

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 1 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 it is possible to celebrate successes and learn from mistakes.
- Recognise and label own emotions.
- Identify ways to deal with feelings of anger.
- Reflect on own attributes that make a good friend.

Self-management

- Practise using helpful and positive thinking.
- Practise being thankful and showing appreciation and gratitude.
- Practise making plans to achieve a goal.
- Regulate emotions to handle feelings of anger or stress – be the ‘boss’ of out of control feelings.
- Identify that everyone makes mistakes at some time.

Social awareness

- Identify what to do when someone else is angry.
- Read and respond to others’ emotions and strengths.
- Identify attributes of a good friend in others.
- Value family and friends.
- Respect social justice and diversity.

Social management

- Practise listening when others speak and taking turns.
- Identify people to go to for help.
- Practise showing appreciation and gratitude and being a good friend.
- Identify what to do when bullied.
- Assess positive and negative consequences of decisions.

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

- Everyone makes mistakes at some time.
- It is possible to learn from our mistakes.
- Some situations are beyond our control and can’t be changed.
- Being appreciative and grateful of the good things that happen in our life can make us happier.
- It is important to find a safe way to express our anger so that it doesn’t hurt others.
- There are things we can do when others are angry.
- There are people who can help us when we feel angry or stressed.
- Getting along with others and being a good friend requires effort.
- If we want to have a friend, we have to be a friend.
- Assertive communication skills can be used when dealing with a bully.
- Asking for help is not the same as ‘dobbing’ or ‘telling’.
- Decisions can have positive and negative consequences.
- Making a plan is one of the first steps when working towards achieving a goal.

Key skills to practise

- Identify understandings that can be learnt from making a mistake.
- Show appreciation and gratitude to others.
- Regulate emotions to deal with anger and stressful situations.
- Listen actively when others speak.
- Identify the key attributes of a being a good friend and identify these attributes in self.
- Identify and set a simple goal.
- Practise actions that can be used when being bullied.
- Cooperate and participate in class, group and pair discussions and share experiences.
- Express and share opinions and ideas with others.
- Listen to, remember and follow simple instructions.
- Work with a partner or in small groups using strategies such as waiting and 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 Being thankful	  	31
2 Everyone makes mistakes	  	34
FINDING OUT		
3 Being the boss of anger	    	38
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SORTING OUT		
6 Practising managing anger	  	44
7 Identifying strengths in friends	    	45
8 Practising dealing with being bullied	    	46
REFLECTING		
9 Planning to practise the clever tricks	   	47

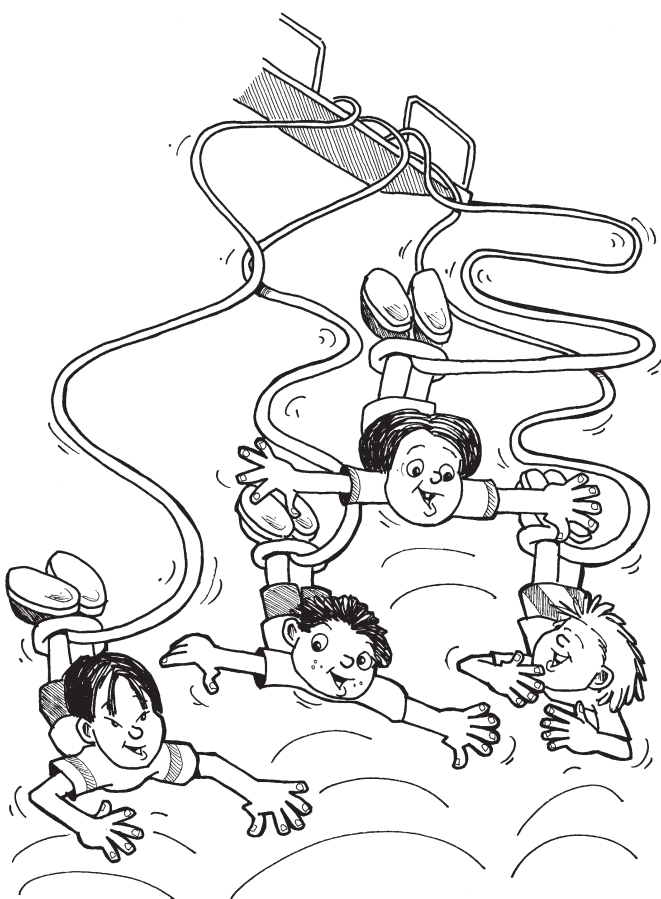
Key

-  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 behavioural 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 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, 3, 9</p> <p>Activity 1, 2, 6, 8, 9</p> <p>Activity 3, 4, 7, 9</p> <p>Activity 4, 5, 8, 9</p>

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

ACTIVITY 1

Being thankful

Preparation

- ▶ *Chester and Gil* by Carol Faulkner (Omnibus Press, 2009)
- ▶ Large teddy suitable to be Bounce-back Bear or **Activity sheet** *Bounce-back Bear*
- ▶ Small backpack
- ▶ One pair of 'thankful glasses'
- ▶ Cardboard cylinder – one per student
- ▶ Bright paper, macaroni and glitter – class set
- ▶ Sticky tape – class set
- ▶ **Family information sheet** *Resilient kids* – photocopy one per student

- Conduct a **shared reading** (refer to page 176) using the story *Chester and Gil*. This story demonstrates how an optimistic outlook on life can have positive consequences.

