

Lesson Plans on Resilience

from The Playground Craze

Popstars for Primary Schools

Dear Educator,

The Playground Craze is back and ready to share our message of positive thinking and confidence building in your classroom! We pride ourselves on creating music that is about the things that children truly care about, like going to school, learning to ride a bike, making new friends, and ultimately discovering how to be true to themselves. We also tackle tough topics such as parents getting divorced, moving house, feeling like an outsider with other kids, feelings of jealousy, and confusion about life. These songs are the perfect tool for teaching student's important life skills and critical character development.



This guide, aligned to Education Outcomes, will help you teach your students how to interact with one another effectively, share original ideas, and engage in group and class discussions. The activities allow students to express themselves through the Creative Arts standards. In addition to learning about new concepts, their peers, and how to be a better citizen, these lessons will empower students to express their ideas, opinions, and become more proficient users of the English language.

EACH PLAN HAS:

- A step-by-step guide to conduct the lesson
- A list of materials needed for the lesson
- Printable worksheets

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Thought Bubbles for Resilient Thinking

Appropriate Years: Grade 3 – Grade 6

Outcomes: English, Literacy, Creative Arts, Social and Emotional Learning

Before Instruction: Teacher needs to construct two large thought bubbles (these can be made from card or drawn on the board)

Materials: Card and Paper or White board and pens, The Playground Craze Bounce Back Video (<http://www.theplaygroundcraze.com>).

Classroom Procedure:

1. Begin the class by watching 'Bounce Back' by the Playground Craze
2. Make a list of the events that happen in the song.
 - When things don't go your way
 - Teacher asks a question and you don't know the answer
 - You do something embarrassing in front of your friends
 - You step in dog poo
 - The other kids laugh at you
 - You're trying something new and you mess it up
 - You fall off the swings or fall down and hurt yourself
 - You don't know the answers on your test
 - Another student says something mean to you or calls you 'weird'
 - You don't like the things people say to you
 - You didn't get what you wanted in your lunch box
3. You could add some of your own scenarios with the students for example
 - You make a mistake in class
 - You don't get into a sports team
 - Your team loses a game
 - You lose something special to you
 - You get in trouble with your parents
4. Ask the class, "How do you respond when something bad happens to you? What kind of thoughts do you have in your head? How does your thinking affect how you feel?"
5. Explain to the class that one of the thought bubbles is for 'Negative Thinking'. Write or stick the negative thoughts into that bubble. For example;
 - I never get anything right!
 - I always make mistakes!
 - I'm so stupid!
 - It's not fair!
 - I'm hopeless
 - Bad things only happen to me
 - No one likes me

6. Discuss with the class how this kind of thinking would make them feel. Explain to them that they can choose to think differently about these kinds of situations.
7. In the positive thought bubble, list some thoughts that would make students feel good;
 - I can do it, all I have to do is practice
 - It's ok to make mistakes, I can just try again
 - It's ok to have bad luck, I can just have another go
 - I'm a good kid, no matter what
 - I have a big heart
 - Nobody is perfect, all that matters is that I had a go!

Discussion Questions/Prompts:

