



Date: \_\_\_\_\_

## 'Weaving a Web of Resiliency'

### ACKNOWLEDGEMENT

*Please read this Acknowledgement before the start of this lesson to respect the knowledge that is being shared and the Land of the People where the knowledge originates.:*

This lesson plan was developed at Lakehead University, which is located on the traditional territory of Fort William First Nation, signatory to the Robinson Superior Treaty of 1850. The land on which we gather is the traditional territory of the Anishinaabeg.

### LEARNING OUTCOMES

*Upon successful completion of this lesson plan, students will be able to:*

1. Identify personal strengths and positive capacities as sources of resiliency.
2. Create a classroom resource for self-regulation through established sources of resiliency.

### LIST OF ACTIVITIES

1. Introduction
2. Reminder of Resiliency
3. Consolidation

### MATERIALS

- Supplies: construction paper, glue sticks, markers, pens, twine or string, thumb tacks or tape
- Reminder of Resiliency Handout
- Video: Oshkaatisak Kikinohamaakewin - Messages to Youth
- Video: Knowledge Keeper discusses Indigenous education



Health

#### Origin

Northwestern Ontario  
Thunder Bay  
Ontario

#### Learning Level / Grade

5

Also: 6, 7, 8, 9, 10, 11, 12



90 mins

#### Related Subjects

Social Studies, Family and Parenting, Indigenous Language, Indigenous Ways of Knowing & Being

## DESCRIPTION

This lesson plan focuses on guiding students to explore resiliency. Through the three main activities, students explore definitions and examples of resiliency from their own experiences and the experiences of others.

## HOLISM AND ALL OUR RELATIONS

*This lesson plan has been developed with an Indigenous lens that is holistic in nature, a way of being and knowing that acknowledges our relationships with 'all our relations', including plants and animals, other human beings, the water, land, wind, sun, moon, stars, and more - everything seen and unseen. With 'all our relations' in mind, this lesson plan has been developed with a focus on:*

- Participatory and experiential learning activities
- Different learning styles; attention given to mind, body, and spirit
- Connections are made with everyday life
- Personal reflection time (connecting with thoughts and feelings)
- Ethics in the classroom: care, truthfulness and trust, respect, integrity
- Nurturing healthy relationships in school and community
- Relationship with family, ancestors
- Healthy relationship with self and identity

## TEACHERS' GUIDE

### Background/Foundational Information

- In this lesson, students explore definitions and examples of resiliency through a teacher led sharing circle, independent work, and whole class activity. Included in this lesson plan are instructions, a worksheet, and videos from Indigenous educators and Knowledge Keepers in northwestern Ontario.

The activities in this lesson require students to reflect on past experiences that they found challenging and how they overcame them. With the nature of reflecting and remembering past experiences, a variety of emotions may occur. It is advised that instructors adjust the focus of the activities based on their knowledge and understanding of the students in their classroom. Some students may need additional support or guidance at different points during the activity.

The activities in this lesson plan are not for introducing your students, such as ice-breaker games. The purpose of the activities is to build upon pre-existing experiences of the students within the classroom community.

Ministry of Education Guidelines:

This lesson plan aligns with the Social-Emotional Learning Skills within the Ontario Curriculum, Grades 1-8: Health and Physical Education. The Ontario Curriculum Guidelines for grade 5 (p. 184) state that:

*This strand focuses on the development of students' social-emotional learning skills to foster their overall health and well-being, positive mental health, and ability to learn, build resilience, and thrive. In all grades of the health and physical education program, the learning related to this strand takes place in the context of learning related to the Active Living, Movement Competence, and Healthy Living strands, and it should be assessed and evaluated within these contexts.*

Social-Emotional Learning Skills (Healthy Living):

A1 - Apply, to the best of their ability, a range of social-emotional learning skills as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

Stress Management and Coping:

A1.2 - Apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience.

