

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 4 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 the impacts of positive thinking on self-esteem and behaviour.
- Self-reflect on problems to determine how blame can be attributed to self, others or circumstances.
- Identify different aspects of being an optimistic thinker.
- Identify that courage is about having the confidence to deal with the situation and not let negative feelings take over.
- Self-knowledge of strengths and challenges.
- Manage emotions in disagreements with others.
- Use reflective practice.

Self-management

- Practise distinguishing between optimistic and pessimistic thinking.
- Make plans to achieve a short term goal.
- Evaluate a short term goal.
- Blaming fairly and taking responsibility for own actions.
- Use different types of courage (eg courage to do something new; courage to stand up for someone else; courage to do the right thing).
- Regulate emotions to demonstrate different types of courage (eg physical, psychological and moral).
- Use problem predicting and problem solving.

Social awareness

- Accept and celebrate differences in self and others.
- Know that friendships can change over time.
- Recognise effective and ineffective ways to manage conflict situations.
- Respect social justice and diversity.
- Appreciate diverse perspectives.

Social management

- Cooperate and collaborate with peers.
- Connect positively with individuals.
- Deal with disagreements.
- Diffuse situations with an apology.
- Resolve conflict positively.
- Address others' needs in conflict.
- Know how to assess whether a risky situation is brave or foolish.

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

- A good way to bounce back from a problem is to look at what part of the problem happened because of self, others and bad luck.
- An optimist explains things to themselves in a different way than a pessimist. For example, an optimist thinks bad times won't last; thinks bad things happen to everyone, not just them; and looks at the good things in their life even during bad times.
- Courage isn't about doing things without fear. It's about feeling fear and then dealing with the situation that caused this feeling.
- Courage is also about facing hardships without giving up and doing what has to be done even when we don't like the consequences.
- Something is foolhardy when the danger level is not known, when we have few skills or safety procedures, and when the outcome is not worth the risk.
- Courage is when we do something that is scary but not risky, the dangers are known, and what we get out of it is worth the risk.
- Each time we overcome a fear we get braver and more confident.
- Having the skills to deal with a fearful or tough situation usually makes it less frightening or tough.
- Feeling scared is often because we feel unsafe. These feelings shouldn't be ignored. It is helpful to tell someone we trust if we are feeling unsafe.
- It is good to apologise when we have done something unkind, unfair or thoughtless.
- A positive way to resolve conflict involves saying what we think and feel without getting angry; asking the other person what they are thinking and feeling; staying calm and sorting out the argument with solutions where both people win; saying sorry when wrong; and asking someone we trust to help sort things out.
- Persistence and planning is needed to achieve a goal.




































Key skills to practise

- Acknowledge your role and the role of others in a problem.
- Accept things that can't be changed.
- Use pessimistic and optimistic thinking and identify the impact of both on behaviour.
- Respond to risky situations by deciding if the situation is brave or foolish.
- Use the different skills required for different types of courage eg courage to be yourself; courage to stand up for someone else; courage to do the right thing.
- Diffuse situations by apologising when wrong.
- Manage conflict situations positively.
- Self-reflect on own resilience skills.
- Plan and implement a short term goal.

General capabilities in the Australian Curriculum

The general capabilities of the Australian Curriculum 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.

