



VEA

Bringing Learning to Life

Program Support Notes

Junior - Senior Secondary

22 mins

VEA Lifeskills 3 **Building Resilience**

Teacher Notes by **Sally Lasslett**, M.Ed. (H & PE),
Grad.Dip.Ed., B.App.Sc.

Produced by **VEA Pty Ltd**
Commissioning Editor **Sven Shepherd** B.Ed.
Executive Producer **Simon Garner** B.Ed.

© Video Education America Pty Ltd 2008

Suitable for:

Health Education

To order or inquire please contact VEA:

Address:

10 Mitchell Place
Suite 103
White Plains, NY 10601
Phone: 866 727 0840
Fax: 866 727 0839

E-mail

vea@veavideo.com

Website

www.veavideo.com

Building Resilience – VEA Lifeskills 3

For Teachers:

Introduction

Resilience is the positive capacity of people to cope with stress and catastrophe. Resilience is all about an individual's capacity 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 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.

Program Timeline

| | |
|----------|--|
| 00:00:00 | Building Resilience – Introduction |
| 00:00:55 | Chapter 1 – What is Resilience? |
| 00:03:39 | Chapter 1 – What is Resilience? – Summary |
| 00:04:05 | Chapter 2 – Mental Health and Self-Worth |
| 00:07:54 | Chapter 2 – Mental Health and Self-Worth – Summary |
| 00:08:29 | Chapter 3 – What Makes a Person Resilient? |
| 00:11:12 | Chapter 3 – What Makes a Person Resilient? – Summary |
| 00:11:46 | Chapter 4 – Developing Resilience |
| 00:15:31 | Chapter 4 – Developing Resilience – Summary |
| 00:16:15 | Chapter 5 – How Resilient Are You? |
| 00:20:08 | Chapter 5 – How Resilient Are You? – Summary |
| 00:20:36 | Conclusion |
| 00:20:58 | Credits |
| 00:22:14 | End Program. |

Useful Resources

Healey J (2007) *Resilience and Coping Skills*. Spinney Press: Thirroul, NSW.

Website References

http://en.wikipedia.org/wiki/Psychological_resilience#Definition_of_Resilience

<http://wilderdom.com/psychology/resilience/PsychologicalResilience.html>

<http://digital.library.adelaide.edu./dspace/handle/2440/3206>

<http://www.psychology.org./publications/inpsych/disaster/>

Other Relevant Programs available from VEA

VEA Lifeskills 1: Knowing When to Say No

VEA Lifeskills 2: Taking Control – Strategies for Coping With Stress

Best Mates: Resilience – Bouncing Back

Please visit our website for more relevant programs www.veavideo.com

VEA – Bringing learning to life

Building Resilience – VEA Lifeskills 3

Student Worksheet:

Before Viewing the Program

1. Define the terms:

- Resilience
- Self Esteem
- Mental Health
- Well Being
- Persistence
- Goals
- Sense of Belonging
- Positive Role Model
- Negative Role Model

2. Complete the KWLH learning chart below it provides a framework for you to identify your knowledge of the topic before you watch the program and consider what they would like to discover.

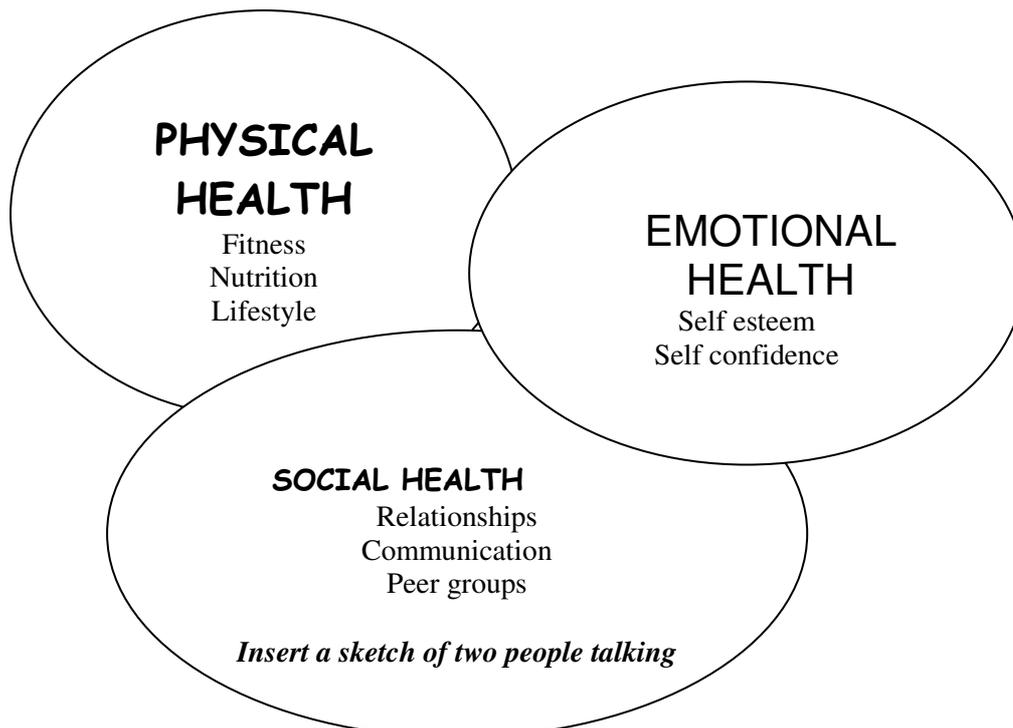
- K Identify what they already know about Building Resilience.
W Establish what they want to learn about Building Resilience.
L Identify and reflect upon what they have learnt at the end of the program.
H Reflect on how you gather information throughout this program and its attached activities.

