

Lesson Plan

NEUROHEADWAY

Neuroscience Into Education

LESSON PLAN SAMPLE

Resilience

Slide	Subject	Description	Teacher's activity	Timing
1–2	Introduction / Icebreaker	Everyone of us is special. You have a unique match of you name and surname, peculiar smile and greetings style, captivating moment to scream “hurray”. The same is with psychological features. You and only you have e.g. very quick reaction, are able to continue a homework even others are buzzing. Can you say what's your strength?	Encourage each child to speak. Welcome all the examples and provide respectful attention to their diversity.	3 min
3–4	Resilience in our environment	The topic of this lesson – “Resilience”. Have you ever heard this word? What does it mean? Many hazards are threatening our beloved green grass. It can dry up and fade from the heat of the sun, may be plunged into the earth by heavy rain, may be trampled by people. But after all the troubles, it recovers and is green again. How does it succeed?	Children name what they'd heard about resilience, what it is, and so on. Examples should be written down on the board. Encourage students to look for any examples of resilience – e.g. if they saw it in the nature, watched on TV, heard inspiring stories about resilient people. In summary, an example of grass revival is given. Encourage students to name the reasons.	7 min
5	Resilience in child's life	The same can happen to a human being. Every human being. Has anyone had fallen? Was bruised? Injured? Scared? <i>Questions for discussion:</i> • How did you feel then? • What/who helped you to cope with pain? • What was needed to heal a wound?	Discuss the experience of physical injury. Encourage students to name that's what helped: it needed to blow up the wound to cease the pain, it took time to stop the pain and to heal the wound, the other person cared and helped, the body's immune system was activated and so on. Examples should be written down on the board.	7 min
6–7	When psychological resilience is activated?	It may happen that feelings are hurt, not the body. <i>Questions for discussion:</i> • Who or what can hurt our feelings? • What do you need to feel good again, to smile anew after you'd cried? Resilience is a process and outcome of successfully adapting to difficult or challenging life experiences (APA, 2015, p. 910). Psychological resilience emerges in face of significant negative experience (illness, deprivation, maltreatment,	Encourage children to list possible causes. You can use the earlier written answers about injury. It can lead to discussion whether the same applies as in the case of physical injury.	15 min

		abuse, bullying, humiliation, etc.). It is enabled by two factors/forces: internal and external. Internal – the child’s psychological characteristics (basic trust in self and others, assertiveness, optimism, thriving, prosocial behaviour, etc.). External factors come from the child’s environment (warm, sensitive parents and extended family, responsive teachers, attentive friends, supportive social network, etc.). Both internal and external forces interplay with each other – e.g. in the atmosphere of support and help child’s individual strengths can flourish and vice versa.		
8–9	Practical assignment	Let’s read the story! <i>Questions for discussion:</i> • What kind of difficulties the character had experienced/was exposed to? • Who/what helped the character to overcome the difficulties? • Who/what else could help? How would you behave in the character’s place?	Read the story. For example, “Sunday Chutney” (see annex) or another. There may be a popular story (e.g. about Malala Yousafzai) or a well-known cultural/social phenomenon (e.g. Paralympic games). A prerequisite is that the character of the story/book/phenomenon must have adverse experience and, despite it, be able to successfully cope with the difficulties. Write down the children’s phrases on the board or underscore the story text if the text is displayed on the screen. All together attribute the factors into internal or external group. Remember all the factors discussed earlier in this lesson that may be useful to this character. <i>Possible assignment for gifted and talented:</i> ask them to create a story/to draw a comics/to sketch a schema about resilience of their favourite hero. <i>Possible assignment for lower ability students:</i> concentrate on “Sunday Chutney” or Malala’s story. Suggest to imagine a situation when they meet these characters in real life. What they’d wish them? Suggest to create a postcard.	20 min
10–11	Generalization	Questions for reflection:	Encourage each child to speak.	8 min

		• What did you learn during this lesson? • What was the most interesting/memorable? • How do you think, why at the beginning of the lesson I asked you to tell your strengths? Take home message – “No rain, no flowers!”		
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Power point Example

NEUROHEADWAY

Neuroscience Into Education

Introduction

Can you say
what's your strength?



Resilience in our environment

- Have you ever heard this word?
- What does it mean?



Resilience in our environment

- Many hazards are threatening our beloved green grass.
- But after all the troubles, it recovers and is green again.
- How does it succeed?



