

FOCUS AREA 1

Resilience and Wellbeing

INTRODUCTION

This focus area provides the explicit teaching of personal and social capabilities that foster resilience and wellbeing among Year 2 students. The skills and attitudes to be explicitly taught are listed under four elements:

- Self-awareness
- Self-management
- Social awareness
- Social management.

Self-awareness

- Identify that helpful and positive thoughts can make a person feel better.
- Identify the link between thoughts, emotions, behaviour and learning.
- Identify different aspects of unhelpful thinking.

Self-management

- Practise changing unhelpful thoughts to helpful thoughts.
- Practise making plans to achieve a goal.
- Identify feelings of anger, sadness and loneliness and practise ways to manage these emotions.
- Use optimistic self-talk.
- Identify ways to have courage to say no to bullying.

Social awareness

- Interpret others' feelings and thoughts based on their words, facial expressions and body language.
- Recognise and value differences between themselves and others.

Social management

- Practise listening when others speak.
- Identify who to talk to when feeling worried or upset.
- Identify positive ways to work out disagreements.
- Practise positive ways of resolving disagreements.
- Assess the positive and negative consequences of decisions.
- Identify what to do when someone is being bullied.

It is important to explicitly address and name each of the skills and attitudes under these elements when working with students.

Ensure that students are given many opportunities to rehearse these resilience and wellbeing skills. Practising the skills in a safe and supportive environment also increases the chances of these skills being used in a student's everyday life.

Key understandings

- People can make others feel better by acknowledging how they are feeling.
- Helpful thinking is about staying positive and checking facts, not jumping to conclusions.
- There are times when it is better to accept a situation rather than trying to change the situation.
- Understanding others requires working out what the other person is feeling and why.
- It is okay to have more than one friend.
- There are effective ways to deal with a disagreement.
- Dealing with a disagreement should be done in a way that does not upset the other person but also let's them know how you feel and what you want.
- Letting an adult or teacher know when someone is being bullied helps to create a caring and safe school.
- Asking an adult or teacher for help is not the same as 'dobbing' or 'telling'.
- Decisions can have positive and negative outcomes.

Key skills to practise

- Practise identifying others' feelings and thoughts.
- Identify and practise using helpful thoughts.
- Practise showing courtesy to others when voicing disagreement or an alternative point of view when solving simple interpersonal problems.
- Regulate own emotions to help with feelings of anger, sadness and loneliness.
- Identify and practise actions that can be taken when others are being bullied.
- Identify a simple goal and the actions required to achieve the goal.
- Cooperate and participate in class, group and pair discussions about shared experiences.
- Express and share opinions and ideas with others.
- Practise group decision-making with peers in pairs and small groups.
- Make responsible decisions to ensure their own safety and the safety of others.
- Use verbal and non verbal communication skills such as listening when others speak, waiting for a turn and knowing when to respond.
- Work with partners and in small groups using strategies such as taking turns, staying on task and sharing resources.

General capabilities

The general capabilities comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that, together with curriculum content in each learning area and the cross-curriculum priorities, will assist students to become successful learners, confident and creative individuals, and active and informed citizens.

The content and activities in this focus area provide teachers with the opportunity to explicitly teach some of the general capabilities. The table below outlines how this resource addresses these capabilities.

Addressing the General Capabilities through Challenges and Choices

Activity		page
TUNING IN		
1 Other people can make us feel better		31
2 Helpful thinking makes us feel better		40
FINDING OUT		
3 I know how you are feeling		42
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SORTING OUT		
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REFLECTING		
9 Putting clever tricks into practice		55

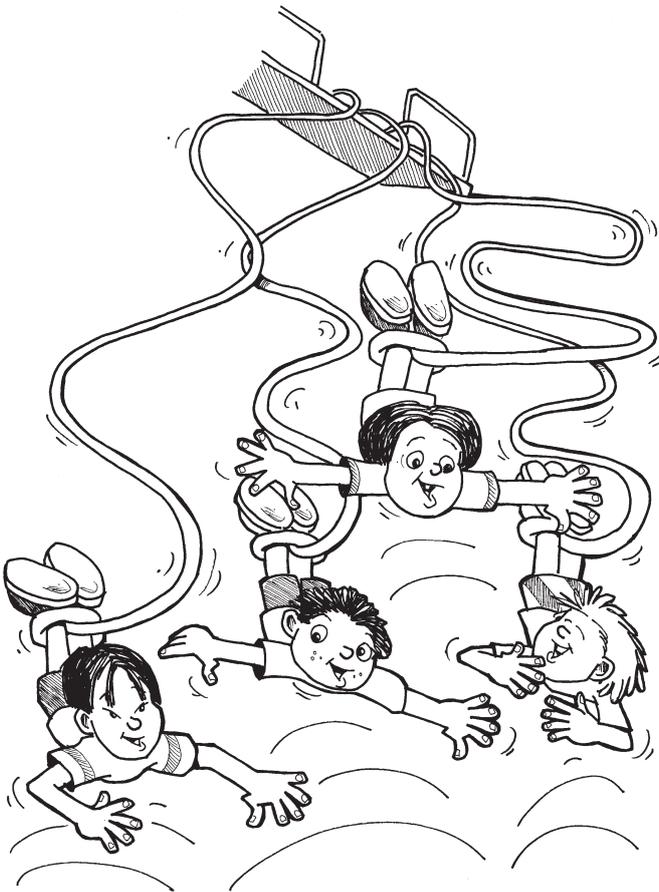
Key

-  Literacy
-  Numeracy
-  Information and communication technology (ICT) capability
-  Critical and creative thinking
-  Ethical understanding
-  Personal and social capability
-  Intercultural understanding

TEACHER NOTES

Some resilience definitions

- Resilience is the ability to 'bounce back from adversity' in order to lead a healthy and fulfilling life.
- Being resilient involves seeking new experiences and opportunities and taking safe risks.
- The happy knack of being able to bungy jump through the pitfalls of life¹.
- The capacity of people to navigate to the resources they need to overcome challenges, and their capacity to negotiate for these resources so that they are provided in ways that are meaningful².



Why teach resilience education?

The development of resilience is associated with the prevention of problem substance use, bullying, violence, mental health problems, early sexual activity, depression and suicide that put young people at risk of developing problematic behaviours. The skills and attitudes that develop resilience and wellbeing also promote academic success, better mental and physical health, and more socially responsible lifestyles.³

The role of schools and parents

- Apart from families, schools are the most important agents that provide access to protective processes and resources that promote student wellbeing and resilience.
- Schools can provide: a challenging curriculum; support for learning; and opportunities for meaningful participation. Schools can also teach students protective personal skills to help them bounce back from hardships and frustrations.
- It is important to involve parents in resilience education. A high level of family connectedness is one of the most important of all the protective environmental resources.⁴ Conversely, poor family management and family conflict, along with harsh or inconsistent discipline, are identified risk factors for substance use and other high risk behaviours.
- On a daily basis, schools deal with a range of social, emotional and behaviour problems that impact on student learning. School staff concerned about a student's health and wellbeing should inform school administration and access relevant child mental health services.

1 Fuller, Andrew, *Ten Hints for Creating Resilient Families* (Fact Sheet). Retrieved from www.andrewfuller.com.au/free/AndrewsTenResilienceHints.pdf

2 Ungar, Michael, Resilience Research Centre. Retrieved from resilienceproject.org

3 Carver, C.S & Scheier, M. 1999, *Optimism in Coping. The Psychology of What Works*, New York.

4 Bond, L. et al. 2000, *Improving the Lives of Young Victorians in our Community – A Survey of Risk and Protective Factors*, Centre for Adolescent Health, Melbourne.

Key components of protective environments and personal and social capabilities that foster resilience and wellbeing

