

Resilience - Novice High

Positive Psychology Learning Outcomes: Students will be able to define resilience, define stress, talk about causes of stress, identify ways to increase resilience, and understand the relationship between stress and resilience. Language Learning Outcomes Students will learn how to recite target vocabulary and phrases about stress, understand and use cause in the simple present to express ongoing stress, and understand and use to be + adjective (stressful) to express stress.

Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. define resilience.
2. define stress.
3. talk about causes of stress.
4. identify ways to increase resilience.
5. understand the relationship between stress and resilience.

Language Learning Outcomes

Students will...

1. learn how to recite target vocabulary and phrases about stress.
2. understand and use *cause* in the simple present to express ongoing stress.
3. understand and use *to be + adjective (stressful)* to express stress.

Materials Needed

- [Introduction to Resilience and Stress NH](#)
- [Kids Explain "What is Stress?"](#)
- [A Lesson on Resilience](#)

Overview

Explain to the students that they will learn how to define resilience and stress and then be able to talk about things that cause stress.

Activate Background Knowledge

Write the word *resilience* on the board or use the PowerPoint Presentation [Introduction to Resilience and Stress NH](#)

- Give students 1 minute to talk with a partner about what they know about resilience.

Note: Most students may not be familiar with this word. Allow them to look up definitions or translations to help them understand the meaning.

- Write the definition of *resilience* on the board or use the PowerPoint Presentation

Activity 1: Listening/Speaking

Listening Strategy: Explain that sometimes it is hard to understand what you may hear. Using context or looking at the situations is like listening with your eyes. When we pay attention to what is happening around us, listening comprehension increases.

- Explain the strategy mentioned above.
- Tell the students that they will watch a short video about resilience. Ask them to listen with their eyes to answer the questions below.
- Play the video. (The video has subtitles encoded.) You may play the video twice.

[A Lesson on Resilience](#)

<https://youtu.be/sKpBJsZ7EE>

- Have students work in pairs to answer the following questions.
 - Where are they?
 - What did Ms. Hazel use to demonstrate resilience?
- Review the answers as a class.

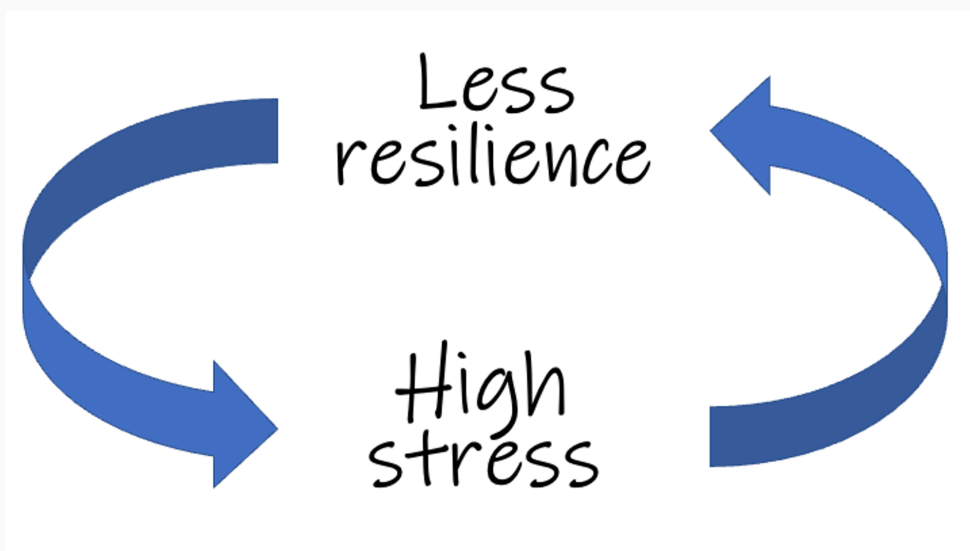
Activity 2: Listening/Speaking

Write the word *stress* on the board or use the PowerPoint Presentation

- Give students 1 minute to talk with a partner about what they know about stress.

Note: Most students may not be familiar with this word. Allow them to look up definitions or translations to help them understand the meaning.

