VALUE
resilience

Topic 8 – Grit

Learning Intention
Hey, why this lesson?

TO FULLY UNDERSTAND THE TERM 'GRIT' AND THAT IT IS A HABIT THAT CAN BE LEARNED

Jesus knew and embraced his Father's plan on earth and overcame many obstacles to achieve his goal ie saving mankind. Throughout high school, we will explore his time on earth but bring his message into the 'now'. To discover that Grit is more than just resilience. To make people aware of the term 'Grit' and what it can achieve.

Hint: Get students to write down a dream they have, then ask them to consider if it would be the same dream if they knew they couldn't fail, then relate this to the concept of Grit.

Scripture

I have fought the good fight, I have finished the race, I have kept the faith.
2 Timothy 4:7

Share the scripture reading with the students and ask them to write it down in their journal. Ask the students to add who they have kept faith in.

ACARA Connection
RE Key Understanding

Connect to your own State/ Territory's key understandings of Religious Education e.g. Christian Living, Religion and Society

Health and physical education / Year 7 and 8 / Personal, Social and Community Health / Being healthy, safe and active

Curriculum content descriptions
Evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071).
https://www.australiancurriculum.edu.au/Search/?q=acpps071

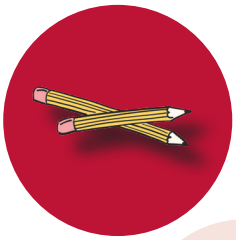
Virtues

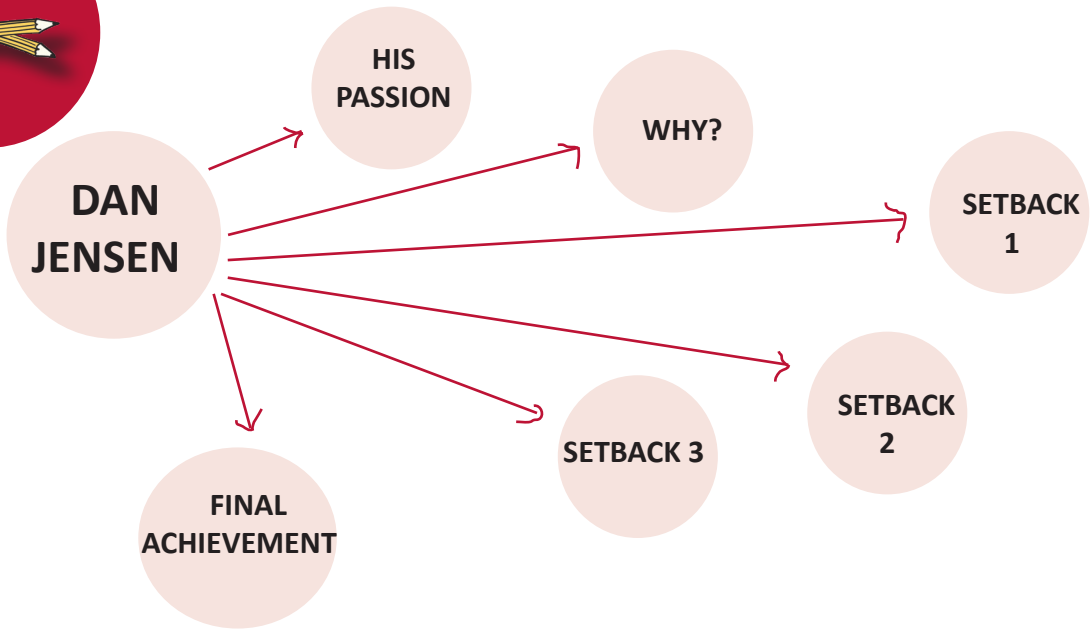
- ***persistence*** – continuing despite it being hard
- ***resilience*** – being tenacious, continuing until the end.
- ***passion*** – strongly enthusiastic, excited for something

Discuss these virtues and fill in pages 37 and 39 in the student book.
Resilience is often spoken about but rarely explained.
Watch the following https://www.youtube.com/watch?v=rQLNFvrTV-Y
A clear example of NGU and resilience from the baby bear striving to reach the mother bear. Discuss reactions to this and then journal.

Warm Up Activity

1. Look at this quote from Angela Duckworth – American academic, ex-teacher and psychologist – about GRIT. Encourage students to jot down two points on page 38 as you read it out or show it on the board.
   '... one characteristic emerged as the best predictor of success. And it wasn't social intelligence, it wasn't good looks, physical health, it wasn't IQ. It was grit. Grit is passion and perseverance for very long-term goals. Grit is having stamina. Grit is sticking with your future day in day out, not just for the week, not just for the month, but for years. And working really hard to make that future a reality. Grit is living life like it's a marathon; not a sprint.'
   https://examinedexistence.com/angela-duckworth-quotes-grit/
   Ask students to write down three points from the video below and say why these can help them achieve their dreams.
   https://youtu.be/Rkoe1e2KZJs
2. Try to pair what they wrote to something in their lives. E.g. something they really want to achieve. Share.





Main Activity – True Grit

1. Watch the following clip from one of the world's great skateboarders Tony Hawk discussing his hero Dan Jensen. On the classroom whiteboard, write both Dan's and Tony's names and compare their stories of grit. Remind students that Dan dedicated his medal accomplishment to the memory of his sister.
   https://www.youtube.com/watch?v=DCvhgIezPI4

2. So how does Grit work and can it be learned?
   a. Watch the following animated YouTube with the students. https://www.youtube.com/watch?v=sWctLEdIgi4
   b. Get the students on page 38 to complete the following sentences – get them to write these half completed sentences first.
   i) Talent counts as one Effort counts _____ (twice)
   ii) You compete with who _____ (you were yesterday)
   iii) Learning to stick at something is _____ (a life skill)
   iv) We all have the capacity to _____ (grow our grit)

Jesus Connection

Jesus Connection Activity

Look at page 39 – How did Jesus show Grit – discuss with the students where Jesus show GRIT!

Prayer/Reflection

Jesus showed grit. He continually demonstrated perseverance, resilience and passion. He was questioned many times by the authorities, fasted in the desert for 40 days and nights, put on trial in front of Pontius Pilate, tormented by the two robbers while hanging on the cross etc. Give these examples (and see if the students know of other examples) and complete page 39 in the student text.

Reflection Questions

Reflection Activity

The importance of learning from setbacks and mistakes is a crucial factor in achieving. Get the students to reflect on setbacks they have had in their lives (E.g. injuries, poor test results) and think about how or if they overcame these failures.

Break the class into smaller groups and ask the students to discuss where they or others have learned from setbacks (E.g. injuries, poor test results, sickness).

Success Criteria

Student will be able to …

- pinpoint (and write about) moments in their lives when they needed or do still need Grit
- decide on a life long or short term dream and plan around it using the grit philosophy
- write plans (and still be kind to themselves) that they are passionate about, may have set backs in but still push through with, due to learning from their mistakes
- use the following words – stamina, stick with, passion, perseverance – to explain why grit is a great skill to learn.

Take Away Bag

Choose ONE thing from this topic that you might use to improve in your life.

Extensions

Extension Ideas

1. Research some of the following examples of grit: Harriet Tubman – freed slaves, Amelia Earhart -pilot, Gertrude Ederle – swimmer, Sheryl Sandberg – Facebook CEO, J.K. Rowling – author.
2. Watch A Story of a Legend – Mick Fanning: https://www.youtube.com/watch?v=2-_vlLOS-9o

Relatable Quote

Your dreams are on the other side of your grit.

– Anonymous