Environments that promote resilience and wellbeing and academic success	Personal and social skills and attitudes for resilience and wellbeing	Activities that address the skills and attitudes
<p>School connectedness</p> <ul style="list-style-type: none"> • A sense of belonging • Meaningful participation and contribution • Opportunities for strengths to be acknowledged • Supportive, inclusive culture • Strong rules about bullying <p>Peer connectedness</p> <ul style="list-style-type: none"> • A sense of belonging • Peer support strategies • Pro-social peer groups • Cooperative learning strategies <p>Teacher connectedness</p> <ul style="list-style-type: none"> • Limited number of teachers • Teacher knowledge of students and availability • High expectations and academic support • Pro-social classroom culture • Clear, consistent boundaries <p>Positive family-school links</p> <ul style="list-style-type: none"> • Family involvement with school programs • Strong teacher-family relationships <p>Family connectedness</p> <ul style="list-style-type: none"> • Good communication and shared activities • Positive approach to solving problems • Individual responsibilities • Pro-social family values • Warm relationship with at least one parent <p>Community connectedness</p> <ul style="list-style-type: none"> • Awareness of and access to support services • Involvement in pro-social clubs or teams • Strong cultural identity and pride • Availability to one caring adult outside the family <p>Spirituality or religious involvement</p> <ul style="list-style-type: none"> • Participation in spiritual communities 	<p>Self-awareness</p> <ul style="list-style-type: none"> • Skills for recognising and labelling own emotions • Feeling competent in several areas of one's life • Awareness of factors that influence successes and mistakes • Awareness of the link between thoughts, emotions, behaviour and learning • Realistic and positive self-knowledge of strengths and challenges • Skills of reflective practice <p>Self-management</p> <ul style="list-style-type: none"> • Appropriate expression of emotions • Self-discipline to control impulses and persevere to overcome challenges • Responsibility for own behaviour • Organisational skills • Skills for setting, planning and achieving realistic goals • Having a sense of purpose and future • Problem predicting and problem-solving skills • Age-appropriate levels of independence and initiative • Creativity and adaptability • Confidence to be courageous • Optimistic thinking • Normalising setbacks rather than personalising • Using humour in a helpful way • Evidence based thinking <p>Social awareness</p> <ul style="list-style-type: none"> • Skills for reading, predicting and responding empathically to others' emotions, perspectives and needs • Appreciating diverse perspectives • A pro-social value system that respects inclusivity, equality and social justice • Recognising and using family, school and community resources • Having a belief that relationships matter <p>Social management</p> <ul style="list-style-type: none"> • Cooperating and communicating effectively with others • Working collaboratively to get along with peers • Decision-making skills • Help-seeking skills and preparedness to self-disclose • Conflict resolution and negotiation skills • Friendship skills • Resisting inappropriate social pressure 	<p>Activity 1, 2, 9</p> <p>Activity 1, 2, 4, 7, 9</p> <p>Activity 1, 3, 4, 5, 6, 9</p> <p>Activity 4, 5, 6, 7, 8, 9</p>

Adapted from *Bounceback! – A Well-being and Resilience Program*, H McGrath and T Noble, 2011.

ACTIVITY 1

Other people can make us feel better

Preparation

- ▶ A large teddy suitable to be Bounce-back Bear or **Activity sheet** *Bounce-back Bear*
- ▶ A small backpack
- ▶ **Activity sheet** *Picture talk 1, 2, 3 and 4* – A3 photocopy one set
- ▶ Music and CD player
- ▶ **Family information sheet** *Creating resilient kids* – photocopy one per student
- ▶ **Family information sheet** *Resilient kids* – photocopy one per student
- ▶ **Family information sheet** *Resilience skills to practise* – photocopy one per student

- Place a small backpack on Bounce-back Bear. If a large teddy is not available, tie a scarf onto a bear's back to represent a backpack. Introduce Bounce-back Bear to the class. Explain that he is a very normal bear who:
 - ⊙ has good days and bad days
 - ⊙ feels happy some days and sad on other days
 - ⊙ gets things right some days and makes mistakes on other days
 - ⊙ gets scared about things like coming to school and going to sleep in the dark and sometimes feels brave about these same things on other days
 - ⊙ makes friends on some days and plays by himself on others
 - ⊙ is good at some things and not so good at other things.

Tell the class that Bounce-back Bear uses some clever tricks (skills) to help him 'bounce back' and feel good again. Some of the tricks are difficult and need a lot of practise but they always make Bounce-back Bear feel better in the end. Explain that Bounce-back Bear keeps his clever tricks in his backpack so that whenever he needs to use them, they are close at hand.

- Conduct a **picture talk** (refer to page 185) using the four activity sheets. Use the following questions to guide the discussion for each scenario.

Ask

*What do you think this girl/boy is worrying about?
Who could this girl/boy talk to if they are worried?
Have you ever been worried about this same problem?
Did talking to someone help you bounce back and feel better?
Why is it important to talk to other people when you have a problem or are feeling sad, angry or lonely? (Other people give us a 'reality check' and let us know if we*

have the right facts, overstate things or jump to the wrong conclusion. Other people, especially an adult, can make us feel safe and help solve the problem so we feel better again.)

*Can we talk to different people for different problems?
Can you name some people who help other people as part of their job? (eg teachers, teacher aides, police, counsellors, psychologists, lawyers, nurses, chaplains)*

- Conduct a **music-think-pair-share** (refer to page 190) using the following questions that focus on seeking help from others. Ask the same question two or three times to ensure students hear a range of responses. This will help the class to understand that a range of people can help when they are feeling worried or sad.

Questions

*Who would you talk to if you were being bullied or teased?
Who would you talk to if someone stopped you from joining in their game?*

Who would you talk to if you had a fight with your brother or sister and you thought they were being unfair?

Who would you talk to if you had a disagreement with your best friend?

Who would you talk to if you were feeling sick?

Process the activity by asking the following questions.

Ask

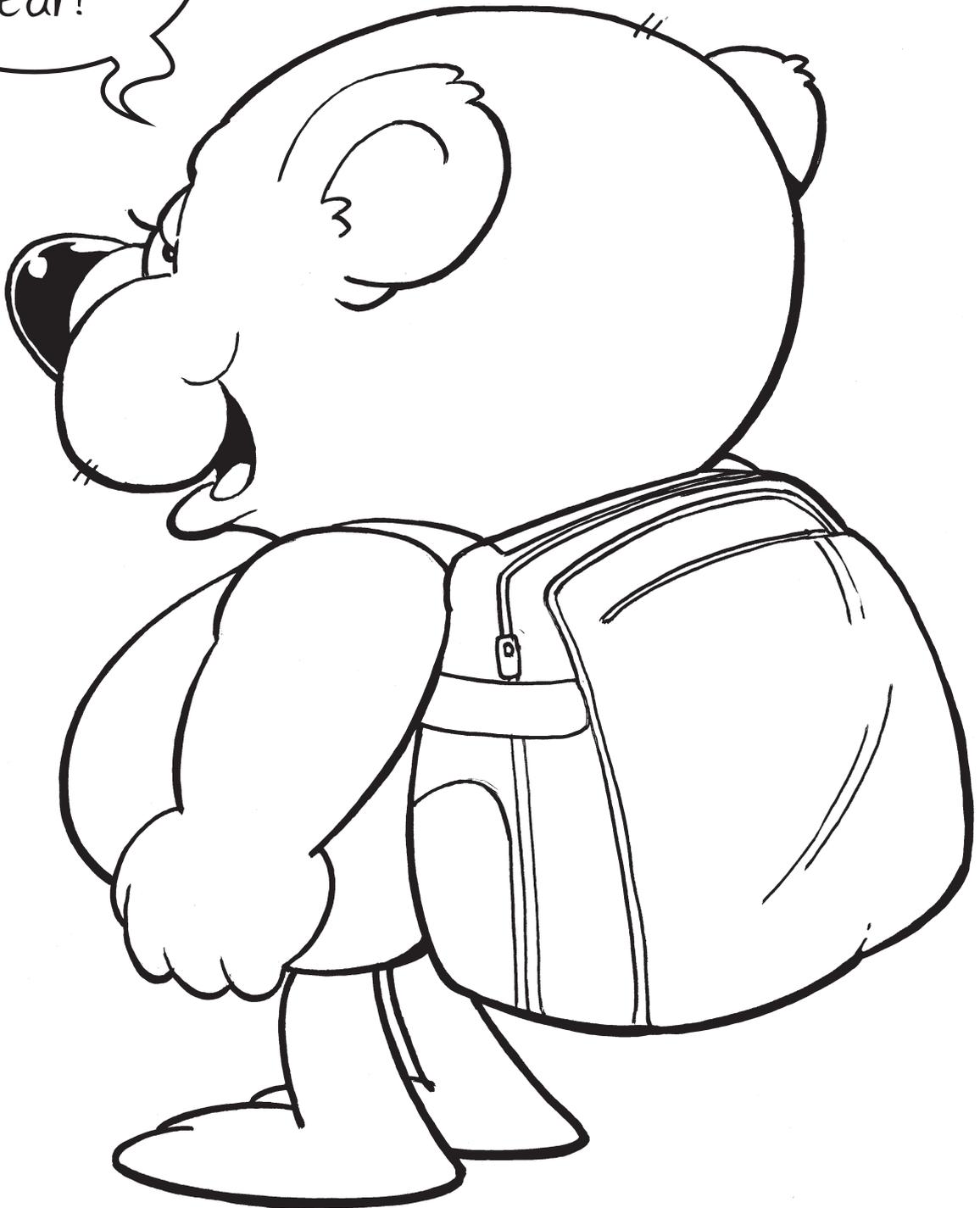
*Do you always go to the same person when you have a problem? Why or why not?
Did everyone else say the same people as you?
Did it help listening to other students' ideas?*

- Have students complete the following sentence and draw a picture of the person they identified.
If I had a problem with... I would talk to...
- Listen to music that has a 'feel better' message such as *I feel better* by Gotye or the *Bounce-back Song* at <http://www.youtube.com/watch?v=RKN2KEHn5dk>
- Provide each student with a copy of *Creating resilient kids*, *Resilient kids* and *Resilience skills to practise* to take home and share with their family.