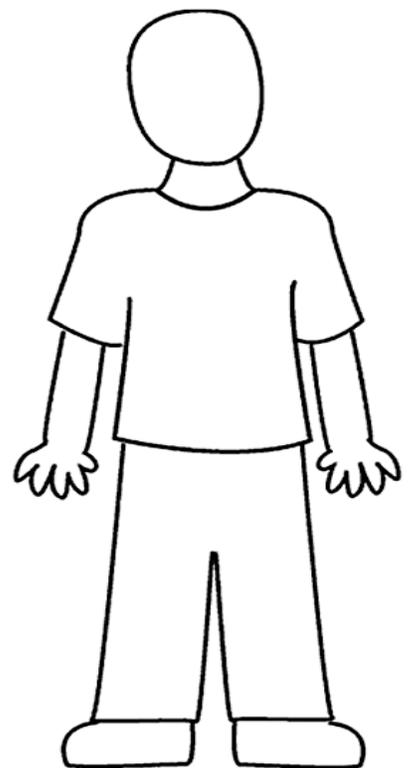
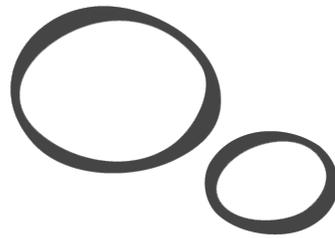
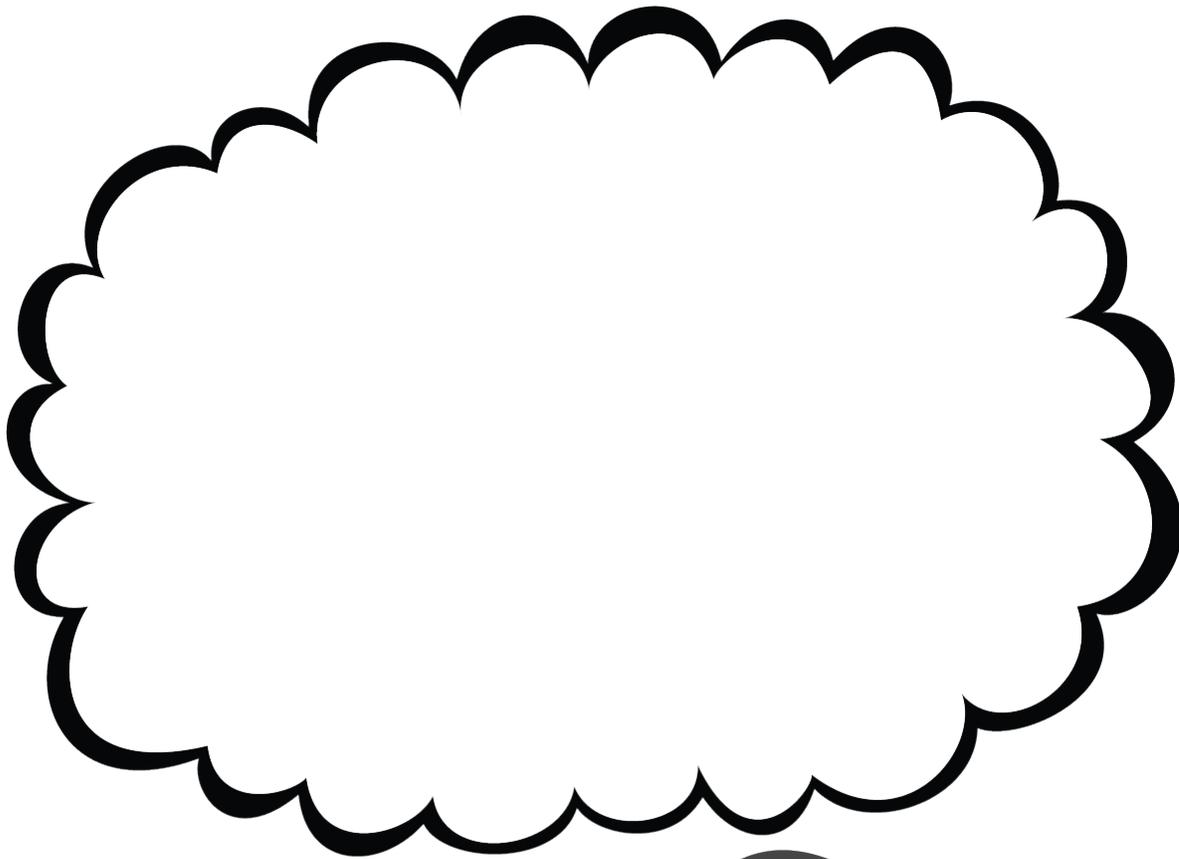
Ask the students which thought bubble would make them feel good. Which kind of thoughts would they choose to have?

Student Activity:

In the following worksheet, students can write a list of positive thoughts that they can use whenever they want to feel good.

Stick the pages to their desks and read through them each morning (while listening to some fun music) to prepare them for each day and make this kind of thinking their first response to challenges.





How Bad Is It Really?

