

TEACHER NOTES

RESILIENCE

This resource contains content that will require teachers to consider the sensitivities of both students and the teaching context. Teachers should carefully review and consult with school leaders and the school community about the suitability of any sample resources prior to use

ORIENTATION

Students are asked to research and adopt a definition of resilience. Ask students to share their definitions of resilience with their classmates before completing the sentences in the Orientation activity. The activity could be adapted from an individual task to a group activity, where the sentences are reproduced on large sheets of paper and passed around the class for additions.

After completing the sentences, you may wish to ask students to research or discuss some of the factors that contribute to resilience and the characteristics of a resilient person. If appropriate, students may wish to share examples of where they or someone they know displayed resilience. Following the discussion, students can use their responses to complete the bubble map in the Student Activity Template.

ENGAGEMENT

The Engagement activity directs students to the '40 developmental assets for adolescents' from the Search Institute: (search-institute.org/our-research/development-assets/developmental-assets-framework).

These developmental assets are categorised into different building blocks to help young people to develop into healthy, caring and responsible individuals. The assets include support, empowerment, boundaries and expectations, constructive use of time, commitment to learning, positive values, social competencies and positive identity. Discuss with students if they can see any correlation between the developmental assets and the characteristics of a resilient person.

This resource is presented using a three-stage inquiry approach, employing PERMA+, the Ottawa Charter and personal skills and the RE-AIM framework to engage with the concept of resilience. Additional information about these frameworks and resources can be found on the Queensland Curriculum and Assessment Authority (QCAA) portal.

Related content:

- Video
rsleducation.com.au/themes/health-and-wellbeing/years-11---12/resilience
- Student Activity
rsleducation.com.au/themes/health-and-wellbeing/years-11---12/resilience



Individually, students can record some of the developmental assets they consider their strengths in a journal or share them in groups. Before students watch the video, ask them if they can name occupations where resilience is an important characteristic.

The video (rsleducation.com.au/themes/health-and-wellbeing/years-11---12/resilience) features the Human Performance Centre at 3rd Brigade on Lavarack Barracks in Townsville. Once students have watched it, they could summarise the categories and examples of the Human Performance Framework in young servicemen and women.

After watching the video, give students the opportunity to answer the following questions and explain the reasoning behind their answers:

- Why is resilience an important asset for servicemen and women?
- How do these developmental assets link back to your definition of resilience?

Use the PERMA and PERMA+ frameworks (shown in the Student Activity Template) to list the elements that appear in the video. Any of these elements can be used by the student to create their own personal health action strategy.

CONCLUSION

The final section of the resilience module asks students to evaluate the effectiveness of their personal health action strategy using the RE-AIM framework. The aim of the activity is for students to recommend and justify specific improvements to their lives and personal action plan using primary and secondary data.

