



Resilience Strategies for Grades 5 & 6

by Dr Andrew Wicking

The work of Resilient Youth Australia in over 1,300 schools with nearly 400,000 school students has identified the three main components of resilience: to be Connected Protected Respected™ (CPR). <https://resiliencyouth.org/survey>

Grades 5-6 is a great time to consolidate resilience. The relative turbulence of Grades 3-4 is past, and the momentous transition to secondary school is yet to occur. For example, the percentage of young people reporting positive relationships in their life is relatively steady, peaking at 89% for girls and 86% boys in Grade 5, and 'Caring about my school' peaks for students in Grade 6, girls 92% and boys 84%.

Suggested strategies:

Students are overwhelmingly positive, engaged and full of beans. We need to capitalize on that momentum and energy. Building relationships and giving students responsibility develops school belonging and learning engagement.

You may also focus on skills that build academic success. Specifically build skills in memory, concentration, decision making, problem solving, giving and receiving feedback. In doing so, develop an emphasis on experiential learning.

Case study:

One primary school chose to empower students through play. It offered Grade 5 and 6 students the opportunity to be playground leaders, to spend one day learning how to play a series of safe and fun games in the school grounds at

lunchtime and recess with their peers and younger students. Every student was welcome to join in, and part of the training suggested how play leaders might ask others to join in. The students loved the responsibility, and training and putting the 'play' into action throughout the rest of the school year. Teachers noticed there were less arguments in the playground, and students generally appeared more settled after lunchtime.

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