FOCUS AREA 1

Resilience and Wellbeing
This focus area provides the explicit teaching of personal and social capabilities that foster resilience and wellbeing among Foundation 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 unhappy or uncomfortable feelings.
- Recognise external and internal body signals for different emotions.
- Label own emotions.
- Identify how helpful and positive thoughts can improve self-worth.
- Reflect on personal and ability strengths and how to cultivate these strengths.

### Self-management
- Practise changing unhelpful thoughts to helpful and positive thoughts ie use optimistic thinking.
- Practise expressing feelings.
- Regulate emotions to handle feelings of anger or stress – be the ‘boss’ out of control feelings.
- Identify why it is important to think for ourselves and when to ask for help and support.
- Recognise that we feel successful and happy when we persevere to achieve a goal.
- Normalising setbacks rather than personalising these when they occur.

### Social awareness
- Identify that everyone has unhappy or uncomfortable feelings.
- Reading and responding to others’ emotions.
- Appreciate and respect diverse perspectives.
- Identify helpful ways to make friends.
- Identify how others may feel when bullied.
- Identifying ways to be fair and kind.
- Value friendships.

### Social management
- Practise listening when others speak and taking turns.
- Practise thinking for yourself and not following others.
- Identify that put downs can lead to bullying.
- Practise group decision-making.
- Practice treating others fairly and kindly.

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
- Feelings, even the uncomfortable ones, are useful.
- Everyone may feel unhappy or have uncomfortable feelings at some time.
- Unhappy and uncomfortable feelings do not last forever.
- How we think determines how we feel about a situation. Using positive thinking makes us feel better.
- A bad mood or uncomfortable feelings can be changed by doing or thinking about something that makes us feel happier.
- There are a range of external and internal body signals that indicate how we and others are feeling.
- Feeling out of control or anxious can interfere with our ability to solve problems and make responsible decisions.
- Getting along with others and making friends can make us feel happier.
- Listening well when others talk, playing fairly, and sharing and taking turns are some of the ways to get along with others.
- Bullying is when someone persists in acting unkindly towards someone else, over days, weeks or longer. Bullying is not when someone says or does one nasty thing to someone else.
- Bullying is never okay.
- Put downs (making a mean comment or gesture to make someone look bad) are not okay.
- If things get in the way of achieving a goal, persevere and don’t give up. Try another way or try something new.
- We have two kinds of strengths. These are personal strengths such as being kind, and ability strengths such as being a good reader.
**Key skills to practise**
- Use helpful and positive thinking in a range of situations.
- Reflect on own personal and ability strengths and how to cultivate these strengths.
- Express a range of feelings.
- Regulate emotions to handle feelings of loneliness and shyness.
- Listen attentively when others speak.
- Identify ‘put downs’ that can lead to bullying.
- Treat others fairly and kindly.
- Work with a partner or in small groups using strategies such as waiting and taking turns, staying on task and sharing resources.
- Express and share opinions and ideas with others.
- Listen to, remember and follow simple instructions.
- Cooperate and participate in class, group and pair discussions and share experiences.
- Participate in play-based experiences which involve the imaginative use of spoken language.

**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 outlines how this resource addresses these capabilities.

### Addressing the General Capabilities through Challenges and Choices

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**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 life^1^.
- 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 meaningful^2^.

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.

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

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

<table>
<thead>
<tr>
<th>Environments that promote resilience and wellbeing and academic success</th>
<th>Personal and social skills and attitudes for resilience and wellbeing</th>
<th>Activities that address the skills and attitudes</th>
</tr>
</thead>
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| **School connectedness**  
- A sense of belonging  
- Meaningful participation and contribution  
- Opportunities for strengths to be acknowledged  
- Supportive, inclusive culture  
- Strong rules about bullying | **Self-awareness**  
- 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 | Activity 1, 2, 3, 6, 10 |
| **Peer connectedness**  
- A sense of belonging  
- Peer support strategies  
- Pro-social peer groups  
- Cooperative learning strategies | **Self-management**  
- 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 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 | Activity 1, 2, 6, 8, 10 |
| **Teacher connectedness**  
- Limited number of teachers  
- Teacher knowledge of students and availability  
- High expectations and academic support  
- Pro-social classroom culture  
- Clear, consistent boundaries | **Social awareness**  
- 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 | Activity 3, 5, 7, 10 |
| **Positive family-school links**  
- Family involvement with school programs  
- Strong teacher-family relationships | **Social management**  
- 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 | Activity 4, 9, 10 |
| **Family connectedness**  
- Good communication and shared activities  
- Positive approach to solving problems  
- Individual responsibilities  
- Pro-social family values  
- Warm relationship with at least one parent | **Spirituality or religious involvement**  
- Participation in spiritual communities | | Adapted from *Bounceback! – A Well-being and Resilience Program*, H McGrath and T Noble, 2011. |
ACTIVITY 1

