

Program Support Notes

Classroom
VIDEO EDUCATION WITH VISION



Standing Tall Stories of Resilience

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For Teachers

Introduction

Resilience is the positive capacity of people to cope with stress and catastrophe. Resilience is all about an individual's ability to withstand stressors and not become overwhelmed and distraught with situations that occur in everyday life. People who are not resilient show signs of mental illness or a persistent negative mood.

There are a number of risk factors that can affect a person's level of resilience; these are often considered to be experiences of major acute or chronic stress such as the death of someone else, chronic illness, sexual, physical, or emotional abuse, fear, and unemployment and community violence.

The central process involved in building resilience is the training and development of adaptive coping skills.

Background

Resilient young people are better able to cope in everyday society. If a young person has resilience they have two basic sets of skills, inner (intrinsic) and outer (extrinsic).

Young people who have the inner components (intrinsic) or self leadership skills display:

- Empathy
- Caring
- Equity and social justice
- Safety
- Restraint and resistance skills - setting boundaries
- Planning and decision making - goal setting - problem solving and creativity
- Self efficacy
- Self esteem
- Acceptance
- Cultural awareness
- Spirituality

Standing Tall

Stories of Resilience

Young people who have the outer components (extrinsic) or relationship, community and social skills and expectations have:

- Caring family
- Family communication
- Family support
- High expectations from parents (not expecting perfection but excellence)
- Achievement
- Family role models
- School engagement
- Parental involvement with school
- School work
- High expectations from school
- Bonding to school
- School boundaries
- Caring neighborhood
- Neighborhood boundaries
- Community values
- Adult relationships
- Positive peer relationships
- Positive peer influence

Both sets contribute to the protective factors that keep people with adversity thriving well and towards a life filled with safe risks.

(Source:http://en.wikipedia.org/wiki/Psychological_resilience#Definition_of_Resilience)

Timeline

00:00:00	Introduction
00:01:27	Part one – Life sucks
00:08:06	Part two – The world around the abyss – Physical health
00:12:40	Part three - The world around the abyss – Mental health
00:16:54	Part four – Climbing out of the abyss
00:21:26	Part five – Staying out of the abyss
00:27:56	Credits
00:28:55	End program

Related Titles

Developing Personal Values
A Sense of Identity
Against Bullying Series

Please visit our website for more relevant programs www.ClassroomVideo.com.au

Recommended Resources

http://en.wikipedia.org/wiki/Psychological_resilience#Definition_of_Resilience
<http://wilderdom.com/psychology/resilience/PsychologicalResilience.html>
<http://digital.library.adelaide.edu.au/dspace/handle/2440/3206>
<http://www.psychology.org.au/publications/inpsych/disaster/>

Student Worksheet

Initiate Prior Learning

1. What is your understanding of the term resilience?

2. Identify a time when you were resilient. What skills did you use to cope with those circumstances?

3. List 10 things that are great about your life.

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4. Why is your life so great? List the people in your life who contribute to this.

5. What is a peer group? What kind of influence does your peer group have on your life? Is this influence positive or negative? Explain your response.

Active Viewing Guide

1. Why does Josh's life suck?

2. Keisha came from where?

3. What challenges is Keisha facing in her life?

4. Explain how Josh feels about his parents.

5. What kind of influence do Josh's friends have on him?

6. Discuss the way in which Keisha uses food.

7. List the things Keisha hates about herself.

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8. Why is trust so important?

9. Why do some people turn to drugs when they feel bad? What further impact can drugs have?

10. Why is Keisha going to break the cycle?

11. How has Keisha climbed out of the “bad” place she was in?

12. Ms Swanston is a teacher. Why are teachers' sometimes great people to reach out to?

13. Why did Josh need to take responsibility for his own actions?

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14. Discuss the reason why the police visited Josh. How did Josh respond? Do you think that you would ever have the guts to do this?

15. What helped to boost Josh's self esteem?

16. Where did Keisha go? How was this experience for her?

17. Josh visited his brother's grave which helped him to...

Extension Activities

1. Setting goals is great for all of us. What are your personal goals for the future?

2. What does the future hold for you? How can you take control of your own destiny?

3. What issues do you have in your life? Who could you seek assistance from if you needed it?

4. Use the internet to find out about Kids Help Line. How can you use this service? Why might people want to use this service? How can it be accessed?

5. Who do you trust? Explain the reason why you trust these people.

6. Create your own video to show how to “stand tall” and be resilient.

7. Create a blog that can be accessed by others who need information about resilience.

Suggested Student Responses

Initiate Prior Learning

1. What is your understanding of the term resilience?
Answers will vary
2. Identify a time when you were resilient. What skills did you use to cope with those circumstances?
Answers will vary
3. List 10 things that are great about your life.
Answers will vary
4. Why is your life so great? List the people in your life who contribute to this.
Answers will vary
5. What is a peer group? What kind of influence does your peer group have on your life? Is this influence positive or negative? Explain your response.
Answers will vary

Active Viewing Guide

1. Why does Josh's life suck?
His brother has just died in a car accident
2. Keisha came from where?
Ghana
3. What challenges is Keisha facing in her life?
**She moved countries and from familiar surroundings,
Unpleasant living environment,
Feeling bad about herself,
No friends.**
4. Explain how Josh feels about his parents.
Like they don't care about him and that he is not as good as his brother
5. What kind of influence do Josh's friends have on him?
Bad influence, encouraging him to make bad decisions.
6. Discuss the way in which Keisha uses food.
To help her to feel better she eats to excess
7. List the things Keisha hates about herself.
Hair, clothes, face – everything
8. Why is trust so important?
It allows you to reach out and seek help from others
9. Why do some people turn to drugs when they feel bad? What further impact can drugs have?
Drugs may seem like an escape or way to rebel against problems. Drugs are not the answer as they only intensify the problems that a person has.
10. Why is Keisha going to break the cycle?
She does not want to be like her father and avoids drinking alcohol.
11. How has Keisha climbed out of the "bad" place she was in?
Made friends and found help for herself.
12. Ms Swanston is a teacher. Why are teachers' sometimes great people to reach out to?
They are good role models who understand young people and can help you to seek assistance if it is required.
13. Why did Josh need to take responsibility for his own actions?
To move on from the bad place that he was in and to own up to his own mistakes and actions.

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14. Discuss the reason why the police visited Josh. How did Josh respond? Do you think that you would ever have the guts to do this?
Josh owned up to the “bad” things that he had done and discussed this with the police.
15. What helped to boost Josh’s self esteem?
Football/soccer
16. Where did Keisha go? How was this experience for her?
She went to the movie night and made new friends.
17. Josh visited his brother’s grave which helped him to?
Deal with the loss of his brother

Extension Activities

1. Setting goals is great for all of us. What are your personal goals for the future?
Answers will vary
2. What does the future hold for you? How can you take control of your own destiny?
Answers will vary
3. What issues do you have in your life? Who could you seek assistance from if you needed it?
Answers will vary
4. Use the internet to find out about Kids Help Line. How can you use this service? Why might people want to use this service? How can it be accessed?
Answers will vary
5. Who do you trust? Explain the reason why you trust these people.
Answers will vary
6. Create your own video to show how to “stand tall” and be resilient.
Answers will vary
7. Create a blog that can be accessed by others who need information about resilience.