

LESSON PLAN 4

Early Years
Strengthening Our Resilience

Lesson Plan 4.0: Early Years

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 Early Years: Kinder, Prep & ELC
Lesson Duration	40-50 minutes
Learning Intention	- To try 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: - Decorate the mask on both the outside and inside - Name at least one thing that gives them inner strength - Share their mask with others
Things you will need	- Make-A-Wish story (video) Superhero Emily Saves Perth City  - Digital device to play the Make-A-Wish video (optional) - Card to print the mask templates onto - Craft materials for the activity – pencils, markers, texters, scissors - String/elastic to make the mask wearable - Optional: whiteboard and markers
Teacher Preparation Notes (optional)	- Review Make-A-Wish video for sensitive content (there is a written story for the Kinder year level if that is more suitable) - Review the Make-A-Wish video Superhero Emily Saves Perth City  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 mask but ensure that sharing is optional to maintain a safe and respectful environment. - Cut out the masks before or after the activity. - Teachers should adapt this lesson to meet the diverse needs of students, including those with varying abilities and those with Special Educational Needs (SEN).

Early Years Lesson 4.0

Strengthening Our Resilience - Scripted

Introduction & Icebreaker (15 minutes)

"Good morning! Today we're going to learn about being strong and having hope."

"Can you say hope with me?" (pause for participation)

"Has anyone heard that word before?" (pause for answers)

"Being strong and having hope help us when things are hard. "Sometimes being *strong* doesn't mean muscles. It can mean trying again, being kind, or asking for help."

Icebreaker

"Who likes superheroes like Spider-man or Wonder Woman?" (pause for answers)

"Great, what other superheroes do you like?" (pause for answers)

"What do you like about them?" (select a few students to share)

"What powers would you have?" (select a few students to share)

"Amazing! Spider-man and Wonder Woman are strong, not only because they have powers, but also because they help people when they need it, and they have a special power called resilience."

"Resilience means bouncing back. Like a ball! When you drop a ball, it bounces back up. When something hard happens, resilience helps you keep going."

Introducing Make-A-Wish Australia

Wish video: [Superhero Emily Saves Perth City](#) 

(if the video isn't suitable, use the story below)

"I now want to tell you about Make-A-Wish Australia. They give special wishes to kids who are very sick and help them feel happy. Each wish is different, some kids wish for a puppy, and some kids wish for a fun trip."



"Today I'd like to tell you about Emily, she had a superhero wish!"

"Emily loves The Incredible Hulk! There are a few similarities, they're both brave, secondly, they're both strong, and thirdly, they're both feisty."

"Emily wanted to save the world like The Hulk. On her wish day, Emily did some superhero training where she met Spider-Man, Iron-Man, Starlord, Captain America, Black Widow, Scarlet Witch, Dr Strange, and Sorcerer Supreme Wong!"

"Emily then had to save the day from Loki. Loki cast a spell that froze the entire state of Perth, and Emily was the only one that could stop him! Spider-Man sensed she may need an extra boost, so he rolled out of the spell to encourage Emily - and that was all the boost she needed! She saved Perth and defeated Loki!"

"Emily found the courage to put her HULK training to good use and saved the city!"

Activity: Decorating the mask (25 minutes)

"Now we'll make our own superhero mask! Just like Emily."

"Your mask will show how strong YOU are! It will remind you that you can do hard things"

"We're all going to colour in and decorate our mask. I want you to use all your favourite colours, shapes and patterns."

"Once we're all finished, I'll cut them out."

Provide all the materials for the students and help them as required. Hole punch holes in the sides and use string to make the mask wearable.

Wrap-Up and Reflection (5 minutes)

"Amazing work everyone! Let's all hold up our masks so everyone can see. It's great to see so many colours."

"You all did AMAZING today!"

"Remember: When you feel sad or scared, you can wear or look at your mask. It will remind you that you are strong. You are brave. You can do hard things. Just like Emily!"

Early Years Lesson 4.0

Strengthening Our Resilience - Unscripted

Introduction & Icebreaker (10-15 minutes)

- Tell the students they will be learning about hope and strength.
- Ask them if they've heard the word hope before. (pause for answers)
- Explain what being strong means and explain it also means being kind, trying again, and asking for help.
- Ask if anyone likes superheroes and list a few. (pause for answers)
- Explain that the superheroes are strong because of their powers but also because they help others.

Icebreaker

- Ask if students like superheroes like Spider-man or Wonder Woman. (pause for answers)
- Ask what other superheroes they like. (pause for answers)
- Ask what they like about them (select a few students to share)
- Ask: if they had powers, what powers would they have?
- Explain that superheroes are strong, not just because they have powers but because they help people and are resilient.

Introducing Make-A-Wish Australia

- Introduce the students to Make-A-Wish Australia. (reintroduce if you have done several lessons)

- Make-A-Wish helps children who are sick and need extra happiness. They give special wishes to make kids smile.
- Explain that each wish is different; some people wish for a holiday to the snow, and others wish for a puppy.
- Introduce them to Emily, who had a superhero wish.

“Emily loves The Incredible Hulk! There are a few similarities, they’re both brave, secondly, they’re both strong, and thirdly, they’re both feisty.”

“Emily wanted to save the world like The Hulk. On her wish day, Emily did some superhero training where she met Spider-Man, Iron-Man, Starlord, Captain America, Black Widow, Scarlet Witch, Dr Strange, and Sorcerer Supreme Wong!”

“Emily then had to save the day from Loki. Loki cast a spell that froze the entire state of Perth, and Emily was the only one that could stop him! Spider-Man sensed she may need an extra boost, so he rolled out of the spell to encourage Emily - and that was all the boost she needed! She saved Perth and defeated Loki!”

“Emily found the courage to put her HULK training to good use and saved the city!”

Alternative

Wish video: [Superhero Emily Saves Perth City](#) 

- Mention that Emily is brave and strong and they can be too.

Activity: Decorating the mask (20 minutes)

- Tell the students they’ll be making their own superhero masks like Emily.
- Remind them the mask will show how strong they are and it can be a reminder that they can do hard things.
- Encourage creativity with their mask, and encourage favourite colours, patterns and shapes.

Provide all the materials for the students and help them as required.



Wrap-Up and Reflection (5 minutes)

- Praise the students for their effort and hard work.
- Ask them to hold up their mask so everyone can see.
- Remind students that when they're sad, or facing something hard, that they can wear or look at their mask.