

LESSON PLAN 4

Grade 3-4
Strengthening Our Resilience

Lesson Plan 4.2 Grade 3-4

Strengthening Our Resilience

Lesson Title	Strengthening Our Resilience – Resilience Masks
Lesson Summary	This lesson introduces students to the concepts of strength and resilience. Students will reflect on how these qualities help them face challenges and identify sources of hope in their own lives. Through discussions, and hands-on crafting, students will create a "Resilience mask" to symbolise their personal sources of strength. They will use their masks between lessons to remind themselves of strength and resilience during challenging moments.
Year Level	This lesson is for Grade 3-4
Lesson Duration	60 minutes
Learning Intention	- To understand what resilience means and how it can be used during difficult times - To express emotions and personal strengths
Evidence of Learning	- By the end of the lesson, students will be able to: - Create a mask with decorations on both the outside and inside - Name at least 2 things that give them inner strength - Share their mask with others and explain one element of their design - Identify one way Make-A-Wish helps children who need support
Things you will need	- Make-A-Wish story (video) - Digital device to play the Make-A-Wish video (optional) - Craft materials for the activity (scissors, paint, markers, glitter, pipe cleaners, string, hole puncher)
Teacher Preparation Notes	- Review the Make-A-Wish video or story to highlight key moments that demonstrate lesson intention. - Review Make-A-Wish video for sensitive content. - Print off activity templates. - Write the success criteria and learning intention on the board before the lesson begins. - Ensure craft materials are ready and organised for the activity. - Encourage students to think deeply about their personal experiences with resilience and help students who may struggle to identify their own moments of resilience. - Allow students to share their masks, but ensure that sharing is optional to maintain a safe and respectful environment. - Teachers should adapt this lesson to meet the diverse needs of students, including those with varying abilities and those with Special Educational Needs (SEN)

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Strengthening Our Resilience - Scripted

Introduction & icebreaker (15-20 minutes)

"Hello everyone, and welcome to today's lesson! Today, we're going to explore the power of hope and how we can use positivity and hope during challenging times."

"What does hope mean to you?" (pause for answers, write them on the board)

"Great answers!"

Icebreaker

"Who has heard the word 'resilience' before?" (pause for answers)

"Resilience is like being a rubber band or a spring. When life pushes you down or stretches you, resilience is what helps you bounce back. It's the ability to face hard times, keep going when things are tough, and come out stronger on the other side."

"Here's an example. You're learning fractions, they're hard! You try and try. Maybe you don't get the answer the first time, but resilience helps you try again!"

"Can anyone tell me about a time something was hard for you and you were resilient?" (Choose 2-3 students to share)

"Thanks for sharing, those are great examples of resilience."

Introducing Make-A-Wish

"I'd like to talk about Make-A-Wish Australia, which helps critically ill children who are facing hard times. Make-A-Wish grants life-changing wishes to seriously ill children and provides them with hope and joy. Each wish is unique; for example, one wish child might wish for a puppy or a holiday to the Gold Coast. Today, I'd like to play you Emily's superhero wish."

Show Emily's Superhero Wish - [Superhero Emily Saves Perth City](#)  - YouTube

Debrief discussion

"How did the story make you feel?" (Wait for student responses, offering support as needed.)

"Why do you think encouraging hope and strength can help?" (Encourage students to share their thoughts.)

"Of course, Emily is a superhero who saved Perth City. But, what makes someone a superhero? What powers or qualities do they have?" (Write responses on board: strength, bravery, courage, never gives up, helps others, etc)

"Those are all wonderful answers. But here's something amazing: you don't need to be able to fly or have super strength to be a superhero. The most important superpower that all heroes have is something we mentioned earlier, can anyone remember?" (pause and guide towards 'resilience' if needed.)

"Exactly! Resilience. Resilience has a partner just like Batman and Robin, and that partner is hope, like we mentioned earlier. Hope is positive and helps us when things are hard and Make-A-Wish Australia gives hope and joy to children just like you saw with Emily."

Activity: Resilience Mask (30 minutes)

"Now we're going to make a resilience mask, inspired by Emily and her superhero wish."

"Your mask will:

- Represent YOUR personal sources of strength and resilience.
- Remind you that you're capable and strong.
- Be something you can look at or wear when you're facing a challenge.
- Show the unique superhero qualities that make YOU resilient.
- The outside of the mask will represent outer strength and the inside of the mask will represent inner strength."

(Hand out the superhero mask templates and blank templates)

"I'm going to write some prompts on the board to help guide you with your mask."

Colours: What colours make you feel strong, brave, or happy? Those are your power colours!

Symbols: What images represent your strength?



- An animal you admire (lion for bravery etc)
- Objects that matter to you (books, sports equipment, musical notes)
- Nature elements (mountains for "I can overcome obstacles," sun for hope, stars for dreams)
- Hearts for love and support from family/friends

Words: What words give you strength?

Include your name (because YOU are the hero!), or words in other languages that are meaningful to you.

People who support you: You might include: Initials of people who believe in you. Small symbols that represent them (a soccer ball for your coach, a book for a teacher)

Your hopes and dreams: What do you hope for?

