

Title Slide: HeadStart Kernow. Our BIG Challenge Background music fades in and continues until pupil 1 speaks.	
TEXT: 1 in 4	
Graphic: Posing the question... "What is Resilience?"	
Pupil 1 stood at school table with rubber bands.	James: So here we have some rubber bands (<i>pointing to a table full of rubber bands</i>). Today, we are just going to pretend they are people. Now, they all look the same don't they, well they're not, because this guy here is being affected (<i>holds up one rubber band</i>). He is being bullied and he has become quite sad on the inside. Now, he may look like this on the outside, but on the inside he is very down (<i>compares flat rubber band with circular rubber band</i>). <i>What resilience does is it allows you to bounce back up like so (returns flat rubber band to circular shape).</i>
Cuts to different school setting with 2 children sitting talking.	Jamie: A person who never gives up and always tried to do what they want to do.
	Ellen: I think it is someone who tries whether it's hard or easy, always puts 100% in and tries their hardest and never think I can't do this.
Cuts to 2 boy and girl sat talking.	Amy: I would just say it is like the ability to bounce back up after something happens, whether it's something that affects you mentally, or emotionally. I think we had one example which was a bouncy ball which was a bit like James' rubber band. When you squish it, that's when they are not able to cope and then if they have resilience they go back to their original shape.
<i>Fade to group of 6 children sat in brightly coloured library</i>	Aimee: I find that resilience is like a disease. Once one person has it, it's contagious, so they like motivate each other.
	Rewan cuts in to comment: A good disease
	Aimee: Yes. A good disease..... children laugh.
TEXT: Posing the question "Where does resilience come from"?.... graphic is supported by background music.	
Cuts to 2 boy and girl sat talking.	James: Resilience is like one of those things that you can learn with age. You don't necessarily get born with it, you have to like develop it, you develop (Amy cuts in) the ability to bounce back
Cuts to 3 girls sat talking in brightly coloured library.	Maddie: I think you have like always got resilience in you but it takes people to help bring it out for you. You need to learn how to control it
	Ellen: You have to learn to activate it.
Cuts to a boy and girl sat talking.	Amy: Perhaps when you are young you have the first few steps.... The first few blocks of a tower you are making. As you grow older you add extra pieces to the tower until eventually you have like the most amazing resilience where nothing will stop you.
TEXT: "A few examples of resilience"?.... graphic is supported by background music.	
Curt to 6 children sat in library	Rewan: Martin Luther King because he really did what he thought was right for the black people of America.
Cuts to a boy and girl sat talking.	James: I think of Nelson Mandela as quite a resilient person. I mean, he went to prison for 27 years. He was divorced from his wife. He then found another wife, then had bad eyesight but he still managed to fight and fight until eventually he won the battle he had been fighting all of his life for.
Cut to 3 boys in library.	Rewan: Scooby Doo? Because him and Shaggy are always messing things up and

	always messing up the clues and everything. There is resilience in 2 ways. Firstly, they are being resilience by coming back and trying to work as hard as they can and stop themselves from being silly and Fred, Fiona and Daphne have to be resilient by being patient
TEXT: "When do we need to be resilient"?.... graphic is supported by background music.	
Cut to boy and girl sat in library, girl holding large hippo cuddly toy.	Bailey: I think going up to secondary is going to be like a massive change for me because I am just going to be in like, let's say, unknown territory, not knowing what I am doing or where I am going. I am going to have to rely on my friends to help me.
Cut to a different boy and girl sat talking	Amy: Also the transition from year 6 to year 7. Your friendships change as James and I have probably already learnt and this can change you as a person.
Cut to another different boy and girl sat talking	Rewan: The high schools are a lot bigger than this school. Aimee: Now, in this school we are like the big fish, and we are about to go into a bigger pond Rewan: A bigger tank. Aimee: Yes, and we will be the small ones again.
TEXT: "Who do you turn to when you need support"?.... graphic is supported by background music.	
Cut to boy and girl sat talking	Amy: At my school there is a Head of Transition so if you were having problems you could obviously go and see them. But if you have understanding parents who you can really trust.... I know some people believe that the only person you can really trust is yourself.... But if you have got that reassurance from parents or friends... though friends aren't always the first point of call. So, adults, a lot of people tell you to speak to an adult, but it's actually true but a lot of people don't have the confidence to do that though. James: I would go to, not necessarily an adult, but someone who is maybe a bit older than you or more experienced than you. Amy: Someone who has already gone through it. James: Yes, someone who has already gone through it but is not an adult yet.
Cut to boy and girl sat talking	Ellen: I am not sure about my school but I know Liskeard School has Peer Mentors from year 8 to come and how them around. This is a chance to speak to someone with more experience. Jamie: Yes, and it is also a good way to make friends so you don't feel like you are the odd one out.
Cut to a different boy and girl sat talking	Bailey: I have had my friends tell me what the Peer Mentors are like and that they will help you find your way to your lessons. Right now, as I am speaking, I am thinking what it would be like when I don't know where to go for lessons.
TEXT: "What helped you to become resilient"?.... graphic is supported by background music.	
Cut to 3 girls in library	Ellen: Repetition, it is everywhere. Everyone uses it and there are so many different forms and people put it into every sort of way. So whatever you are doing there is some kind of resilience behind it.
Cut to different boy and girl sat talking	Amy: If they haven't experienced problems in their younger life, how are they going to cope when the experience problems in later life. James: You might be scared of something, it like the transition between primary and secondary. You might be scared of it but you need to do it to become resilient. You have to have that positive mental attitude to say "I can do it".
TEXT: "What impact does social media have on resilience"?.... graphic is supported by background music.	
Same boy and girl	James: Social Media is... Amy: Can be amazing when you put it to good use... James: When you put it to good use it can be really good but if you post something or someone posts something about you that is not particularly nice... that is then a big problem

	<p>Amy: It is like a tomato ketchup stain on a white t-shirt. IT doesn't disappear. James: It doesn't come out or vanish Amy: it is always there and every time you go to put that t-shirt on the stain is always there and reminds you. </p> <p>Amy: Some people do use it. There are my friends in school go to websites to see how others have coped with things. It is where people can share ideas on how to cope with difficult situations. They will go on there and have a look, see if there are any ideas. That's what I think will help HeadStart. A website specifically aimed at young people and children</p>
<p>Cuts to black screen with white text</p>	<p>Thank you to all of the school and pupils who made this video possible</p>
<p>Cuts to Title Slide.</p>	