



## YOUNG & eSAFE



### THEME - Resilience



### TARGET AGE GROUP - Years 9 and 10 (Level 6)



### LESSON DURATION - 20 - 25mins

**Activity purpose:** Develop students' understanding of resilience through identifying their skills and coping strategies and exploring how these skills can assist them to overcome future challenges they may face online.

### BACKGROUND INFORMATION

Resilience is emotional strength. It's the ability to cope when exposed to challenges or stressors. Resilience allows people to bounce back by adapting to stress and changing in healthy ways. The online world exposes young people to a number of challenges such as negative or hateful comments, identity theft and fraud, and exclusion by others on social media. It can be difficult to overcome these challenges at times and can often leave young people feeling distressed, anxious and isolated. Resilience allows young people to regain control over their situation without having a negative emotional response.

#### Resilience strategies include:

- Acknowledging the challenge and/or stressor
- Using problem solving techniques to resolve the issue
- Seeking support to gain an alternative viewpoint on the issue
- Implementing self-care strategies
- Gaining sufficient distance from the problem to alleviate some of the pressure
- Recognising that everyone makes mistakes.

# Activity 1

TEACHING SEQUENCE / ACTIVITY	DURATION	RESOURCES REQUIRED
<p><b>1.</b> Explain to students that they will be discussing the topic of resilience and completing worksheets to rate their skills and identify how they can be resilient in the future.</p>	2 mins	
<p><b>2.</b> Provide students with the worksheet 'Rating Resilience'. Students are to complete the worksheet individually. The worksheet requires them to:</p> <ul style="list-style-type: none"> <li>• rate their skills in help-seeking, emotional management and problem solving skills</li> <li>• reflect on ways they can enhance these resilience skills.</li> </ul>	5 mins	'Rating Resilience' worksheet - 1a.
<p><b>3.</b> Teacher-led class discussion on resilience with the following questions:</p> <p><b>a.</b> What is resilience? Resilience is emotional strength. It's the ability to cope when things go wrong. Resilience helps you to bounce back and adapt to stress and change in a healthy way following difficult situations or challenges.</p> <p><b>b.</b> What challenges might you face online that require resilience? Cyberbullying, privacy invaded, online friend stops talking to you, banned from technology.</p> <p><b>c.</b> Can you name examples of coping strategies people use when things go wrong both on and offline? Coping strategies are the skills, strengths and supports you have or can access that allow you to be resilient. A skill may be journaling your thoughts and feelings, a strength could be staying calm under pressure and a support could be a friend or relative.</p>	10 mins	

# Activity 1

TEACHING SEQUENCE / ACTIVITY	DURATION	RESOURCES REQUIRED
<p><b>4.</b> Provide students with the worksheet 'Resilience: Past and Future'. Students to complete worksheet individually. The worksheet requires them to:</p> <ul style="list-style-type: none"> <li>• identify a challenge in their life</li> <li>• reflect on how they or the character in the video overcomes that challenge with strengths, skills and coping strategies</li> <li>• apply these resilience skills to a future challenge.</li> </ul>	5 mins	'Resilience: Past and Future' worksheet - 1b.
<p><b>Optional extension:</b> Teacher-led discussion with the class about enablers of, and barriers to resilience.</p>		
<p><b>a.</b> Identify the factors that can prevent or hinder us from facing and coping with challenges. E.g. Turning away from social support, ignoring difficulties, viewing only the barriers.</p> <p><b>a.</b> Identify the factors that enable being resilient to challenges. E.g. Having supports and drawing on them, being flexible to life changes, having ways to de-stress.</p>	5 mins	

## AUSTRALIAN CURRICULUM

### **Health and Physical Education Learning Area:**

- Health literacy: Critically analyse and apply health information from a range of sources to health decisions and situations (ACPPS095).

### **Personal and Social Capability:**

- Recognise personal qualities and achievements: Assess their strengths and challenges and devise personally appropriate strategies to achieve future success.
- Become confident, resilient and adaptable: Evaluate, rethink, and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations.

### **Critical and Creative Thinking:**

- Seeking solutions and put ideas into action: assess risks and explain contingencies, taking account of a range of perspectives, when seeking solutions and putting complex ideas into action.

## EXTERNAL LINKS INCLUDED IN THE ACTIVITY

None.