Everyone has good days and bad days

Preparation

- Dot stickers
- One finger puppet
- Craft materials – class set
- Family information sheet Creating resilient kids together – photocopy one per student or upload on school website
- Family information sheet Resilience skills to practise – photocopy one per student

• Conduct a shared reading (refer to page 167) of the story Alexander and the Terrible Horrible, No Good, Very Bad Day. Alternatively, a video clip of the story is available at http://www.youtube.com/watch?v=Ezbssw11724. In this story, the author normalises rather than personalises the fact that everyone has bad times in their lives.

Show the cover of the book and flick through the illustrations. Ask the class to predict what the story might be about and identify the characters in the story.

Read the story to the class.

Ask

After each bad thing happens:
- How could Alexander have felt better? (For example, Alexander could have accepted that not being able to sit next to the window in the car was just bad luck.)
- Has anything like this ever happened to you? How did you feel?
- What feelings did Alexander have? Would laughing about this have made Alexander feel better?
- What kind of day do you think Alexander will have tomorrow?
- Have you ever had a bad day because you were feeling sad or angry or worried?
- Did that feeling last forever or go away?
- What does that tell us about bad days and bad feelings? (That everyone has bad things happen at some time and those times don’t last forever.)

• Write on the board ‘bad luck’ and ‘something Alexander did.’ Read the headings to the class. Explain that when something happens to Alexander in the story the class must decide if it was because of something he did or was just bad luck.

• Read the story again. When each event happens, stop reading and ask for a student volunteer to ‘vote’ by placing a coloured dot under the corresponding heading. (Alternatively, students could use a marker and draw a tick.) At the end of the story, count the coloured dots and discuss whether Alexander’s bad day was mostly due to bad luck or the things that Alexander did. To summarise the discussion, remind students that bad things don’t usually last for long and that it’s normal for everyone to have a bad day at some time.

• Explain to the class that having positive thoughts can be used to cope with a problem or stressful situation. Use a finger puppet to model what Alexander could have done or said to himself to feel better. For example: ‘Oh well, I didn’t get anything from the cereal box, maybe I will next time.’

• Have students suggest how Alexander could have dealt with the other bad situations in the story. Use the finger puppet to repeat their suggestion to the class.

Show students how to make their own finger puppet using the craft materials.

Sit students with a partner. Read aloud one of the bad situations from the story. Have students use their finger puppets to practice using positive thoughts that would help cope with the situation.

• Send home a copy of Creating resilient kids together and Resilience skills to practise with each student to share with their family. Leave extra copies in the school foyer, library and pick up areas for parents to access.

Other stories suitable for this activity include:

- Good Days, Bad Days (Catherine & Lawrence Anholt, 1990, Orchard books, Australia)
- Franklin’s Bad Day (Paulette Bourgeois & Brenda Clarke, 1999, Scholastic Press, NSW)
- I Don’t Want to Go to School – Simon the rabbit (Stephanie Blake & Whitney Stahlberg, 2009, Random House)
Creating resilient kids together

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 have been practising.

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.

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.

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 make friends, controlling feelings and making decisions, are some of the skills that will help your child become more resilient.

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

Positive thinking
- Find the good things in yourself.
- Find the good things in other people.
- Find the good or funny bits in the ‘not so good’ things that happen to you.

Making friends
- Smile
- Say hello
- Talk a little bit
- Ask questions
- Listen

Being the boss of ‘out of control’ feelings like fear and anger
- Take a deep breath.
- Count to 5 slowly.
- Think happy thoughts.
- Talk to an adult about how you feel.

Don’t be a blind mouse - think for yourself
- Don’t let someone else tell you what to do or think.
- Stand up for what you know is right or fair.

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

Look on the bright side

**Preparation**
- Large teddy suitable to be Bounce-back Bear
- **Activity sheet Bounce-back Bear or slideshow** (optional)
- Small back pack
- Small ball – one per group
- **Family information sheet Resilient kids** – photocopy one per student

- Introduce Bounce-back Bear to the class using a large teddy or by showing the activity sheet or slideshow. Explain that Bounce-back Bear is a very normal bear who:
  - has good days and bad days
  - feels happy some days and sad on others
  - 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 others.

