



BUILDING RESILIENCE AMONG ADOLESCENT STUDENTS USING 7C's MODEL

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Abstract: Resilience is the psychological quality that allows some people to be knocked down by the adversities of life and come back at least as strong as before. Dr Ginsburg, child pediatrician and human development expert, proposes that there are 7 integral and interrelated components that helps in being resilient. The American Academy of Pediatrics explains that adolescence is a period of fast-paced development in five key areas: moral, social, physical, cognitive, and emotional. This paper aims to emphasize the importance of resilience and highlights the 7 components that help to build resilience among adolescent students.

INTRODUCTION

The word adolescence is derived from Latin word “adolescere” meaning “to grow up” or “to mature.” Adolescence is a time of fluctuating and rapidly changing interests and desires, high energy, sexual maturation, physical growth, and limited emotional insight - this creates fertile ground for many emotional problems and challenges that might benefit from professional intervention. In present situations adolescents faces so many stressful circumstances such as arguments with friends, sporting losses or disappointments with test results. More serious problems commonly encountered are family breakdown, illnesses or deaths of family members or friends, or being the victim of bullying. The ability to recover or 'bounce back' from setbacks, adapt to difficult circumstances that cannot be changed, and learn and grow from such experiences is termed 'resilience' (Connor & Davidson, 2003; Luthar, Cicchetti, & Becker, 2000; Masten, 2014; Rutter, 2006).

RESILIENCE

Resilience has been defined as “the ability of an individual to function competently in the face of adversity or stress.” An adolescent who is resilient is likely to enter adulthood with a good chance of coping well— even if he or she has experienced difficult circumstances in life. Adolescent Students experience a tremendous amount of physical and mental growth on a daily basis. Between school, co-curricular activities, work and their

social life, teens face lots of new experiences and challenges. Being resilient gives them the ability to tackle these head-on, bounce back from any setbacks and have the best chance at succeeding. It allows them to learn and grow in all situations – two skills that are crucial to wellbeing and development. Resilience will also help them to approach new situations, people or experiences with confidence and a positive mindset, which will make them more likely to succeed.

IMPORTANCE OF RESILIENCE

Resilience is the ability to withstand adversity and bounce back from difficult life events. Being resilient does not mean that people don't experience stress, emotional upheaval, and suffering. Some people equate resilience with mental toughness, but demonstrating resilience includes working through emotional pain and suffering.

Resilience is what gives people the emotional strength to cope with trauma, adversity, and hardship. Resilient people utilize their resources, strengths, and skills to overcome challenges and work through setbacks. People who lack resilience are more likely to feel overwhelmed or helpless, and rely on unhealthy coping strategies (such as avoidance, isolation, and self-medication). Resilient people do experience stress, setbacks, and difficult emotions, but they tap into their strengths and seek help from support systems to overcome challenges and work through problems. Resilience empowers them to accept and adapt to a situation and move forward.

7C's MODEL OF RESILIENCE

Kenneth R. Ginsburg MD, MEd, is a Professor of Paediatrics at Children's Hospital of Philadelphia specializes in building resilience in kids. He believes that if we want our children to experience the world as fully as possible—with some of its pain and all of its joy—they need resilience. Dr. Ginsburg developed the 7 C's model to provide a practical approach for parents and communities to prepare children to thrive. 7 integral and interrelated components that make up being resilient are,

1. **Competence** – is the ability to know how to handle stressful situations effectively. It requires having the skills to face challenges, and having had the opportunity to practice using these skills so that one feels *competent* in dealing with situations. Our groups offer stress-reduction and social skills training and by learning these skills in a group of similar aged peers, provides the opportunity for your child to practice these skills, and enhance their competence.

2. **Confidence** – is the belief in one's own abilities and is rooted in competence. Children gain confidence by being able to demonstrate their competence in real situations. Our groups enhance self-confidence by identifying each child's individual strengths and when children are noticed for their strengths, watch them soar high and be self-motivated to overcome their challenges.