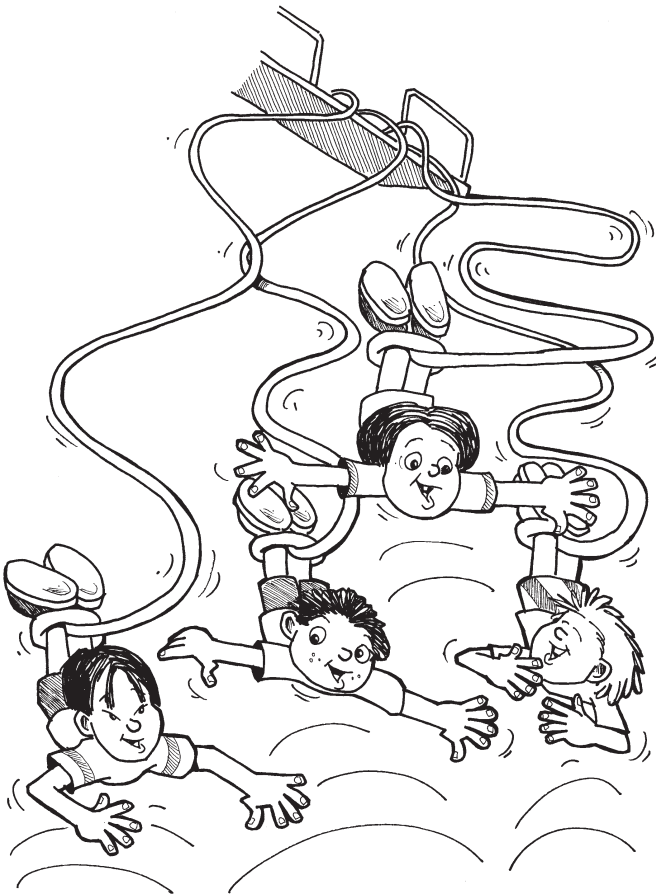
The content and activities in this focus area provide teachers with the opportunity to explicitly teach some of the general capabilities. The table below outlines how this resource addresses these capabilities.

Addressing the Australian Curriculum General Capabilities through Challenges and Choices			
Activity			page
TUNING IN			
1	Explaining why bad things happen	   	31
2	Optimistic versus pessimistic thinking	   	36
FINDING OUT			
3	Ways to be brave	   	42
4	Diffusing situations – saying sorry	    	45
SORTING OUT			
5	Brave or stupid? Responding to risky situations	   	46
6	Managing conflict situations	   	48
7	Practising courage	   	51
REFLECTING			
8	Putting clever tricks into practice	    	53
Key			
 Literacy			
 Numeracy			
 Information and communication technology (ICT) capability			
 Critical and creative thinking			
 Ethical understanding			
 Personal and social capability			
 Intercultural understanding			

TEACHER NOTES

Some resilience definitions

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



Why teach resilience education?

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

The role of schools and parents

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

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

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

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

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

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

Environments that promote resilience and wellbeing and academic success	Personal and social skills and attitudes for resilience and wellbeing	Activities that address the skills and attitudes
<p>School connectedness</p> <ul style="list-style-type: none"> • A sense of belonging • Meaningful participation and contribution • Opportunities for strengths to be acknowledged • Supportive, inclusive culture • Strong rules about bullying 	<p>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>Activity 1, 2, 3, 8</p>
<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>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>Activity 1, 2, 3, 7, 8</p>
<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>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>Activity 3, 6, 8</p>
<p>Positive family-school links</p> <ul style="list-style-type: none"> • Family involvement with school programs • Strong teacher-family relationships 	<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, 4, 5, 6, 8</p>
<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 		

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

ACTIVITY 1

Explaining why bad things happen

Preparation

- ▶ Access *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst (Scholastic Press, Gosford, 1999)
- ▶ **Activity sheet** *Who's to blame?* – photocopy one per student
- ▶ Clear plastic document folders – one per student
- ▶ Stickers, markers and coloured paper to decorate folders – class set
- ▶ Scissors – class set
- ▶ **Family information sheet** *Resilient kids* – photocopy one per student

- Introduce the story of *Alexander and the Terrible, Horrible, No Good, Very Bad Day* to the class. Discuss the illustrations on the cover and title of the book to encourage students to predict what the story may be about. Read the story then ask the following questions.

Ask

Did Alexander cause any of the bad things that happened to him? Which ones? (Remind students that everyone has experiences in their life when things go wrong, just like Alexander's day. Everyone makes mistakes because no one is perfect and we can all bounce back from these situations.)

Did someone else cause the bad things that happened to Alexander? Which ones?

Were any of the bad things that happened to Alexander just 'bad luck'? Which ones?

Do you think Alexander blamed others fairly when things went wrong?

How did Alexander feel when he unfairly blamed others? (He has no control over the bad things that happen to him.)

What would happen if we always blamed other people when things went wrong or when we had a problem? (We would never think about our mistakes or problems. We wouldn't ask ourselves what we could have done to cause the problem. We might keep making the same mistake or having the same problem.)

Do you sometimes blame yourself when things go wrong or when you have a problem? (Encourage students to give examples.)