Ask

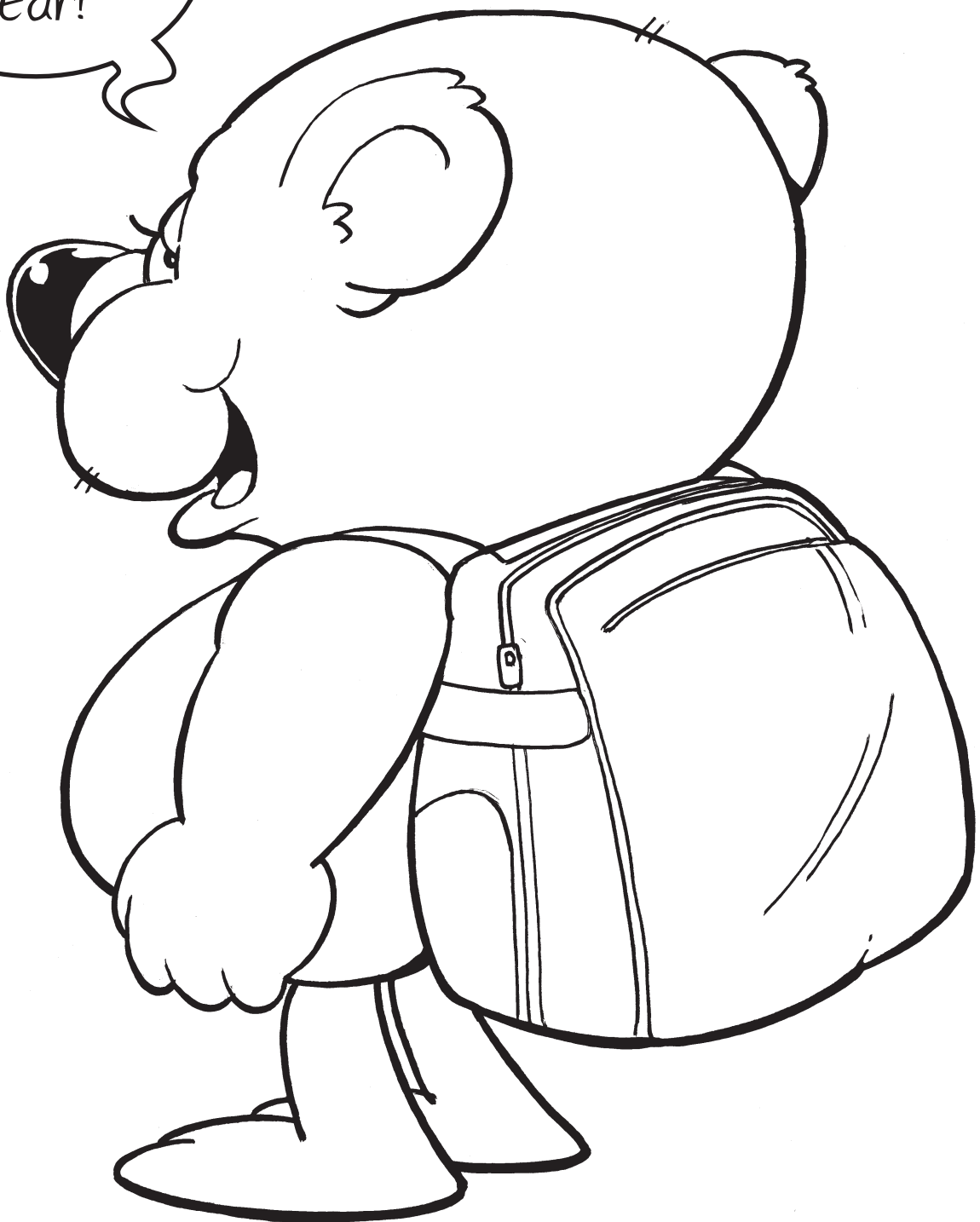
Who do you think is the happiest goldfish, Chester or Gil? Why? (Chester is very happy because he is a helpful and positive thinker and embraces life.) How did Chester's positive thinking make him feel better? Did Chester's positive thinking make others feel better? How? Chester thinks 'life is what you make it'. What does he do that makes you think he loves life? (Chester looks for the good things in everything he does; finds good things about everyone he sees; stays hopeful when he is worried; thinks big.)

- Introduce Bounce-back Bear to the class and explain that he 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 others
 - ◉ 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 other days
 - ◉ is good at some things and not so good at others.
- 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 these tricks they are close at hand.

- Introduce the skill of 'being thankful'. Explain that this skill is about:
 - ◉ thinking of the nice things that people do to make others feel happier
 - ◉ thinking of the good things that happen that make people feel happier
 - ◉ thanking other people for something they have done or said.
- Take the pair of 'thankful glasses' out of Bounce-back Bear's backpack. Explain that Bounce-back Bear uses his thankful glasses when he is feeling sad, when he has made a mistake or when things are not going his way.
- Sit the class in a circle. Put the thankful glasses on Bounce-back Bear. Ask the student sitting to the right of Bounce-back Bear to say: *Glasses, glasses, say what you see? Tell me what you like about me.* Have Bounce-back Bear say something 'thankful' about the student eg *Alexander, I am thankful that you always share with your friend. Kieran, I am thankful that you are often very helpful.*
- Circulate the glasses around the circle. Each student should say something thankful about the person sitting on their right.
- Show students how to make their own set of thankful glasses. Cut a cardboard cylinder in half then stick the two pieces together with tape. Decorate the glasses with coloured paper, macaroni pieces and glitter. Have students wear the glasses when they are trying to think positively about a problem or mistake.
- When a student correctly uses rules or engages in pro-social behaviour, have the student sit in the thank you throne (a decorated chair or stool) and have their skill or attribute acknowledged. For example: *Tim, I appreciate that you played with someone different today. Jack, I appreciate that you helped Annie today.* The recipient on the throne must say 'thank you' for the acknowledgment. In time, encourage students to be responsible for nominating the students to sit in the 'thank you throne'.
- Send home a copy of *Resilient kids* with each student to share with their family.

