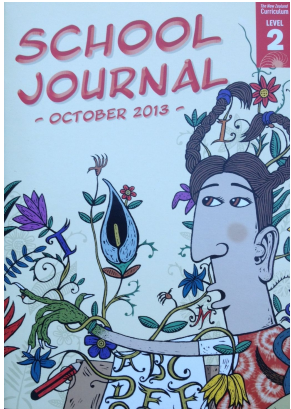


<b>Level 2 Building Resilience</b>	
<p>Level 2 – October 2013</p> 	<p><b>Shipwrecked</b> Pages 18 - 24</p> <p><i>Brenda Martin</i></p> <p>A young girl finds an old newspaper clipping describing how her father survives his boat sinking a long way from land.</p>
<b>Health &amp; Physical Education goal</b>	<b>Literacy goal</b>
<p>Describe how individuals are unique and also share characteristics with others.</p> <p>Identify personal qualities that help someone become resilient.</p>	<p>To make inferences by locating clues in the text, and drawing on personal knowledge to identify what it means to be resilient.</p> <p>Form and clearly express ideas both orally and in writing, by combining personal knowledge with information in the text.</p>
<p><b>Vocabulary:</b></p> <p><b>Specialised:</b> phytoplankton.</p> <p><b>Interest:</b> coconut flesh, coral reef ship, floated, glowing, hauled, horizon, island, lagoon, ocean, pacific, persistence, scuttling, shoreline, tropical, wreck.</p>	

**Task purpose:** To identify the features a person needs to be resilient.

**Task 1**

1a).Think about these questions. Then, share your thoughts with a partner.

- a) *Have you ever been lost?*
  - *What did you do?*
  - *How did you feel when you were lost?*
  - *What did you do to stay safe and get help?*

b)With the same partner, talk about this statement:

“If things happen that don’t work out for me, for example not winning a race, I accept it, bounce back and keep going.”

**Use** these questions to guide your discussion:

- *What do you do to help yourself bounce back after something difficult happens to you?*
- *How does this help you?*

We describe people who get over something difficult quickly, (bounce back) and carry on as being resilient.

**Purpose:** To identify ways to describe how resilient people feel and act.

**Task 2**

1a) With your partner, **discuss**:

*What words would you use to describe how a resilient person feels and acts?*

Use **Fig 1. Ways to describe people** to **circle** words that describe how you think a resilient person feels and acts.

**Task 3**

1a) **Read the story:**

*Shipwrecked*, L2 Oct 2013. pp 18-24.

b). Use clues in the text and how you think you would feel, to infer how Dad was feeling at each of these parts in the story shown in Fig 2.

Complete **Fig 2. Graphic organiser** – tracking Dad’s emotions

**Fig 1 – Ways to describe people (Character Traits)**

Character traits					
Friendly	independent	brave	lazy	mean	unhappy
scared	calm	respectful	nice	hard worker	quiet
tries hard	active	honest	adventurous	loud	funny
persistent	gives up	kind	reliable	positive	negative

**Fig 2. Graphic organiser – Dad’s emotions**

Part of the story	Dad’s emotions
“He loved the sea and loved messing about in boats. One day, he went out in a boat on his own.”	<i>E.g.</i> Dad was feeling happy and excited because he was out on his boat and he loved being on boats.
“He heard a funny bubbling sound”	

- You could use words like: excited, frustrated, tired, exhausted, relieved, brave, strong, confused, scare, frightened, or proud.

c) Now, go back to **Fig 1. Ways to describe people** table. Use a different colour to circle the feelings and actions you think the Dad in this story has.

*Are the feelings and actions (traits) you circled for the Dad the same or different from the traits you circled earlier to describe someone who is resilient?*

d) Share your traits with a group of 3 and discuss your answers.

*What did you have that was similar?*

*What did you have that was different?*

"Oh, No"	
"He put it on and began to swim"	
"The sky grew darker and darker"	
"I hope the glow doesn't attract the sharks"	
"That's the sound of waves breaking"	
"Coral! I must be on a reef"	
"With the last of his strength, he hauled himself up on to the rocks"	
"This is a very small island. There doesn't seem to be anyone else here"	
"Dad couldn't believe he had to go swim again, but he had no choice"	
"Excuse me can I have a drink of water please"	

**Tips for writing your statements:**

- A statement is a sentence that says something is true.
- Each statement only needs to be one or two sentences long.

**Task 4 1a).** Have another look at your **Fig 1. Ways to describe people** and think about these questions:

- *What traits (feelings and actions) does Dad show that proves he is resilient?*
- *Do you have some of these traits?*
- *Does everyone who is resilient have the same traits? Why/Why not?*

**b) Write** 2-3 statements about how Dad showed resilience during his shipwreck adventure.

### **Task 5**

1.a) **Think about** what you have learned about being resilient from the activities 2-4.

*What does it mean to be resilient?*

- Each statement should include information from the text.

#### **Tips for creating your 'catchy saying'**

- Keep it short and simple.
- Be original; try not to copy one from google!

#### **Tips for creating your poster**

- [Easel.ly](https://www.easel.ly/) is an online poster creator you could use. You'll need to ask your teacher if you can sign up first.
- Google draw is another great tool to use.
- If you're not confident on a computer yet, you could draw your poster by hand.
- Keep your poster simple. Your saying should be what catches your readers' attention.
- Limit illustrations or photos and colours. Do the photos or illustrations and colours you have included help the reader get the message?

<p>b).<b>Create</b> a catchy saying about what you think it means to be resilient. E.g. “Stand up and try again.”</p> <p>c).<b>Make</b> an eye-catching poster for your classroom with your saying on it.</p> <p><b>Refer</b> to the tips for making a poster in the right-hand column.</p>	
<p><b>Review:</b></p> <p>How effective was I in achieving my <b>literacy goal</b>?</p> <p><i>What did I do well?</i></p> <p><i>What do I still need to work on?</i></p>	<p>Have I communicated my ideas clearly?</p> <p>Did I use my prior knowledge to help me form ideas?</p> <p>Was I able to make inferences and identify the traits of resilience that the main character showed?</p> <p>Did I think about, and clearly express my ideas through discussion and in writing by combining what I knew with information from the text?</p>
<p>How effective was I in achieving my <b>Health &amp; Physical Education learning goal</b>?</p>	<p>Did I identify how individuals who are resilient share characteristics?</p> <p>Was I able to identify personal qualities that make an individual resilient?</p>