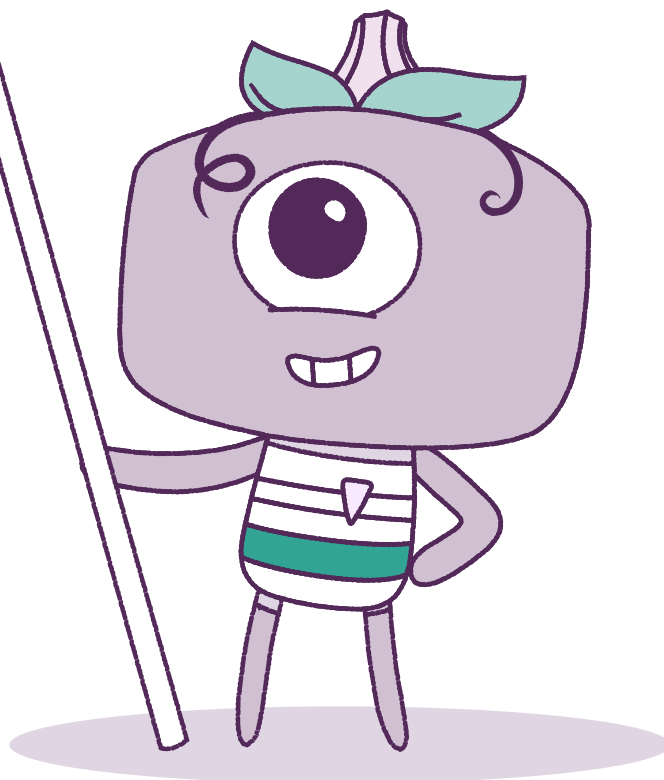
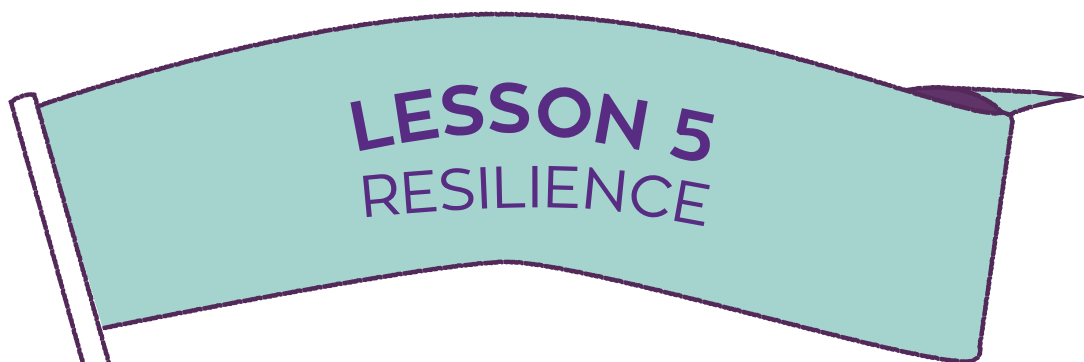




BIG TALKS for Little people



LESSON 5 - RESILIENCE

LESSON AIMS

Understand more about resilience.

EQUIPMENT REQUIRED

General Stationery: For drawing and writing.

Digital Animation: "Ball Throw"

Device with browser: To watch Youtube

Printout: Peep self-concept sheet

CORE CONTENT

PART 1: Review the content from last week.

PART 2: Watch the animation "Ball Throw"

PART 3: Class discussion

PART 4: Youtube videos

PART 5: Printout activity

PART 6: (Optional) Class activity

TEACHER NOTES

Having begun to develop awareness of resilience in the previous lesson, this lesson aims to further students' self-awareness of identity and experience into the notion of self-concept, particularly to build resilience. In alignment with HPE Australian Curriculum V.9 Year 5/6 content descriptions, students will:

Explain how identities can be influenced by people and places, and how we can create positive self-identities. (AC9HP6P01)

In addition, this promotes learning of AC HPE General capabilities, specifically 'Personal and social capability', ensuring that students can: Analyse the influence that choices have on developing personal qualities and identify areas for growth (AC9HP6P01 GC/CCP).

Please read the recommended Teacher Sheet: 'Self-Efficacy', located on the 'Big Talks...' website.