Ask students to guess what might be in Bounce-back Bear’s backpack. Explain that Bounce-back Bear keeps some clever tricks (skills) in his backpack to help him ‘bounce back’ and feel good again however some of the tricks are difficult and need a lot of practise.

Ask the class to share any clever tricks that they keep close at hand in their ‘invisible backpack’ just like Bounce-back Bear.

- Introduce the skill of ‘positive thinking’. Explain that this skill is about:
  - having thoughts such as ‘things will work out or get better’ when situations aren’t going well
  - thinking good things can happen
  - trying harder and persevering
  - finding a small positive in a ‘not so good’ situation such as ‘I didn’t write my whole name correctly but I only made one mistake which is better than last time I tried.’

Ask students to share examples of when they have used positive thoughts to deal with a problem or situation eg having no-one to play with or losing a pet.

- Divide the class into smaller groups. Sit each group in a circle with a helper. Conduct a **happy face** strategy (refer to page 165) using the following questions that focus on positive thinking.

  - What is one good thing that has happened to you today?
  - What is one thing that you have done well today?
  - What is one thing that you are looking forward to?
  - What is one thing that you are getting better at?
  - What is one thing that makes you happy?
  - What is one thing that makes you feel important?
  - What is one good memory you have?
  - What is one nice thing someone has done for you today?
  - What is one good thing that you know will happen?
  - What is one thing you have tried very hard to do and made it?

- Make a class book called ‘Our positive thinking book’ that comprises of student drawings, paintings or computer drawn pictures showing someone using positive thoughts. Ask students to write a sentence to accompany their picture. Provide a scribe to help those students who require assistance with writing.

  Send the book and Bounce-back Bear home with each student to share with their family.

- Send a copy of *Resilient kids* home with each student to share with their family. Leave extra copies in the school foyer, library and pick up areas for parents to access.

**TUNING IN**

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.
Bounce-back Bear

Hi, I’m Bounce-back Bear!
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 usually don’t usually last for long.

Encourage your child to re-phrase 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.
Use Bounce-back Bear to ‘tell’ the class a story about being lost in a shopping centre or riding a very high roller coaster and the feelings that he experienced in these situations. Use language to describe not only the feelings but also the body signals associated with each of the feelings eg squirmy tummy, warm body, sweaty hands, quick breathing, smiley face, crying eyes, shaky knees and dry mouth.

Seat students with a partner. Conduct a circle talk (refer to page 164) by selecting one of the situations listed then explain that students are to tell their partner how they might feel in that situation.

Situations
- Getting lost in a shopping centre.
- Dropping your ice-cream on the ground.
- Missing the bus to school.
- Riding a very fast roller coaster.
- Floating in the deep end of a pool.
- Winning a prize for your drawing.
- Seeing a snake in your backyard.
- Opening your birthday present.
- Receiving a merit certificate or award.
- Being sick with a cold.
- Being teased or not allowed to play in a game.
- Being ignored by your best friend.
- Someone else being given a toy that you really wanted.
- Hearing very loud thunder when you are in bed.
- Being up high.

Have one student from each pair move to a new partner and discuss the same situation. This will allow students to see that the same situation can often create different feelings for different people.

• Explain that most of the time people have ‘comfortable’ feelings such as being happy or excited, however everyone at some time will have ‘uncomfortable’ feelings (eg sad, nervous and angry).

Ask
Why do we have feelings? (Feelings are signals that help us understand what is happening to us and what we need to do.)
What does feeling happy usually tell us? (Feeling happy usually tells us that everything is okay and we are enjoying ourselves.)
What does feeling angry tell us? (eg that we might need to talk to someone about a problem; that we may be being treated unkindly or unfairly)
What does feeling scared tell us? (That we might be in danger and need to be careful or need to talk to someone about how we feel.)

• Have students use the thumbs up, thumbs down strategy (refer to page 169) to indicate whether each of the previously listed situations would give them ‘comfortable’ (thumbs up) or ‘uncomfortable’ (thumbs down) feelings.

When students have voted with their thumbs, talk about the different feelings that different people can have about the same situation eg most people feel uncomfortable about seeing a snake however a person who studies snakes would probably feel excited.

• Read one of the suggested stories to the class. After reading, use the following questions to direct students thinking towards identifying the feelings of the characters in the story.

