

Resiliency Lesson 3

With CYS



Resilience is the ability to grow and thrive in the face of challenges and bounce back from adversity.

Welcome back to Resiliency Training with CYS. In this weeks lesson we will be focusing on Confirmation Bias and Problem Solving. This weeks lesson focuses on Mental Agility. **Mental Agility** is being flexible and accurate on the way you think.

Resilience Facts

Resilient people know when and how to express emotion

Asking for help is a resilient strategy

Resilience can be messy

Everyone can develop resilience

You



Not You



Confirmation Bias



Confirmation Bias works on your Mental Agility. With Confirmation Bias you are looking at evidence that STICKS to you and evidence that SLIDES off you when it comes to your beliefs. These thoughts are both positive and negative thoughts. It is not intentional and in most cases we are unaware to it. In Confirmation Bias we are looking at EVIDENCE. We want to see if our thoughts and belief sticks or not.

Evidence that supports our thoughts and beliefs



VELCRO EFFECT :

Thoughts and Beliefs that are SO strong they STICK

Evidence that does NOT support our thoughts and beliefs



TEFLON EFFECT :

Thoughts and Beliefs that are SO weak they DO NOT STICK

Lets look at a sample of how Confirmation Bias works.

The Homecoming dance was next Friday and Alika still didn't have a date. He tried asking Lani but she said no and then he asked Rachel and she said she already had a date. Alika and his friends decided to go as a group. At the dance a slow song played and Alika became a wallflower and didn't have anyone to dance with. Leia from homeroom came over and told Alika that slow songs were dumb and that she didn't see why people would want to dance to them. Alika and Leia spent most of the night talking. When the dance was over Leia left. But Alika was upset with himself for not getting her number. Later at Jr's house they started talking about the dance. Alika didn't tell his friends about Leia.

Belief: No body likes me

VELCRO

Evidence that STICKS

Alika didn't have a date to the Homecoming Dance

TEFLON

Evidence that SLIDES right off you

Alika had friends to go with

Leia came up to him at the dance

Leia and Alika talked all night.

They all went to Jr's house after the dance.

Conclusion: Alika's belief that no one liked him was based on the fact that the girls he asked said no. But he had friends that he went with him to the dance and Leia talked with him all night. The evidence shows that he is indeed liked by many people. So in this example the confirmation bias falls under Teflon. There was no real proof that no one liked him. In fact, it seems that Alika has many friends.

Problem Solving



In Problem Solving there are 3 basic steps.

1. What's the problem you are trying to solve?
2. Why is the problem happening?
3. What did you miss?

In this lesson we will be using a pie chart to identify the cause of the problem and why you believe it is happening.

Step 1: (OBJECTIVE) What is the problem?

- My paper is due next week for English and I didn't start it.

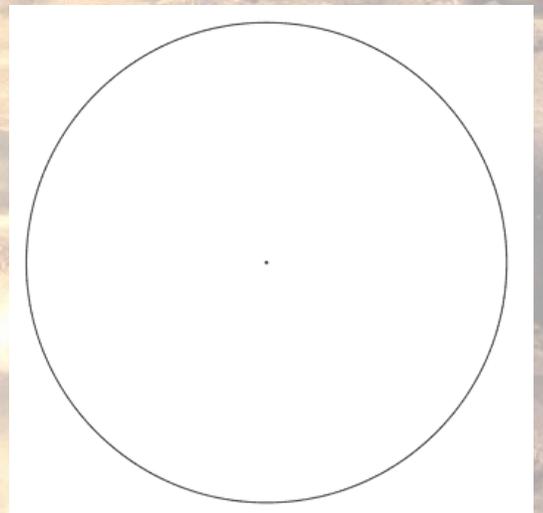
Step 2: (WHY) Why is the problem happening?

- I didn't do all the research I needed to do to complete the paper.