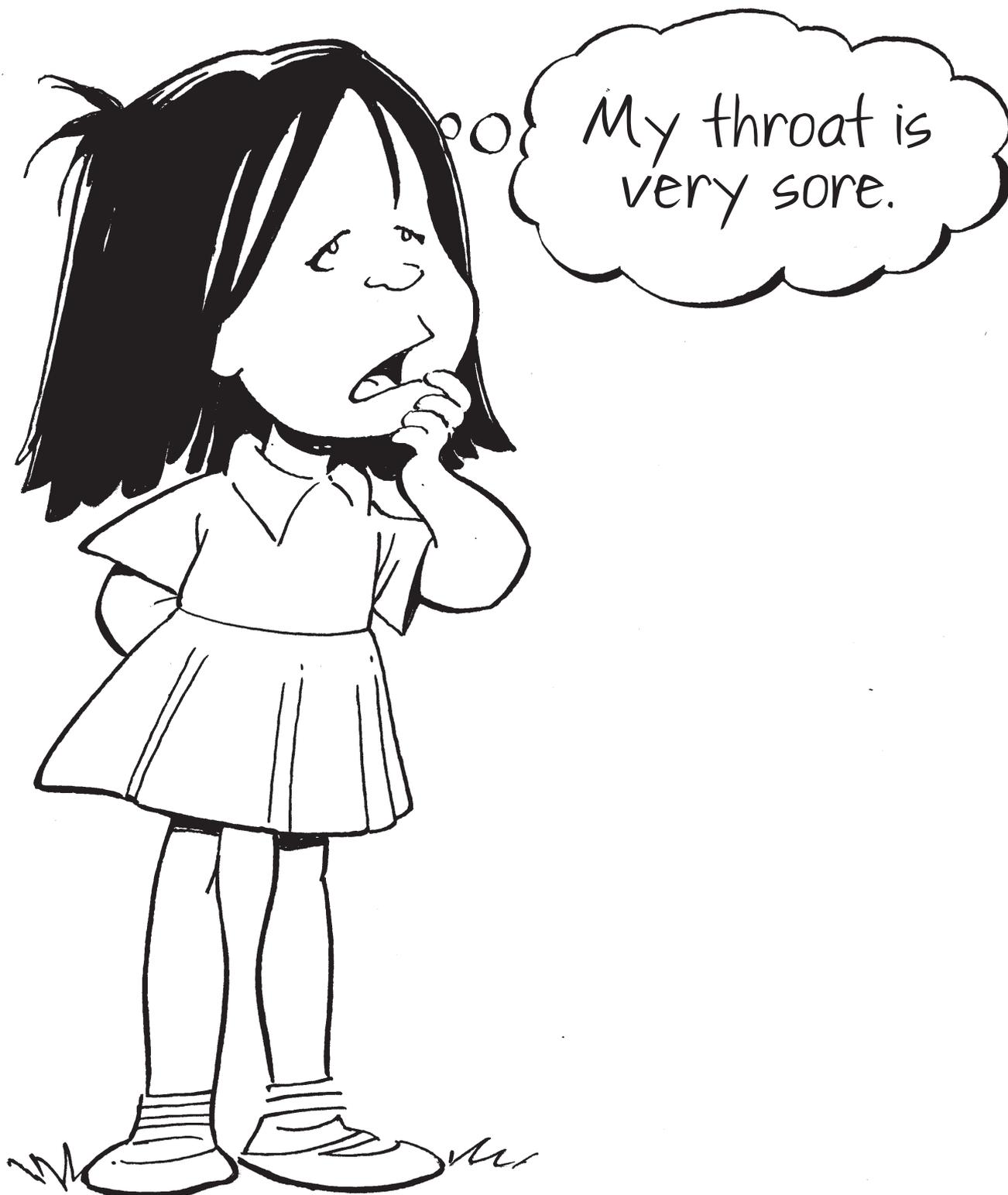
This activity could be conducted in conjunction with Activity 2 *People who can help in an emergency* (refer to page 63).

Bounce-back Bear

Hi, I'm
Bounce-back
Bear!



Picture talk 1



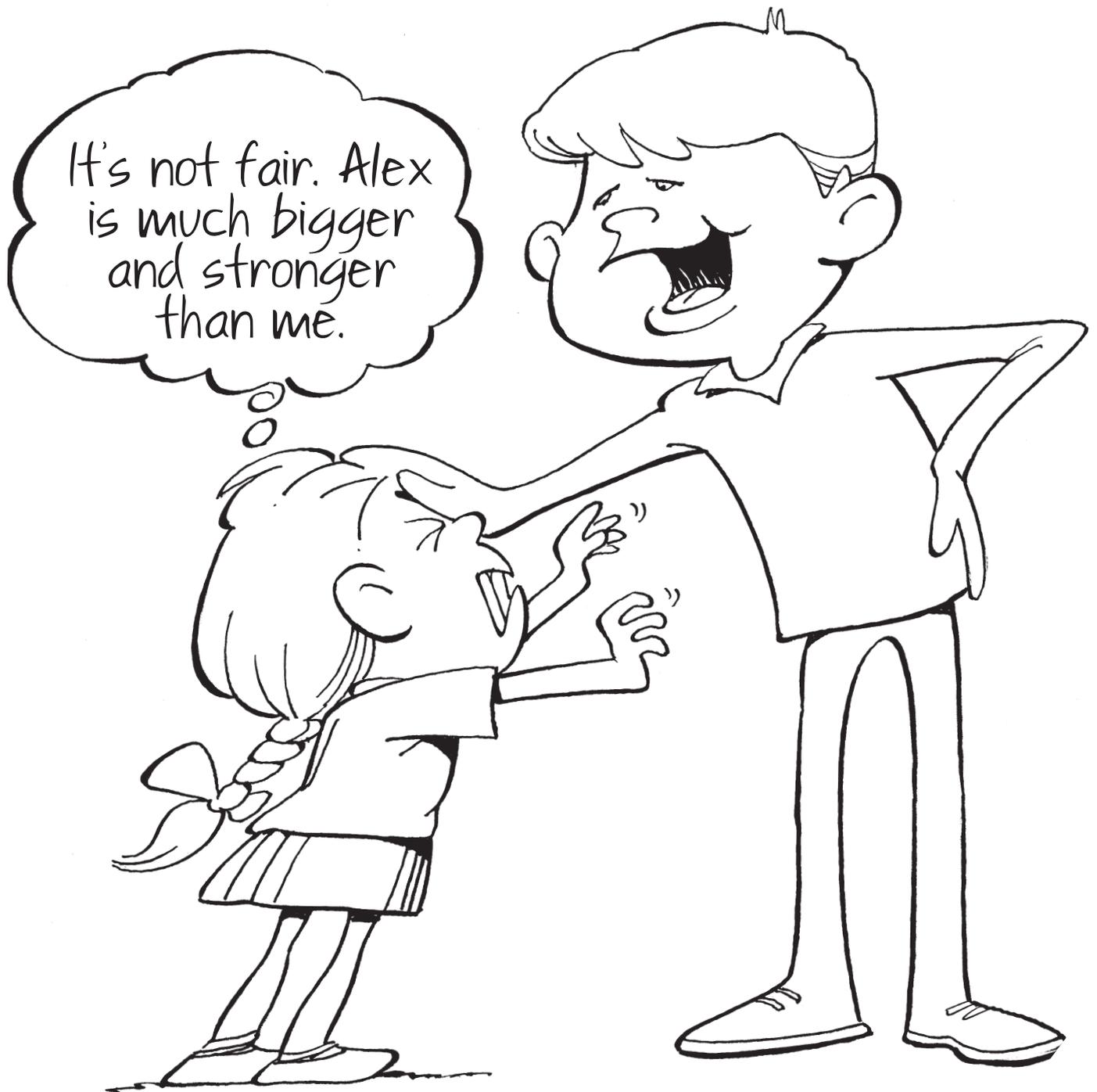
Picture talk 2



Picture talk 3



Picture talk 4





Creating resilient kids

Resilience is the ability to 'bounce back' from problems and setbacks.

What are the skills that develop resilience and wellbeing?

It's important for your child to learn the personal and social skills that will help them to become more resilient and cope with problems and difficult situations that may come their way. Here are some of the skills we are learning and practising in class.



Self-awareness skills

- Be able to identify their strengths and challenges.
- Be able to know what might influence their successes and mistakes.
- Be able to see that the way they think about mistakes and negative situations can affect how they feel and behave.
- Be able to self-reflect on their behaviour and decisions.
- Be able to accept setbacks and problems are a normal part of everyday life and know that these situations often don't last and will improve with time or effort.

Self-management skills

- Be able to manage strong feelings such as fear and anger and turn these moods into better ones.
- Manage impulses that may present a risk to their safety and wellbeing.
- Be able to make plans, be organised, self-disciplined and courageous to achieve goals.
- Be able to predict problems and solve problems.
- Have age-appropriate levels of independence.
- Be able to focus on the positive things in negative situations.
- Use thinking that is grounded in fact and reality.
- Find something funny in a setback to help keep things in perspective.