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





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.



ACTIVITY 2

Everyone makes mistakes

Preparation

- ▶ *The Ugliest Dog in the World* by Bruce Whatley (Harper Collins, 1995)
- ▶ **Activity sheet** *Everyone makes mistakes* – photocopy one per student
- ▶ **Family information sheet** *Creating resilient kids together* – photocopy one per student
- ▶ **Family information sheet** *Resilience skills to practise* – photocopy one per student

- Conduct a **shared reading** (refer to page 176) of *The Ugliest Dog in the World*. The message that no one is perfect and that people should be loved and appreciated despite their limitations and mistakes, is conveyed in this story.

Ask

What did the little girl love about her dog?

Did she mind that everyone else thought he was not perfect?

What does perfect mean? (eg doing nothing wrong, never making a mistake)

Do you know anyone who is 'perfect'? (Even though someone may appear perfect, everyone has their weaknesses eg losing their temper or being forgetful, and everyone makes mistakes from time to time. The fact that everyone is different is a good thing.)

Have you ever made a mistake? (Have students share some of the personal mistakes they have made. Ask students to identify what they learnt from making this mistake.)

How do you feel when you make a mistake?

Does this feeling last forever?

How do you feel when you have a problem?

Does this feeling last forever?

What can you do to stop feeling bad when you make a mistake? (eg Ask 'Is there a more helpful and positive way to look at this mistake?' 'How can I learn from this mistake and feel stronger?')

- Recite *Old Mother Hubbard* and *Jack and Jill* with the class. Discuss the mistakes that happened in each nursery rhyme. Talk about the feelings that the mistakes would have elicited and point out that the problems that arose were only temporary. Ask the class to decide what each of the characters could have done to recover from their mistakes or problems.

Old Mother Hubbard

Old Mother Hubbard went to the cupboard,
To fetch her poor dog a bone.
But when she got there,
The cupboard was bare,
So her poor little dog had none.

Jack and Jill

Jack and Jill went up the hill to fetch a pail of water.
Jack fell down and broke his crown,
And Jill came tumbling after.

Up Jack got and down he trot as fast as he could caper.
He went to bed and covered his head,
With vinegar and brown paper.

- Students complete *Everyone makes mistakes*.
- 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 other parents to access.

The books, *Frog is Frog* (M Velthuijs, Andersen, 2002) and *Reggie and Lu* (E Quay, Hodder, 2004) both portray similar themes of accepting self and others for who they are and despite their limitations and mistakes.

The Ugliest Dog in the World story can also be viewed at <http://www.youtube.com/watch?v=TvC71uH4guQ>

Everyone makes mistakes

Write the correct word in each sentence.

okay

mistakes

perfect

learn

No-one is _____ .

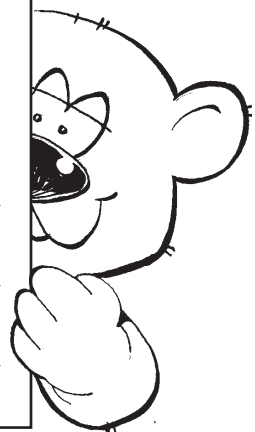
Everyone makes _____ .

It is _____ to make mistakes.

Mistakes help you _____ things.

Draw a picture of a mistake you made.

What did you learn from this mistake?





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.

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.

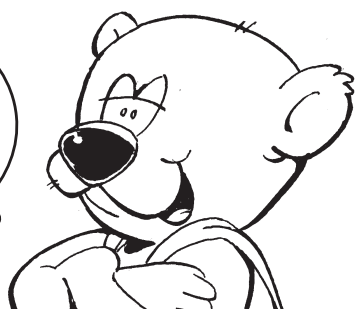
Social management skills

- 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.





Resilience skills to practise

Being thankful, learning how to be a good friend, controlling feelings and knowing what to do if bullied, are 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.

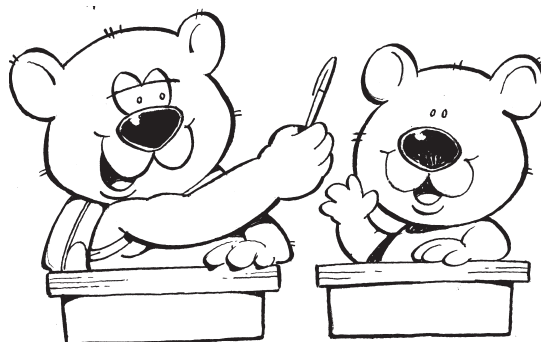
Being thankful

- Find the good things in the things that other people do for us.
- Find the good things about every day.
- Even when things don't go the way you would like them to, find something good.



Being a good friend

- Share things with others.
- Take turns to listen and talk.
- Say good things about others' ideas.
- Ask others to join in your games.
- Be a good winner and loser.



Being the boss of angry feelings

- Take a deep breath.
- Count to ten.
- Think happy thoughts.
- Talk to an adult about how you feel.