What would happen if we always blamed ourselves when things went wrong or when we had a problem? (We would feel bad about ourselves and not try to make things better or solve our problems. The same bad things or problems might keep happening if they were really caused by someone else.)

Was there anything Alexander could do to change the events that he had no control over? For example, not getting a treat from the cereal pack? (No. Alexander just had to accept that it was bad luck.)

What would happen if we always blamed bad luck when things went wrong or when we had a problem? (We would feel like we couldn't control the situation or solve our problems.)

What could we do when something goes wrong and we know that it's just because of bad luck (eg bad weather spoils a special outing we have planned) to make us feel better? (We can't change the situation but we can change our thinking. Instead of thinking 'That's not fair' or 'I'm so unlucky', which would make us feel sad or angry, we could think 'That's just the way it is, I'll have to get on with it' or 'I'll just have to accept this situation'. Thinking in this way can make us feel more in control of the situation.)

Do we always know why some things go wrong or why we have a problem? (No. Sometimes these things happen and we don't know why.)

- Explain that students can use some clever skills to 'bounce back' and feel good again when things go wrong or they are having a bad day like Alexander (eg when they are feeling sad or scared; when they are having a disagreement with a friend; or when they are not so good at something). Explain that these skills require practice and hard work and are sometimes quite difficult to learn. However the skills will always make a person feel better in the end.

Watch *Alexander and the Terrible, Horrible, No Good, Very Bad Day* at http://www.youtube.com/watch?v=RnYW6YH_8w4&feature=related.

- Introduce the skill of 'blaming fairly'. Explain the three reasons why things usually go wrong are because of:
 - ◉ something you do
 - ◉ something other people do
 - ◉ bad luck or something that is happening at that time.

Explain that when things go wrong we can usually bounce back more quickly if we:

- ◉ try to change the things that we can change, such as what we did
- ◉ explain to others what we think they did
- ◉ accept the things we can't change, such as bad luck.

Model how to complete *Who's to blame?* Have students complete the activity on their own.

Hear some of the students' responses. Highlight the variety of opinions within the class to show how different people can see the same event in different ways. Remind students that remembering this is important when they are trying to solve a problem.

- Distribute the clear document folders. Have each student decorate and label their folder 'Bounce Back Pack'. Explain that the folder symbolises an invisible backpack that will hold many skills that students can use in real life to help them bounce back when they are feeling down. The skills will be learnt and practised during this focus area.

Ask students to cut off the 'blaming fairly' skill from their activity sheet and place it in their pack.

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

Who's to blame?

Read each story. Decide how much of what happened was because of something the character did, something others did or was just bad luck and tick that amount. If you think it had nothing to do with what happened – don't tick it.

Most of the blame Some of the blame A little of the blame

Story 1

Tegan's mum said she could have a sleepover on the weekend if she tidied her bedroom by Friday. Tegan had to cancel the sleepover because she didn't tidy her room in time. Tegan's mum didn't listen when she explained that she had been out for three nights during the week.

How much of what happened was because of:

Tegan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Just bad luck	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What could Tegan have done to change what happened?

Story 2

The music teacher asked everyone who was interested in learning the cello to come and see her at lunchtime. David was really excited to learn the cello but he forgot to go and see the music teacher at lunchtime. A couple of weeks later David asked the music teacher if he could put his name on the list but she told him that it was too late.

How much of what happened was because of:

David	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Just bad luck	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What could David have done to change what happened?



Who's to blame?

Story 3

Vincent borrowed his brother's skateboard without asking. Vincent left the skateboard outside the deli for just a couple of minutes and when he came out again it had been stolen.

How much of what happened was because of:

- Vincent
- Others
- Just bad luck

What could Vincent have done to change what happened?

Story 4

Rocco's mum had to suddenly go to hospital for an operation. Rocco had to go and stay with his grandma. This meant that Rocco couldn't play with his friend on the weekend. Rocco felt really sad.

How much of what happened was because of:

- Rocco
- Others
- Just bad luck

What could Rocco have done to change what happened?



Blaming fairly

- Change the bits that you can change (what you did).
- Explain to the other person what you think they did.
- Accept the bits you can't change (like bad luck) so you can bounce back more quickly when things go wrong.



Resilient kids

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.



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.

Help your child to understand the role that 'bad luck' and the role that others may have played when they are faced with an unhappy situation or setback.

