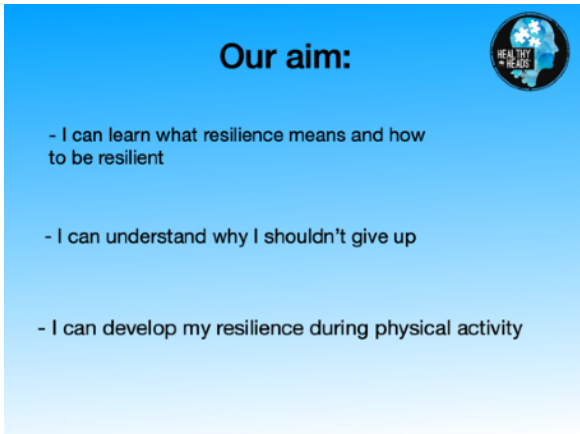





Healthy Heads Lesson Plan

Resilience - Year 3/4

- Our Aim:**
- I can learn what resilience means and how to be resilient
 - I can understand why I shouldn't give up
 - I can develop my resilience during physical activity

Lesson Topic: Resilience	
Age: Year 3/4	Duration: 30 min classroom + 30 min practical
Links to PSHE curriculum: <ul style="list-style-type: none"> - About areas for development and what actions children can take to improve - Techniques to cope with pressure 	Notes on the class: Gain overview of class - discussion with teacher. SEND Medical Behaviour Other
Resources Theory: resilience presentation, post-it notes, HH counters Practical: cones, beanbags	
Organisation/Diagrams	Teaching Points/Questions
<p>Theory</p> <p><u>Introduction</u></p> 	<p>Introduce topic</p> <p>Set classroom expectations</p> <p>Share learning objectives</p>
<p><u>What does resilience mean?</u></p> 	<p>Ask: What does resilience mean?</p> <p>Read description from slide.</p> <p>Ask: If you threw a beanbag against the floor, what would happen? Answer: It would just stay on the floor.</p> <p>Ask: if you threw a bouncy ball against the floor, what would happen? Answer: It would bounce back up again.</p> <p>Explain: Resilience works the same as the ball. It's about bouncing back and not giving up.</p>

Why do we want to not give up?



Not giving up will help us to achieve our goals

Task 1

Handout: teamwork task 1 resource

Can you write down on a post-it note, something you find difficult?



Come and stick it on the board

All together, can we work out how to make it easier?

Ask: Why should we not give up at things?

Read descriptions from slide

Give an example of a time when you didn't give up

Share task 1 as shown on the slide. Children will write down something they find difficult onto a post-it note, then stick it onto the board.

Once finished, read out an example and ask children about what can be done to make it easier.

Examples of common answers:

- Practice more
- Ask for help
- Get enough sleep (so we can concentrate)

How can we improve our resilience?



Saying 'I can' instead 'I can't'

Know that change happens

Expect to make mistakes

Ask: What do you think this picture means?

Explain: If you turn 'I can't' into 'I can' when things are difficult, that's a great way of improving your resilience.

Change happens sometimes, so if we know that things change, we will be able to cope with change much better when it happens.

People always make mistakes.

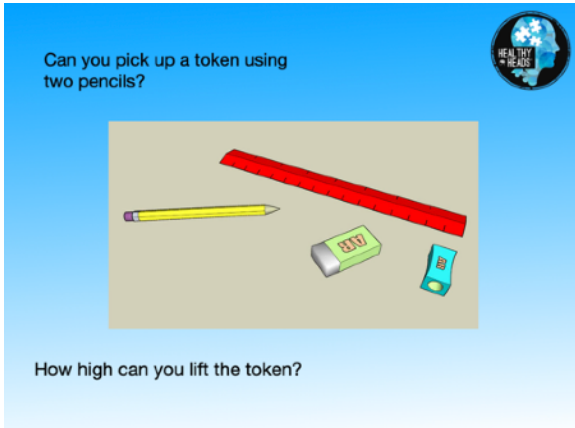
Ask: Has anyone ever made a mistake?