Social management skills

- Have the skills to make and keep friends.
- Be able to sort out conflict and cooperate with friends and peers.
- Be able to make decisions based on safety and respect for self and others.
- Be able to ask for help when required.

Social awareness skills

- Be able to read, predict and respond empathically to others' feelings and needs.
- Appreciate others' points of view.
- Not exclude others because of their differences.
- Know where to go to ask for help at home, at school and in the community.
- Believe that relationships matter.

THANK YOU FOR
PLAYING A VITAL
ROLE IN YOUR
CHILD'S RESILIENCE
AND WELLBEING
EDUCATION.





Resilient kids

Resilient kids know how to cope and have the skills that can help them handle problems and different situations.

Here are a few tips to help you raise a resilient child.



Let your child make mistakes

By having to overcome normal challenges for their age and understanding that no one is perfect, your child will learn how to bounce back and be more resourceful.

By over-protecting your child and doing things for them, you deny your child important opportunities for developing resilience.

Don't fight your child's battles

Sorting out conflicts with friends and peers are important skills for healthy social relationships.

Encourage your child to talk about things that are bothering them

Learning to seek help when a problem can't be solved is an important lifelong skill. Let your child know that unhappy or difficult times are a normal part of life and don't usually last for long.

Encourage your child to re-phrase their unhelpful thinking

Teach your child to turn words such as – *I'm stupid* or *She hates me* into more helpful and optimistic thinking – *I made a mistake, everyone makes mistakes* or *She doesn't hate me she just feels like playing with someone else today.*

Taking responsibility

Encourage your child to take responsibility for the things they have or haven't done that may have contributed to an unhappy situation or setback. Also help your child to understand the role that 'bad luck' and the role that others may have played in this situation.

You have an important role

Try to model these skills to your child. Talk your problems through with others and review different solutions.

- Use optimistic thinking and say things such as – *Things will get better soon.*
- Talk about how you may have managed strong emotions in a calm way.
- Talk about your goals and how you hope to achieve them.
- Show appreciation to others for their friendship.

THANK YOU FOR
PLAYING A VITAL
ROLE IN YOUR
CHILD'S RESILIENCE
AND WELLBEING
EDUCATION.





Resilience skills to practise

Using positive thinking; learning how to read and respond with empathy to others' emotions and needs; resolving conflict; and knowing how to respond to inappropriate social pressure such as bullying are skills that will help your child to become more resilient.

Talk about each skill with your child and find opportunities to help them practise each one.

Helpful thinking

- Don't jump to conclusions.
- Check your facts.
- Remember everyone has bad things happen at some time.
- Think 'dolphin' thoughts to make you feel better.



Reading emotions in others

You can tell what someone might be feeling by:

- Looking at their face.
- Listening to their words.
- Remembering how you felt when the same thing happened to you.



Good ways to deal with disagreements

- Speak up and say what you feel and what you want.
- Say sorry if you are wrong.
- Ask the other person how they are feeling.
- Ask the other person what they need.
- Ask for help if you need it.



What to do if someone is being bullied

Step 1: Show or tell the person who is being bullied that it's unfair.

Step 2: Show or tell the person who is bullying that it's unfair.

Step 3: Tell the person who is bullying to stop.

Step 4: Move the person who is being bullied away from the situation.

Step 5: Ask a teacher for help.



Children are always watching and will copy what we do. Be a positive role model. Use these skills and show your child how to be resilient.

Thank you for playing a vital role in your child's resilience and wellbeing education.

ACTIVITY 2

Helpful thinking makes us feel better

Preparation

- ▶ Access the storybooks *Henny Penny*, *Chicken Little* or *Chicken Licken*
- ▶ A large teddy suitable to be Bounce-back Bear with a small backpack (or scarf tied on to represent a backpack)
- ▶ **Strategy sheet** *Shark and dolphin thoughts* (refer to page 200-201) – A3 photocopy one set
- ▶ **Activity sheet** *Helpful and unhelpful thinking* – photocopy one card per pair

- Conduct a **shared reading** (refer to page 188) of one of the books listed. The stories all demonstrate that unhelpful thinking (eg not doing a reality check or checking facts from someone else) makes us feel worse.

Ask

Was (name of character) in this story using helpful or unhelpful thinking? Why? (eg It was unhelpful because Chicken Licken didn't try to find out the facts or the likelihood of the sky falling. As a result everyone believed Chicken Licken and became trapped by the fox.)

How was (name of character) feeling?

Was (name of character) feeling this way because of how (he/she) was thinking? (Unhelpful thinking will often make a person feel worse.)

Did (name of character) do something because of how (he/she) was feeling?

What could (name of character) have done to feel better? (eg talk to someone and find out the facts)

If someone says they don't want to play with you does that mean you are a bad friend? (No. The person may just want to play with someone else that day. Everyone has days when they can't play with the person of their choice.)

If mum or dad shouts at you does that mean they don't like you? (No. You may have done something that annoyed your mum or dad or was unsafe. Everyone makes mistakes.)

If you forget your library book one week does that mean you will forget it every week? (No. Just because a bad thing happens once, it doesn't mean it will happen again and again.)

If you are worried about mum not picking you up from school, does that mean that it's going to happen? (No. Thinking about something over and over again just makes it seem like it could happen or is real. Mum won't forget you just because you are worrying about it.)

- Introduce the skill of 'helpful thinking' which is thinking that makes people feel better when they have a problem or are feeling sad or worried. Explain that when people have helpful thoughts they can feel better and tend to behave in a more positive way.
- Display the **shark and dolphin thoughts** cards (refer to page 188). Read out the examples of 'dolphin' or helpful thoughts. Explain that helpful thinking means not jumping to conclusions, checking facts, remembering that everyone has bad things happen to them at some time, and not thinking the worst about yourself and everyone around you. Explain that when Bounce-back Bear hasn't been practising his helpful thinking skills, he sometimes uses unhelpful thinking which make him feel worse and he will sometimes behave badly. Ask the class to suggest other examples of helpful thoughts and write these on the card.

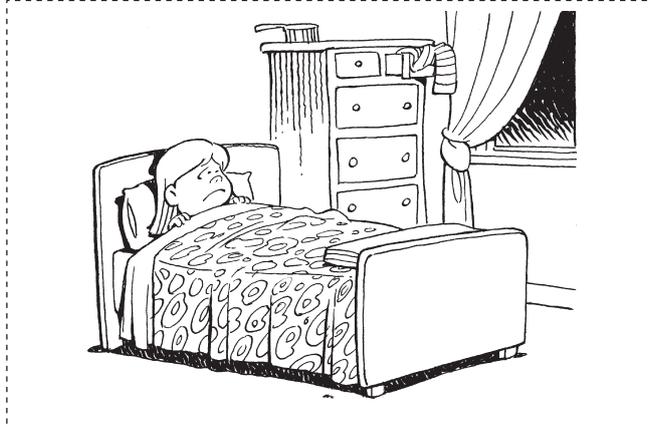
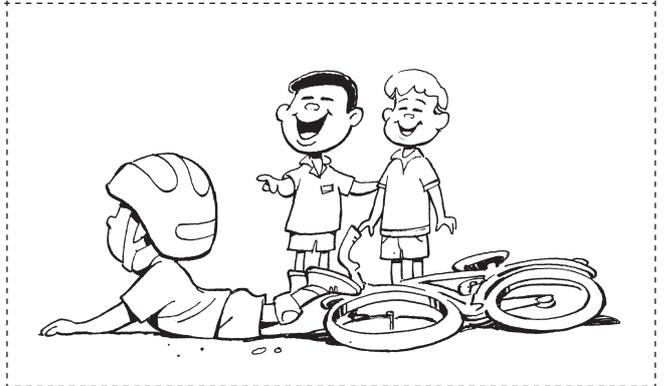
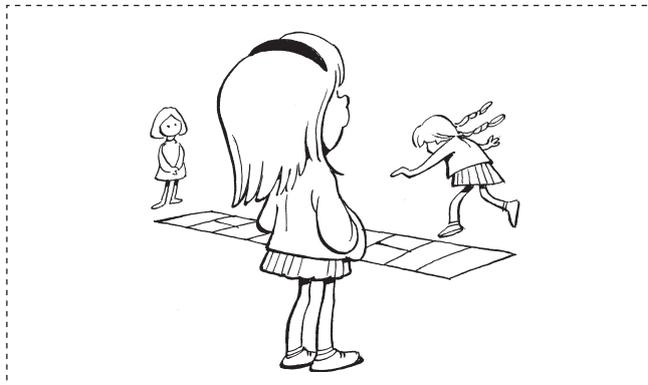
Show the shark thoughts card and read out the examples of unhelpful thoughts. Explain that unhelpful thinking means jumping to conclusions, not checking facts, forgetting that bad things happen to everyone at some time, and thinking the worst about yourself and everyone around you. Ask students to suggest other examples of unhelpful thoughts and write these on the card.

- Sit students in two concentric circles facing a partner. Give a helpful or unhelpful thinking card to each pair. Explain that students are to discuss what is happening in the illustration on the card.