Be a positive role model for your child

- Talk your problems through with others and look for different solutions.
- Use optimistic thinking and say things out loud, 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.

ACTIVITY 2

Optimistic versus pessimistic thinking

Preparation

- ▶ Die
- ▶ **Activity sheet** *Different ways of thinking* – on interactive whiteboard or one photocopy per student
- ▶ **Activity sheet** *Optimistic versus pessimistic thinking* – photocopy one card for each student
- ▶ **Activity sheet** *Thinking optimistically* – on the interactive whiteboard or an A3 photocopy
- ▶ **Family information sheet** *Creating resilient kids together* – photocopy one per student
- ▶ **Family information sheet** *Resilience skills to practise* – photocopy one per student

- Place students in groups of six or less. Number the students in each group from 1 to 6 and explain the **toss a die** strategy (refer to page 199). Display the *Different ways of thinking* sheet on an interactive whiteboard or give each student a copy. Ask for two student volunteers, one to read aloud Jenni's story and the other to read Kim's story. Ask the following questions. Allow time for groups to discuss the question. Roll the die to decide which students are to share their groups' discussion points.

Ask

- How were Jenni and Kim feeling about going to netball training?*
- Which character was feeling positive and expected things to get better?*
- Which character was feeling negative and expected things to get worse?*
- What did Jenni do that would make you want to be friends with her?*
- What did Kim do that would make you not want to be friends with her?*
- Which character accepts that everyone makes mistakes? (Jenni)*
- Which character laughs and looks at the good bits in a 'not so good situation'? (Jenni)*
- Which character accepts that not so good things happen to everyone? (Jenni)*
- Which character thought that things would get better by staying hopeful? (Jenni)*
- Which character blames herself for her mistakes? (Kim)*
- Which character thinks that this 'not so good situation' will go on and on and possibly not get better? (Kim)*
- What happened as a result of the different ways that the girls thought and acted? (By acting optimistically Jenni felt more confident, she knew what she had to practise to get better, and she was liked more by the other girls.)*

By acting pessimistically Kim blamed herself for things she wasn't good at, the other girls avoided her and she still felt nervous about coming to training the following week.)

- Introduce the skill of 'thinking optimistically' using the following examples.
 - ⊙ Things will get better soon. This won't last forever.
 - ⊙ I don't like what's happening but it happens to everyone, not just me.
 - ⊙ It's just this bit that isn't okay. Everything else in my life is okay.

Show the class the difference between optimistic and pessimistic thinking using the following examples.

- ⊙ Things won't get better soon. This will keep happening to me.
- ⊙ I don't like what's happening. It's because I'm dumb or unlucky.
- ⊙ Everything in my life seems bad because of this situation.

Explain that optimistic thinking needs to be practised and that even the most optimistic person can sometimes takes a while to start thinking this way when they experience bad times.

- Give each student a card from the *Optimistic versus pessimistic thinking* sheet. Working with a partner, students take turns reading out the beginning of their card and acting out what is said. Students must try to guess if their partner is using optimistic or pessimistic thinking, and also explain why they have reached this decision. Have students swap their cards several times and repeat the process.
- Show *Thinking optimistically* on the interactive whiteboard or display an A3 copy. Have students read the text and then write about a real life situation when they used the skill of optimistic thinking. Place students with a partner to share their writing. Ask students to place the activity sheet in their 'Bounce Back Pack' (refer to Activity 1).
- Send home a copy of *Creating resilient kids together* and *Resilience skills to practise* with each student to share with their family.

Display a copy of **shark and dolphin thoughts** (refer to page 198). Encourage students to use optimistic thinking (or positive thoughts) instead of pessimistic thinking (or negative thoughts).

