

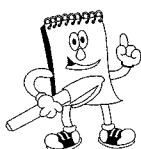


Session 4

Springing Back

Explain that today we are going to

- ❖ discuss how we can respond to situations in a resilient way
- ❖ learn how to persevere



You will need

- ❖ Activity Sheet 5 - 2 copies, one per group
- ❖ long strips of cardboard or paper 2cm wide - 2 per student
- ❖ tape, glue or stapler
- ❖ completed jack in the box for Peer leader
- ❖ pens or pencils

Looking back

Ask students to think of a time when they tried to improve over the last week.

- ❖ What did you try?
- ❖ How did you go?



5 mins

Activity 1 - Don't do as I say

1. Ask everyone in the group to be seated on the floor in a circle.
2. Peer leader asks the students to copy the following actions:
 - Stand (stand up)
 - Sit (sit back down)
 - Clap (clap hands together)
 - Jump (stand up and jump once)
 - Talk (make blah blah blah type noises with mouth)
 - Shhh (place index finger on lips and make a shhh noise)
3. Then explain that for the rest of the activity they would like the students to do the opposite.
 - When I say *stand*, I'd like you to *sit*
 - When I say *sit*, I'd like you to *stand*
 - When I say *clap*, I'd like you to *jump*
 - When I say *jump*, I'd like you to *clap*
 - When I say *talk*, I'd like you to *shhh*
 - When I say *shhh*, I'd like you to *talk*.One Peer leader gives the instruction while the other Peer leader demonstrates the actions.



4. Peer leader then calls out the movements at a brisk pace, trying to trick students into making the wrong movements.
5. The game ends when all the participants can respond correctly each time or time is up.

 15 mins

Activity 2 - Being Resilient

1. Show the group the jack in the box and explain that we will be making one later.
2. Tell the students that we can learn to spring back when faced with difficult times just like a jack in the box. This is called being resilient.
3. Split into 2 groups and sit in a circle with Activity Sheet 5 in the middle.
4. Explain that when a situation occurs you can deal with it in a resilient or non-resilient way.
5. Talk about what is happening in the first picture.
6. Read out the non-resilient ways of dealing with the situation.
7. Ask students to think of 2 resilient ways of coping.
8. Peer leaders write the responses on the sheet.
9. Continue with the other pictures.

Let's chat



- ❖ What are some other resilient ways of coping?

Peer Leader's Notes

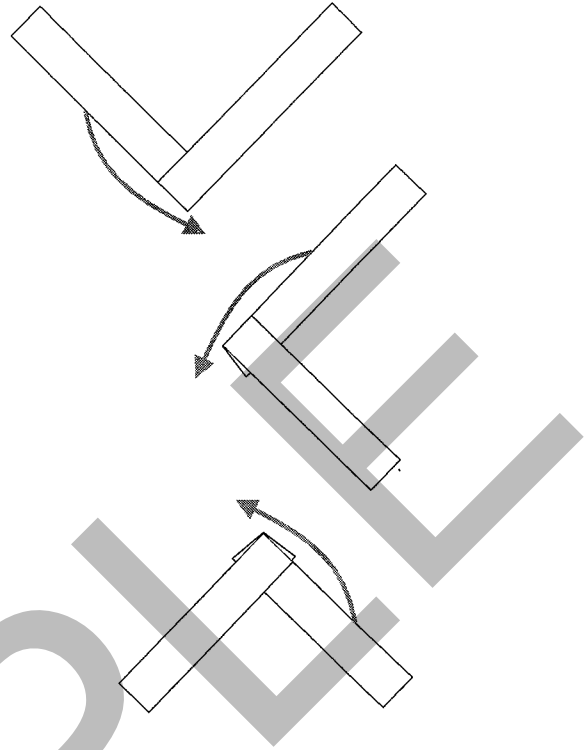
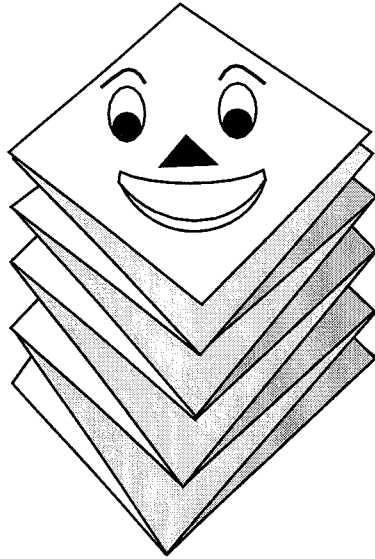


"Resilience means coping with difficult times by having a go, being positive and not giving up."