Have students suggest an unhelpful way to think about the situation on their card (shark thoughts) and discuss how this could make the person feel. Listen to some of the suggestions generated by the students.

- Have students suggest a helpful way to think about the situation (dolphin thoughts) and discuss how this could make the person feel. Ask for feedback from the class. Remind students that when people think positively they are more likely to behave or act in a better way towards others.
- Have students write their favourite helpful thinking suggestion on a piece of paper and 'post it' in Bounce-back Bear's backpack (eg *It's okay to make a mistake. I'm a good person.*). Explain that just like Bounce-back Bear the students need to have some helpful thinking ideas in their invisible backpack that are ready to be used whenever they are faced with a tricky situation.

Helpful and unhelpful thinking





ACTIVITY 3

I know how you are feeling

Preparation

- ▶ A large pair of shoes decorated with colourful dots or stickers
- ▶ A large teddy suitable to be Bounce-back Bear
- ▶ **Activity sheet** *I know how you are feeling* – photocopy and cut one set per group

- Place students with a partner. Explain that students must complete a **one minute challenge** (refer to page 185). The challenge is to describe to their partner a happy, sad or scary situation they have encountered without saying the feelings they experienced at the time. After listening to the situation, each student must try to guess what feelings their partner might have experienced. Have students swap roles.

Use the following questions to process the activity.

Ask

*Did you guess how your partner was feeling?
What helped you to guess? (eg by imagining how they would have felt in this situation; by listening to tone of their voice; by looking at their facial expressions)
Why is it important to try to understand how someone else is feeling? (It helps us to understand other people and get along with them.)*

- Show the *I know how you're feeling* shoes to the class. Explain that when we know how another person is feeling it helps us to understand what it is like to be that person (or in their shoes). Read aloud one of the following situations. Explain that students are to describe the feelings a person in the situation may have, show the class what expressions the person might have on their face, and tell the class what things the person may say or do. Pass the *I know how you're feeling* shoes to a student who starts the activity.

Situations

- ⊙ Someone who is in a school play and hates performing in front of people.
- ⊙ Someone who is new to the school and has no one to play with at recess.
- ⊙ Someone who has just found out that her Mum and Dad are getting a divorce.
- ⊙ Someone who is going on a plane for the first time.
- ⊙ Someone who trips and falls in front of the class.
- ⊙ Someone who had their family pet run over on the weekend.

- ⊙ Someone who had something cancelled that they were really looking forward to doing.
- ⊙ Someone who finds a five dollar note on the road.
- ⊙ Someone who breaks one of their special toys.
- ⊙ Someone who gets into trouble for something they didn't do.
- ⊙ Someone who has just won an art competition.
- ⊙ Someone who has a new baby brother or sister.

- Explain that when Bounce-back Bear wants to work out how people are feeling (or might feel) or what they are thinking he uses the 'empathy' skill. Point out being empathetic makes Bounce-back Bear an understanding friend and also helps him make and keep friends. Help students understand what empathy 'looks like', 'sounds like' and 'feels like' by writing the following suggestions in a **Y chart** (refer to page 189).

Empathy looks like	Empathy sounds like	Empathy feels like (for the other person)
Laughing with someone when they are happy.	You must be so happy.	You are letting them know you share their happiness.
Doing something kind for someone who is sad.	I'm sorry you are feeling sad.	You are letting them know you are a caring friend.
Clapping when someone has done something great.	I'm so happy for you. You must be feeling really proud of yourself.	You are letting them know you share their achievement.
Hugging someone when they are hurt.	I'm sorry you hurt yourself.	You are letting them know they are not alone.

Write some of the Y chart suggestions on small cards and place these inside the *I know how you're feeling* shoes. Encourage students to choose a card and practise using empathy with their classmates, friends and family.

- Continue to record students' actions or words that demonstrate the skill of empathy being practised in the classroom on the Y chart.
- Students complete the *I know how you are feeling* sheet then share their responses with a small group.

I know how you are feeling

When someone is feeling _____ their face looks like this.



When someone is feeling like this they might say:

I can use the clever skill of **empathy** when someone feels like this. I can share their feeling or make them feel better by:



ACTIVITY 4

Ways to disagree

Preparation

- ▶ A large teddy suitable to be Bounce-back Bear
- ▶ **Activity sheet** *Bulldog, mouse and panda* – A3 photocopy
- ▶ **Activity sheet** *Ways to disagree* – photocopy one per student

- **Brainstorm** (refer to page 180) words or phrases that mean ‘disagreement’ such as fight, argument or problem.

Explain that a fight is different to a disagreement as it usually happens when someone feels angry or hurt and the problem or issue is not resolved. Also explain that a fight often happens when the people involved do not have the skills (or clever tricks) to be able to disagree in a friendly manner.

Point out that disagreements are a normal part of families and friendships and usually happen when people don’t agree about what is fair or what should happen to sort out a problem.

- Have the class brainstorm situations where students their age may be involved in a fight or have a disagreement. If students recall a specific example involving people known to the class, ensure that the ‘no name’ rule is followed.
- Show the *Bulldog, mouse and panda* sheet to the class. Explain the three ways of dealing with disagreements.

A bulldog (aggressive communicator):

- ◉ is only interested in winning the argument
- ◉ is not worried about hurting others’ feelings
- ◉ often threatens or hurts the other person to get their own way.

A mouse (passive communicator):

- ◉ is scared of disagreements and often pretends they are just not happening
- ◉ will give in easily because they fear they might lose a friend or because they are frightened.

A panda (assertive communicator):

- ◉ stays calm and tries to sort out an argument with solutions where both people win
- ◉ says sorry when they are wrong
- ◉ will ask for help to sort things out
- ◉ says what they think or feels without getting angry.

- Use a **Y chart** (refer to page 189) to explain what a bulldog, panda and mouse ‘looks like’, ‘sounds like’ and ‘feels like’ when dealing with an argument.
- Explain that Bounce-back Bear uses his ‘panda tricks’ when he is feeling sad, annoyed or angry with something someone has done or said, or when things don’t seem fair.

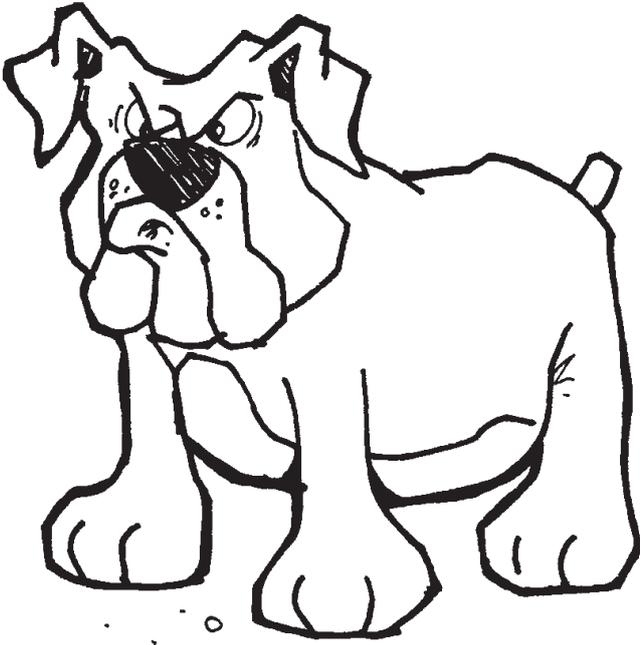
Role-play (refer to page 186) Bounce-back Bear using his ‘panda tricks’ with a volunteer student and one of the situations identified in the brainstorm. After watching the role-play, have the class identify the aspects of the panda Y chart that were used (eg stayed calm, spoke clearly and expressed feelings).

Summarise the role-play by explaining that using panda tricks makes a person feel happier, however to use the tricks properly takes practise and time. Also point out that it is normal to disagree and not handle the situation well.

- Students complete *Ways to disagree* and take the sheet home to share and discuss with their family.
- Display an A3 copy of *Bulldog, mouse and panda* in an area of the classroom that could be called the ‘we can work it out spot’. Write prompts on a sheet next to the A3 copy, such as:
 - ◉ I feel...
 - ◉ I think you feel...
 - ◉ How do you feel?
 - ◉ What do you want?
 - ◉ One way we could solve our problem is...
 - ◉ What do you think?
 - ◉ Do we need to ask someone for help with our problem?

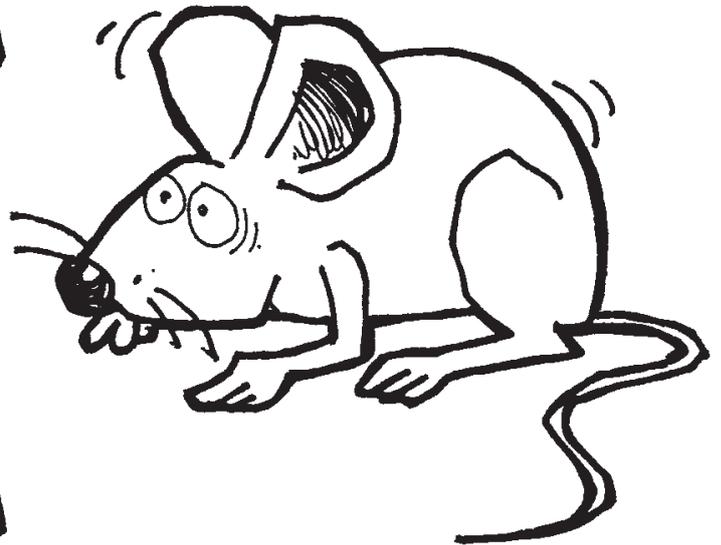
When a disagreement arises between two students, have both students move to this area and try to resolve their problem.

