

HOW TO MANAGE TOUGH TIMES: RESILIENCE



Grades 4-7 Language Arts, Career Education, Social Studies & Physical and Health Education

Purpose of the Lesson:

Building resilience is a big part of education right now with schools introducing more trauma informed approaches. Trauma informed schools focus on the following areas of support: creating safety, regulating the nervous system, building connected relationships, supporting the development of a coherent narrative, practicing power with strategies, building social emotional & resiliency skills, and fostering post-traumatic growth (ECHO training infographics). Resilience can be defined as the ability to bounce back from difficult situations. The purpose of this lesson is to help students develop resiliency skills and a growth mindset. Students will listen to personal stories from the Student Mental Health Toolkit in order to learn strategies to manage their mental health.

Curriculum Competencies:

Physical and Health Education:

- Describe and assess strategies for managing problems related to mental well-being and substance use, for others (Grade 4/5/6/7)
- Describe factors that positively influence mental well-being and self-identity (Grade 4)
- Explore and describe how personal identities adapt and change in different settings and situations (Grade 5/6)
- Explore the impact of transition and change on identities (Grade 7)

Language Arts:

- Communicate in sentences and paragraphs, applying conventions of Canadian spelling, grammar, and punctuation (Grade 4/5)
- Select and use appropriate features, forms, and genres according to audience, purpose, and message (Grade 6/7)

Career Education:

- Question self and others about how their personal public identity can have both positive and negative consequences (Grade 6/7)

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Social Studies:

Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.

First Peoples Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors Learning requires the exploration of one’s identity
- Learning requires the exploration of one’s identity
- Learning is embedded in memory, history, and story

Video

Inspiring Stories: Choose 2 or 3 to share with your class. Go [HERE](#) to watch.

Guiding Questions:

- What can you learn from the person speaking?
- What are some strategies that they mentioned that you would like to try?
- What does resilience mean?
- Do you think resilience is learned or built through experiences?
- How do you think someone can become more resilient?
- How does the speaker show resilience?
- What is the growth mindset?
- How does the speaker show that they have a growth mindset?
- How can we work on using a growth mindset in our classroom?

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Step-by-Step Lesson Plan

1) Play 2-3 inspirational stories from the Student Mental Health Toolkit in the Inspiring Stories section. You can find them [HERE](#). Be sure to screen the inspiring story before sharing with your class to make sure it is appropriate for your grade level.

2) Pause the video and use the teacher guiding questions to spark discussion.

3) Discuss the curricular objectives for this lesson with your class.

Talk about how mental health education is incorporated in the classroom. Link this discussion with growth mindset posters if your class has them (see examples below). Discuss what the growth mindset is, and tie in a conversation about the [ZONES of regulation](#) or [Mind Up](#) if your class uses any of these socio-emotional learning programs.

4) Follow-up Activity: Have students research a celebrity/famous figure and create a speech or presentation for the class on strategies that this person has used to manage their mental health. A research template worksheet is below for them to fill in!

Other Suggestions: Have the students use iPads/tablets to create an iMovie or a PowerPoint slideshow presentation for their talk. Recommended resource: Let's Talk Resilience ([cards available on Amazon](#)). These are great for sparking more conversations about resilience with your class or small groups.

5) Lesson Closure: Share some visuals of tips to build resilience (example below).

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20 TIPS TO BUILD YOUR RESILIENCE

- LOOK AFTER YOURSELF
- LEARN FROM MISTAKES
- BUILD POSITIVE RELATIONSHIPS
- KEEP CHALLENGING YOURSELF
- FORGIVE YOURSELF
- LEARN TO PROBLEM SOLVE EFFECTIVELY
- DEVELOP A STRONG SOCIAL NETWORK
- NEVER GIVE UP
- CHALLENGE THOSE NEGATIVE THOUGHTS
- PUT THINGS INTO PERSPECTIVE
- BE OPTIMISTIC
- LEARN FROM DIFFICULT SITUATIONS
- SET GOALS YOU CAN ACHIEVE
- DON'T BE AFRAID TO FAIL
- BE CONFIDENT IN YOURSELF
- DON'T BE AFRAID TO TAKE RISKS
- SPEND TIME REFLECTING
- WORK ON YOUR STRENGTHS
- PAY ATTENTION TO YOUR FEELINGS
- PAY ATTENTION TO YOUR OWN NEEDS

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Famous Figure with a Mental Health Diagnosis Research Template



WHO is this person:

Date of birth:

WHAT are they famous for?

WHERE did this person talk about their mental health struggles?

WHY is it important what this person said?

HOW did this person cope with their mental health struggles?