 10 mins

Activity 3 - Jack in the box

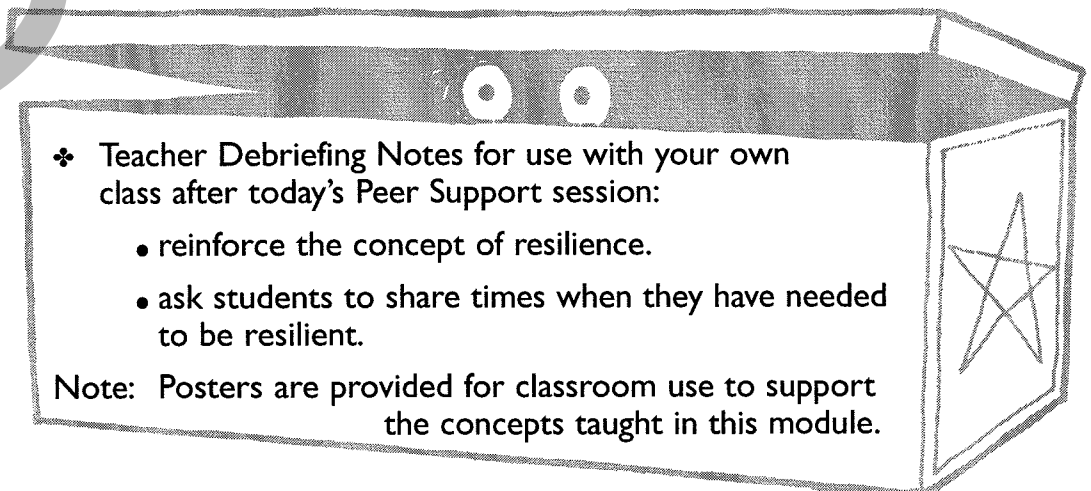
1. Tell the students that we are going to make a paper jack in the box.
2. Ask each older student to pair up with a younger student.
3. Hand out 2 strips of cardboard or paper to each student.
4. Place one strip on top of the other to make a V shape and tape, glue or staple together.
5. Fold one strip across the other as shown.
6. Keep folding the strips until you reach the end.
7. Tape, glue or staple the ends together.
8. Draw a face on the top of the jack in the box.
9. When you push the jack in the box down and release, it will spring back.



"We can be like a jack in the box. If we remember how to be resilient, we can spring back."

Finishing off

- ❖ Ask students what they liked about Peer Support today
- ❖ What can we tell our families about Peer Support this week?
- ❖ Think about a time when you've needed to be resilient
- ❖ Thank everyone for taking part today





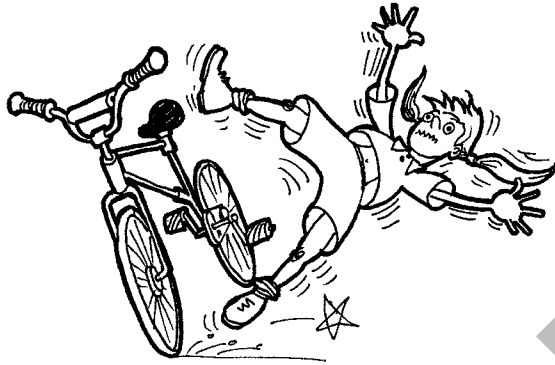
Activity Sheet 5

Being Resilient

NOT RESILIENT

Think you'll never be able to ride a bike

Feel too scared to try again in case you get hurt



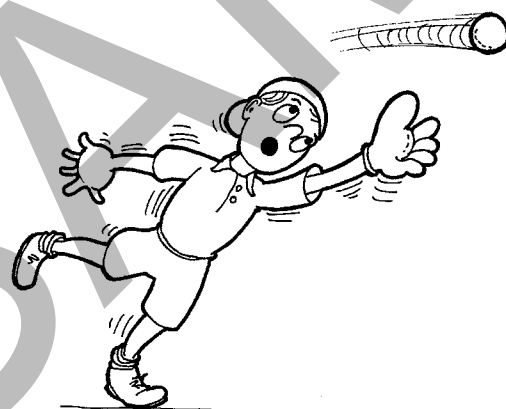
Get angry

Say "this is too hard"



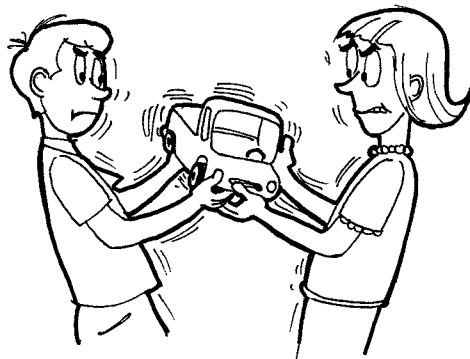
Get upset

Walk off the field



Say something nasty

Break the toy



RESILIENT