Bulldog, mouse and panda



Being a bulldog isn't a good way to disagree because you hurt others to get what you want.

Being a mouse isn't a good way to disagree because you're frightened and want to stay friends and don't stand up for what you want.

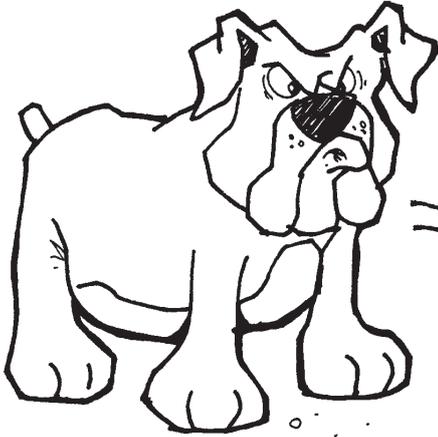


Being a panda is a good way to disagree because:

- You sort things out in a fair and friendly way.
- You speak up and say how you feel and what you want.
- You say sorry if you are wrong.
- You ask the other person how they feel.
- You ask the other person what they want.
- You ask for help if you need it.

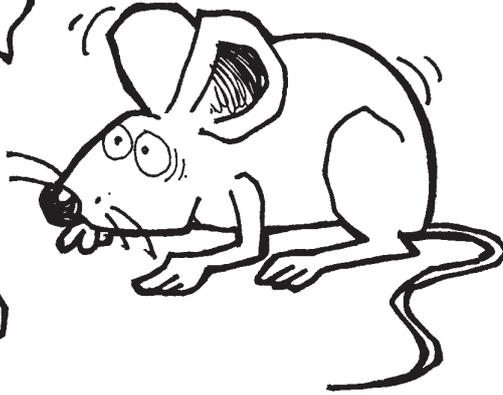
Ways to disagree

Bulldog



Being a bulldog isn't a good way to disagree because you hurt others to get what you want.

Mouse



Being a mouse isn't a good way to disagree because you're frightened and want to stay friends and don't stand up for what you want.

Panda



Being a panda is a good way to disagree because:

- You sort things out in a fair and friendly way.
- You speak up and say how you feel and what you want.
- You say sorry if you are wrong.
- You ask the other person how they feel.
- You ask the other person what they want.
- You ask for help if you need it.

I am usually a _____
when I disagree with someone.

I would like to practise being a 'panda' because:

PRACTISE
USING YOUR
PANDA TRICKS.



ACTIVITY 5

What to do when someone else is bullied

Preparation

- ▶ A large teddy suitable to be Bounce-back Bear
- ▶ **Activity sheet** *I know how to help when someone is bullied* – photocopy one per student
- ▶ Internet and computer access

- Conduct a **happy face** strategy (refer to page 182) using the following questions. Encourage responses from several students so the class are exposed to a range of opinions.

Ask

What is bullying? (It is repeated unkindness to a person not a single act of unkindness or just one argument.)

How do you think someone who is being bullied might feel? (Highlight feelings such as anger, fear, helplessness, worry, nervousness and sadness.)

Why should you help someone if you see they are being bullied? (Bullying is not okay. Watching or ignoring someone being a bully is not being responsible.)

Why should you ask a teacher for help when you see someone else being bullied? (The teacher can help sort out the problem and help the person who is bullying stop their behaviour.)

Why do you think some students might find it hard to help someone who is being bullied? (Students might think it's not their problem, it's dobbing, they might get bullied next or that the teacher will think they are part of the problem.)

How does bullying spoil things for all of us? (We feel worried that we may be bullied next. We feel upset to see someone else being hurt and it makes us feel unsafe in our class.)

Bounce-back Bear has some clever tricks to use when he sees someone else being bullied. What do you think these tricks might be? (Bounce-back Bear tells the person who is being bullied that he knows how they feel and knows that it is unfair. He shows the person who is bullying that he knows it is unfair and tells them to stop. He moves away with the other person or does something else with them, and asks a teacher for help if this doesn't stop the problem.)

- Ask the class what they could do if they saw someone being bullied. Highlight the following points in the discussion and introduce the five steps to follow in a bullying situation.
 - ◉ If someone gets bullied, it's not their fault.
 - ◉ Asking for help is not the same as dobbing.
 - ◉ A teacher can help sort out the problem and help the person who is bullying to stop their behaviour.

1. Show or tell the person being bullied that it's unfair.
2. Show or tell the person who is bullying that it's unfair.
3. Tell the person who is bullying to stop.
4. Move away from the bully together.
5. Ask a teacher for help.

- Distribute copies of *I know how to help when someone is bullied* for students to complete on their own by copying the sentences in the correct order.

Ask

Who are three adults at our school you could ask for help? (eg duty teacher, class teacher, administration staff)

Who can you ask for help when you're not at school?

- Have students design posters using computerised drawing programs that promote the five steps to dealing with bullying. Display the posters in areas where students and parents can read the tips.
- Listen to the song *Hey you kids!* by The Jellydots at http://www.youtube.com/watch?v=GoMSuLtNk_0. The lyrics of this song are about friendship, sharing and getting along.

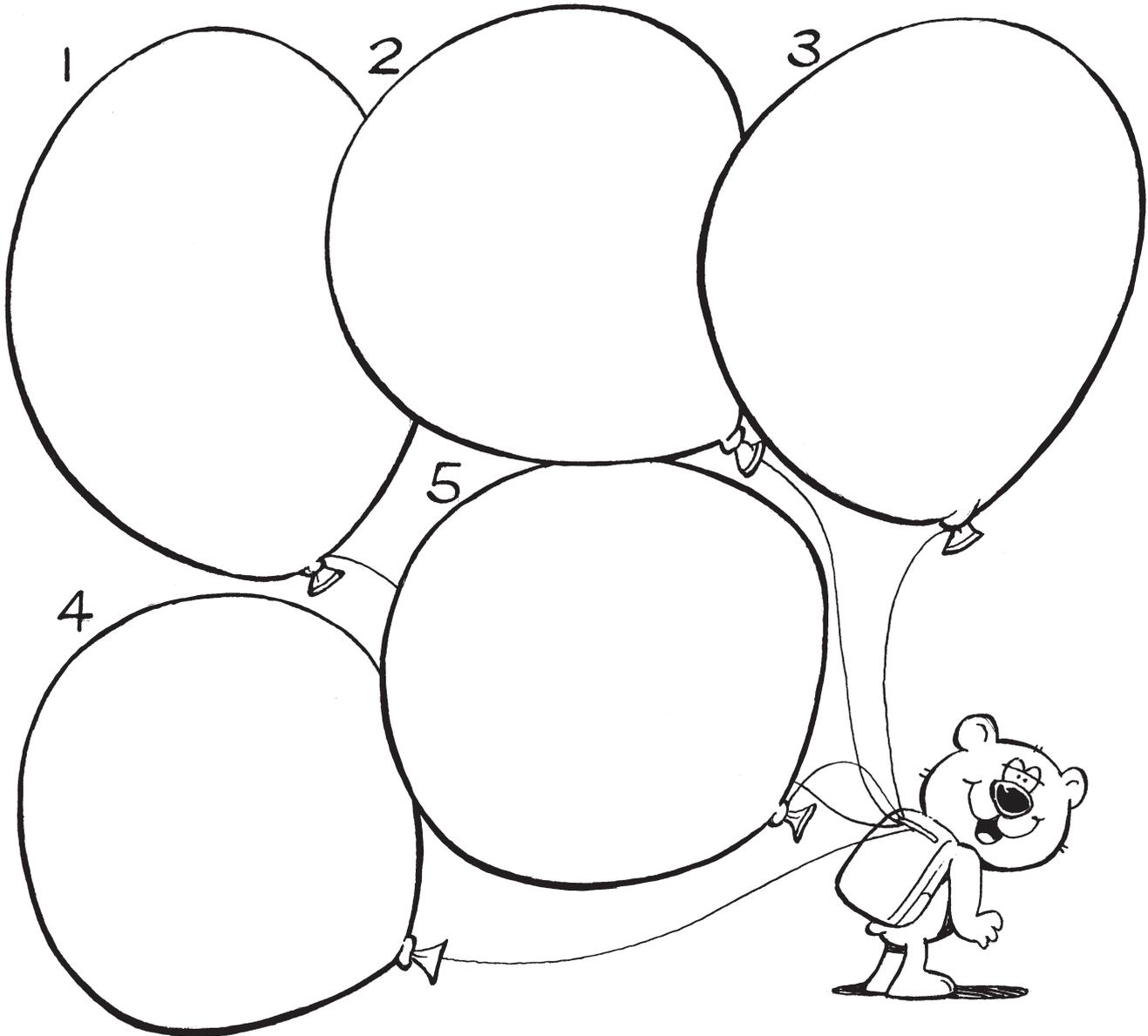
This activity is adapted from *Bounce Back! A Well-being and Resilience Program – Years K-2* (2nd edition), Helen Mc Grath and Toni Noble, Pearson Australia, 2011

Read one of the following storybooks that focus on being bullied. Discuss how the character may have felt when they were bullied and what the other characters in the book could have done, or did do, to help this character.

