



Healthy Heads Lesson Plan

Resilience - Year 5/6

- Our Aim:**
- I can understand the importance of setting difficult challenges to help us grow
 - I can identify why we must be resilient and how this can help us to achieve
 - I can demonstrate resilience during physical activity

Lesson Topic: Resilience	
Age: Year 5/6	Duration: 1 hour – 30 min classroom + 30 practical
Links to PSHE curriculum: - About goal setting and the importance of having high aspirations - How to respond to a wide range of feelings in others	Notes on the class: Gain overview of class - discussion with teacher. SEND Medical Behaviour Other
Resources Theory: Resilience lesson presentation, handout for task 1, post-it notes Practical: cones, bibs, dodgeballs	
Organisation/Diagrams	Teaching Points

Theory

Introduction

Our aim:



- I can understand the importance of setting difficult challenges to help us grow
- I can identify why we must be resilient and how this can help us to achieve
- I can demonstrate resilience during physical activity

Introduce topic
Set classroom expectations
Share learning objectives

Task 1

Shoot for the stars

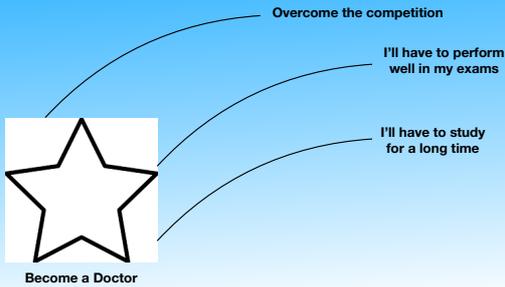
Can you draw in each star, something that you would like to achieve?



Set task: ask children to draw something that they would like to achieve in each star.

Children think of three aspirations and write them on their handout.

Choose a star. Can you write down what you must do to achieve your goal?



Set task - use the slide to support.

Allow children time to complete the task. Circulate the room and support children with their task.

Share 1 or 2 good examples.

Why do we want to challenge ourselves?



We will grow even more

Ask: why do we want to challenge ourselves?

Explain: challenging ourselves, helps our mind grow.

Intro to key teaching point: resilience

What is resilience?



Resilience is the ability to recover from setbacks, adapt well to change, and keep going in the face of failure



Ask: What is resilience?

Ask: has anyone ever heard of it before? Has anyone used resilience before? How, why and where?

Gather children's responses in order to assess children. Use assessment throughout the lesson.

Explain: resilience is the ability to recover from setbacks, adapt to change and bounce back after failure.

Before sharing video clip, ask children to look out for example of resilience.

Play video for children: <https://www.youtube.com/watch?v=DgBqaSsjB0s> Stop at 3:31.

Ask: What are the three examples of resilience shown? **Answers:**

- R.F climbed the mountain for the first time, he had never done it before and he was scared.
- Discusses a grand slam final. He was down by a few sets but he ended up winning by not giving up. He explains it was the best win of his career
- He spoke about his first tennis match as a child where he lost and did not win a single point. It would have been very easy for his to quit after such a big loss but now he is world class.



<https://www.youtube.com/watch?v=DgBqaSsjB0s>

Review learning after Bear Grylls and Roger Federer's conversation.

Key teaching point:

“Chase your dreams - make mistakes, it's ok as long as you BOUNCE BACK.”

“You only grow through your mistakes. You have to keep trying and look back with no regrets”

Ask: Why do we want to be resilient?

Explain: being resilient will help us to achieve our goals. Always push through your challenges and never give up. If you have set backs - bounce back!

Give out post-it notes

Ask children to think about and write down a time when they've failed or found something difficult.

Collect children's post it notes.

Ask: Did you show resilience and achieve your goals?

If yes - what did you do?

If no - what could you do?

Children discuss with a partner.

Prepare children for practical activity. Emphasise that we will practise and discuss **resilience** throughout the session.

Why do we want to be resilient?



Being resilient will help us to achieve our goals and push through our challenges



Task 2
You've been resilient

Can you write down a time where you've failed or found something difficult?



Come and stick it on the board

Did you show resilience and achieve your goal?

Yes?	No?
What did you do?	What could you do?



Conclusion

What's important?

That we set challenges for ourselves on a regular basis to help us grow

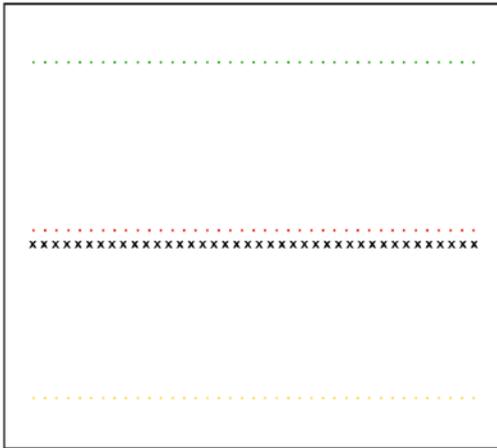


We must then show resilience to keep going even if things are difficult or if we are faced with failure



Practical

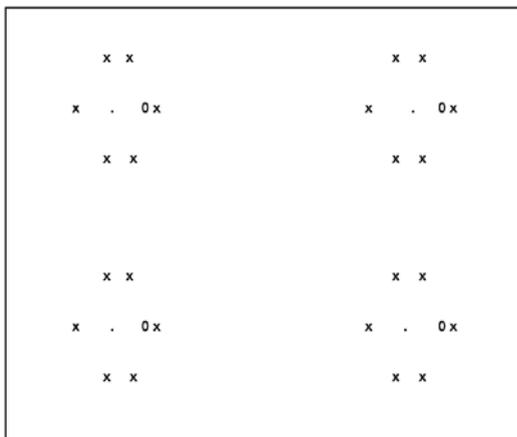
Activity 1 - Line runner



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 - Bounceball



Key: Children - x Dodgeball - 0 Cones - .

Children are split into teams and each team is given a cone and a dodgeball. Children must stand in a circle around the cone and bounce the ball from one person to another with the aim to try and hit the cone when the ball bounces.

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 - Move children further back in the circle to make it more difficult.

Progression 2 - Add a defender into each area. Children must pass the ball to each other and when a space appears for a clean bounce to the cone, can they hit the target?

Teaching points:

Ask: How can we show resilience during this activity?

Examples of correct answers:

- Keep trying to hit the cone
- When a defender is added, keep trying even though it's not more difficult
- The defender can show resilience by not giving up at trying to win the ball.