Explain: People make mistakes all the time. It's about expecting to make mistakes and learning from them each and every time.

Task 2

Handout: HH counters

Can you pick up a token using two pencils?



How high can you lift the token?

Share task 2 as shown on the slide. Give each child one counter and state they must use two pencils to pick up the counter from their table and lift above head height, without using their hands.

Progression 1: Children can now work in pairs. One pencil each, no hands can touch the counter.

Note: Children should be encouraged to not give up and this task and keep trying until they can achieve it.

Conclusion

What's important?

That we don't give up at something, even if things are difficult or if we are faced with failure



If we are resilient then it will help us to learn and achieve



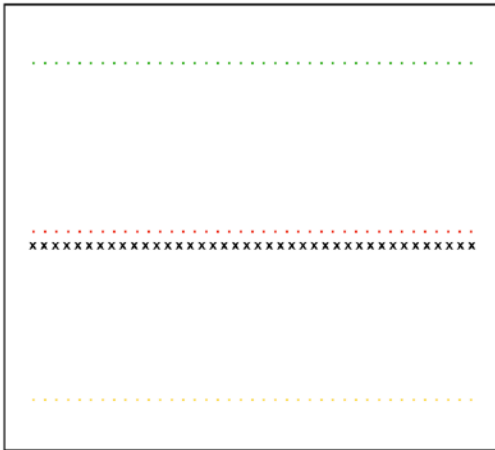
A small circular logo with a brain and the text 'HEALTHY PRACTICES' is in the top right corner.

Share conclusions as shown on the slide.

Prepare children for practical. Emphasise that children will practise and discuss resilience during the practical.

Practical

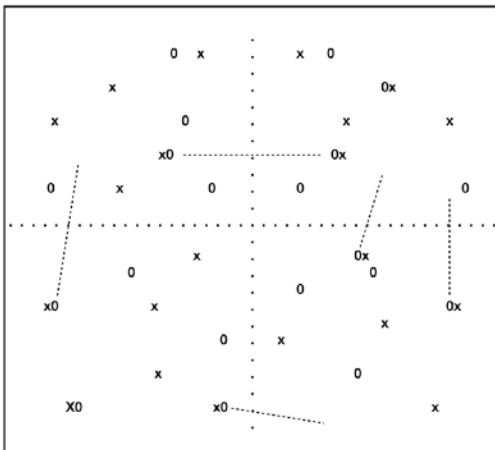
Activity 1 - Line runner



Key: Children - x Cones - red . green . yellow .

Children must stand along one line, one behind the other, facing the teacher at the front. All together, they must run to the line that the teacher instructs.

Activity 2 - Tidy my room



Key: Children - x Dodgeball - 0 Cones - . Throw - - - -

Children are split into teams and each team is given an area (a bedroom). Staying in this area, they must send the beanbags (the dirty washing) from their bedroom into another teams. Beanbags must stay below waist height and when prompted to stop, children must stop right away.

Conclusion

Remind children of learning and share rewards i.e Dojos.

Progression 1 - A colour is called by the teacher that children must run to i.e. red, yellow, or green.

Progression 2 - A direction is called by the teacher i.e. left, right or middle.

Progression 3 - A object is called that matches the colour of the line i.e. lemon, lime, tomato.

Teaching points:

Ask: How can we show resilience during this activity?

Examples of correct answers:

- Try to get to each line first, or before somebody close by
- Don't move if the teacher tricks you i.e. calling out yellow when already stood at yellow.

Progression 1 - Children must slide the beanbag along the floor or throw below waist height if outside

Progression 2 - Children must slide the beanbag through their legs of a partners legs, or a throw close to the ground if outside

Teaching points:

Ask: How can we show resilience during this activity?

Examples of correct answers:

- Keep trying to slide the beanbags out of the area, even if there are many at once
- Keep trying to slide the beanbags through our legs (progression 2)
- Keep trying to work with our team mates