Ask
What feelings did (insert character name) have in the story? Then to explore each feeling: Was this a ‘comfortable’ or ‘uncomfortable’ feeling?
What do you think was happening inside (insert character’s name) body when (he/she) had this feeling?
Did (insert character name) do anything because of this feeling?
Have you ever had this feeling? When?

• Sit students in small groups with a helper and a feelings cube. Students take turns to roll the cube then tell the group a situation that makes them feel that way eg if the sad face is rolled the student might say ‘I feel sad when…’. Continue the game until students have had several turns.
Feelings cube

worried

excited

happy

scared

angry

sad
ACTIVITY 4

Clever tricks for making friends

Preparation
- Large teddy suitable to be Bounce-back Bear
- Paper plates – one per student
- Crayons or markers – class set
- Small strips of paper – one per student
- Ice-cream container

- Have Bounce-back Bear explain that making and having friends can help people to feel happier however it takes hard work to learn how to get along with others and be a good friend. Also explain that it’s normal to sometimes feel lonely and shy.

  Take out of Bounce-back Bear’s backpack a slip of paper that has the words ‘something in common’ written in large letters. Explain that this is one of Bounce-back Bear’s tricks that he uses for making friends and getting along with others.

- Have each student draw a picture of their face on one side of a paper plate. Write the words ‘me too’ on the board. Ask students to copy the words underneath their face picture.

- Sit students in a circle. Conduct a tic tac toe strategy (refer to page 169) using Bounce-back Bear as the object to be passed around the circle. The student holding Bounce-back Bear must volunteer information about themselves that they think the rest of the class may not know (eg owns a pet dog, likes to play minkey or has a cousin who lives on a farm) by starting the sentence with ‘Did you know that…?’

  Other students hold up their ‘me too’ paper plate if they have had a similar experience or like the same thing. This will give an immediate picture of students who have something in common.

  Continue the tic tac toe strategy until all students have contributed.

- Ask the class to think of some clever tricks about making friends that they can teach Bounce-back Bear.

  Ask what are some other clever tricks you can use to make friends and get to know someone? (eg smile; say hello and tell them your name; ask if you can join in their game; tell them something interesting but don’t talk too much; talk about something you think is good fun to do; ask them a question about their pet or what they like to do; listen carefully when they are speaking)

- Have the class take turns holding Bounce-back Bear and telling him their trick. Write a list and draw pictures to represent the students’ suggestions.

- Have students draw one trick for making friends that they would like to practise at school and home, on the other side of their paper plate. Display the plates in the room as a reminder for students to practise the skill.

- Write the name of each student on a strip of paper then place the paper strips in a container. Explain that the class will take turns to draw a paper strip from the container and that the name of the student on the paper will become their ‘secret friend’. If a student draws their own name it should be placed back in the container and another strip drawn.

- During the next week have students practise using their making friends trick on their secret friend. Suggest that students should also be friendly to others in the class to stop their secret friend guessing who they are.

- At the end of the week have students try to guess their secret friend. Talk about the words and actions that students used to be a friend.

Students can write a ‘making friends’ idea on a large paper leaf. Display the leaves on a ‘friendship tree’.

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ACTIVITY 5  🌟🌟🌟🌟

What is bullying?

Preparation
- A large teddy suitable to be Bounce-back Bear
- Access one of the following books:
  - *Ant and the Big Bad Bully Goat* (Andrew Fusek Peters & Anna Wadham, 2007, Child’s Play International Ltd),
  - *Big Bully Hippo* (Stuart Trotter, 2006, Rockpool Children’s Books),
  - *Oliver Button is a Sissy* (Tomie De Paola, 2001, Harcourt Trade Publishers),
  - *I'm Number One!* (Michael Rosen & Bob Graham, 2009, Walker Books),
  - *Pig Enough* (Janie Bynum, 2003, Harcourt Books)

• Ask students to define ‘bullying’.

  Summarise the students’ suggestions as to what may constitute bullying on the board. Some suggestions may be:
  - hurting someone
  - damaging someone’s things
  - saying mean things
  - bossing someone to do something they don’t want to do
  - playing mean tricks
  - stopping someone from joining in
  - laughing at someone’s mistakes.

  Emphasise that doing any one of these things is not kind or okay, however it is not bullying if it only happens once.

Ask

**Why might someone want to bully someone else?**
(Responses may include: to make others think they are important; they are angry or jealous; to be the boss and tell people what to do; they don’t understand how someone else might be feeling when they treat them this way; they don’t understand that bullying is not okay.)