**Positive Motivation and Perseverance:**

**A1.3 - Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope.**

## ACTIVITIES

## 1 - Introduction

**Purpose**

Students will explore definitions and examples of resiliency.

**Time:** 20 mins

**Activity Instructions**

The following introductory activity can be completed in a sharing circle that addresses the following:

1. Students are asked if they have heard of the word 'resiliency'. What does it mean to them?
2. The teacher shares a story that demonstrates resiliency in their personal life (e.g., an event or time when they themselves struggled but were able to overcome).
3. Teachers share with students a few definitions of resiliency, for example:

*"Indigenous concepts of resilience can be understood as arising out of the ability to be flexible and having a vision about how to succeed"* (Hansen & Antsanen, 2016).

*"A resilient person works through challenges by using personal resources, strengths, and other positive capacities of psychological capital like hope, optimism, and self-efficacy"* (Pennock, 2019).

4. Teachers provide time for students to connect their definitions of resiliency with the teacher's personal story. The definitions can be displayed on chart paper or a smart board to solidify connections and understanding of resiliency.

**This activity is designed to connect with learners with these learning styles...**

- Spiritual (e.g., Relational) Learners
- Intellectual (e.g., Rational, Logical) Learners

**... in the following ways:**

The introductory activity asks students to listen to their instructor's story of a personal challenge they overcame and to explore definitions of resiliency, which connects to spiritual and intellectual learners.

## TEACHING NOTES

## 2 - Reminder of Resiliency

### Purpose

The purpose of this activity is to provide students an opportunity to explore examples of resiliency in their own lives and from the experiences of loved ones (family member, close friend, etc.).

**Time:** 45 mins

### Activity Instructions

- Instructors distribute one construction paper and "Reminder of Resiliency" handout per student.
- Using the handout, students will:
  - describe a time they or a loved one experienced a challenge in their life that they overcame
  - reflect and identify three different ways they or their loved one were able to overcome the challenge
  - identify one key word or phrase that describes their resiliency from their stories.
- The stories will be posted on a bulletin board or a wall in the class. Instructors are to ask students to choose stories that they are comfortable sharing with the class in written form.
- Each student transfers their story into a print version to be glued onto the construction paper. Fold construction paper in half. On the inside of the folded construction paper students glue their story on the top half and their three ways of overcoming the challenge on the bottom half. On the outside of the folded construction paper, they write their key word or phrase with a marker. This is now a "Reminder of Resiliency".
- Once the reminder is created, students find a space on the designated wall or bulletin board to display their Reminder of Resiliency. Reminders can be sporadically spread out, while ensuring space for the whole class. The first student will tack a piece of twine to a corner of their Reminder, and the next student will post their Reminder and connect the twine to theirs. This process continues until all Reminders have been posted and connected. Once the final Reminder has been displayed, the wall or bulletin board should resemble a web.

**This activity is designed to connect with learners with these learning styles...**

- Spiritual (e.g., Relational) Learners
- Physical (e.g., Tactile, Experiential, Visual) Learners
- Intellectual (e.g., Rational, Logical) Learners
- Emotional (e.g., Feeling, Intuitive) Learners

**... in the following ways:**

The 'Reminder of Resiliency' activity connects with different learners through incorporating individual, group, written, verbal, and visual components. The interconnectedness within the classroom addresses all four different ways of learning.

### Materials

*Click the 'Link' to open and view videos.*

*To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.*

Resource Title	Type
Supplies: construction paper, glue sticks, markers, pens, twine or string, thumb tacks or tape	Supplies 
These are the materials the class will need to do this activity.	
Reminder of Resiliency Handout	File (Reminder of Resiliency handout.pdf) 
This is the worksheet to be handed out for the activity.	

## TEACHING NOTES

### 3 - Consolidation

#### Purpose

Students further explore resiliency characteristics by viewing videos of Knowledge Holders' perspectives on mino-bimaadziwin (living a good life).