- Stress is feeling unable to meet expectations.
- Present the students with an image (chalkboard, handout, or PowerPoint) similar to the one below.
- Explain that stress and resilience are connected. When stress goes up, resilience goes down. When stress does down, resilience goes up.



- Explain that in order to increase resilience, we need to decrease stress. First, we must identify what can cause stress.

Activity 3: Vocabulary

Use the board (or the PowerPoint Presentation) to introduce the vocabulary words below.

- Review the words with the students. You may want to play a guessing game or do some other activity to help the students practice the words.

Work



Retrieved from: [you-x-ventures-Oalh2MojUuk-unsplash-2048x1365.jpg](https://unsplash.com/photos/you-x-ventures-Oalh2MojUuk-unsplash-2048x1365.jpg) (2048×1365) (ncfp.org)

Housework



Retrieved from: [pexels-scott-webb-1029599-1980x1315.jpg](https://pexels.com/photo/white-house-with-red-door-and-windows-1029599-1980x1315.jpg) (1980×1315) (finishrich.com)

School



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Relationships



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Family



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Health



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Money



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Transportation



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Travel



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Moving



Retrieved from: [Moving-Homes-Made-Easy.jpg \(800×560\) \(kellystoughtsonthings.com\)](#).

Activity 4: Listening/Speaking

Explain that we use simple present tense to talk about states or ongoing conditions.

Use the PowerPoint Presentation or write the following examples on the board.

- The sun **rises** in the east.
- My family **is** beautiful.
- School **causes** me stress.
- Demonstrate using the words in the following sentence structure:
 - Use the Powerpoint projection or put the following on the board. _____ causes me stress.
- Place students in groups of 3. Let them take turns saying what causes stress. (2 minutes)

Note: Students may choose new words. Listen for them and write them on the board.

Activity 5: Listening/Speaking

Vocabulary - Adjective Morphology

- Briefly review or explain that the suffix -ful can be added to a noun to change it to an adjective.
 - Demonstrate using the words in the following sentence structure:
- Use the PowerPoint or write on the board the following examples. Beauty + **ful** = beautiful Power + **ful** = powerful Stress + **ful** = stressful
- Use the PowerPoint or write this on the board. _____ is stressful.

Note: With reference to the presented vocabulary, relationships is plural— *are* should be used instead of *is*.

- Place students in groups of 3. Let them take turns saying what is stressful. (2 minutes)

Note: Students may choose new words. Listen for them and write them on the board.

- Now let students express what causes them stress to the whole class using either sentence structure. Students can use both sentence forms. (3 minutes)

Activity 6: Listening/Speaking

Listening Strategy: Targeted listening, or listening for specific details, is a helpful way to enhance listening skills. We use context and external prompts to decide what to listen for.

Watch the following video:

[Kids Explain "What is Stress?"](#)

<https://edtechbooks.org/-oIS>

- Ask students to share with a partner one thing they observed or heard that these children do when they are stressed
- Play the video again.
- Ask students to share with a partner another thing they observed or heard that these children do when they are stressed?
- Review the answers together as a class. Brainstorm as a class ways that people can deal with stress. Below is an example of potential things.
- Ask the students to share with a partner what they do when they feel stress.

Follow-Up

Tuesday:

- Use the powerpoint or write the following on the board.
 - **What** causes you stress? **Something** *causes* me stress.
- Explain that we can use what to ask questions about something we may not know. What can replace a noun.
- Model a conversation where one person asks the other "What causes you stress?" The other person would then answer with "*School* causes me stress?"
 - Put the students in two lines. Have one line move down one person as they each ask someone in the opposite line the question.

Wednesday:

- Discuss with partners:
 - Who is someone you know (or that is in a movie) that you think is resilient? Why is that person resilient? What did he/she do?

Thursday:

3-2-1 Review

3 - Ways to reduce stress

- Have students identify and write down or talk with a partner about 3 things you can do to relieve stress.

2 - Definitions

- Have students define Resilience and Stress. You can do this in groups and then discuss in the class, have them write their own definitions or do any other type of review.

1 - Goal

- Have students write one goal of what they are going to do to relieve stress.



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