**What can you do if you feel angry with someone?**
**What can you do if you feel jealous of someone? Bounce-back Bear never bullies anyone. What are some clever tricks Bounce-back Bear might use to be popular or impress other people instead of bullying? (Be kind, cooperative, helpful and fun, and listen when others are speaking.)**

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

• Conduct a shared reading (refer to page 167) using one of the suggested stories.

After reading the story use the following questions to discuss different types of bullying and the feelings associated with being bullied.

Ask

**Did anything happen in this story that may be bullying?**
(Stress that bullying is repeated unkindness to a person not a single act of unkindness or just one argument.)

**What are some things that bullies do?**
**How do you think someone who is being bullied might feel?** (Highlight feelings such as anger, fear, helplessness, worry, nervous and sadness. Write or draw some of the feelings associated with being bullied on the board.)

**How would you feel if someone pushed you over all the time/called you names all the time/took your things all the time?**

• Explain that ‘put downs’ are when a person chooses to be mean and nasty to someone else. The person will often not want to get into trouble so will ‘hint’ bad things about the other person, give nasty looks, giggle at their mistakes, copy their voice or actions in a nasty way, and then pretend they are joking. Point out that put downs can often lead to bullying or be part of bullying.

Ask

**Do you like telling jokes?**
**How does it make you feel when you tell a joke and everyone laughs?**
**Is saying something nasty about someone to make your friends laugh the same as telling a joke? Why? (A joke is when both people find things to be funny not just the person doing it.)**

• Draw a Y chart (refer to page 169) on the board. Label the Y chart – looks like, feels like and sounds like. Ask students to identify phrases or words for each section of the Y chart. In the ‘feels like’ section encourage students to think of how the person being bullied may feel. Record the students’ responses and discuss.

• Have students tell Bounce-back Bear what they would say to stop a bully’s actions and words. Encourage the use of ‘I’ statements such as ‘I am not stupid and I don’t like you saying those words to me’.
ACTIVITY 6 📚 🌟 🌟 🌟
Practising using positive thinking

Preparation
- Students bring a teddy (or another soft toy) from home

- Use Bounce-back Bear to tell students that when he is feeling unhappy or sad he uses the clever trick of positive thinking to make himself feel better. Review some positive thinking strategies such as:
  - being hopeful and looking on the bright side
  - looking for the good things in yourself and in others
  - finding the good in the situation
  - thinking about what has been learnt from a mistake.

- Use Bounce-back Bear to model some helpful and positive thoughts that could be used eg Your teddy has to tell news and is feeling worried. Bounce-back Bear could think – It’s okay to be nervous, everyone gets nervous at some time. I can do this.

- Students sit in a line facing a partner and holding their teddy or soft toy. Select one of the ‘tricky’ or ‘uncomfortable’ situations and read to the class.

  **Tricky or uncomfortable situations**
  - Your teddy is starting at a new school and is feeling lonely.
  - Your teddy has left his playlunch at home and is feeling sad.
  - Your teddy has been punched by someone else and is upset.
  - Your teddy has to tell news and is feeling nervous.
  - Your teddy has no one to play with and is feeling left out.
  - Your teddy has a new baby brother and is feeling jealous.

Ask students on one side of the line to tell their partner the helpful and positive thoughts that their teddy could have in this situation to feel better. The students on the other side of the line listen and then respond with what they think their teddy could think in this situation.

To allow students to listen to different viewpoints have students in one line stand and move up one space to meet a new partner. The student at the top of the line will need to move to the bottom of the line.

Ask
Was it hard to think of helpful and positive things to say? How can you get better at saying helping and positive things?

- Teach students the songs *I'm a Bounce-back Bear* and *Pop goes that feeling*.

  **I’m a Bounce-back Bear**
  (Sung to the tune of *I’m a little teapot*)
  I’m a Bounce-back Bear, I bounce right back.
  I wear a smile and I don’t crack.
  When some things go badly, I don’t cry.
  I think about the good things then I’m fine.

  **Pop goes that feeling**
  (Sung to the tune of *Pop goes the weasel*)
  Whenever I am all alone and sad is what I’m feeling.
  I tell someone who loves me lots, ‘Pop’ goes the feeling!

  Whenever I am in the dark and scared is what I’m feeling.
  I think about a happy time, ‘Pop’ goes the feeling!