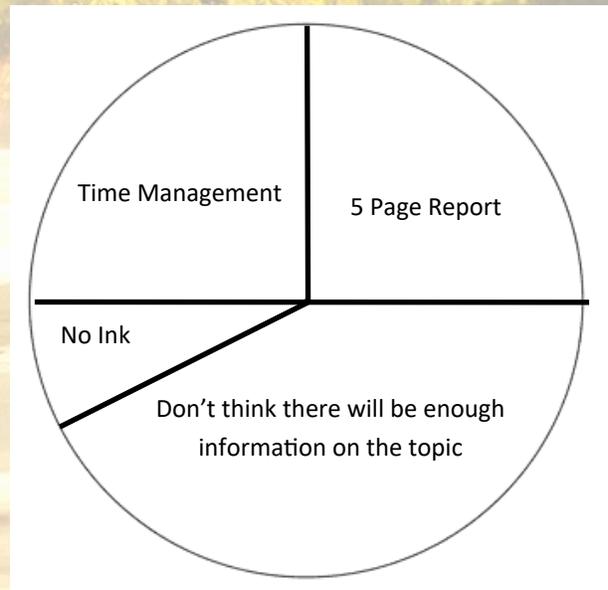
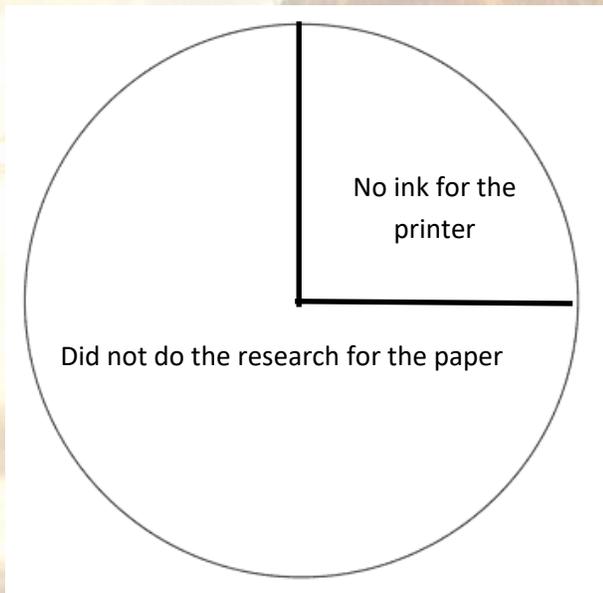
Step 3: (FLEXIBILITY) What did you miss?

- Ask yourself critical questions to come up with other things that may have caused the problem.
- *How did others or circumstances contribute?*
- *How did I contribute?*
- *What specific behaviors contributed to the problem?*

Now lets solve the problem!



Problem Solving Cont.



Step 3: (FLEXIBILITY) What did you miss? Ask yourself critical questions to come up with other things that may have caused the problem.

- *How did others or circumstances contribute?*

Mom didn't buy ink for the printer and it has been out of ink since April.

- *How did I contribute?*

I waited too long to start the research. I need to manage my time better with assignments.

- *What specific behaviors contributed to the problem?*

I don't want to write a 5 page report on the topic because it's so stupid. Hence why I didn't do the research because I know I won't find anything on the topic.

Conclusion: The student believes that there isn't enough information to complete a 5 page report. So they just gave up without even trying. Time management played 1/4 of the problem. Another 1/4 was because they didn't want to write the report. Mom's contribution was minor compared to the overall problem. When dividing pieces of the pie, look at the bigger contributors. The bigger the piece of the pie, the more you know how to solve the problem. The student starts the research and finds more information than what they expected. They worked on the paper a few hours on the weekend and was able to print the report at the library.



This concludes this weeks resiliency lesson. In lesson 3 we worked solely on **Mental Agility**. It is important to be flexible and accurate on the way we think. You saw that in both lessons. Focusing on the bad things wasn't accurate. But being flexible in your thinking you realize that statements aren't as true as you make them to be. Alika found out that people really did like him when he weighted the evidence. And the student realized that the problem they didn't want to face was in fact resolved.

As the lessons progress you will learn more about all 6 of the core competencies and how they can help you with having a healthier mind, body and soul for a more resilient you!

REMEMBER YOU MUST ALWAYS BOUNCE BACK!

