

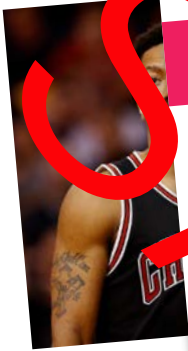


ENABLING PROMPT: For **Activity 1 (Lesson 5.1)**, if students find the task too challenging to complete on their own, and if they are comfortable, ask them to pair up with another person. This will give them an opportunity to get some tips from others. Alternatively, you can give some general examples as a class. For example, if you wanted to improve in this area, what could you do?



EXTENDING PROMPT: For **Activity 1 (Lesson 5.2)**, have students share their responses with the class.

Lesson 5.2 RESILIENCE REFLECTION



Think of a time in your life when you were resilient. Who and what helped you?

What are your strengths?

Who is your support person?

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Lesson 5.1 RESILIENCE

Resilience is the ability to bounce back from adversity. Throughout the year, you will be exploring ways to build your resilience.

The focus of this course is to help you build your resilience. You will explore the importance of building resilience.

Brainstorm ways you can build your resilience below.

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Lesson 5.1 RESILIENCE



How resilient are you? Self evaluation

Indicate how much each statement applies to you. 1 being not at all (never), 10 being 100% me (all the time).

Statement	Rating									
In a crisis or chaotic situation, I calmly think and focus on what I need to do.	1	2	3	4	5	6	7	8	9	10
I'm usually optimistic. I see difficulties as temporary obstacles to overcome.	1	2	3	4	5	6	7	8	9	10
I have friends I can talk with.	1	2	3	4	5	6	7	8	9	10
I can express my feelings to others and ask for help.	1	2	3	4	5	6	7	8	9	10
I'm a good listener.	1	2	3	4	5	6	7	8	9	10
I have good empathy skills.	1	2	3	4	5	6	7	8	9	10
I learn valuable lessons from my experiences and from the experiences of others.	1	2	3	4	5	6	7	8	9	10
I feel self-confident, appreciate myself, and have a healthy concept of who I am.	1	2	3	4	5	6	7	8	9	10

Adapted from the Resiliency Quiz - How Resilient Are You? designed by Al Siebert, PhD.

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If you have more time:

Share (10 mins)

- Get students into groups of three and have them share the moment that required resilience they recorded in their Student Journals.
- Compare support networks and strengths.



Weekly GEM Chat focus...

- Write the word 'resilience' in a cloud on an A3 sheet, the whiteboard or butchers paper.
- Ask each student to write all the words they think of when they hear the word resilience around the cloud.
- You can do this with a different word each week and put the finished posters all around the room. If you have coloured textas, you can use that to add colour to the poster.

Lesson 5.1

RESILIENCE: How resilient are you?

LEARNING INTENTIONS:

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

RESOURCES:

- Teacher Resource Hub/Video list.
- Student Journals.
- Internet access, speakers, projector.

OUTLINE:

Activity 1: How resilient are you? Self evaluation (20 mins)

- Get students to rate themselves for aspects of resilience using the quiz in their Student Journals. Explain that this is confidential and they will not need to share with the class.
- After completing the self-reflection, students need to pick three statements that were closer to 0 than 10 for them that they would like to improve.
- Ask students to brainstorm ways they could improve these areas in their Student Journals.

Lesson 5.2

RESILIENCE REFLECTION: The return

LEARNING INTENTIONS:

- Students will reflect on a time when they had to demonstrate resilience.

RESOURCES:

- Teacher Resource Hub/Video list.
- Student Journals.
- Internet access, speakers, projector.

OUTLINE:

Activity 1: The Return (15 mins)

- Watch **Video 1008** from the Video Resource List.
- Tell students to look for examples of what helped Derrek get through — positive self-talk, determination, family, friends, supporters.

Activity 2: Resilience reflection (5 mins)

- Ask students to open their Student Journals and complete the following questions:
 - > What are your strengths?
 - > Think of a time in your life when you had to demonstrate a great deal of resilience. What happened? Who and what helped you through?
 - > Who is your support crew?

SAMPLE