

LESSON 11

Dealing With Disappointment and Building Resilience

60 minutes

Strand 2.2: Engaging with the Workplace

Reflecting

Outcome LCW.M2.S2.APP.7

WHAT THIS LESSON DOES

Process feedback from your mock interview by separating performance details from identity judgements. Accept accurate stinging comments, reject unfair ones with reasons, and draft a resilience plan with two concrete changes.

HANDLE WITH CARE

- Student pages name the guidance counsellor only. Follow school pastoral procedures for anything heavier than interview technique.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M2.S2.APP.7	outline strategies for developing resilience and dealing with constructive feedback.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Separate performance feedback from identity judgements
- Accept accurate stinging feedback and decide what changes
- Draft first ALT 4 material from real feedback

KEY TERMS

Term	What it means here	For example
Resilience	The capacity to take a real setback or a stinging piece of feedback, separate what it said about the performance from what it said about you, and decide one or two concrete changes rather than shutting down or pretending nothing landed.	Rewriting three rambling interview answers after a mock panel told you that you talked around the question
Disappointment	The ordinary feeling that follows when a performance, an application, or a result falls short of what you hoped. In job-seeking it is normal, not a verdict on your worth.	Leaving a mock interview knowing two of your answers collapsed under a follow-up question
Feedback response	A short written plan that names the feedback you received, which parts you accept and which you do not (with reasons), and the two specific things you will do differently next time.	Accepted the teamwork gap (clubs named, no action shown); refused 'sounded unsure' as an identity verdict; will rehearse one 60-second SAR story twice and pause for a breath before every answer next mock

BEFORE THE BELL

- Prepare an anonymised sample of mock-interview feedback for any students without their own notes.
- Students will create or open Resilience Plan YourName in the Strand 2.2 folder (blank document is fine) under three headings: Feedback received; Accept and refuse with reasons; Two checkable changes.
- On screen this lesson: worked example.

Dealing With Disappointment and Building Resilience

HOW THE LESSON RUNS		
5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Work Your Critique into a Resilience Plan
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by naming the material in the room: the mock-interview feedback students already hold. If anyone is missing notes, pair them with a peer who will share a redacted version, or supply a short anonymised sample so nobody works from thin air. Keep the tone steady: stinging feedback is useful raw material, not a personal attack.

Student-facing copy already signposts the guidance counsellor. If a disclosure goes beyond interview technique, follow the school's own pastoral procedures; do not handle it on the lesson page.

5 min Key Terms

Keep this brisk. The three terms only matter because students will use them in the next thirty-five minutes. Do not expand into a lecture on growth mindset.

35 min Work Your Critique into a Resilience Plan On screen: worked example

ALT 4 LINK

This lesson does not land ALT 4. ALT 4 later in the strand captures evidence of responding to real interview or workplace feedback with concrete change. Today's Resilience Plan is raw banking material, not the assessed piece. "Good enough for banking" means three headed sections plus two checkable changes. Flag that clearly when you circulate so students do not over-polish or under-write.

SUGGESTED TIMING

- 12 minutes: walk the worked example beat by beat on the board. Pause before each reveal and ask the class what move Aoife is making.
- 20 minutes: students write their own Resilience Plan from their real critique (or the anonymised sample).
- 3 minutes: quick pair share of one change they named, then save.

TEACHING TIPS

Watch for two failure modes: **all acceptance with no filter** (everything the reviewer said is treated as law) and **total dismissal** (nothing landed). A strong plan usually accepts one stinging accurate point and refuses one that was vague or unfair, with a reason for each. The two changes must be checkable acts ("rehearse a 60-second answer to 'tell me about a time you solved a problem' twice out loud before the next mock"), not moods ("be more confident").

Students who finish early can tighten the wording of their two changes until each has a date or a next opportunity attached.

PASTORAL NOTE

Student-facing copy names the guidance counsellor only. If a student's feedback or reaction surfaces something heavier than interview technique, follow the school's own pastoral procedures and guidance-counsellor route. Do not handle it on the lesson page.

10 min Think About It

Keep this as paired talk or a brief whole-class share. Listen for students who accepted everything uncritically or rejected everything defensively; one sentence of coaching on the filter is enough. Optional portfolio note stays optional.

5 min What you covered

Close by confirming every student has a saved Resilience Plan YourName document. Remind them this document is raw banking material for ALT 4 later in the strand, not the finished assessed piece. Collect nothing; the portfolio stays theirs.

ANSWERS AND LOOK-FORS

- "you listed three clubs but never said what you actually did" - Specific, checkable critique - The reviewer points at a concrete gap: clubs named, no action shown. This is the kind of line you can work with, unlike vague praise or vague attack.
- "That answer could have been anyone's" - Why it stung - Generic answers fail competency questions. Naming the sting matters; Aoife does not pretend this bounced off her.
- "I accept the teamwork point. It stung because I thought naming the..." - Accept the accurate part - She keeps the part that is true even though it hurts. Resilience starts here, not with a resolution to toughen up.
- "I do not accept "made you sound unsure" as a verdict on me as a person" - Separate performance from identity - She redraws the line: rushed speech under pressure is a performance issue. It is not a judgement that she is an unsure person. This is the core move of the lesson.
- "write one Situation-Action-Result story for teamwork from the school..." - Change one: concrete and rehearsable - A checkable act with a real source and a time limit. Someone could verify whether she did this. "Be better at teamwork answers" would not clear that bar.
- "pause for a full breath before every answer instead of filling silence" - Change two: tied to the next chance - The second change targets the rushed finish and builds in a way to check it with her partner. Two changes, both doable before or during the next mock.

TEACHING MOVES

- Model the example annotations through whole-class discussion before students begin their own plans.
- Circulate during the main activity to prompt students separating performance feedback from identity.
- Facilitate paired talk in the reflection section to share experiences of disappointment.
- Emphasise that the drafted plan is the starting point for later assessment work, not the finished ALT 4 piece.

WHAT TO WATCH FOR

- Accepting all feedback uncritically: Prompt evaluation of whether each point is accurate or vague.
- Rejecting feedback defensively: Guide students to find and accept one valid point with reasons.
- Not naming concrete changes: Require specific actions such as rewriting particular answers.

DIFFERENTIATION

- Support: Offer sentence starters for drafting the resilience plan sections.
- Extension: Challenge students to link their two changes to a future mock interview scenario.
- Support: Pair students for the paired talk section to aid reflection.

WHAT STUDENTS ARE LEFT WITH

- Resilience Plan: real feedback, accept/reject with reasons, two changes; ALT 4 first draft