

# LESSON 1

## RESILIENCE

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**Resilience is the ability to bounce back from challenges. Throughout the year, you are going to experience ups and downs. That's totally normal. It's important however, that you know how to navigate your way through the tough times.**

The focus of this course is to develop resilience by way of learning empathy, emotional literacy, mindfulness and gratitude – the cornerstones of building resilience.

**Watch the video.**

Imagine the video you have seen as a metaphor for life; how does this represent life's ups and downs, and resilience?

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RESILIENCE

**Your Wave**  
Think of a time in your life when you had to demonstrate a great deal of resilience and label the 'wave' below.  
What was it? Who helped you through?

Think of a time in your life when you had to demonstrate resilience. What happened? Who and what helped you through?

What are your strengths?

What are your strengths?

### Australian Curriculum PERSONAL AND SOCIAL CAPABILITY

#### Self-Awareness:

##### Recognise Emotions

- Reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts.

##### Recognise Personal Qualities and Achievements:

- Assess their strengths and challenges and devise personally appropriate strategies to achieve future success.

### HEALTH AND PHYSICAL EDUCATION

#### Communicating and interacting for Health and Wellbeing:

- Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses.

#### Learning Intentions:

- To understand the concept of resilience and apply it to their own situation.

#### Resources:

- Speakers and projector.
- Video Resource List.
- Student workbooks.

#### Outline:

##### Activity 1: Video (20 mins)

- Watch **Video 1001** from the Video Resource List.
- On first viewing, watch the clip through in its entirety.
- Then ask students to imagine this video as a metaphor for their life. How does this represent life's ups and downs, and resilience?
- Watch through again and ask students to notice and write down what the surfers do throughout each of the rides.

- They should come up with things like:
  - He has a plan and had a measured approach to his limits.
  - He 'bails' in a safe way when it gets too much (bottom first—around 1:17 mark).
  - He has had practise before the big wave.
  - He changes course when he needs to.
  - He has a support crew.
  - When there is a big surge (about 3:35) he pushes through with determination.
  - He trusts himself to change paths to follow the flow of the wave.

##### Activity 2: Resilience (15 mins)

- Think of a time in your life when you had to demonstrate a great deal of resilience.
- Label the 'wave'. What was it? Who helped you through?
- In the student workbooks, students should now (on the wave image) write down the things they have in their lives to help them through in the future.
- They should answer and label on the wave diagram:
  - Who is their support crew?
  - What is the plan?
  - How can you change your plan?
  - What are your strengths?

##### Activity 3: Share (5 mins)

- Share thoughts/stories/ideas with the class about resilience using the wave metaphor.

##### Activity 4: Video (15 mins)

- Watch **Video 1002** from the Video Resource List.