What to do if I am bullied

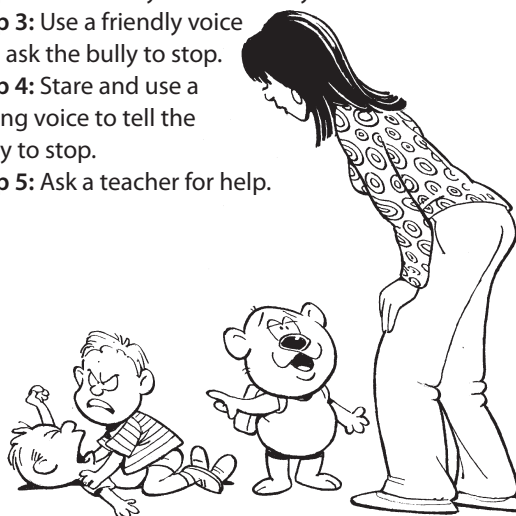
Step 1: Ignore the bully.

Step 2: Move away from the bully.

Step 3: Use a friendly voice and ask the bully to stop.

Step 4: Stare and use a strong voice to tell the bully to stop.

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 3

Being the boss of anger

Preparation

- ▶ Large teddy suitable to be Bounce-back Bear
- ▶ **Activity sheet** *Coping responses* – photocopy and cut out one set per group
- ▶ A3 paper – one sheet per group
- ▶ A4 paper – one sheet per student

- Using a **fist of five** strategy (refer to page 172), where five fingers is 'agree a lot' and a fist is 'don't agree at all', have students vote on how angry the following situations would make them feel. Allow time after each statement for the class to observe that others may have different votes for the same situation. Encourage students to talk about each situation and why it would cause them to feel the way they voted.

Situations

I feel angry when ...

- ⊙ other kids won't let me join in their game.
 - ⊙ someone breaks one of my special toys.
 - ⊙ something gets cancelled when I am really looking forward to it.
 - ⊙ I'm not allowed to watch TV or go on the computer.
 - ⊙ someone pushes or hits me.
 - ⊙ someone calls me a mean name.
 - ⊙ I get into trouble for something I haven't done.
 - ⊙ I want something at the shops but my mum or dad says no.
- Ask students to identify other feelings that may result from these situations eg sad, lonely or frustrated. Explain that it is useful to talk to a trusted adult when these feelings are experienced.
 - Show Bounce-back Bear to the class. Explain that Bounce-back Bear uses some clever coping skills that help him to be 'boss of his anger'. These skills also:
 - ⊙ help him to calm down when he feels angry
 - ⊙ let him stay calm and in control
 - ⊙ help him to think before he acts
 - ⊙ stop him from doing and saying things that might hurt someone else.

- Ask students to suggest some situations where they have been angry or stressed or 'out of control'.

Sit students in small groups. Assign one of the situations generated by the class to each group. Distribute a set of coping responses cards and a sheet of paper to each group.

Show the class how to create a **T chart** (refer to page 177) labelled 'useful' and 'not useful'.

Groups use the T chart to sort the coping response cards under the heading that best describes the strategy.

Have each group share their findings to show students that many coping strategies are useful in a range of situations.

Ask

How does feeling angry help you understand what is happening to you? (Feeling angry can tell us that we might need to talk to someone about a problem or that we may be being treated unkindly or unfairly.)

What are some coping skills that were always useful? What does this tell us? (These are skills that students should practise and keep in their imaginary backpack, like Bounce-back Bear.)

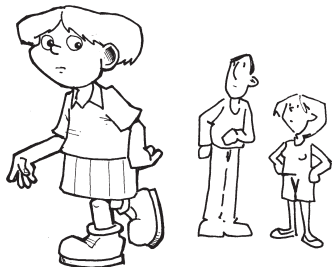
What are some coping skills that were not useful in many situations?

What does this tell us? (These skills would not be useful to put in the students' imaginary backpack. Students who currently use these skills should be encouraged to think about using other coping skills.)

What are some good things to do if a friend is getting angry with you? (For example: walk away; find something else to do; apologise if you really have done something to make your friend angry; don't hit them or call your friend mean names; ask someone for help; ask your friend if there is a problem.)

- Students draw or write the coping skills they like best onto a sheet titled – *Clever ways to be boss of my anger*. Have students take the sheet home to share with their family. Suggest students put the sheet on the fridge as a reminder that the coping skills need to be practised at home.
- Encourage students to practise using their favourite coping skills in the playground and at home with friends and family.

Coping responses



Talk to no-one about it



Ask an adult or friend for help



Hit someone



**Tell the person
why you are angry**



Cry a lot



Walk away or go for a walk



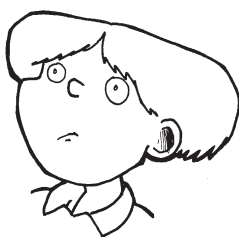
Count to 10 slowly



Yell and scream



**Think about how
to solve the problem**



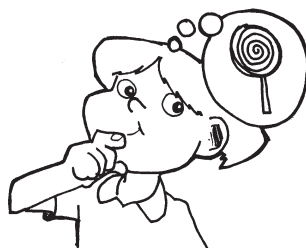
Worry about it



Tell yourself that you are brave



**Tell yourself that it's
okay to make mistakes**



**Try to think of
something else to do**



Ignore it



Laugh about it





ACTIVITY 4

Being a good friend

Preparation

- ▶ Large teddy suitable to be Bounce-back Bear
- ▶ **Activity sheet** *Being a good friend* – photocopy one per student
- ▶ Computer access