Please read the recommended Teacher Sheet: 'The benefits of sport for mental health', located on the 'Big Talks...' website.

PART 1: REVIEW CONTENT FROM LAST WEEK

Begin by reviewing what students remember from last week about resilience.

PART 2: WATCH ANIMATION: BALL THROW

Begin lesson rewatching the 'Ball Throw' animation. Ask students to work in small groups and discuss if there might have been a better outcome if Stalk had used their 'Wise mind' and acted with resilience.

Once students have done this, lead a class discussion of their different ideas and alternative outcomes to the animation.

PART 2: CURRICULUM LINKS

Personal, social and community health - Identities and change.

Students describe and demonstrate how respect and empathy can be expressed to positively influence relationships. (AC9HP6P04).

LESSON 5 - RESILIENCE

PART 3: CLASS DISCUSSION

Discuss how Stalk and their Feels corresponded in this encounter, demonstrating how feelings can dictate the decisions people make, if they don't think about their feelings before acting.

Ask students how Stalk might have felt about themselves if they had acted differently (e.g. proud, brave, confident, resilient, relieved, satisfied).

Prompt: Suggest to students that perhaps Stalk could have practised over time to play basketball and improved. They also could have then connected with the other Peep, Elk, in the animation, asking for help and created a good social connection.

PART 3: CURRICULUM LINKS

Students learn to explain how identities can be influenced by people and places, and how we can create positive self-identities (AC9HP6P01).

Elaborations:

Students explain how role models influence the way individuals see themselves.

Continuum Extract:

Students analyse the influence that choices have on developing personal qualities and identify areas for growth.

PART 4: YOUTUBE VIDEOS

The 'Brain Basics' Youtube videos, developed by 'Kid's Helpline', explain in simple terms, the brain's role in controlling our emotional responses to stressful situations.

Suggested video for younger students:

Brain Basics: Anxiety for Kids: with Lee Constable

<https://youtu.be/eD1wliuHxHI?si=dakE3wI08Bag7nx5>

Suggested video for older students:

Brain Basics: Anxiety for Kids (Part 3) : The fight, flight and freeze responses.

<https://youtu.be/8do0Jiscgsk?si=zi5Uwl-rNvq74M2t>

Brain Basics: Anxiety for Kids (Part 4) : Coping Strategies

<https://youtu.be/PsK3HejhOwc?si=hxvQwtsibeRNcrKY>

PART 5: PRINTOUT ACTIVITY

Give each student a Peep self-concept task sheet.

This task sheet allows students to add physical attribute details to the Peep that represents them, but the remaining space on the page is left for internal qualities and attributes for students to write and depict.

Lesson summary: On the back of their self-concept sheet, have students write a commitment statement to themselves about facing their challenge, drawing confidence from their personal attributes. Collect task sheet at the end of lesson for use in the next lesson.

LESSON 5 - RESILIENCE

PART 4 & PART 5: CURRICULUM LINKS

Personal, social and community health – Interacting with others.

Students apply strategies to manage emotions and analyse how emotional responses influence interactions (AC9HP6P06).

Elaborations:

Students analyse situations in which emotions can influence decision-making.

Students analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities (AC9HP6P10)

Elaboration:

Students describe strategies to support a sense of belonging and connection.

Continuum extract

Analyse the influence of different factors and situations on their emotional responses.

Manage personal factors influencing emotions in a range of contexts including learning.

Students learn to explain how identities can be influenced by people and places, and how we can create positive self-identities (AC9HP6P01).

Elaborations:

Students explain how role models influence the way individuals see themselves.

Continuum Extract:

Students analyse the influence that choices have on developing personal qualities and identify areas for growth.

PART 6: CLASS ACTIVITY (OPTIONAL)

Optional activity: As a class, it may be helpful for students to discuss some of the things that may be holding them back from achieving their personal goal/s.

Students could think of some ideas and strategies that may help to overcome the things, that they feel, may be holding them back at this time.

E.g.

Could they take some lessons from a friend or family member to improve existing skills, or learn a new skill?

Could they find some detailed information in a book or video about their personal interests, to show that other people share their interest and goals?

TEACHER CHECKLIST

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