

# Resilient Comics

## Objectives:

- Familiarise with the concept of resilience
- Stimulate problem solving

## STEP BY STEP

### BEFORE STARTING

The teacher asks the class, "What is the first image that comes to mind when you think of the word resilience?"

After collecting the class' answers, the teacher reads the definition of resilience from the [glossary](#):

**Resilience** - The ability to cope with calamitous events and overcome their effects.

### ALL GOOD OR ALL BAD?

The class is divided into four groups and each group is given three numbered sheets. The teacher proposes four scenarios and assigns one to each group:

- **Scenario 1:** You are at school. You hear an alarm ring. You are in the bathroom and you know that that sound indicates that a fire has broken out.
- **Scenario 2:** You are at home. You are hungry and want to get a snack that is in an overhead cabinet. You climb into a chair, but your foot slips and you hurt yourself.
- **Scenario 3:** You are at the beach. You are bathing with your friends. The sky suddenly turns dark, you hear loud thunder and see big flashes of lightning.

- **Scenario 4:** You are in the mountains. You are taking a walk some distance from the hut where you are staying and it starts snowing very hard.

Each group has to draw on sheet 1 the scenario proposed by the teacher and identify with the scenario by trying to write down the feelings they felt in the situation (fear? bewilderment?). On sheet 2, they will have to draw a positive outcome for that situation, while on sheet 3 they will be asked to draw a negative outcome. Again, the group will have to add feelings to the drawing, which can be the same or different from what was written on sheet 1.

The teacher may find useful to use the examples of behaviours in the attachment "Resilient comics - Behaviours" (below) to guide the activity.

Once the drawings are finished, the sheets are attached to the classroom wall, taking care to arrange them in a precise way: the first sheet will be the one with the number 1, then sheets 2 and 3 will be attached, one above and one below sheet 1.

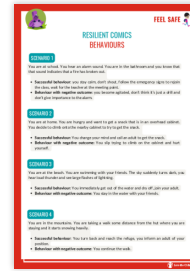
### THE WORD THAT MAKES THE DIFFERENCE

At this point each group will observe their own comic strip and that of the other groups, then together the class will reflect on what element common to all the comics made the difference in the positive or negative outcome in each situation depicted. The teacher will have the task of guiding the reflection and leading the class to understand that the correct answer is the ability to find solutions to deal with the situation and to apply them constructively, in other words it is **Resilience**.

# CONCLUDING THOUGHTS

At the end of the activity, the class will come up with a definition-title of the word resilience inspired by the solutions present in all the situations depicted and write it on a larger sheet of paper that will serve as the title for the comic strips created. Once the title has been added to the four scenarios represented, the class will have short resilience comics that show how this word can make a difference in emergency situations.

## ATTACHMENTS



Resilient\_comics - Behaviours

PDF