  Whenever I am in a fight and mad is what I’m feeling.
  I tell that person why I’m mad, ‘Pop’ goes the feeling!

Students who do not bring a teddy or toy can make finger puppets to use when discussing tricky or uncomfortable situations.
**ACTIVITY 7 🌷🌹?(: 🐻**

**Practising reading emotions**

**Preparation**
- Activity sheet Feeling cards – photocopy and cut into cards
- A large teddy suitable to be Bounce-back Bear
- Paper and markers/paints – class set
- Digital camera (optional)
- Adult helper

- Introduce external and internal body signals by asking students to describe how they feel inside and outside when they watch a funny movie or TV show, or when they see other people laughing. Listen to the students’ responses.

  Explain that people have a range of signals that help to identify how we and others are feeling. **Brainstorm** (refer to page 163) a list of ‘comfortable’ and pleasant feelings (eg excited, surprised, proud, loved). Talk about how we feel in our body and the thoughts that we have in our head when these feelings are experienced.

  Ask students to think about how they feel inside when they watch a sad movie or TV show, or how they felt when they were ‘left out’ or alone. Have students share their responses with a partner or small group.

  Brainstorm a list of ‘uncomfortable’ or unpleasant feelings (eg sad, worried, confused, alone, disappointed). Discuss what happens inside our heads and bodies when we experience these feelings. Student examples might include tummy aches, crying, sweaty hands, increased heart rate, and not being able to think properly.

  **Ask**
  *If you feel sad or worried and don’t talk to someone about it, what ‘unhelpful’ things might you do? (Responses may include: cry a lot, yell and shout, look grumpy all the time, stop eating, have disturbed sleep, stop wanting to do fun things.)
  *What are some helpful ways of making these uncomfortable feelings go away? (Some ways include talking to someone you trust about how you feel; keeping busy; thinking of something that makes you feel happy; or playing with someone else.)*

- Show the feeling cards on the interactive whiteboard or alternatively use photocopies of the cards. Ask students to guess the feeling each face is illustrating. Talk about how a person’s face changes to show different feelings eg a happy feeling usually looks like a smiling mouth with eyes wide open.

- Use Bounce-back Bear and a parent helper to model the process students will use in a circle talk (refer to page 164). Give a feeling card to the parent helper who must mime a situation that would give them that feeling eg opening a present may give a happy feeling. Tell the class that Bounce-back Bear is going to watch the mime then try to help the class guess the feeling.

- Give each student standing in the inside circle a feeling card. Explain that these students must mime a situation that will give them the feeling shown on the card.

  The students standing in the outside circle must try and guess the feeling that their partner is miming. When the feeling has been correctly guessed, have the inside circle students tell their partner how they might feel in their body and the thoughts they might have in their head. Students standing in the inside circle pass their feeling card to their partner and the outside circle then moves on one person to the right. Repeat the process several times so students are exposed to a range of feelings and have several opportunities to both guess and perform a feeling.

- Have the class draw self-portraits or take photos of students expressing a range of feelings. Display the drawings or photos under the heading ‘Spot the feeling’. Refer to the display at other times. For example, ask students to identify how they felt after telling news or visiting the school dentist.

- Write and illustrate the saltdough recipe on the board for students to follow and make.

  **Saltdough recipe**
  1 cup of flour, 1 cup of salt, ½ cup of water
  Combine the flour and salt then add the water a little at a time. Knead the dough until it is smooth.

  Explain that students are to create their own Bounce-back Bear using the saltdough. The bears should have faces that show particular feelings eg happy, sad, excited, angry, disappointed or worried. Display the bears with the corresponding headings eg Bounce-back Bear is feeling sad. Leftover dough can be wrapped in plastic and stored in an airtight container.

- **SORTING OUT**
  Play different pieces of music to elicit a range of feelings in students.
Feeling cards

- happy
- sad
- disappointed
- angry
- worried
- excited
FOCUS AREA 1: Resilience and Wellbeing

**ACTIVITY 8**

I am boss of my ‘out of control’ feelings

**Preparation**
- Large teddy suitable to be Bounce-back Bear

- Draw a **T chart** (refer to page 169) on the board. Label one side of the chart ‘calm’ and the other ‘not calm’. It may help to draw a picture of the ocean when it is smooth and flat and then rough and wavy to help students understand the term ‘calm’. Ask students to identify words that describe being calm (eg soft, relaxed, cool, gentle, peaceful) and not calm (eg out of control, stressed, frightened, nervous, hot, worried, rough, angry) and write these on the T chart.

