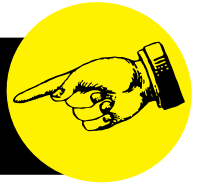


Learning Intention Hey, why this lesson?

To comprehend what being ‘mentally-strong’ actually means



Many leaders, artists, sports people and folks you know have shown extraordinary mental toughness. Identify strategies that ‘mentally strong people’ use to help them succeed. To facilitate an understanding that when something is hard/unfair, it takes practice and mental toughness to not give up. Choose a mental toughness quality to focus on and to try and cultivate in your own lives.

Hint: To clearly identify inspirationally ‘mentally strong’ people plus their qualities and to remember that we all have a fear of trying and failing or succeeding.

Scripture

Be strong, and let your heart take courage, all you who wait for the Lord.

– Psalm 31:24

This scripture is closely tied to Jesus and how mentally strong he needed to be. Maybe also speak about how strong his mother Mary had to be. Fill in on page 119.

Two other examples of mentally strong people are:

1. Malala Yousafzai was an 11-year-old schoolgirl in Pakistan when she began speaking out against the Taliban’s efforts to ban girls from attending school. By the time she was 12, she had gained worldwide recognition. Malala is a living testament to the incredible power of emotional resilience.
2. Nelson Mandela became South Africa’s first black president in 1994 after having spent 27 years in prison for fighting apartheid rule. Mandela spent 18 of his 27 years in a bleak, barren cell on Robben Island, off Cape Town’s coast. The South African icon broke rocks into gravel during the day and slept on a straw mat at night.

ACARA Connection

RE Key Understanding

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

Virtues

- **endurance** – to tolerate, put up with, NGU
- **appreciation** – enjoying, respecting something or someone
- **strength** – can be physical, spiritual or mental capacity to withstand pressure

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>

Before tackling this topic, discuss with the class some school subjects/ activities that the students find difficult. Survey who finds Maths/PE/ Science or other subjects difficult. Emphasise that sometimes after we ‘push through’ these subjects we learn more about ourselves than the actual subject matter – that is, they didn’t give up.

Ask the students, ‘What types of strength are there?’ [Physical, Mental and Spiritual.] Which of these do they think is the most important? What about having a balance of these? Ask them to record their thoughts on page 120. Maybe also explore the subject of people who cheat with physical strength by taking steroids. Investigate the damage steroids can do to your body.



Warm Up Activity

1. Ask if anybody has ever used an old fashioned typewriter.
 - a) What are some of the problems with using a typewriter?
 - b) Where did they last see one in action?
2. Show the Paul Smith YouTube.
[TYPEWRITER ARTIST, 4:26 DURATION](https://www.youtube.com/watch?v=svzPm8IT36o)
<https://www.youtube.com/watch?v=svzPm8IT36o>
3. Find at least 5-6 positive attributes that Paul has.
4. Discuss which of these attributes you can develop further and write these in your journal on page 120.
5. Complete page 117 & 118 where the students are asked about mental strength and where they have had to toughen up in certain situations.



Main Activity

1. Firstly read page 119 and as a class identify some things that mentally strong people do.
2. Mina Guli is an amazing environmentalist who is passionate about saving the planet’s water supplies. Google *Mina Guli’s passionate journey*.
3. Watch the following YouTube where she set out to run 100 marathons around the world
<https://minaguli.com/running-dry-movement>
4. Ask the students to write Mina Guli’s name in a box on the journal page and surround it with ten words to describe her mental strength.

Spiritual Connection

Jesus was the epitome of ‘mentally strong’ - discuss with the class why this was the case and complete the section giving clear examples of this.

Prayer/Reflection

Ask the students to type in 'The world is not fair' into Google and find a quote and/or image that appeals to them. Download it to their phone or iPad or write it on their journal page.

Reflection Questions



Reflection Questions

Major life questions regarding mental strength to reflect upon and then write into their journal on page 120.

1. Why is it important to develop mental strength?
2. How can you do this? E.g. identify inspirational people to follow
3. Why is mental strength important for future success or goals that the students may have set?

Success Criteria

The students were able to ...

- speak about situations that demonstrate that 'the world is NOT fair'
- write/list actions that 'mentally strong' people use to overcome difficulties, e.g. mentally-strong attributes
- look at and discuss things mentally strong people don't do e.g. complain, moan, groan, do as little as possible, etc.
- explain what being 'mentally strong' can do to and for you and how it can give you better opportunities.

Take Away



Write in the take away bag ONE thing they need to remember about this topic for success in their lives.

Extensions

Extension Ideas

1. Complete a large class poster or display of the people students all identify as having amazing mental strength.
2. Present a short talk on their selected person but make sure they use the three virtues to emphasise how they are inspired.
3. Find TEN mental strength words to describe JESUS and what he achieved on earth.

Relatable Quote

Courage doesn't always roar, sometimes it's the quiet voice at the end of the day whispering 'I will try again tomorrow.'

– Mary Anne Radmacher

Ask if the students know of a person this quote could have been written about.