Appropriate Years: Grade 1 – Grade 5

Outcomes: English, Literacy, Creative Arts, Social and Emotional Learning

Materials: Art supplies, coloured cardboard, butterfly clips

Procedure:

1. Watch this short film from Ice Age the movie.
<https://www.youtube.com/watch?v=vCTNioSW730>

Scrat, in the Ice Age movies, is a very resilient and persistent character. He chases an acorn with total futility, exposing himself to a preposterous amount of slapstick mishaps. Scrat bounces back from every disaster with no apparent damage, ready to move on to his next catastrophe, ever determined to win the acorn for himself.

You may choose to have students do a Quick write paragraph response to the short film, explaining what it means/how it applies to them.

2. Ask your students to create a 'Good-o-meter, like the one in the photo below.



You might choose to make a large one for the classroom or have each student use the handout below.

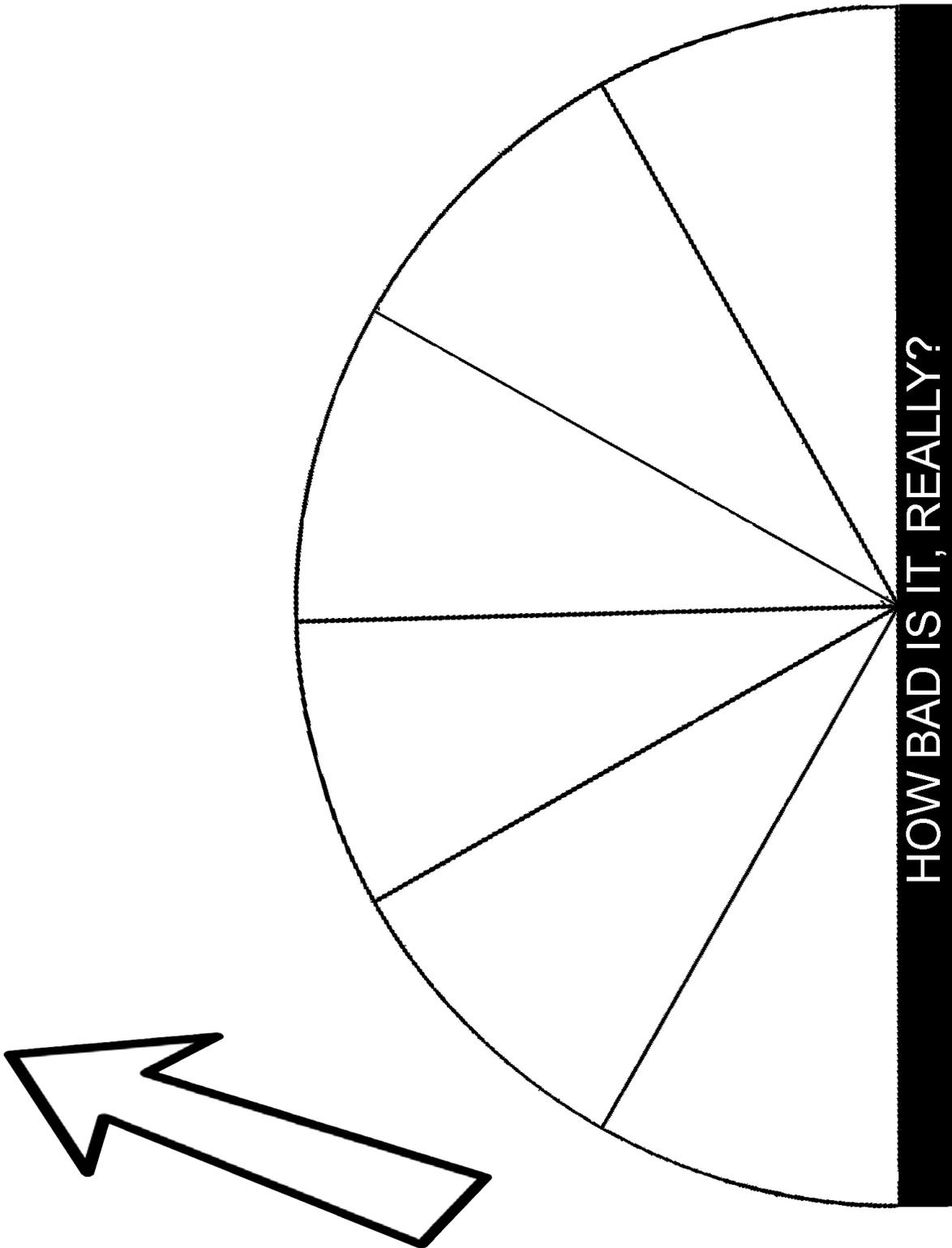
3. Once the 'Good-o-meters' are ready have the students rate the following scenarios.