- Conduct a **role-play** (refer to page 165) to show the class how an ‘out of control’ or ‘not calm’ person cannot solve problems or think properly. Select a helper (student or parent) to be involved in the role-play.

  Explain to the helper participating in the role-play that their mother has not arrived to pick them up after school and they are upset and crying. Let the helper know they will be asked a few questions to try to find out what the problem is however they must continue crying and not respond to any of the questions.

  Perform the role-play using the following questions.

  **Ask**
  - Why are you crying?
  - What are you feeling sad about?
  - Are you hurting somewhere?
  - Has someone been mean to you?
  - Is Mum coming to pick you up?
  - I’ll go and call Mum. Is she at home or at work today?

  After the role-play use the following questions to help the class decide if the student was feeling ‘in control’ or ‘out of control’.

  **Ask**
  - How did your body feel? (Have the student use words to describe their body ie hot, sweating and shaking.)
  - Could you think clearly? Why?
  - Could you hear me clearly? Why?
  - While you were crying, could you think of any ways that you might have been able to fix your problem? (No, because when you feel ‘out of control’ you can’t think properly.)

- Show some of the clever tricks Bounce-back Bear uses to calm down and deal with situations where he feels out of control ie being very angry, upset or nervous. For example:
  - Wipes his tears.
  - Blows his nose.
  - Takes a few deep breaths.
  - Counts to five slowly.
  - Thinks happy thoughts.
  - Makes his body relax.
  - Talks to an adult.
  - Walks away from what is making him angry or nervous.

  **Ask**
  - How does Bounce-back Bear feel when he uses these clever tricks? (He is the boss of his feelings. He feels calm and is able to think clearly. He is proud of himself.)
  - Which clever tricks have you tried when you feel out of control?
  - How did they make you feel?
  - Who could Bounce-back Bear talk to when he feels out of control? (eg family members, a teacher, someone he trusts and knows well)

- Sit students in pairs. Ask students to think of a situation when they felt ‘out of control’. Alternatively use the following situations.

  **Situations**
  - A favourite toy is broken by a sibling or friend.
  - A large barking dog is standing in front of you.
  - You are lost in a large shopping centre.
  - Your friends at school won’t let you play with them.

  Read the T chart suggestions for being calm and in control. Ask students to tell their partner the strategy or strategies that they would use to be boss of their ‘out of control’ feelings in the future.

  **Ask**
  - Have students draw themselves being the boss of their ‘out of control’ feelings and using one of the strategies from the T chart list. Scribe a sentence on the picture to describe the strategy each student has chosen.

  Show the slideshow Being the boss of out of control feelings, which is on the CD-Rom.
ACTIVITY 9

Don’t be a blind mouse – think for yourself

Preparation
- Activity sheet Don’t be a blind mouse – photocopy one per student
- Scissors and glue or tape – class set
- Wool – 10 cm length per student
- Internet access (optional)
- Large teddy suitable to be Bounce-back Bear

• Sing the song Three Blind Mice.

Three Blind Mice
Three blind mice, three blind mice.
See how they run, see how they run.
They all ran after the farmer’s wife,
who cut off their tails with a carving knife.
Did you ever see such a thing in your life,
as three blind mice?

Ask
Why did the three mice follow each other? (The mice were blind so they followed each other, and they also ran without thinking.)
What was the major problem for the mice? (The mice followed each other without deciding for themselves if running after the farmer’s wife might cause a problem.)

Use the following questions to discuss the importance of a person thinking and making up their own mind instead of ‘blindly’ following what everyone else is doing.

Ask
What sorts of things do children copy from other children? (Children sometimes copy other children by liking the same music, wearing the same clothes, playing the same games and liking the same food.)
Is it okay to copy other children? (Explain that sometimes it is okay especially when the behaviour is a positive one.
However it is also good for students to first decide what they like or think about something before they join in ie not being a blind mouse.)
Is it okay to copy other children if they are doing something mean or wrong? (Explain that doing something that you know is mean or wrong is acting like a blind mouse.)

What kinds of mean things do some children copy from other children? (Some things children may copy are saying mean things to someone, laughing at someone’s mistake, not playing with a person because someone else has decided that they shouldn’t play with your group of friends.)

Why is it sometimes hard not to copy someone who wants you to be mean or bully someone? (Students may think that they may be bullied next if they don’t join in; that everyone else is doing it; or that they may not have anyone to play with if they walk away.)