- *King of the Playground* (Phyllis Reynolds Naylor & Nola Langner Malone, 1994, Atheneum Library)
- *No More Teasing*, (Emma Chichester Clark, 2004, Andersen Press)
- *Lucy and the Bully*, (Claire Alexander, 2008)

I know how to help when someone is bullied

This is what I would do if I saw someone being bullied.



Show and tell the person being bullied that it's unfair.

Show and tell the person who is bullying that it's unfair.

Move away from the bully together.

Ask a teacher for help.

Tell the person who is bullying to stop.

☺ Three people I could ask for help if someone was being bullied are:

1. _____ 2. _____ 3. _____

ACTIVITY 6

Practising reading emotions

Preparation

- ▶ **Activity sheet** *I can read feelings in others* – photocopy one per student
- ▶ A large teddy suitable to be Bounce-back Bear
- ▶ Sticker labels or post-it notes – one per student
- ▶ Red dot stickers – class set

- Have the class **brainstorm** (refer to page 180) a range of feelings and write these on the board.

Give each student a sticker or post-it note. Explain that students are to choose one feeling and write this on their sticker. Collect all of the stickers.

Form students into groups of three. Place a sticker on one student's forehead in each group. Explain that these students must try to guess the name of the feeling written on the sticker by questioning the other members in their group. Students may only nod or shake their head in answer to the questions or mime how they would respond to someone who had this feeling (eg they may move away from someone who was angry or frustrated, or laugh with someone who was happy). After a designated period of time, and if students have not guessed the feeling, the other members of the group can give the answer.

Repeat the process until all students have had a turn.

Process the activity by discussing how our feelings often rub off on others. Also stress that sometimes we create other people's feelings by what we say and do to them.

- Set up a **role-play** (refer to page 186) with a volunteer student. Pretend to be frustrated with the student then ask them how they felt. Explain that voice tone, the use of strong words and an angry face can create feelings of nervousness, fright and generally upset a person.

Ask for a student volunteer. Whisper the name of a feeling to the student who must then act it out using mime. The class must try to guess the feeling being mimed.

Process this activity by discussing body language and how people can learn to 'read' others' feelings by looking at the person's body language or body signals.

- Discuss the verbal and nonverbal signs of each of the feelings described on *I can read feelings in others*.

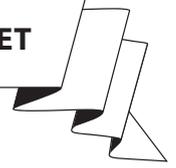
Model how to complete the first example on the sheet. For example: My friend feels happy when I ask him for a sleep over. I can read this feeling when he smiles and says 'I'd LOVE to come to your house' in a loud voice.

Students complete the activity sheet then share their responses with a partner.

- Sit Bounce-back Bear in the classroom. When students have their feelings understood by someone else in the class, a red dot can be placed near Bounce-back Bear's heart.

When reading stories, ask the students to guess how a character may be feeling and to tell the class why they came to this conclusion (eg facial expressions, tone of voice, have been in this situation themselves).





I can read feelings in others

My friend feels happy when I _____

I can read this feeling when _____

My mum feels annoyed when I _____

I can read this feeling when she _____

My teacher feels angry when I _____

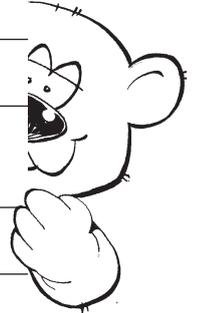
I can read this feeling when _____

My dad gets excited when I _____

I can read this feeling when he _____

My aunty/uncle feels sad when I _____

I can read this feeling when _____



ACTIVITY 7

Practising good ways to disagree

Preparation

- ▶ Activity sheet *Finger puppets* (or materials to make finger puppets) – photocopy one per student
- ▶ Double-sided tape and scissors – class set
- ▶ A large teddy suitable to be Bounce-back Bear

- Explain that it is normal for people to argue or disagree however, if we learn to use and practise the ‘panda’ skills for dealing with disagreement (introduced in Activity 4), a fight does not have to occur. Emphasise that when a fight does occur it’s always important to say sorry and make up with the other person.

Distribute an activity sheet to each student. Explain students are to colour and cut out each animal then add a piece of double-sided tape to the back.

- Revise the Y chart developed in Activity 4 *Ways to disagree*. Nominate three students to **role-play** (refer to page 186) one of the following scenarios. The students should wear either the panda, mouse or bulldog finger puppet. Ensure that Bounce-back Bear responds to each puppet’s behaviour to show that the panda skills work best. Ask students to predict how the disagreement will unfold for each animal.

Scenarios

- ⊙ Bounce-back Bear takes a library book off the shelf and the other person sees it and says, ‘That’s mine.’
- ⊙ Bounce-back Bear thinks he has tagged someone in chasey but the other person says, ‘No you haven’t.’
- ⊙ Bounce-back Bear is meant to be unpacking the dishwasher with his sister but he thinks his sister is not doing her fair share.
- ⊙ Bounce-back Bear has a new set of markers. The other person thinks Bounce-back Bear should share them with her.

Select another three students and repeat the process using a different scenario.

Process the activity using the following questions.

Ask

- How did it feel to solve the disagreement in a mouse way?*
- How do you think Bounce-back Bear felt?*
- How did it feel to solve the disagreement in a bulldog way?*
- How do you think Bounce-back Bear felt?*
- How did it feel to solve the disagreement in a panda way?*
- How do you think Bounce-back Bear felt?*

Do you think practising using panda skills (disagreement skills) could help you in real life? Why or why not?

- Place students with a partner. Each student wears their panda finger puppet and practises responding to the suggested scenarios. Alternatively students can generate scenarios relevant to the class.

After completing several of the scenarios, ask students to describe how it felt using their panda skills and what the outcomes were in each scenario.

- Write the following unfinished sentences on the board. Have students complete the sentences and draw the corresponding animal character against each sentence.

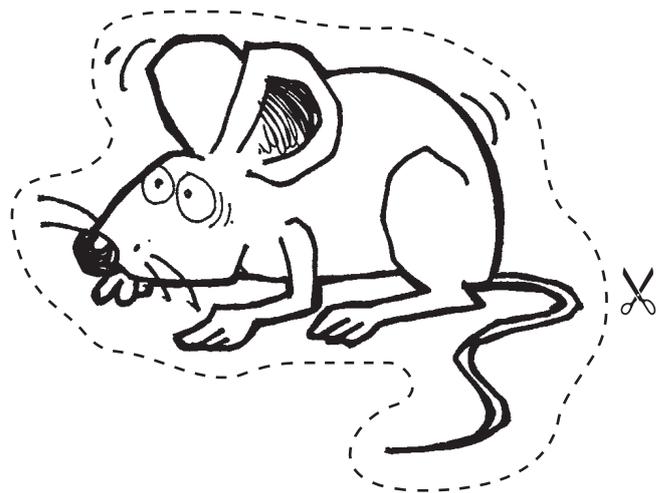
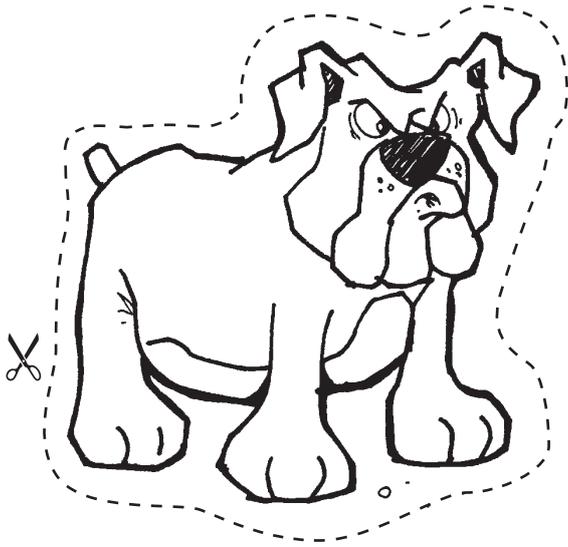
Sentences

- ⊙ Hurting someone when you disagree is _____ a good way to disagree. (not)
- ⊙ Stand up for _____ when you disagree. Don’t be frightened. (yourself)
- ⊙ Sort things out so you _____ win. (both)

Use the ‘no name’ rule when students give examples of disagreements.

Finger puppets

Colour each picture then cut it out. Use sticky tape to attach a puppet picture to your finger.