**Time:** 30 mins

#### Activity Instructions

1. Instructors share a video(s) included in this lesson plan, "Oshkaatisak Kikinohamaakewin" (see the 'Materials' section in this Activity). These videos include Knowledge Holders from northwestern Ontario sharing their perspectives on mino-bimaadziwin (living a good life). Instructors should view the videos prior to sharing in class to determine what videos and/or sections are best for their classroom discussion. For example, in the video titled *Knowledge Keeper discusses Indigenous Education*, Laura Calmwind describes the concept of gifts that live within Indigenous youth. This is an example of a connection to the 'Reminder of Resiliency' activity.

2. Instructors can close the lesson with a sharing circle. Students can discuss what they learned, including any closing thoughts about the 'Reminder of Resiliency' activity or the messages in the video(s).

**This activity is designed to connect with learners with these learning styles...**

- Spiritual (e.g., Relational) Learners
- Physical (e.g., Tactile, Experiential, Visual) Learners
- Intellectual (e.g., Rational, Logical) Learners
- Emotional (e.g., Feeling, Intuitive) Learners

**... in the following ways:**

This activity engages learners in physical, intellectual, emotional, and spiritual ways.

#### Materials

Click the 'Link' to open and view videos.

To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.

Resource Title	Type
<b>Video: Oshkaatisak Kikinohamaakewin - Messages to Youth</b>	<a href="#">Link</a> 
<b>Video: Knowledge Keeper discusses Indigenous education</b>	<a href="#">Link</a> 
<p>Indigenous knowledge keeper Laura Calmwind shares in Oji-Cree the knowledge that she believes is important to pass to future generations. Laura discusses the importance of creation stories to understand who we are as Anishinaabe Peoples. This video is a story on NCCIE.CA. Length: 8:19 minutes</p>	

### TEACHING NOTES

## ASSESSMENT





*This section contains information for assessing progress in students' learning. While Indigenous approaches to assessment may be highlighted, conventional assessment methods may also be discussed.*

This lesson plan includes the assessment strategy that emphasizes 'Assessment for Learning'. It is recommended that instructors use Anecdotal Notes of student participation and work completed.

## ADDITIONAL RESOURCES

Click the 'Link' to open and view videos.

To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.

Resource Title	Type
<b>Our Words, Our Ways: Teaching First Nations, Métis, and Inuit Learners</b>	<a href="#">Link</a> 
For more information about including sharing circles as classroom instruction, please refer to the following resource.	
<b>First Nations Youth Suicide Prevention Curriculum: Prevention Through Culture</b>	File (FN-Youth-Suicide-Prevention-Program-Manual.pdf) 
This resource offers a program that is research-based, culturally-relevant, sensitive, and strengths-based. The program informs and educates students about the nature of youth suicide, risk and protective factors, warning signs and clues, appropriate intervention steps, and potential harm education. The strategies aim to assist youth to cope with suicide-related challenges while building students' hope and resilience.	
<b>First Nation, Métis, and Inuit presence in our classrooms: A cultural resource</b>	File (Aboriginal Presence in Our Schools (3).pdf) 
This handbook provides background information to staff and administrators on First Nations, Métis, and Inuit heritages and traditions, cultural teachings, celebrations, treaties, terminology, and best practices in Lakehead Public Schools.	
<b>Exploring the Ethical Standards for the Teaching Profession through Anishinaabe Art</b>	<a href="#">Link</a> 
This resource provides information about ethics in the classroom and is published by the Ontario College of Teachers in collaboration with Bruce K. Beardy.	
<b>Language knowledge to pass on to future generations</b>	<a href="#">Link</a> 
Indigenous knowledge keeper Zhawano Binsek shares in Oji-Cree what knowledge is important to pass to future generations. Zhawano Binsek also shares how we will know this knowledge has successfully been transmitted and what she would like to see in the future. Length: 6:58 minutes	
<b>Knowledge for future generations</b>	<a href="#">Link</a> 
Jordan Quequish shares in Oji-Cree about knowledge that he feels is important to pass to future generations. Jordan discusses the importance of the language and how Anishinaabe people can connect to languages. Length: 7:18 minutes	
<b>Knowledge keeper discusses Indigenous education</b>	<a href="#">Link</a> 
Indigenous knowledge keeper Laura Calmwind shares in Oji-Cree the knowledge that she believes is important to pass to future generations. Laura discusses the importance of creation stories to understand who we are as Anishinaabe Peoples. Length: 8:19 minutes	
<b>Oshkaatisak Kikinohamaakewin - Messages to Youth</b>	<a href="#">Link</a> 