NOTE: Creating Instructions

Encourage students to use different colours, textures and their own creativity. The worksheets provided have a mask template, or alternatively students can draw their own.

- Cut out mask template carefully (or draw their own mask shape first)
- Decide which side is "outside" (facing challenges) and which is "inside" (inner strength)
- Begin decorating both sides using their planning worksheet as a guide
- Use various materials: drawing, collaging, adding decorative elements
- Make it as colourful/simple as feels right to them

“We're almost done! Now we need to make sure you can wear your mask or display it”

Final Steps:

1. Use the hole punch to make holes where marked on the sides of your mask.
2. Thread your elastic string or ribbon through the holes.
3. If you're going to hang it up rather than wear it, you can skip the string and just punch one hole at the top to hang it.

Wrap-Up and Journal Reflection (10 minutes)

"Great job. Now we're going to reflect on how creating the mask made us feel."

"It's time to share your masks with the class" **(choose a few students to tell their classmates about how they decorated it, and why - chosen words, colours etc)**

(Hand out reflection worksheets)

1. What was the most meaningful part of creating your mask?
2. I learned that resilience means...
3. How do you feel when you look at your mask?

(Allow time for journal reflection)

"Wow, you all did an amazing job today. Before we finish today, I want to encourage you to remember that our resilience masks can be worn to help give us strength and hope when we face stressful or challenging things. When you feel a big emotion, you can wear your mask to remind yourself that you're strong, just like Emily!"

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Strengthening Our Resilience – Unscripted

Introduction & Icebreaker (15-20 minutes)

- Welcome the students, introduce the themes of the power of hope and how hope can be helpful when experiencing challenges.
- Ask the students what hope means to them (write answers on the board).

Icebreaker

- Ask who has heard the word 'resilience' before.
- Give a suitable definition of resilience (a rubber band or spring; when life pushes you down or stretches you, resilience helps you bounce back).
- Give suitable example – learning fractions etc.
- Ask students for an example of when they were resilient. **(choose 2-3 students)**
- Thank them for sharing.

Introducing Make-A-Wish Australia

- Introduce Make-A-Wish and explain they provide wishes for critically ill children who are facing challenges.
- Explain that each wish is unique and that one child might wish for a puppy, and another might wish for a trip to the Gold Coast.
- Tell the students they're going to watch a video of Emily's superhero wish.
- Show Emily's Superhero Wish - [Superhero Emily Saves Perth City](#)  - YouTube

Debrief discussion

- Ask the students how the video made them feel. **(support as needed)**
- Ask the students why hope and strength can help during hard times.
- Explain that Emily is a superhero, and ask what makes someone a superhero. **(Write responses on board: strength, bravery, courage, never gives up, helps others, etc)**
- Thank them for their answers and let the students know they don't need super strength or be able to fly to be a hero.
- Ask if they remember the word that was mentioned earlier (resilience) and let them know that resilience is an important superpower.
- Compare the pairing of hope and joy to Batman and Robin and that resilience's partner is hope.
- Remind students that Make-A-Wish gives hope and joy to children like they saw with Emily.

Activity: Resilience Mask (30 minutes)

- Introduce the resilience mask activity and let the students know they'll be making their own superhero mask like Emily's.
- Explain the mask will represent their source of strength and resilience and remind them that they're capable and strong.
- The outside of the mask will represent outer strength and the inside of the mask will represent inner strength.

(Hand out the superhero mask templates and blank templates)

- Write the following prompts on the board to help guide their creativity.
 1. **Colours:** power colours, what brings them joy
 2. **Symbols:** What images represent your strength? Animals, nature, objects, family, love
 3. **Words:** What words give you strength? Name, words in other languages
 4. **People:** Initials of people who believe in you. Small symbols that represent them (a soccer ball for your coach, a book for a teacher)

5. Your hopes and dreams: What do you hope for?

6. NOTE: Creating Instructions

Encourage students to use different colours, textures and their own creativity. The worksheets provided have a mask template, or alternatively students can draw their own.

- Cut out mask template carefully. (or draw their own mask shape first)
- Decide which side is "outside" (facing challenges) and which is "inside". (inner strength)
- Begin decorating both sides using their planning worksheet as a guide.
- Use various materials: drawing, collaging, adding decorative elements.
- Make it as colourful/simple as feels right to them.
- Give a time update to the students to finish their work.

Final Steps:

2. Use the hole punch to make holes where marked on the sides of your mask.
3. Thread your elastic string or ribbon through the holes.
4. If you're going to hang it up rather than wear it, you can skip the string and just punch one hole at the top to hang it.

Wrap-Up and Journal Reflection (10-12 minutes)

- Praise the students for their hard work and let them know it's time to reflect on how the mask makes them feel.
- Ask a few students to share their mask and tell the other students about it.

(Hand out reflection worksheets)

1. What was the most meaningful part of creating your mask?
2. I learned that resilience means...
3. How do you feel when you look at your mask?

(Allow time for journal reflection)



- Tell the students they did a great job and encourage them that their masks can be worn to give strength when facing difficult times – and that they're strong just like Emily.