KWLH Chart

| K What I know | W What I want to discover | L What I have learned | H How did I learn? |
|---------------|---------------------------|-----------------------|--------------------|
| | | | |

When you have completed the KWLH chart individually, come together as a class and record the knowledge of the whole class and what the whole group wants to discover.

3. COMPONENTS OF HEALTH



Building Resilience – VEA Lifeskills 3

There are three components of health;

- Physical Health
- Social Health
- Emotional Health

These three components are interrelated and one influences the other.

- **Physical Health** – this refers to the state of the physical body, our level of fitness, degree of energy, resistance to disease and functioning of body organs.
- **Emotional Health** – this refers to how an individual feels about themselves, their self-confidence and their self-esteem.
- **Social Health** – this refers too the interaction between people, being able to establish good relationships with a wide variety of people.

Complete the tables below to show your understanding of the three components of health.

Physical health

| <i>Examples of physical health</i> | <i>Aspects of our life that influence physical health</i> |
|-------------------------------------|---|
| A degree of physical fitness | Hobbies, families and friends |
| | |
| | |

Social health

| <i>Examples of social health</i> | <i>Aspects of our life that influence social health</i> |
|----------------------------------|--|
| Good communication | Our own levels of self esteem and self confidence |
| | |
| | |

Emotional health

| <i>Examples of emotional health</i> | <i>Aspects of our life that influence emotional health</i> |
|-------------------------------------|--|
| Self confidence | Positive encouragement from family and friends |
| | |
| | |

Building Resilience – VEA Lifeskills 3

While Viewing the Program

1. Define the term resilience.

2. Explain how resilient people can bounce back.

3. What happened to Liz Viggers?

4. List the traumas that occurred in Liz's life.

5. Why is maintaining hope so important?

6. Define the term mental health.

7. List the side effects of speed for Liz.

Building Resilience – VEA Lifeskills 3

8. Compare Global and Specific Self Esteem – use the chart below.

| <i>Global Self Esteem</i> | <i>Specific Self Esteem</i> |
|---------------------------|-----------------------------|
| | |

9. Explain the difference between:

- inner resilience:

- outer resilience

10. Make a list of people who could be your support base.

11. It is important to follow your dreams! Why?

12. Why is helping others so important – for you personally?

13. Make a list of ways that you could help others.

Building Resilience – VEA Lifeskills 3

14. Compare and contrast Fair Weather Friends and True Friends.

| <i>Fair Weather Friends</i> | <i>True Friends</i> |
|-----------------------------|---------------------|
| | |

15. List the ways that you could develop resilience.

16. Complete the onscreen quiz.

17. How resilient are you?

| Question Number | YES | NO |
|-----------------|-----|----|
| 1 | YES | NO |
| 2 | YES | NO |
| 3 | YES | NO |
| 4 | YES | NO |
| 5 | YES | NO |
| 6 | YES | NO |
| 7 | YES | NO |
| 8 | YES | NO |
| 9 | YES | NO |
| 10 | YES | NO |
| 11 | YES | NO |
| 12 | YES | NO |
| 13 | YES | NO |
| 14 | YES | NO |
| 15 | YES | NO |
| 16 | YES | NO |
| 17 | YES | NO |
| 18 | YES | NO |
| 19 | YES | NO |
| 20 | YES | NO |
| 21 | YES | NO |
| 22 | YES | NO |
| 23 | YES | NO |
| 24 | YES | NO |
| 25 | YES | NO |
| 26 | YES | NO |
| 27 | YES | NO |
| 28 | YES | NO |
| 29 | YES | NO |
| 30 | YES | NO |

Building Resilience – VEA Lifeskills 3

After Viewing the Program

- After watching the program you should have an understanding of the difference between Fair Weather Friends and True Friends. Think seriously about the groups of friends that you have. Make a list of your True Friends and in the second column of the table below suggest reasons why your Fair Weather Friends are not True Friends (there is no need to name any names in the Fair Weather Friends column!).

| <i>True Friends</i> | <i>Fair Weather Friends</i> |
|---------------------|-----------------------------|
| | |

- Drugs can have major impact on a person's resilience. Investigate the drugs below and complete the table to find out more about the affect of drugs.

| <i>Drug</i> | <i>Method of consumption</i> | <i>Effects on the body</i> | <i>Common names</i> | <i>Treatment for an overdose</i> |
|---------------------|------------------------------|----------------------------|---------------------|----------------------------------|
| Cannabis | | | | |
| Heroin | | | | |
| Methadone | | | | |
| Cocaine | | | | |
| Inhalants | | | | |
| Amphetamines | | | | |
| Hallucinogens | | | | |
| Ecstasy | | | | |
| Anabolic Substances | | | | |

Building Resilience – VEA Lifeskills 3

3. Role models are really important when we are trying to build our own resilience.
 - a. What is a role model?
 - b. Explain the difference between a positive and a negative role model.
 - c. Make a list of your positive role models and explain how they could help you to build your own resilience.
 - d. Role models can come from all areas of our lives. Make a list of the places where we find good role models.
 - e. Make a list of your negative role models and suggest the impact they could have on your life.