Resilience in child's life

Has anyone had fallen?

- How did you feel then?
- What/who helped you to cope with pain?
- What was needed to heal a wound?



When psychological resilience is activated?

It may happen that feelings are hurt, not the body.

- Who or what can hurt our feelings?
- What do you need to feel good again?



Psychological resilience



Psychological resilience is the process and outcome of successfully adapting to difficult or challenging life experiences (APA, 2015, p. 910).

Teachers Evaluation and Handouts

LESSON PLAN – Gifted and Talented

Resilience

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1–2	Introduction / Icebreaker	Everyone of us is special. You have a unique match of you name and surname, peculiar smile and greetings style, captivating moment to scream “hurray”. The same is with psychological features. You and only you have e.g. very quick reaction, are able to continue a homework even others are buzzing. Can you say what's your strength?	Encourage each child to speak. Welcome all the examples and provide respectful attention to their diversity.	3 min
3–4	Resilience in our environment	The topic of this lesson – “Resilience”. Have you ever heard this word? What does it mean? Many hazards are threatening our beloved green grass. It can dry up and fade from the heat of the sun, may be plunged into the earth by heavy rain, may be trampled by people. But after all the troubles, it recovers and is green again. How does it succeed?	Children name what they'd heard about resilience, what it is, and so on. Examples should be written down on the board. Encourage students to look for any examples of resilience – e.g. if they saw it in the nature, watched on TV, heard inspiring stories about resilient people. In summary, an example of grass revival is given. Encourage students to name the reasons.	7 min
5	Resilience in child's life	The same can happen to a human being. Every human being. Has anyone had fallen? Was bruised? Injured? Scared? <i>Questions for discussion:</i> •How did you feel then? •What/who helped you to cope with pain? •What was needed to heal a wound?	Discuss the experience of physical injury. Encourage students to name that's what helped: it needed to blow up the wound to cease the pain, it took time to stop the pain and to heal the wound, the other person cared and helped, the body's immune system was activated and so on. Examples should be	7 min

			written down on the board.	
6–7	When psychological resilience is activated?	It may happen that feelings are hurt, not the body. <i>Questions for discussion:</i> •Who or what can hurt our feelings? •What do you need to feel good again, to smile anew after you'd cried? Resilience is a process and outcome of successfully adapting to difficult or challenging life experiences (APA, 2015, p. 910). Psychological resilience emerges in face of significant negative experience (illness, deprivation, maltreatment, abuse, bullying, humiliation, etc.). It is enabled by two factors/forces: internal and external. Internal – the child's psychological characteristics (basic trust in self and others, assertiveness, optimism, thriving, prosocial behaviour, etc.). External factors come from the child's environment (warm, sensitive parents and extended family, responsive teachers, attentive friends, supportive social network, etc.). Both internal and external forces interplay with each other – e.g. in the atmosphere of support and help child's individual strengths can flourish and vice versa.	Encourage children to list possible causes. You can use the earlier written answers about injury. It can lead to discussion whether the same applies as in the case of physical injury.	15 min
8–9	Practical assignment	Let's read the story! <i>Questions for discussion:</i> •What kind of difficulties the character had experienced/was exposed to? •Who/what helped the character to overcome the difficulties? •Who/what else could help? How would you behave in the character's place?	Read the story. For example, "Sunday Chutney" (see Appendix A) or another. There may be a popular story (e.g. about Malala Yousafzai, see Appendix B) or a well-known cultural/social phenomenon (e.g. Paralympic games). A prerequisite is that the character of the story/book/phenomenon must have adverse experience and, despite it, be able to successfully cope with the difficulties.	20 min

			Write down the children's phrases on the board or underscore the story text if the text is displayed on the screen. All together attribute the factors into internal or external group. Remember all the factors discussed earlier in this lesson that may be useful to this character. <i>Possible assignment for gifted and talented:</i> ask them to create a story/to draw a comics/to sketch a schema about resilience of their favourite hero. <i>Possible assignment for lower ability students:</i> concentrate on "Sunday Chutney" or Malala's story. Suggest to imagine a situation when they meet these characters in real life. What they'd wish them? Suggest to create a postcard.	
10–11	Generalization	Questions for reflection: •What did you learn during this lesson? •What was the most interesting/memorable? •How do you think, why at the beginning of the lesson I asked you to tell your strengths? Take home message – "No rain, no flowers!"	Encourage each child to speak.	8 min

