Home Learning TV: Junior Project


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| **Segment lesson planning details** |  |
| Title for segment: | Resilience  |
| Year levels *(e.g., Yrs1 – 3)*: | Years 1-6 |
| NZC learning areas:  | PE and Health  |
| Purpose of lesson:(What learners will learn) | Students will learn: * Describe Resilience
* Identify factors that help us become resilient
* We can improve our capability to be resilient
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| Success Criteria – students will be able to:(how they will know when they have learnt it) | Students will:* Learn and practice skills to develop resilience
* Identify people we trust to support us
* Use belly breathing a strategy to be calm
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| **Segment production details** |
| Equipment requirements: |  |
| Copyright requirements:Please be specific: Source: (*Seven Sizzling Sausages* by Sam Smith –url link to the source), intended use (to demonstrate alliteration), Length (timings for video clips) |  ​ |
| Attachments  |  |
| **Segment plan content** |
|  | Teaching and learning activities linked to purpose | High level script (key points/questions)  |
| **Activate**: Activating prior learning, knowledge of contexts and relationships | Word Count: 297 Suggested Timing: 5 mins (including video) *Show PowerPoint slide 2**Video:* <https://www.youtube.com/watch?v=CVMRQET6hV0>1min 30 seconds | Bula Vinaka, Fakaalofa lahi atu, Fakatalofa atu, Kia orana, Mālō e lelei, Mālō nī,Talofa lava, Kia ora koutou katoa, a big Pacific welcome to you all!Hello. It is wonderful to see you all. Today we are going to be talking about resilience. Resilience means coping with challenges and bouncing back when things get you down. We can learn to be resilient and to bounce back by learning about our emotions, finding what helps us stay happy, or helps us when we are upset.Sometimes we face challenges in our home or school life. Maybe you have to share the space at home with other people in your family. Maybe learning a new skill at school is difficult for you sometimes. Challenges like this can make us feel hōhā- frustrated. Can you think of something that has been challenging for you?Our brain decides how we will cope with challenges. Think of your brain as being green for go or red for stop. When use our green brain, we are in a good place to GO! We can make good decisions about how we will deal with the challenge in our life because we are calm, relaxed, and our brain can make good decisions. When we get stuck in red brain, we might feel upset and frustrated and let our negative emotions take over. Our red brain might get angry and tell us to throw things, cry or give up when things don’t go our way. *[Presenter: read the words surrounding the brain and share anecdote]*To help us be resilient and bounce back, we need to practice being calm and using our green brain. What are some of the ways you can think of to keep calm when you’re feeling hōhā or frustrated? One of the things I like to do is belly breathing. Let’s look at this video of Tristan and Oliver from Havelock North Primary School showing us how they do belly breathing. |
| **Learn**: Introducing learningReinforce routines, provide multiple exposure to concepts, and strategies. Scaffolding learning  | Word Count: 523 Suggested Timing: 7 mins*Show PowerPoint slide 3**Presenter uses interactive iPad or whiteboard to model drawing.**Presenter now models adding names to the roots of the tree and may choose to add names of fictional friends and/or family.**Presenter points to Mum and Dad on their tree.**Presenter continues to model drawing/recording his or her strengths. The presenter may want to vary from the script here and record their own personal strengths.**Presenter now draws some leaves or a bush on top of the tree.*  | Part of being resilient is being patient. We might not feel patient all the time, but like learning a new sport, language, or learning to play an instrument, we can also learn how to strengthen our resilience. We already know that being calm helps us to be resilient, there are also some other skills that will help us cope better when life throws unwanted difficult events our way. You’re probably already doing some of those things every day. Let’s make a Tree of Resilience to show all the things we can do that can help make us stronger and more resilient. For this task, you will need a sheet of paper and something to draw with like felt pens, colouring pencils, or a pen. If there is an adult or whānau member that can help you, grab them too. While you're getting your things, Option 1 - *[Presenter to add anecdote, or add a question such as “sometimes you wouldn’t have a clue why someone’s quite resilient just by looking at them! But you could take a guess why these kids might be?”]**Option 2 - use one of the available waiata* Start by drawing a tree on your sheet of paper. I'm drawing a strong trunk like a totara tree. I’ll add some roots to keep my tree nurtured, and then some branches that reach up towards the sky to catch the sun. How are you doing with your drawing, tamariki mā? Ka pai, keep going until you are finished. You can always come back to it after this lesson is over.The roots of a tree are important because they give the tree life. The nutrients and water the tree needs to survive come into the tree through the roots. Next to our roots, we’re going to write the names of the people in our lives that support us. Your Mum and Dad, your Nanny and Koro, whānau teachers, siblings, and friends. Perhaps there are other trusted adults in your life that you would like to add. If you don’t want to write their names, you can draw a picture of them.These important people in our lives can help us to build our resilience. My Mum and Dad don’t live in the same whare as me, but I can nurture my relationship with them by video-calling them or sending a text. Can you think of ways to nurture the people in your tree, tamariki mā? You might draw them a picture or send them a card to remind them how much they mean to you. It’s OK to tell people we feel scared or confused. By talking about these feelings, we might begin to see them differently. We can come up with new solutions and a new sense of belonging.Talking really, really helps our resilience.Next let's write or draw your strengths on the trunk. Have a think about what you are good at. Hmmm, I’m good at catching and throwing when I play netball so I’m going to draw a ball. I’m good at listening, so I’ll draw an ear.How have you already been resilient before? Why don’t you add things that you’ve done that have helped you deal with something frustrating. Last time I had a big cooking disaster I played my guitar to help me calm down, so I’ll draw a picture of a guitar. Now ask someone in your whanau or whare to give you a list of 5 things you are good at. I bet they will give you 10! Add these to your resilience tree. The leaves could represent memories - some of them might want to be blown away, others might grow on your tree and help give you some joy. Other leaves might be wishes and hopes for the future – ready to grow and bloom when the time is right.  |
| **Respond**: Providing opportunities to use and practice  | Word Count: 144 Suggested Timing: 1-2 mins | Let’s have a look at our resilience trees. Ka rawe tamariki mā. What a great job. You persevered until we got the job done. Taking control of your day can boost resilience. For example, instead of wishing there was a way to go back in time or change the way things are, you can focus on your strengths, the things you are good at and the people in your tree that can help you focus on bouncing back from things you find challenging. Right now, I think that would help all of us in Aotearoa New Zealand.Over the next couple of days, you can keep adding to your tree. You could think about some of the challenges you have already faced and overcome – who and what helped you then? You could draw a tree for each challenge or put a few challenges on the same tree. Some of your strengths will have helped in each challenge, other strengths might have only been needed once. Be creative!Have you been mentioned in someone else’s tree? Are you that person that says to other people “Kia Kaha, stay strong!”? Good for you!  |
| **Share**: Learner and parent reflection on learning and engagement and what they can do next | Word Count: 82Suggested Timing: 1-2 mins | Today we have looked at our green brain and red brain. We learnt that it’s better to use our green brain. We also did some belly breathing practice, which can help our brain to be calm when we are feeling hōhā - frustrated. The people you identified in your resilience tree can continue to help you build your resilience. Be sure to tell them this when you see them. This might make them feel stronger and more resilient themselves!Ka kite anō aku hoa. |