- Use Bounce-back Bear to explain that everyone needs to have a friend because friends can make us feel happier. However, there are many things to learn about getting along with people and being a good friend. Also have Bounce-back Bear explain that it's normal to sometimes feel lonely and shy or disappointed with our friends.
- Draw a **Y chart** (refer to page 177) and label – having a friend looks like, having a friend sounds like and having a friend feels like. Have the class identify and list responses for each section of the Y chart. Consider attributes of friends such as loyalty, kindness, thoughtfulness, fairness, sharing feelings, listening to problems, keeping good secrets and being helpful and optimistic. Be sensitive to the students who have difficulty making friends and keeping friends. Help these students identify the personal strengths they possess and the attributes required when being a friend.
- Have students sit with a partner and talk about things they do to make a friend. Listen to the ideas generated during the discussion and collate these in a list titled – *Clever tricks for making friends*.
- Discuss why some people may have difficulty being friendly or making friends (eg feeling shy or sad, can't speak the same language). Explain what it means to be patient and tolerant of people. Point out that no one can be a perfect friend and even very good friends can sometimes do things that disappoint or upset us.
- Distribute a set of *Being a good friend* cards to each student. Show students how to play a game of Concentration by placing all of the cards face down and then taking turns to choose two cards. If the cards match the player must give their partner an example of when they have been a good friend, and then take another turn. If the cards do not match the next player commences their turn. The game ends when all cards have been turned over and the winner is the player with the highest number of cards.

- Using a computer program, have students complete and illustrate the sentence – *One good way to be a good friend is ...*
- Compile the finished work in a class book. Organise a roster for students to take the book home and share with their family.

A buddy can be used to scribe the student's writing for the class book.

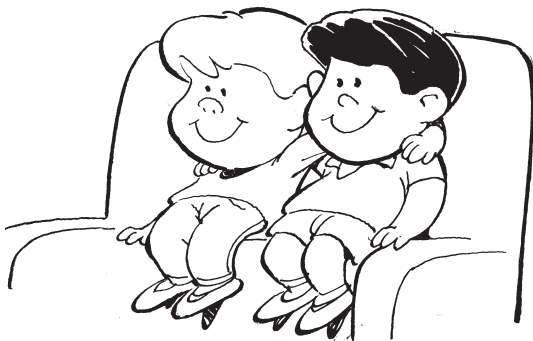
Being a good friend



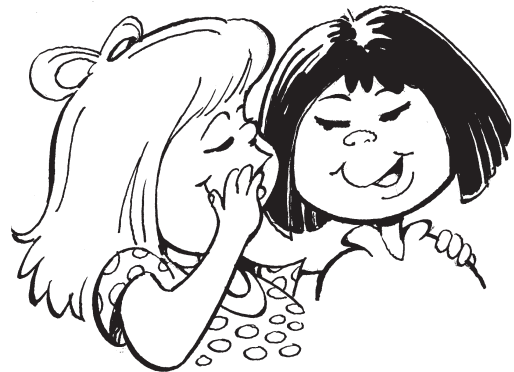
Thoughtful



Kind



Good friend



Listens



Helps me



Good fun



ACTIVITY 5

What to do when bullied

Preparation

- ▶ Access one of the following books: *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)
- ▶ Large teddy suitable to be Bounce-back Bear
- ▶ **Activity sheet** *I know what to do if I am bullied* – photocopy one per student

- Select one of the listed stories that focus on bullying and conduct a **shared reading** (refer to page 176). Before reading the book, show the class the cover and inside illustrations and talk about what the story might be about.

After reading the story, use the following questions and highlight the following points throughout the discussion.

- ⊙ If someone gets bullied, it is not their fault.
- ⊙ Having your own ideas and thoughts and being confident makes bullying less likely.
- ⊙ If someone picks on you, the first thing to do is ignore that person.
- ⊙ If ignoring doesn't work, walk away.
- ⊙ If walking away doesn't work, use a firm friendly voice and ask the person to stop and move closer to a teacher.
- ⊙ If using a friendly voice doesn't work, stare at the person and use a strong voice to ask them to stop what they are doing or saying.
- ⊙ If all of the above doesn't work, students should ask for help from a teacher or another trusted adult.
- ⊙ Tell students that taking all of these steps requires courage.

Ask

Is any bullying happening in this story? (Explain that bullying is repeated unkindness to a person and not a single act of unkindness or just one argument.)

How did the character in the book feel when they were being bullied or picked on?

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

What did the character in the book do to make the bullying stop or get better? (Make the link between animals warning people to go away eg dogs barking, cats hissing, birds screeching, and students warning someone who is being mean to them to go away.)

Bounce-back Bear uses some clever tricks when he is being bullied. What do you think his tricks might be? (Ignores the person; moves away; asks the person to stop in a friendly voice and then a strong voice; asks a teacher or trusted adult for help.)

If you were being bullied, what could you do to make the bullying stop?

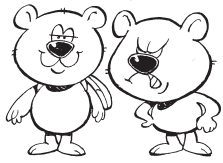
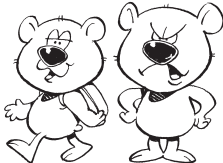
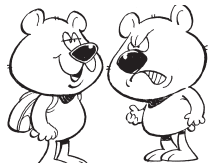


How does bullying spoil things for all of us? (We feel worried that we may be bullied next; we feel upset to see someone else being hurt; it makes us feel unsafe in our class.)