- Being stuck beneath the ice in Antarctica
- Causing two icebergs to smash together and being stuck in the middle
- Getting stomped on by a wooly mammoth
- Flying in a tornado
- Getting eaten by a shark
- Battling Voldemort
- Not getting what you want in your lunchbox
- Breaking a favourite toy
- Dropping your ice cream
- Falling over and hurting yourself
- Having someone say something not very nice
- Not getting an ice cream when you want it

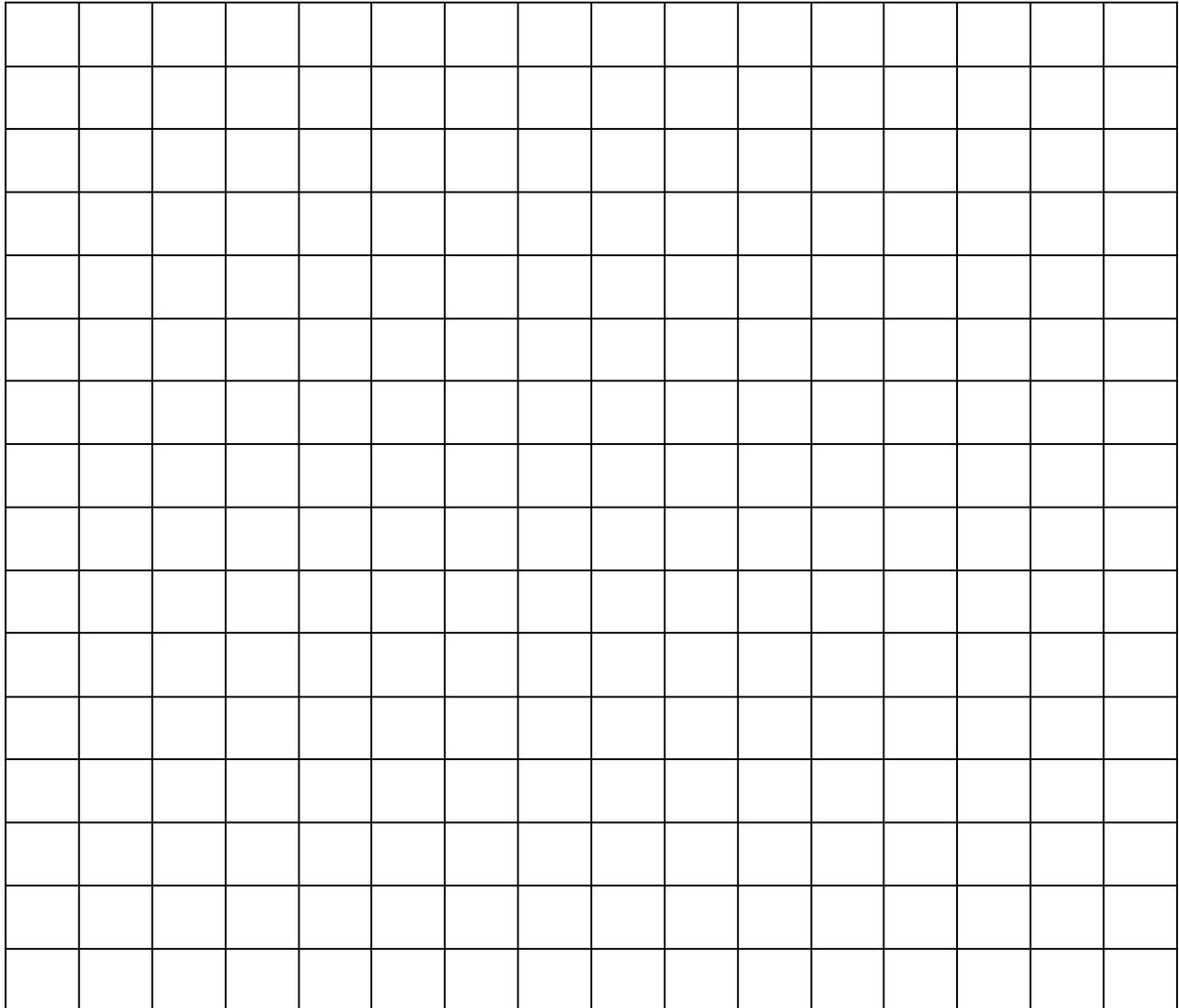


(Teacher Note: Be sensitive to any recent trauma that your students may have experienced, for example death of a relative or house fire. The idea is to focus on extremely unlikely catastrophes to provide a contrast to everyday disappointments.).

Encourage the students to notice that the unlikely and very dramatic catastrophic events are much worse than the everyday disappointments. Help them to create a scale for their life to understand that most things that happen to us, which we call bad, are really not that bad. Discuss how when bad things happen to Scrat, he always gets up and continues on in his mission to get the acorn.



RESILIENCE WORD SEARCH



Read the lyrics to the song 'Bounce Back'. Underline the rhyming words and create a wordsearch.

Give it to your friend to see if they can find the words!

Bounce Back

Music by Tai Rotem. Lyrics by Laura Cooney

Playground Crazzzzze, Ruling the School since '92
Uh Uh, Bounce everybody, bounce back everybody

Sometimes things don't go your way,
Other times you just have a bad day
Teacher asks a question and you have to pretend
and you embarrass yourself in front of your friends

Something on your shoe
Ew, it's dog poo
Really smells too
Don't know what to do
Kids are laughing at you
And they're being unfair
And that's when you say
"Meh I don't care."

Listen up and we'll tell you what to do
Put your head up with a big smile too
You decide to be happy
Don't have a sad attack
And that's what we call
Bouncing back, Woah

Bounce back, Bounce back, Bounce back
Throw your hands in the air, Decide that you don't care

When things don't go your way
Pick yourself up you'll be ok
