
SUITE 4

TOPIC: *HOW CAN I FIND PREVENTATIVE SOLUTIONS TO HELP STOP ME AND MY MOB MAKING UNHEALTHY LIFESTYLE CHOICES?*

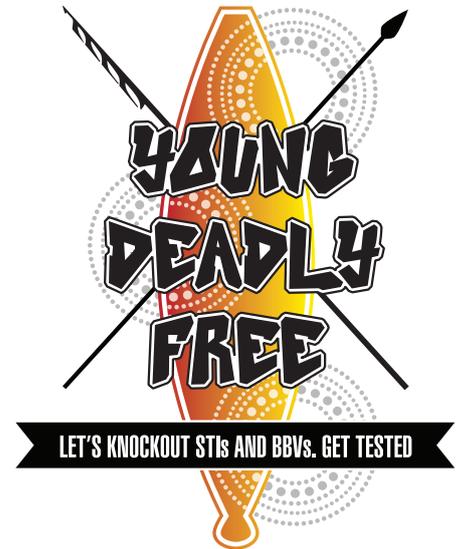
LESSON 2 RESILIENCE

Target age group:

Lower, middle and upper secondary (Year 7–10)

Lesson duration:

45 minutes



Australian curriculum: This lesson plan supports a number of capabilities in the Australian Curriculum, including Information and Communication Technology, Ethical Behaviour, Personal and Social Competence and Intercultural Understanding.

BEFORE COMMENCING LESSONS

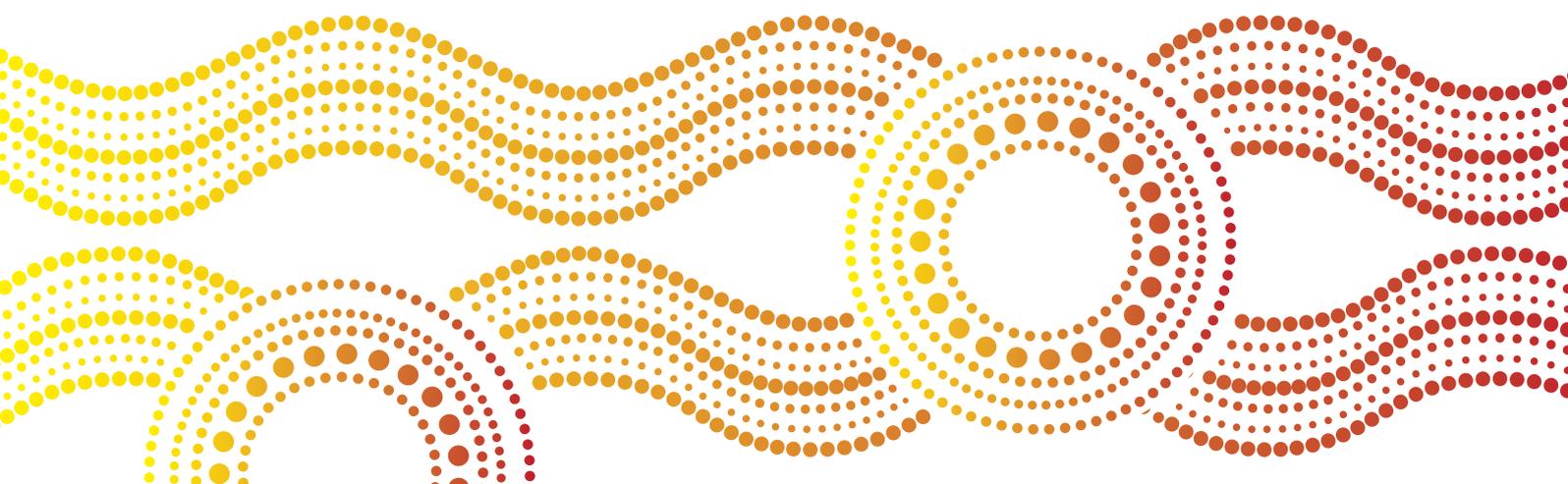
Before running any of these lessons please do the following:

- 1 Pre watch all three videos referred to in this package. <https://www.youtube.com/playlist?list=PLu8z-jO5SOE8oNc6VyYkjkQqI3P0qD0u3>
- 2 Ensure you read about and set up a group agreement with your class to maintain safety of students.
- 3 Ensure you read about and set up the anonymous question box .
- 4 Ensure you have completed and are up to date with your [RAN-EC child protection training](#) (SA only).
- 5 Read your schools procedure for dealing with disclosures of child sexual abuse.

OTHER TRAINING AND SUPPORT

Sexual health training: SHINE SA provide support for schools and training on delivering RSE. Find out more here <https://www.shinesa.org.au/support-for-schools/>

A word about partnerships: While it is recognised that schools play an important role in the delivery of RSE, given the personal and cultural aspects of sexual health, consider partnering with your local Aboriginal community controlled health services (ACCHS) in the delivery of your program. Many ACCHSs have staff who are trained in sexual health and experienced in delivering community education. This partnership may be especially important if your school has limited Aboriginal staff. Alternatively, there may be local sexual health teams in your area who employ Aboriginal staff or can provide specialist sexual health support.



LESSON 2

Time required:
45 minutes

PREPARATION

- Prepare in advance a selection of 2 or 3 relevant songs that convey a message of resilience. Consider ways in which students can access music either online or on playlists on their devices. Establish what are appropriate songs for a school-based activity.

TAKE HOME MESSAGE

You have identified some characteristics you have developed throughout the work in this series. You now have a strong sense of the character traits you have that help you become better informed and able to help yourself, your friends and your family. You have an understanding of how to develop your resilience and communicate in assertive and empathetic ways in respectful, healthy relationships.

RESILIENCE**Purpose**

This activity uses group discussion and individual reflection to identify what it takes to be and feel resilient.

Learning goals

In this lesson students will:

- identify what resilience is
- understand interpersonal skills
- recognise resilient characteristics.

Procedure

- 1 As a group have students discuss what makes a person resilient. Individually, students reflect (research if necessary) on a person (can be someone famous or not) they feel is resilient and comment on the following questions:
 - Why do you think this person is resilient?
 - What characteristics do they display that make them resilient?
 - Why do you think some people are more resilient than others?
 - What characteristics would you like to develop in order to be more resilient?
 - Who can support you in developing these characteristics?
- 2 Facilitate a discussion about the interpersonal skills and actions that are beneficial for managing opportunities or challenging situations.
- 3 Students reflect on:
 - one interpersonal skill or action they used during the week
 - one interpersonal skill they observed others using effectively that they would like to develop and how they can practise this skill over the next month.

Extension activity—Motivation for managing life challenges

Have the students listen to and identify a motivational theme song or saying.

Procedure

Students research theme songs that encourage resilience and managing life challenges.

- 1 In small groups, students share song titles, poems or sayings and the lines or lyrics most effective in promoting positive interpersonal skills or actions.
- 2 Students listen to one song they find empowering for managing life opportunities and challenges and share with the group their thoughts about why this song resonates with them.
- 3 Students participate in a class discussion about other ways to help their community and friends manage challenges/stress and who or where they can turn to seek help, for example, deep breathing, physical activity, sport, culture, talking to a trusted adult.