



Go-Givers

Resilience - Bouncing Back





Bouncing Back

Classroom Notes

Age Range: KS1

Suggested timing: This resource has been designed to give you flexibility. You can choose to deliver all suggested activities in these classroom notes, or select those that best suit the needs of your pupils and your timeframe.

The corresponding PowerPoint can be used in its entirety, or it can be edited, saved and delivered across several shorter sessions. You should spend as long as required on each section depending on your students' needs.

Curriculum Links:

Go-Givers resources support a range of areas including: Citizenship, PSHE, Relationships Education, and SMSC (including the promotion of fundamental British values). For more details please refer to the planning section on the Go-Givers website where you will find a range of curriculum maps.

Lesson Overview:

This lesson helps children to develop resilience and consider how to respond to challenges in a positive way. The Go-Givers characters share their experiences of difficult situations and how they 'bounced back'.

Lesson Objectives:

- To understand what the word resilience means
- To think about different ways they can develop resilience

Related Lesson Plans:

- How do you feel today

Resources:

- PowerPoint
- Worksheet 1 - Can we fix it?
- Worksheet 2 - Sample poem

Introduction:

Show the class the PowerPoint and summarise that a person's ability to bounce back in response to adversity is known as resilience. It is the ability to persist when working on hard tasks and deal constructively with setbacks.

When faced with stress, threat or trauma, those with a high level of resilience are often more able to reassure themselves and work to solve the situation instead of getting discouraged. People with a low level of resilience may give up more easily when faced with challenging tasks. They may feel stressed and become overwhelmed by the belief that they don't have the necessary skills to deal with the difficulty. Sometimes it is the perception of not being able to cope successfully that can lead to feelings of helplessness, rather than the problem itself.

The good news is that we can learn to become resilient by changing our outlook, becoming strong and learning to bounce back.

Discuss with the class how we can get something useful from challenges. Talk about using our problems as lessons to learn from and overcome. Problems can make us stronger when we learn how to deal with them.



Bouncing Back

Classroom Notes

Activity 1- Effort Statements

Ask pupils if they can think of a time that they have made a mistake or have been disappointed but they bounced back. Their scenarios might be related to their school work, sport, their friendships or something that happened at home.

In pairs ask pupils to share their stories. Then ask them to talk about what they learnt from the situation. What did they say to themselves to make themselves stronger and bounce back? For example:

- **You can do this**
- **Things worth doing are worth working at**
- **You'll feel proud when you have done it**
- **You WILL finish!**
- **You can handle this without losing your temper**

As a class, make a list of **effort** statements and display them around the classroom. Explain that reminding themselves of these statements can help them to bounce back and become more resilient in challenging situations.

Activity 2 - Optimists or Pessimists?

Hold up a bottle half filled with coloured liquid. Ask the class to say how they would describe it, half full or half empty?

Introduce the terms 'pessimist' and 'optimist'.

- Pessimists tend to believe bad events will last a long time, will undermine everything they do, and are their own fault.
- Optimists tend to believe that defeat is just a temporary setback. They think that circumstances, bad luck, or other people brought it about. They are unfazed by defeat.

Ask the class if they think it is best to be an optimist or a pessimist?

Can they think of any ways that pessimists could try and become more optimistic, e.g. when confronted by a bad situation, they could make an effort to see it as a challenge and try harder.

Display **slide 11**. Ask the class to draw their own cartoons of a pessimist and an optimist.



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Classroom Notes

Activity 3 - Looking at things differently

In the hall or the playground, invite pupils to find a space ensuring that there is plenty of room around them. Ask them all to picture a problem or difficult situation they are facing. You might like to focus on a whole class problem.

Now ask them to take two giant steps back, letting their fearful or angry feelings fade into the distance. Ask them to step back once more, and again, each time allowing the picture in their mind to become smaller and further away.

Now ask them to walk around the problem. Next ask them to pretend that they are climbing a tree or a mountain or going up on the roof of a tall building and looking down on their problem.

Ask pupils to keep silent and give them plenty of time to reflect at each stage.

Ask pupils if their problem seems any different. Do they feel more in charge? Has the situation changed at all?

Discuss how it is often useful to change the direction of your thinking when you get stuck. If you can think of things differently you can sometimes find ways to make them turn out better.

Activity 4 - Can we fix it?

Listen to the song 'Bob the Builder - can we fix it?' or read the lyrics. Discuss how Bob was motivated to succeed, and never thought of giving up.

Divide the class into groups and ask them to make a list of things that might need fixing on worksheet 1. For example:

- Spelling mistakes
- Poor handwriting
- Arguments
- Spilt drink
- Temper tantrum
- Selfishness

After they have finished their list, ask them to think of a solution for each.

Extension: Ask for suggestions from each group to make a simple class poem, an example has been included on worksheet 2.



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Worksheet 1

Can we fix it?

The Problem	The Solution



Bouncing Back

Worksheet 2

Example Poem:

**Having an argument?
Feeling sad?
Mix it, fix it!
Shake hands and say sorry.**

**Thinking only of me?
All alone?
Mix it, fix it!
Start talking of we!**

**Having a bad maths day?
Giving up?
Mix it, fix it!
Try another way.**