- Distribute copies of *I know what to do if I am bullied*. Discuss the steps listed on the sheet then have students copy each step in Bounce-back Bear's balloons.

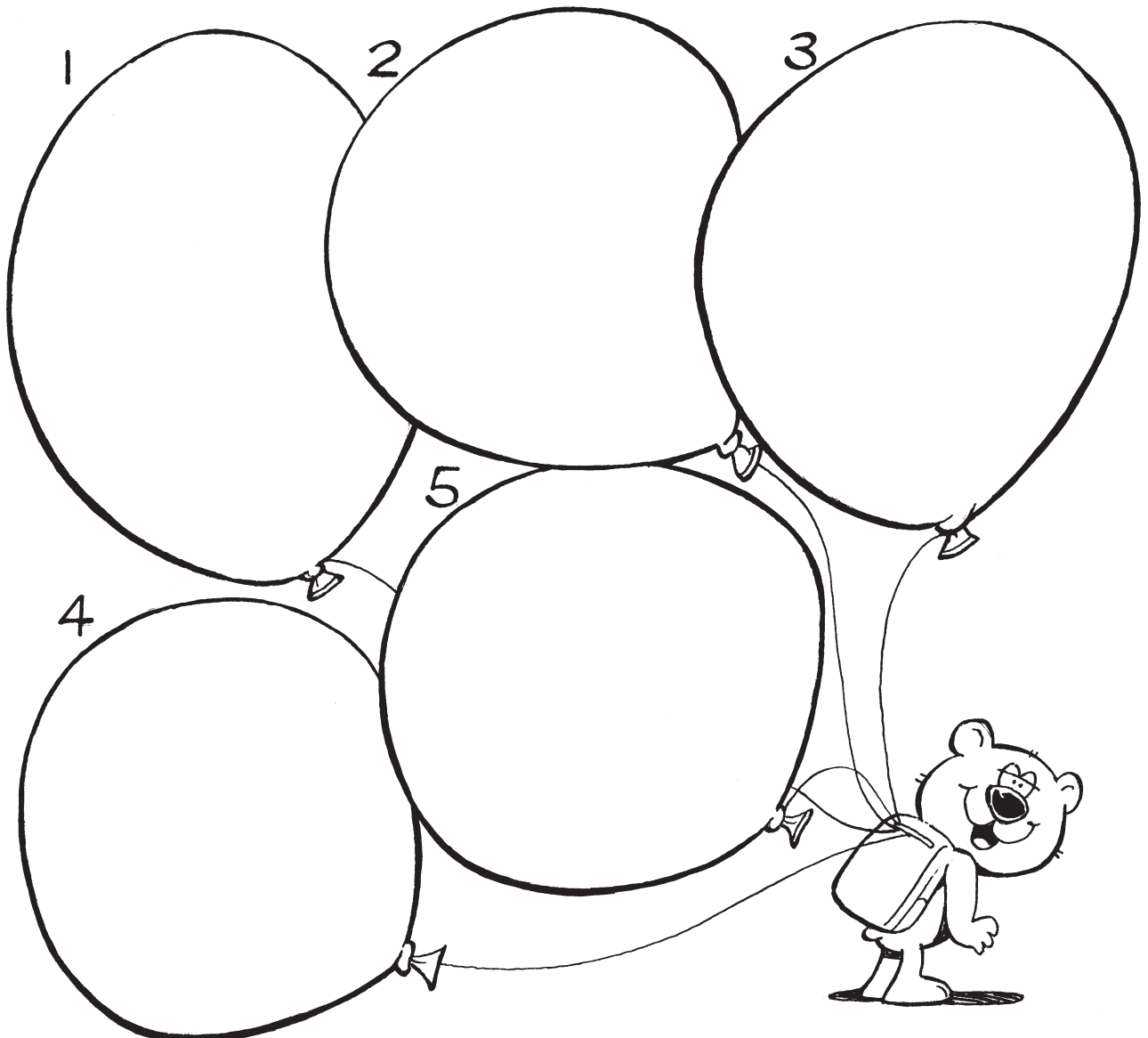
This activity is adapted from *Bounce Back! A Wellbeing and Resilience Program - Years K-2* (2nd edition), Helen McGrath and Toni Noble, Pearson Australia, 2011

I know what to do if I am bullied

Bounce-back Bear knows what to do if he gets bullied.

<p>1. Ignore the bully.</p> 	<p>2. Move away from the bully.</p> 	<p>3. Use a friendly voice and ask the bully to stop.</p> 	<p>4. Use a strong voice and ask the bully to stop.</p> 	<p>5. Ask a teacher for help.</p> 
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Write each idea in Bounce-back Bear's balloons.



Bounce-back Bear has the courage to say NO to bullying.

ACTIVITY 6



Practising managing anger

Preparation

- ▶ **Activity sheet** *Coping responses* – A3 photocopy cut into cards
- ▶ Large teddy suitable to be Bounce-back Bear
- ▶ **Strategy sheet** *I feel, I think, I can* – A3 photocopy
- ▶ Two finger puppets

- Use the following questions to introduce the topic of 'managing the feeling of anger'.

Ask

Why do you think some people hit and kick or say mean things when they are angry? (It's often the first thing their brain tells them to do, or they don't know what else to do because they are not 'boss of their angry feelings'.)