3. **Connection** – children with close ties to friends, family, and community groups are likely to have a stronger sense of security and sense of belonging. These children are more likely to have strong values and are less likely to seek out alternative destructive behaviours. In our groups, we foster a sense of belonging and we discuss ways your children can strengthen their ties by being a good friend, a caring family member, and an important community member.

4. **Character** – children with “character” enjoy a strong sense of self-worth and confidence. They are in touch with their values and are comfortable sticking to them. They can demonstrate a caring attitude towards others. They have a strong sense of right and wrong and are prepared to make wise choices and contribute to the world. Our groups aim to strengthen character through enhancing self-esteem with our strengths-based work, and by teaching skills of empathy and caring for others. In our youth group, teenagers are empowered to recognise that they have the ability to make choices and that they can make “wise” choices towards their values rather than away from their values.

5. **Contribution** – if children can experience personally contributing to the world, they can learn the powerful lesson that the world is a better place because they are in it. Hearing the thankyou and appreciation when your child contributes, will increase their willingness to take actions and make choices that improve the world, thereby enhancing their own competence, character, and sense of connection. In our groups, there will be time for your child to explore how they can contribute and matter in this world. In our parent group session, we give lots of ideas on projects that families may be able to do together in order to experience the power of *contributing*.

6. **Coping** – children who have a wide repertoire of coping skills (social skills, stress reduction skills) are able to cope more effectively and are better prepared to overcome life’s challenges. Our resilience groups teach both stress-reduction skills and social skills for coping with everyday life stresses.

7. **Control** – when children realise that they have control over their decisions and actions, they are more likely to know how to make choices in a way that they can bounce back from life’s challenges. Our groups aim to provide children a sense that they have choices – on how they wish to think and act, and that they can determine results based on these choices.

HOW TO BUILT RESILIENCE IN ADOLESCENT

- Encourage children to focus and build on their strengths. When they handle a situation capably, acknowledge what they have done well and how that will affect others and themselves.
- Let children make safe mistakes so they have the opportunity to right themselves. Avoid trying to protect them from every stumble.
- Lectures are too complex for young children to understand and too stressful for teens to hear. Instead, break down ideas one step at a time so they can truly understand your points and feel ownership over the lesson they learn.
- Instead of focusing only on achievements, encourage the development of personal qualities like fairness, integrity, persistence, and kindness.

- Praise children honestly and specifically. Rather than “You’re a great artist!” say “I love the colors you used in that painting. Look at the bright red and blue birds!” Specific praise is more believable, and your feedback will have more impact.
- Encourage children to strive for goals that you think they can achieve but are a bit beyond what they’ve already accomplished.
- Allow children to have and express all types of emotions. Don’t encourage them to suppress unpleasant feelings.
- Show that relationships matter by addressing conflict directly. Work to resolve problems rather than letting them fester.
- Encourage children to develop close relationships with others. Set an example by fostering your own healthy relationships.
- Encourage children to consider right versus wrong when making choices. Help them look beyond immediate satisfaction or selfish desires.
- When you make decisions or take actions, express out loud how you think about others’ needs.
- Work with children to clarify and express their own values.
- Communicate to children (at appropriate age levels) that many people in the world don’t have as much money, freedom, and security as they need.
- Teach the important value of serving others.
- Model generosity with your time, energy, and resources.
- Create opportunities for children to contribute in a specific way, like volunteering.
- Assist children in understanding the difference between a real crisis and something that just feels like one in the moment.
- Model step-by-step problem solving. Avoid reacting emotionally when you’re overwhelmed.
- Demonstrate the importance of caring for your body through exercise, good nutrition, and adequate sleep. Practice relaxation techniques.
- Encourage children to recognize even their small successes so they know they can succeed.
- Reward demonstrated responsibility with increased freedom.
- Remember that the word “discipline” means to teach, not to punish or control.

CONCLUSION

Adolescence, the transition between childhood and adulthood, is a stressful period of life characterised by discernible physical, mental, emotional, social and behavioural changes. G.S.hall has called this period as a period of strain and stress fraught with many problems. Building resilience among adolescent is very essential for present situation. Resilience can be developed through making confidence, connection, goal setting, aware them about self-care and train them to accept changes. Through practicing several strategies children can improve their resilience and their life become successful.

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