Resource Title	Type
<p>Oshkaatisak Kikinoamaakewin is a bilingual video in Anishinaabemowin and English. Indigenous educators, Elders, and knowledge holders share their messages to youth in Northwestern Ontario that address identity, education, language, mino-bimaadiziwin (living a good life), relationships with Elders, and personal well-being. For the title, the creators of the video asked language speakers to translate "messages to youth" into Anishinaabemowin. They arrived at "Oshkaatisak Kikinoamaakewin," which literally means "youth learning." Length: 7:00 minutes</p>	

## HOLISM AND ALL OUR RELATIONS

*This lesson plan has been developed with an Indigenous lens that is holistic in nature, a way of being and knowing that acknowledges our relationships with 'all our relations', including plants and animals, other human beings, the water, land, wind, sun, moon, stars, and more - everything seen and unseen. With 'all our relations' in mind, this lesson plan has been developed with a focus on:*

<b>Participatory and experiential learning activities</b>
<b>Relationship with family, ancestors</b>
<b>Connections are made with everyday life</b>
Students reflect on previous experiences in everyday life when they overcame challenges. Students apply this reflection to their lives through a growing understanding of their capabilities to overcome current and future challenges.
<b>Intergenerational learning with Elders/Knowledge Holders</b>
Were Elders or Knowledge Holders involved in the development of this Lesson Plan? Yes Can Elders or Knowledge Holders be invited to help teach part of this lesson plan? Yes
<b>Ethics in the classroom: care, truthfulness and trust, respect, integrity</b>
This lesson supports the ethical value of Respect as the activities honour human dignity, emotional wellness, and encourage students to demonstrate trust with one another. For more information about Ethics in the Classroom, please see <i>Exploring the Ethical Standards for the Teaching Profession through Anishinaabe Art</i> published by the Ontario College of Teachers and in collaboration with Bruce K. Beardy. <a href="https://www.oct.ca/-/media/PDF/Exploring%20Ethical%20Standards%20through%20Anishinaabe%20Art/2015%20Ethical%20Standards%20and%20Anishinaabe%20Art_en%20web_accessible.pdf">https://www.oct.ca/-/media/PDF/Exploring%20Ethical%20Standards%20through%20Anishinaabe%20Art/2015%20Ethical%20Standards%20and%20Anishinaabe%20Art_en%20web_accessible.pdf</a>
<b>Different learning styles; attention given to mind, body, and spirit</b>
<b>Healthy relationship with self and identity</b>
<b>Personal reflection time (connecting with thoughts and feelings)</b>
The activities in this lesson plan rely on the students' reflections of their thoughts and feelings on the topic of resiliency.



**OTHER DETAILS**

**This Lesson Plan aims to meet curriculum expectations or outcomes for: Ontario Yes**

**Stream:** General, Academic

**RELATED LESSON PLANS**

- [Learning from Community: Exploring Community Experiences and Post-Secondary Opportunities \(3 of 5\)](#)
- [Building Classroom Community: A Celebration of Post-Secondary Plans \(5 of 5\)](#)
- [Creating a Personal Plan for Future Education and Career/Life Goals \(4 of 5\)](#)
- [Identifying Strengths and Needs with the Four Directions Education Model \(2 of 5\)](#)
- [Developing a Personal Profile for Future Education and Career/Life Opportunities \(1 of 5\)](#)

**CONTRIBUTORS**

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**QUESTIONS/MORE DETAILS**

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