

## Resilient Voices – Lesson Plan for Grades 3-5

### PROJECT AND PURPOSE

After selecting a sample obstacle to overcome, students will create a life-size picture of themselves and write the “internal dialogue” they would have with themselves to show their resiliency.

### OBJECTIVES

Students will...

- List problems they face in their everyday lives.
- Define resilience.
- Create an internal dialogue that illustrates a resilient attitude.

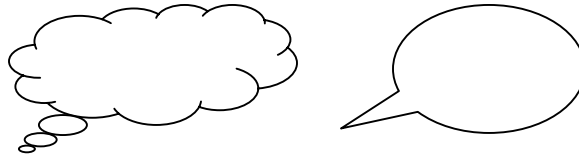
### MATERIALS

- Place for recording ideas for brainstorming (black/white board, paper, etc.)
- Large paper to fit the size of each student’s body, one piece per student
- Art supplies (markers, pencils, pens, crayons, etc.)
- *Optional:* Examples of comic strips/cartoons with word bubbles – put these on an overhead or make a copy for each student

### PROCEDURE

1. Discuss the meaning of resiliency, including this definition by a 15-year-old student: “Bouncing back from problems and stuff with more power and more smarts.”
2. Discuss how the kids in the video exhibited resiliency and the obstacles they had to overcome to succeed. Ask the class: *What do you think the kids in the video said to themselves to keep on trying? What words and phrases would you have used if you were in their place?* Record student responses on the board.
3. Ask the class: *What do you think the kids’ parents or teachers said to help them keep going?* Record student responses on a separate list.
4. Continue the discussion using the following questions:
  - *What are some problems you face each day that test your resiliency?*
  - *How do you talk to yourself to keep going?*
  - *What do other people say to help you?*
  - *Do some people say things that try to bring you down? What do they say?*
5. Divide the class into pairs. Give each pair two large sheets of paper and have the students trace each other to create a silhouette of themselves. Allow time for students to color and personalize their pictures.
6. Next, ask each student to think of one challenge he or she faces every day and to write it across the bottom of his or her paper. Refer to the discussion from Procedure #4 for ideas, which might include getting up early for school, studying, trying to make friends, completing chores, getting along at home, etc.

- Next, show the class how characters in comic strips often have “thought clouds” above their heads when they are thinking to themselves. Then show a “word bubble” that is used when a character is speaking.



- Explain to the class: *On your paper, draw a thought cloud above your head. Now think about the challenge that you wrote on the bottom of your paper. What do you tell yourself to stay resilient when you confront that challenge? What do you say to keep yourself going? Write those thoughts inside your thought cloud.* Walk among the students and explain this step as necessary, reading aloud some of the words that you see students writing in their thought bubbles.
- When students have written at least two phrases, ask them to create two word bubbles on their paper. The word bubbles will be coming from the edge of the paper, like someone is speaking to the student from outside the picture. Explain: *Now, think about some of the words other people use to help you keep going – to help you be resilient. Maybe it is a coach who says, “You can do it!” or a librarian who tells you that your reading is getting better every day. In your two word bubbles, write down what other people say to you to help you be resilient and keep trying.*
- Display the students’ work around the room and ask the class to title the exhibit. As the week goes by, ask a few students each day to explain their drawings.
- Continue to ask the class: *What do these pictures tell us about our own resiliency?*

#### **EVALUATION**

- Did each student participate in the discussion?
- Did each student help a partner trace a silhouette?
- Did each student create appropriate word bubbles?