*What are some of the clever coping skills that Bounce-back Bear taught us about being the boss of our anger? (Refer to Activity 3 *Coping responses* sheet page 39. Reinforce the idea that 'being the boss of your anger' helps you feel in control and confident; lets you think of what to do next; and helps you to stay friends with people. Revise the internal and external signals for feeling angry.)*

- Place the coping cards face up on the floor. Show the class how to use some of the strategies (eg 'ask an adult or friend for help' or 'count to ten slowly') by conducting a **role-play** (refer to page 174) for several of the following scenarios.

Scenarios

- You want to play with some children who are kicking a soccer ball. When you go to play with them, one of them shouts mean names at you and says you can't play. You feel angry.
- You are carrying some jigsaw puzzles to put back on the shelf. You trip and tip all the puzzles out on the floor. The teacher shouts at you and says you are very careless. You feel angry.
- You have brought your Lego model to show for news. You put it on your desk. Your friend accidentally knocks it off the desk and it breaks. You feel angry.
- You and your friends are wearing different style caps. Your friends say that your cap looks silly. They laugh at you and run away. You feel angry.
- Role-play one of the scenarios using a coping response that is not useful (eg 'yell and scream' or 'cry a lot').

Discuss the effect that a useful coping response has on the person who feels angry and also on other people who are around the angry person.

In small groups, have students role-play one of the scenarios to practise using a coping response card.

Process the activity by discussing the feelings students experienced while role-playing the scenario; how effective the coping response was; and what skill students think they could use in real-life situations. Ensure students understand that the same skill may not work in every situation and that having a collection of coping skills in their imaginary backpack is important.

- Place the 'useful' coping response cards in Bounce-back Bear's backpack. Refer students to the cards when they appear not to be coping with their anger.
- Using the **I feel, I think, I can** cards (refer page 172), have students consider one of the previous scenarios and decide how they would feel, how they could think positively, and what positive things they could do to feel better. For example in the soccer game scenario:
 - **I feel** – I would feel angry because the boys weren't letting me play and were calling me names.
 - **I think** – I could think that the boys weren't being friendly and that I would be better off not playing with them.
 - **I can** – I could go and find someone else to play a game of soccer.
- Conduct a role-play using the two finger puppets. Explain to the class that one puppet is angry and the other puppet is going to use some or all of the coping responses to deal with the puppet's anger. Do not have students take part in this role-play.

After the role-play, ask the class to identify the responses that the puppet used to cope with the angry puppet.

Ask

What do people say or do that tells us they are angry? (eg yell in a loud voice; hit or throw things; frown; walk away from us)

What can you do if someone around you is getting angry? (eg not yell in a loud voice back at them; not hit or throw things back at them; walk away; do something else; find a safe place to go; find an older person who can help; apologise if something you have done has made them feel angry)

ACTIVITY 7

Identifying strengths in friends

Preparation

- ▶ **Activity sheet** *Coping responses* from Activity 3 – A3 photocopy cut into cards
- ▶ Large sheet of paper – one per student
- ▶ Pencils or markers – one per pair of students
- ▶ Large teddy suitable to be Bounce-back Bear
- ▶ Two finger puppets

- Revise the attributes or strengths of a 'good friend' by asking the following question and conducting a **brainstorm** (refer to page 169).

Ask

Good friends do or say things that make you want them to be your friend. What are the things they do or say?

Responses from students might include: takes turns and shares; is a good winner and a good loser; thoughtful; loyal; kind; keeps your secrets; fun; tell good jokes; say nice things about you and other people; lets others join in games; lets others decide games; listens well. Some of these strengths may need to be explained.

- Place students with a partner and distribute the sheets of paper and pencils. Explain students are to take turns tracing around their partner's head on a large sheet of paper to create a silhouette. Write each student's name on the bottom of the paper and display the silhouettes.

Ask the class to walk around the silhouette gallery and write the strengths this person has that makes them a good friend or a good person to play with (adult helpers or 'buddies' could act as scribes for students who need support with writing). Suggest that students use the list of brainstormed strengths as a reference. Make sure that each silhouette has at least one entry.

Allow students time to read the strengths written on their silhouette.

Ask

How did you feel when you read what other students see as your good friend strengths?

Were you surprised? Why or why not?

Was it easy to find friendship strengths for everyone? (Enforce a 'no name' rule here.)

Why do we have to be a friend to have a friend?

- As an alternative to the silhouette activity, digital photos of each student can be taken and then displayed with an accompanying envelope. The class can write the strengths of each student on small notes and place these in the envelopes. Stress the rule that students must write one thing about every student and only positive comments are to be 'posted'.
- Students complete the unfinished sentence – *I'm being a good friend when I...*

Attach the sentence to the bottom of the student's silhouette or photo.

ACTIVITY 8

Practising dealing with being bullied

Preparation

- ▶ Signs labelled 'friendly' and 'unfriendly'
- ▶ **Activity sheet** *I know what to do if I am bullied* – A3 photocopy
- ▶ Large teddy suitable to be Bounce-back Bear

- Place the signs at either end of the room. Read aloud one of the following scenarios that focus on being a friend. Explain that students are to consider the scenario then move to the sign that best represents their opinion. Invite students to discuss their selected placement on the continuum with other students standing nearby.