When things don't go your way
Dust yourself off and
Bounce back, Bounce back
Hey Ho, Bounce Everybody, Bounce back everybody
Hey Ho, Bounce Everybody, Bounce back everybody

To have a great life
You gotta try new things
it might be hit and miss
You could fall off the swings

Life's a school you gotta show up
Who cares if you fall you gotta get up

You can't get what you want overnight
You gotta try, you're gonna lose
You gotta work you gotta fight
Getting what you want is not your birthright

When you go to school
And you don't know the answer
On your test, just do your best

School bell rings and you're going around
Yeah, you're in the playground and you don't make a sound
Then another kid comes up and calls you weird
And they kick your bag and the other kids cheered
It's really not cool and they should get in trouble
But you don't let that, burst your bubble
Say, yep I'm weird, as weird as can be
But everyone's weird and I've got to be me

When things don't go your way
And you don't like the stuff that people say
When things don't go your way
Pick yourself up and bounce back bounce back
Hey ho, Bounce everybody bounce back everybody
Hey ho, Bounce everybody bounce back everybody

Sometimes things just get too tough
When you've feel like you've had enough
When you're feeling to small to deal with all
life has thrown up you need to talk to a grown up
Or a school friend, or a grandma or a grandpa
Or a mumma or a pappa or a teacher or a sister
Or a brother from another mother, Uh

Hey ho, Bounce everybody bounce back everybody
Hey ho, Bounce everybody bounce back everybody

This song goes out to all the kids who fell over and skinned their knees, but they got up, got a
bandaid and kept on playing!

This goes out to all those kids who didn't get what they wanted in their lunchbox
But they ate it anyway!! Bounce Bounce Bounce Bounce

When things don't go your way
You can try again another day
When things don't go your way
Dust yourself off and bounce back
Hey ho, Bounce everybody bounce back everybody
Hey ho, Bounce everybody bounce back everybody

Go shorty, it's a school day, we're gonna party like it's a school day