

Teacher's Guide



Resilience Through Challenges – Upper-intermediate (B2-C1)

Canva Presentation Link: [@ Resilience Through Challenges](#)

Editable Presentation Link: [@ Resilience Through Challenges](#)

Editable Worksheet Link: [@ Student Worksheet: Resilience Through Challenges](#)

Teacher note:

The opening of the video contains a personal and potentially distressing story. Students should feel free to engage at their own comfort level.

Warm-up

Part 1. Students look at the word “resilience” and discuss what comes to mind. Encourage students to think about feelings, images, situations & expectations.

Part 2. Students read the statements and share their thoughts on each one.

Part 3. Students read the quote from the video and discuss the questions.

Video activity

Part 1. Tell students they are going to watch a video called “Three invaluable tools to boost your resilience.” Ask students what three tips or ideas they think the video will focus on.

Part 2. Students watch the video and discuss the tips that the speaker mentioned.

Answer key:

1. Understand that suffering is part of life
2. Tune into the good
3. Ask yourself, is this helping or harming me?

Part 3. Students watch the video again.

Part 4. Students discuss the questions.

Part 5. Students read the quotes taken from the video and discuss the questions.

Vocabulary & speaking

Part 1. Students read the sentences and try to explain what each bold expression means in this context. Then, students say whether they agree, disagree, or partially agree with each statement and explain why.

Comes thick and fast – Happens very quickly and in large amounts, with little time to recover.

Stiff upper lip – The idea of hiding emotions and not showing distress, even when things are difficult.

To get sucked into something – To become deeply involved in something, often without realising it.

To feel singled out – To feel different from others or unfairly focused on, often in a negative way.

Tools at my fingertips – Resources, support, or options that are easily available and ready to use.

Part 2. Students read the situations and explain how resilience might work in these situations. Encourage students to use the expressions from the previous activity as they speak.

Part 3. Students choose one option and explain their choice.

Reflection

Students complete the sentences with their own ideas.