Scenarios

- You are walking to school and see a girl who has just started at your school. You run to catch up with her and ask her how she enjoyed her first day. Is this being friendly or unfriendly?
- You tell your friend you won't be able to come to his place to play. He punches you and runs away. Is this being friendly or unfriendly?
- Your friend is too scared to jump from the top of the climbing frame. The boy next to him laughs at him and calls him a 'scaredy cat'. Is this being friendly or unfriendly?
- You see that someone from your class looks a bit lonely and isn't playing with anyone. You ask her if she'd like to join in your game. Is this being friendly or unfriendly?
- You are wearing a different style of cap to all the other girls in your class. They keep talking behind their hands and pointing at your cap. Is this being friendly or unfriendly?
- You give the wrong answer to a question that the teacher has asked and two other students burst out laughing. Is this being friendly or unfriendly?
- You show your friends how you can ride without trainer wheels and one of them says, 'What a baby. Who can't do that?' Is this being friendly or unfriendly?

Use the following questions to process the activity.

Ask

If an unfriendly thing happened to you once, would that be bullying? (No)

If the unfriendly things keep happening, would that be bullying? (Yes)

What are the clever tricks Bounce-back Bear uses when he is being bullied? (Revise the five steps from I know what to do if I am bullied on page 43. Have students identify the adults they can go to and ask for help. Stress that asking for help is not the same as 'dobbing' or 'telling'.)

How do you feel when someone does something friendly?

How do you feel when someone does something unfriendly?

Does being friendly always look the same for all people?

(The word 'cultures' could replace people in this question if students have an understanding of the term.)

- Write the five steps to deal with a bully on the board or show the *I know what to do if I am bullied* sheet on an interactive whiteboard. The five steps are:
 1. Ignore the bully.
 2. Move away from the bully.
 3. Use a friendly voice and ask the bully to stop.
 4. Use a strong voice and ask the bully to stop.
 5. Ask a teacher for help.

Select one of the previous 'unfriendly' scenarios to use in a **role-play** (refer to page 174). Ask a student volunteer to respond to the person being unfriendly by using each of the five steps. Have the class give feedback as to how well the student managed their stare and strong voice. Identify other things the student could have done to be more assertive in the role-play.

Choose another student volunteer to role-play the same scenario or a different scenario. This will give the class the opportunity to observe a range of ideas to deal with someone when they are unfriendly.

- Using a 'no name' rule, have students provide scenarios that they have previously experienced. Role-play these scenarios using the five steps to deal with being bullied.
- Show students how to use calming and 'self-soothing' activities such as breathing in and out slowly. Explain that this type of activity can sometimes take away uncomfortable feelings if it is practised often.

Encourage the class to practise this breathing technique at least once a day, perhaps after lunch or before the end of school, and while listening to some relaxation music.

ACTIVITY 9



Planning to practise the clever tricks

Preparation

- ▶ **Activity sheet** *Clever tricks to bounce back* – A3 photocopy or show on interactive whiteboard
- ▶ **Strategy sheet** *Decision-making model 1* – A3 photocopy or show on interactive whiteboard

- Retell a time that Bounce-back Bear made a plan to achieve a goal such as going on a camping holiday. Highlight the planning and steps that Bounce-back Bear needed to put in place to go on the holiday (eg planning the route for the long journey; deciding what equipment and supplies would be needed; working out what the holiday would cost; identifying ways to save enough money).

Explain a goal is something that a person wants to make happen or achieve, and that goals can make people feel happy when they are achieved as they help our life become the way we want it to be.

Have students identify their current goals and the goals they have previously achieved (eg riding a bike, saving for something special, finishing a huge jigsaw puzzle). Use the following questions to help students understand that goals require both planning and actions if they are to be reached.

Ask

Did you make a plan?

Did you have to practise?

What else did you do to make your goal happen?

Did you talk positively to yourself?

Did you keep trying even when you weren't very good?

Did you ever feel like giving up? What made you keep going?

- Remind the class that Bounce-back Bear has shown them four new skills or 'clever tricks' to use when making friends and to 'bounce back' when they are not feeling happy. Explain that Bounce-back Bear didn't master these skills quickly and that he had to practise and persevere until he could use the skill properly.

Revise the four skills by showing an A3 copy of *Clever tricks to bounce back* or displaying the activity sheet on an interactive whiteboard. Talk through the skills with the class.

- Explain that the goal for the class is to practise each of Bounce-back Bear's skills. Have students plan how each of the skills can be practised and incorporated into the classroom. For example, the skill of 'being thankful' could be practised when students who are telling news also tell the class one thing that made them thankful that day. The same skill could also be practised by having each student think about the good things that other people have done for them or the good things that have happened during the day. Stress the importance of persistence and trying hard to achieve a goal.

Write the plans for each skill on the board. Monitor each plan by having students indicate on a class tally how many times they have practised the skill.

- Distribute copies of *Clever tricks to bounce back*. Explain that it is good for students to not only look at the things they are good at (ie strengths) but also the things they are not so good at (ie challenges). Have students choose one skill to practise at home and colour in the corresponding picture on the sheet.

Send the sheet home for students to share with their family.

Clever tricks to bounce back

Being thankful

- Find the good things in the things that other people do for us.
- Find the good things about every day.
- Even when things don't go the way you would like them to, find something good.



Being a good friend

- Share things with others.
- Take turns to listen and talk.
- Say good things about others' ideas.
- Ask others to join in your games.
- Be a good winner and loser.



Being the boss of angry feelings

- Take a deep breath.
- Count to ten.
- Think happy thoughts.
- Talk to an adult about how you feel.



What to do if I am bullied

- Step 1** Ignore the bully.
Step 2 Move away from the bully.
Step 3 Use a friendly voice and ask the bully to stop.
Step 4 Stare and use a strong voice to tell the bully to stop.
Step 5 Ask a teacher for help.