What clever tricks do you think Bounce-back Bear uses when he is around someone who is trying to make him do something mean or wrong? (Explain that Bounce-back Bear always thinks for himself and doesn’t let other people tell him what to think or do. Stress that it takes lots of courage to walk away from someone who is doing something mean or wrong.)

Explain how students are actually helping a bully do or say mean things just by watching what is happening and doing nothing, or laughing when the bully does something mean to someone. Stress that it is not okay to say ‘someone else started it’ or ‘someone else made me do it’ and that students should think for themselves and decide not to be part of bullying.

Have students cut out the mouse shape on the activity sheet then glue or tape on a wool tail. Display the mice in the classroom. Ask the class to suggest a message that promotes thinking and making decisions on their own eg ‘I don’t blindly follow others. I think for myself.’ Write the sentences and place these with the display.

• Teach students the Three clever mice song.

Three clever mice
(Sung to the tune of Three Blind Mice)
Three clever mice,
Three clever mice.
See how they run, see how they run.
They think for themselves and they know what to do.
They follow the rules and they don’t copy fools.
Oh, will you be just like them too?
Those three clever mice.)
Don’t be a blind mouse
ACTIVITY 10 🎓 📚 🎈 🌟

Practice and don’t give up

Preparation
- Large teddy suitable to be Bounce-back Bear
- Activity sheet Clever tricks to bounce back – show on interactive whiteboard and photocopy one per student
- Paper bag – one per student
- Paper strips – two per student
- Staplers – class set

Use Bounce-back Bear to tell the class about a time when he needed to practise a new skill eg doing up his shoelaces or shuffling a set of playing cards. Highlight how learning a new skill can be hard at first, the ‘slip ups’ that may occur and the emotions that can be felt when a skill is mastered (eg happy or proud).

Ask the class to share any new skills they have mastered (eg riding a bike or learning to swim). Have students share how they achieved their goal.

Ask
Did you practise a lot or just every now and then?
Did you make a plan to help you learn the skill?
Did you keep trying even when you weren’t very good at it? (Introduce the word ‘persevere’ to the class.)
What did you say to yourself so that you kept trying?

Talk about the new skills or ‘clever tricks’ that Bounce-back Bear has introduced to help students eg making friends, reading emotions, being in control and using positive thinking. Remind students that Bounce-back Bear didn’t learn these skills straight away and that only through practise and perseverance were the skills mastered.

Show Clever tricks to bounce back on the interactive whiteboard and revise the four skills covered in this focus area.

Explain that people have two kinds of strengths – personal strengths such as being kind or funny, and ability strengths such as being a good reader or runner. Point out that these strengths are often the things that people like doing.

Explain the game show me the action (refer to page 168) will help students to identify their personal and ability strengths. Read out one of the ‘show me’ statements then ask students to do the action if they possess the strength.

Show me
- Laugh out loud if you’re good at telling jokes.
- Give someone a soft high five if you’re good at asking others to join in your game.
- Pretend to paint a picture if you’re good at drawing.
- Make a superman salute if you’re good at being boss of your ‘out of control’ feelings.
- Turn around twice if you’re good at taking turns.
- Do an ant jump if you’re good at helping others.
- Make a big letter ‘B’ if you’re good at spelling.
- Cross your hands in front of you if you can find the good things in yourself.
- Make a bigger cross in the air if you’re good at finding the good things in other people.
- Give yourself a hug if you’re good at thinking for yourself and are never a blind mouse.
- Pretend to whistle if you’re good at remembering the words to songs.

Give each student a copy of Clever tricks to bounce back. Have students colour the skill they have decided to practise at home and at school.

Students can make a backpack by attaching a paper strip to each side of a paper bag. Students can place the sheet inside the paper bag and then draw or write some of Bounce-back Bear’s clever tricks on the front.

Show the slideshow Clever tricks to bounce back, which is on the CD-Rom.
Clever tricks to bounce back

**Positive thinking**
- Find the good things in yourself.
- Find the good things in other people.
- Find the good or funny bits in the ‘not so good’ things that happen to you.

**Making friends**
- Smile
- Say hello
- Talk a little bit
- Ask questions
- Listen

**Being the boss of ‘out of control’ feelings like fear and anger**
- Take a deep breath.
- Count to 5 slowly.
- Think happy thoughts.
- Talk to an adult about how you feel.

**Don’t be a blind mouse - think for yourself**
- Don’t let someone else tell you what to do or think.
- Stand up for what you know is right or fair.