ACTIVITY 8

Asking for help

Preparation

- ▶ **Activity sheet** *Asking for help or getting someone into trouble* – photocopy one per student

- Conduct a **thumbs up, thumbs down** (refer to page 190) using the following questions where thumbs up indicates a 'yes' vote and thumbs down is a 'no' vote.

Ask

If another student asked you to put your rubbish in the bin, would you?

If another student asked you to pinch someone's lunch money out of the lunch order box, would you?

If someone you didn't usually play with asked if they could join your game, would you let them?

If you saw two children hurting each other in the playground, would you do something to help them sort it out?

If your brother was about to take some of Mum's cough mixture, would you grab the bottle from him and go and tell an adult?

If your babysitter called for you to run across the road near the school instead of using the crosswalk or holding her hand, would you?

After conducting the thumbs up, thumbs down, discuss why we have rules at home and at school (eg to stop accidents; to keep us safe; so we know how to play a game; to have a happy and safe family and class).

- **Brainstorm** (refer to page 180) examples of rules. Ask students to explain the purpose of each rule and discuss what might happen if the rule didn't exist.

Explain that sometimes we have to be brave or do something 'that bit extra' to follow the rules and 'do the right and kind thing'.

Revise the five steps that can be used to help someone who is being bullied (refer to Activity 5 or the activity sheet *I know how to help when someone is bullied* on page x).

Explain to students that if they have followed the first four steps to help someone who is being bullied at school, and it has not changed the situation, they should ask a teacher for help.

Ask

Is dobbing or 'telling on someone' the same as asking for help? (No. Dobbing is when you are trying to get someone into trouble. When you ask for help you are trying to solve a problem.)

Will you sometimes have to be brave to ask a teacher for help when someone is being bullied? (Yes. It will sometimes feel easier to ignore when someone is being bullied but asking a teacher for help is the right and kind thing to do. Bullying is never okay.)

How would you feel if you didn't help someone who was being bullied?

Who else could you ask for help if you couldn't find a teacher?

- Show the activity sheet *Asking for help or getting someone into trouble* on the interactive whiteboard or give each student a copy. Students must decide whether the character in each situation is asking for help or trying to get someone into trouble.

Have students indicate their decision by using the thumbs up, thumbs down strategy. Discuss the situations where the class have different answers.

- Students choose an example of helping someone and getting someone into trouble to draw and label in their workbooks.

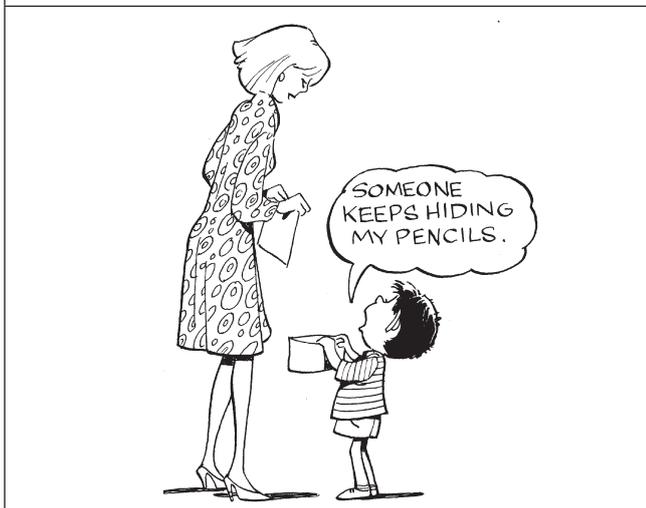
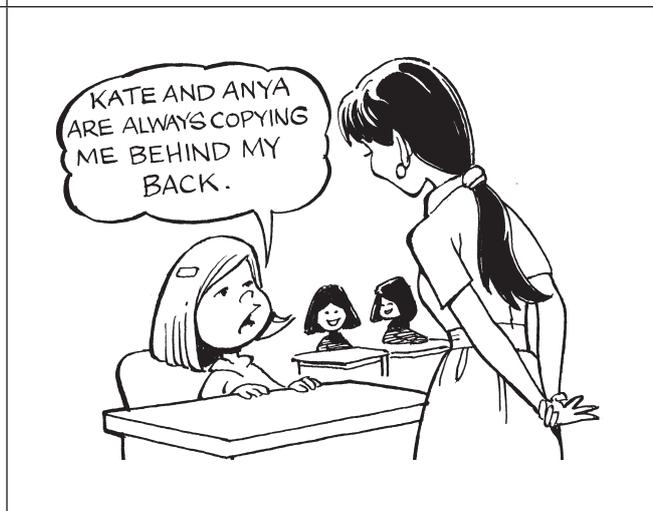
Write some of the repeated dobbing or 'telling on someone' comments that students suggest on the board. This can help students to differentiate between these comments and asking for help when being bullied.



Asking for help or getting someone in trouble

Dobbing is when you are trying to get someone into trouble. When you ask for help you are trying to solve a problem.

Decide if the picture is about asking for help or getting someone into trouble.



ACTIVITY 9

Putting clever tricks into practice

Preparation

- ▶ **Activity sheet** *Clever tricks to bounce back* – photocopy one per student

- Distribute a copy of *Clever tricks to bounce back* to each student. Remind the class that Bounce-back Bear has taught them four new skills or ‘clever tricks’ – helpful thinking, dealing with disagreements, what to do if someone is bullied and reading other people’s emotions. Explain that Bounce-back Bear didn’t master any of these skills quickly. He had to practise a lot and persevered until he could use the skill properly.

Explain that ‘strengths’ are things that a person is good at and ‘challenges’ are things that a person needs to develop and practise. Ask students to consider the four new skills and colour the skill that they need to practise the most.

Send the skill sheet home with students to share and practise with their family.

- Conduct a **happy face** strategy (refer to page 182) to help students reflect on their learning. Listen to several responses for each question to ensure students are exposed to a range of opinions.

Ask

Why is it important to ‘check the facts’ when you are worried or sad about something?

Have you ever worried about something and then it didn’t actually happen?

What dolphin thought might help you bounce back from feeling sad if you fell and broke your favourite toy?

What shark thought would stop you from bouncing back if you fell and broke your favourite toy?

How do you know when someone is feeling sad?

How do you know when someone is feeling lonely?

How do you know when someone is feeling angry?

What is something you could do when someone is feeling sad?

What is something you could do when someone is feeling left out and lonely?

Being a ‘panda’ is a good way to deal with disagreements.

What are some panda tricks you can use to deal with disagreements?

Why shouldn’t you hurt someone’s body or feelings when you have a disagreement?

Why shouldn’t you pretend disagreements are not happening or give in too easily because you are scared?

What would you do if someone kept calling your friend mean names?

Why is it sometimes hard to stand up for someone if they are being bullied?

If someone is bullying you, what is one thing you can do?

- Tell the class that Bounce-back Bear has a goal to go and search for gold near Kalgoorlie. Explain that:
 - ⊙ a goal is something you want to do or make happen
 - ⊙ it is good to have goals because they help to make our life the way we want it to be
 - ⊙ goals make us feel happy when we achieve them.

Tell the class that Bounce-back Bear has to make a plan to achieve his goal. Ask the class to decide what his plan might include (eg saving up his pocket money, writing a shopping list, planning the route and what he needs to take on the long road journey).

Discuss any goals students may have achieved (eg riding a bike, saving for something special, finishing a huge jigsaw puzzle). Ask the class to explain how they achieved their goal. For example: Did you make a plan? How often did you need to practise? Did you think about what you were good at? Did you keep trying even when you weren’t very good?

Explain that students are to set a class goal to practise each of the four clever tricks. Brainstorm ideas for a plan to incorporate these skills into the classroom. For example, the skill of helpful thinking could be practised by giving students a dolphin sheet to place on their desk. Whenever a student says something negative or feels angry, sad or lonely, they could read the card as a reminder to use helpful thinking.

Write a plan for each skill and refer to the plan each day. Monitor how each goal is going by keeping a class tally board. Stress the importance of persistence and trying hard to achieve a goal.

Display *Clever tricks to bounce back* to remind students to practise the skills.

If students have not used the shark and dolphin thoughts strategy, refer to page 188.

Clever tricks to bounce back

Helpful thinking

- Don't jump to conclusions.
- Check your facts.
- Remember everyone has bad things happen at some time.
- Think 'dolphin' thoughts to make you feel better.



Reading emotions in others

You can tell what someone might be feeling by:

- Looking at their face.
- Listening to their words.
- Remembering how you felt when the same thing happened to you.



Good ways to deal with disagreements

- Speak up and say how you feel and what you want.
- Say sorry if you are wrong.
- Ask the other person how they are feeling.
- Ask the other person what they need.
- Ask for help if you need it.



What to do if someone is being bullied

Step 1: Show or tell the person who is being bullied that it's unfair.

Step 2: Show or tell the person who is bullying that it's unfair.

Step 3: Tell the person who is bullying to stop.

Step 4: Move the person who is being bullied away from the situation.

Step 5: Ask a teacher for help.

