

# Playing the Positives!



**L3**

**I am not afraid  
of storms, for  
I am learning  
to sail my ship.**

**Louisa May Alcott**

**One of the most important things that we can reinforce for our Ākonga in these peculiar times is the concept of resilience.**

This activity allows students to develop the skills of resilience through devising scenes around the Covid epidemic. This wouldn't be a great idea for Levels One or Two as the students might not enjoy the experience of being in that reality.

This may be the first time that those involved may have revisited the events described and portrayed. This may access some unprocessed feelings and anxieties. Just be aware of that.

 <https://www.healthnavigator.org.nz/healthy-living/r/resilience>

We will concentrate on three of the resilience Top Tips from the website above:

- Ⓐ Knowing what you can control.
- Ⓑ Make connections.
- Ⓒ Be optimistic.

# Method

## ① Introduce the idea of contrast-performance to the students

Two scenes:

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‘How not to’ approach a challenging event.

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‘How to’ approach the same event.

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Melodramatic performance style. We’re not going for realism for this activity. The more cartoonish the better.

Working in pairs. Encourage them to select someone they wouldn’t usually work with. Just for the challenge.

Preamble for each aspect covered to be investigated by the students before beginning. Could be approached from a variety of contexts:

- Individual thinking
- Peer-pair discussion
- Whole class sharing/discussion.

## ② The Drama Bit!

In pairs, students should come up with a scenario where two people would be interacting.

The setting is New Zealand on April 20th 2020. The Prime Minister has just announced that the nation will remain at Level Four (Remember what that meant?) for an additional five days. The locational setting is up to the kids.

Some location ideas;

- The supermarket.
- At home.
- Walking the dog.
- A sneaky meeting at the park.

The students choose one ‘resilience aspect’ from our list of three.

They decide on two characters who would meet in their chosen location at this time in history.

**③ Students create two versions of the same meeting.**

**The first is a negative interaction between them. The second is a positive interaction.**

**Concentrating on the uncontrollable/concentrating on the controllable.**

**Working through a problem or concern alone/working through it with someone else with you to talk to.**

**Approaching a situation pessimistically/the same situation approached optimistically.**

**These scenes are rehearsed and presented to the rest of the class.**

**This activity is not an assessable moment. It is more a way of processing and honouring an era that was unprecedented in human history.**

# Resilience Aspects

## **A** Knowing what you can control

Have you ever had a time when you felt in a situation that you couldn't control?

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Were there aspects of the situation that you **COULD** control?

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Was it easy to tell the difference between what you could control and that which you had no control over?

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During the first two years of the Covid epidemic were there things that were out of your control?

- The spread of the virus?
  - The shutting of facilities and schools?
  - What you were hearing from the media and others?
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During the same time, were there things that you could control?

- Your attitude to the situation?
  - How much you interacted with social media and other things?
  - How you talked to others about the pandemic?
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## **B** Making connections

Do you have times when you sit about stewing on a problem and it seems that you can't solve it on your own?

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Have you ever heard the saying 'a problem shared is a problem halved'? What do you think it means?

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Who are your support networks? A support network describes 'your team' — the people who share your life that you can turn to for encouragement, support and personal growth. Having a good support network is a vital tool in maintaining your mental health and wellbeing.

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How useful were your support networks when you needed them when the whole Covid thing got too scary sometimes?

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Is it easier to deal with things when you can talk to other people about them?

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## **© Being optimistic**

**What's the difference between optimism and pessimism?**

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**Do you think you sit closer to optimism or pessimism as a person?**

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**What is it like talking to an optimist?**

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**What is it like to talk to a pessimist?**

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**Which do you prefer?**

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**Did it sometimes get a bit hard to be optimistic during the early times of the Covid pandemic?**

- **Who helped you when you felt like this?**
  - **How did they help you?**
  - **Did it feel good to pull your mood up?**
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# Curriculum links

## Health and PE

### **A1 Personal growth and development**

Identify factors that affect personal, physical, social, and emotional growth and develop skills to manage changes.

## Drama

### **Developing ideas**

Initiate and develop ideas with others to create drama.

### **Communicating and interpreting**

Present and respond to drama, identifying ways in which elements, techniques, conventions, and technologies combine to create meaning in their own and others' work.