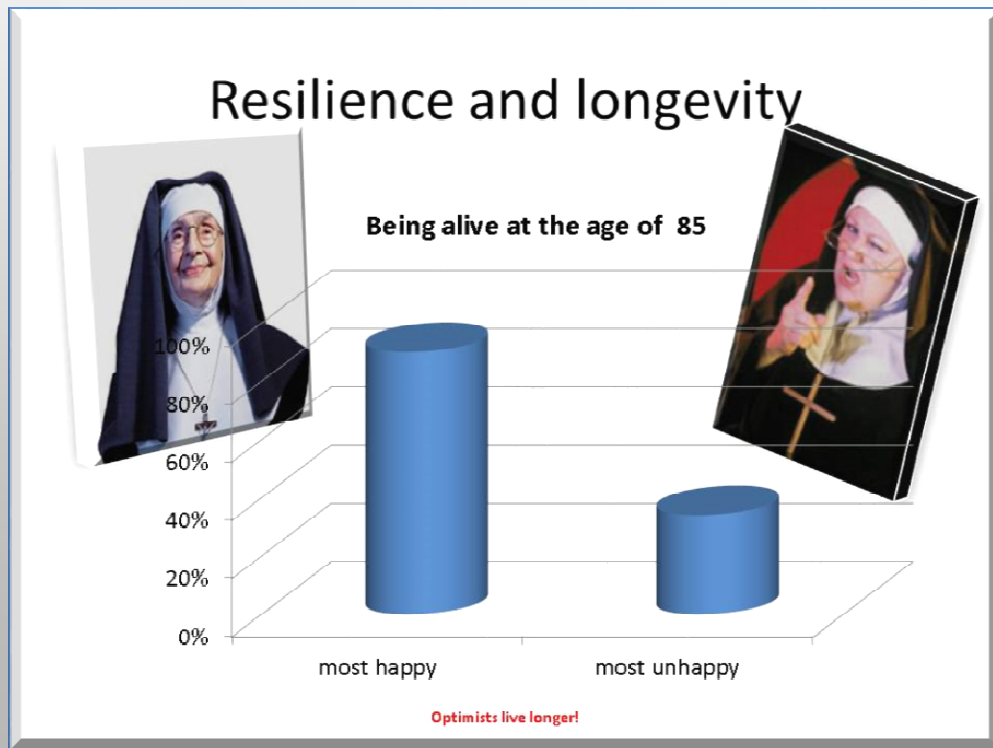
LEVEL 1 - resilienc along the way

using resilience materials to teach something else



examples for resilience along the way

IT - Spread sheets



Language: translation, conversation



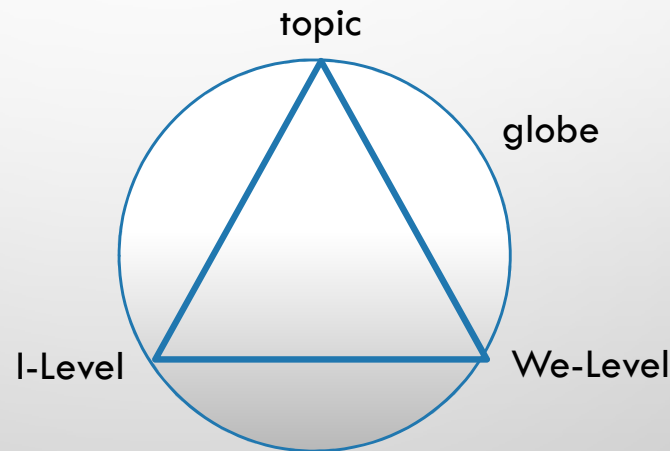
resilience along the way



subliminal advertising for
resilience!

LEVEL 2- as driving force of effective learning

to explicitly introduce particular resilience-exercises into your training



What factors promote the ability to concentrate in our participants?



positive state of mind



physical state



nutrition




surrounding conditions



What factors promote the ability to concentrate in our participants?

Brunner, R. & Zeltner, W.

- **Emotional state: Perceptiveness and concentration improve in a positive state of mind and decrease during negative states of mood.**
 - Physical state: mental and physical health benefits the power of concentration.
 - Nutrition can influence the ability to concentrate.
 - The surrounding conditions also influence concentration
- 

example IT-Course



LEVEL 3- Resilience Seminars

- creating seminars that are only dedicated to the topic resilience
- done by experts



KEYWORDS



perception	how to focus on the present and make the best of “here and now” and find the balance between the past-oriented thinking, present-oriented thinking and future-oriented thinking
getting a grip on one’s life	how to manage one’s life, how to find one’s own coping strategies, how to master stress, obstacles and problems and become aware of positive aspects
forming relationships	resilience and wellbeing as a result of sharing with other people
acceptance and optimistic thinking (confidence in future)	thinking skills that foster resilience in daily life
orientation on solution and aims	getting away from problem thinking and developing thinking skills that enable solutions
healthy lifestyle	a “salutogenic” approach which keeps one physically and mentally healthy to empower one’s resilience
self-efficacy	getting to know one’s strengths and the possibility of using one’s own resources in everyday life

DIDACTICAL STRUCTURE



awareness - what is resilience and why is it relevant	Awareness is required to become aware of the concept and relevance of resilience, as it is not generally known.
Experience resilience	Experiencing what resilience on a practical and emotional level can mean is a deeper form of knowledge than that limited to formal knowledge.
existing gifts and strengths: identify – mobilise – adapt and adopt	Most people are also not aware of their strengths and resources – realising, activating, and adapting them to different situations is the most important step in becoming resilient.
discover new concepts	Discovering new concepts – for example taken from models and examples – can extend the range of skills.
make a personal resilience-plan	Integrating all elements into a strategic plan to be embedded in everyday life is a necessary next step to make resilience a living part of life.
Additional opportunities to learn about resilience	As a final step of lifelong learning, new skills can be integrated on a continuous basis if we open up and are active in searching for new knowledge and experience.

focusing attention of participants on resilience

explicitly



resilience
seminars

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not
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resilience by the way