



BIG TALKS

for little people



LESSON 4 - RESILIENCE

LESSON AIMS

In Lesson 4, we will explore resilience, and also learn about coping strategies.

EQUIPMENT REQUIRED

Digital animation : “Ball Throw”.

A device to conduct a web search.

Work books/paper and tools to write with.

CORE CONTENT

PART 1: Review content from last week.

PART 2: Watch the animation.

PART 3: Student web search regarding resilience.

PART 4: Alex’s Story. (Optional)

PART 5: Resilience roleplay. (Optional)

COPING STRATEGY

When I’m down I can pick myself up and move on.

(Write up on whiteboard).

TEACHER NOTES

Lesson aims:

1. Discuss web search images about resilience.
2. Develop an understanding of resilience.

Bullying

Remind students of the discussion in Lesson 3.

Bullying is:

- Typically repeated.
- Deliberately harmful.
- Involves the systematic abuse of power.

Types of bullying include physical, verbal, social and cyber. World-wide research makes it clear that bullying occurs in most schools, and that there are significant negative psycho-social and mental health outcomes associated with it (Skrzypiec, Slee, Askell-Williams & Lawson, 2012; Slee, 2017).

Coping with bullying – the role of the “Friendship Bench”.

There are many factors that impact on the likelihood that a young person becomes the target of bullies at school, including the physical, behavioural, and social-cognitive attributes of victims, parenting practices and the school climate. While victims are not to be blamed for being bullied, research has shown that children who appear to be vulnerable, socially withdrawn, anxious, or submissive, or who respond by fighting back in an ineffectual manner (i.e. who respond with anger and strong emotions) tend to reinforce further victimization. Victims’ inability to effectively cope with bullying may be linked to persistent victimization. The more an individual is bullied the greater is the demand made of the individual’s coping capacity.

Students who are bullied are hurt and often feel helpless and alone. They need help with ways to cope with bullying. Australian researchers have shown that it is possible to teach young people how to better cope with stressful situations, such as bullying. In this lesson students will explore strategies for coping with verbal bullying and in becoming assertive and sticking up for themselves when they need to.

Resilience

The resilience of individuals can be described as their capacity to survive, adapt, and grow in the face of acute crises and chronic stresses. Most recently some researchers have conceptualized resilience as a dynamic process that draws from risk and protective factors that are internal (individual characteristics) and external (family, school and community) to the individual. In line with these factors, resilience can be built through a number of avenues. Firstly, through certain personal characteristics (individuals who are resilient have a good sense of self-worth, purpose, control, belonging and their future). Secondly, through external environments, such as schools, which contribute to personal competencies that help build resilience. Thirdly, through the interaction of these two factors.

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In addition to family, school is an important external system where young people's resilience can be developed. The school classroom can provide an environment that promotes resilience by facilitating the development of an individual's self-concept and self-worth, and by providing a safe environment that buffers an individual against adversity. Research has shown that schools where students feel supported and accepted by their peers, have caring relationships with adults and positive teacher influences, as well as opportunities for success (academic and non-academic), foster a positive influence on student resilience.

The "Student Wellbeing Hub" (link below) has a considerable array of resources including youtube clips, games, discussion starters focused on resilience.

<https://studentwellbeinghub.edu.au/educators/professional-learning/resilient-and-inclusive-classrooms#/>

PART 1: REVIEW CONTENT FROM LAST WEEK

Begin by reviewing what students remember from last week about exclusion and relationships.

PART 2: WATCH ANIMATION: BALL THROW ANIMATION

Show and discuss "Ball Throw Animation".

Use this lesson to revisit the concepts of "emotions" and "feelings". For example:

Emotions are relatively discrete reactions to events e.g. failing to score a goal in the ball throw and expressing anger.

Feelings are more diffuse inner responses that are not readily identified by others.

How do you think the character got to be so good at their ball skills? Practice and persistence? What other skills would help?

When the ball was thrown away how did the character feel? What could they do to be more resilient? What could you do if that happened to one of your classmates?

PART 3: STUDENT WEB SEARCH ON RESILIENCE

Defining "resilience".

Show students images such as these and ask them what they think "resilience" means?



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PART 4: ALEX'S STORY (OPTIONAL)

My name is Alex. I am 11 years old. I like sport and I hope to play my favorite sport on my school team next year.

I've had a lot of challenges at school and I often get into trouble with other kids and teachers. I have a hard time settling down to do my work and paying attention in class.

Sometimes I come to school in the morning really tired, but I need to switch on and learn.

Sometimes my switch gets stuck. Then I can get angry and upset and don't always know how to stop these feelings. Sometimes some of the other kids see me getting upset and make fun of me. Other times I can take a deep breath and control my emotions and get back to the lesson. What I most want to do is learn to manage my emotions and then I might switch on and start learning.

When I switch on, my mind's turned on, so I'm learning. I don't want to get into trouble. What I most want to do is switch on and learn, and bounce back.

The group answers the following questions. Have students write their answers in their work book or on a sheet and be prepared to share with the class.

- What is resilience?
- How is Alex being resilient?
- How could classmates help Alex?
- What gets in the way of being resilient?
- Can you think of someone who has been resilient? What did they do?

PART 5: RESILIENCE ROLEPLAY (OPTIONAL)

Have students write their answers in their work book or on a sheet and be prepared to share with the class.

1. You've been waiting in the tuckshop line at recess and another student pushes in front of you.
2. Your teacher sets a group task to be completed in the lesson. The others in your group start fooling around and even though you try to get them to work together, when the lesson ends your group has nothing to hand in. Your teacher gives you all a lunchtime detention.
3. It's recess and you see a group of your friends playing handball. When you ask to join in, someone calls you a "loser" and no-one invites you to play.
4. Your parents have just read your report card. They are unhappy about some of your grades/marks and tell you that you're banned from playing games online for 3 months.

TEACHER CHECKLIST

- ☐ Have you completed the relevant activities and shown the digital animation?