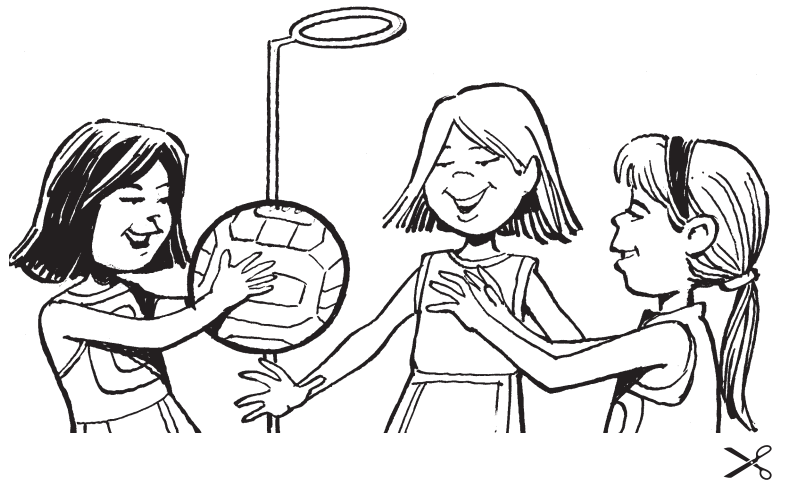
Different ways of thinking

Jenni is feeling a bit nervous about going to netball training for the first time because she has never played netball. Jenni doesn't know any of the other girls in the team.

When Jenni gets to training she smiles at the girls and asks them some questions. Jenni soon finds out that most of the girls don't know each other either which makes her feel better.

During training Jenni drops the ball and misses the goal but she just laughs and says, 'I can see what I have to practise!'

By the end of training, Jenni has made a new friend and knows she won't feel nervous next week.

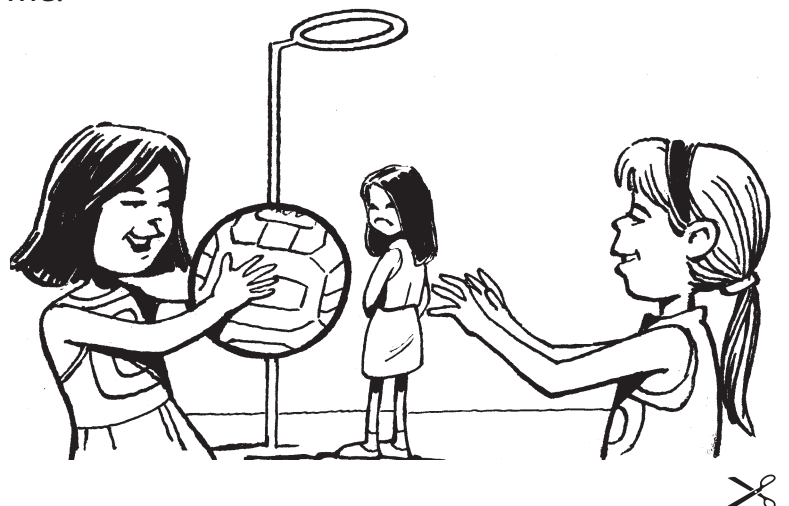


Kim is feeling a bit nervous about going to netball training for the first time because she has never played netball. Kim doesn't know any of the other girls in the team.

When Kim gets to training she looks grumpy and doesn't talk to anyone.

During training Kim drops the ball and misses the goal so she blames herself and says, 'I'm so dumb at this game!' When no one will be her partner she complains to the coach and says, 'Nobody likes me.'

By the end of training, Kim doesn't really know anyone. Kim hasn't enjoyed herself and knows she will feel nervous going to training next week.





Optimistic versus pessimistic thinking

A friend calls to say he can't come to a sleepover because he has to visit his grandma.

You think, 'He hates me. My life sucks.'

A friend calls to say he can't come to a sleepover because he has to visit his grandma.

You think, 'It's going to rain this weekend anyway. Maybe next weekend will be better.'

You ask to join in a game of four square and your friends say you can't because they already have too many playing.

You sit down and sulk and think, 'No one likes me. I'm the only one who ever misses out.'

You ask to join in a game of four square and your friends say you can't because they already have too many playing.

You think, 'Okay, I'll go and check out what the other kids are doing. Maybe I can play tomorrow.'

A friend breaks the wheel on your scooter by mistake.

You feel angry and think, 'You've wrecked my scooter you idiot. Now I won't be able to ride ever again!'
You throw your scooter on the ground.

A friend breaks the wheel on your scooter by mistake.

You think, 'Oh no! I know it wasn't his fault. Well at least it wasn't my new bike.'

You were really looking forward to a party that has been cancelled.

You feel really disappointed and think, 'Nothing ever goes my way. Everyone else gets to have all the fun.'

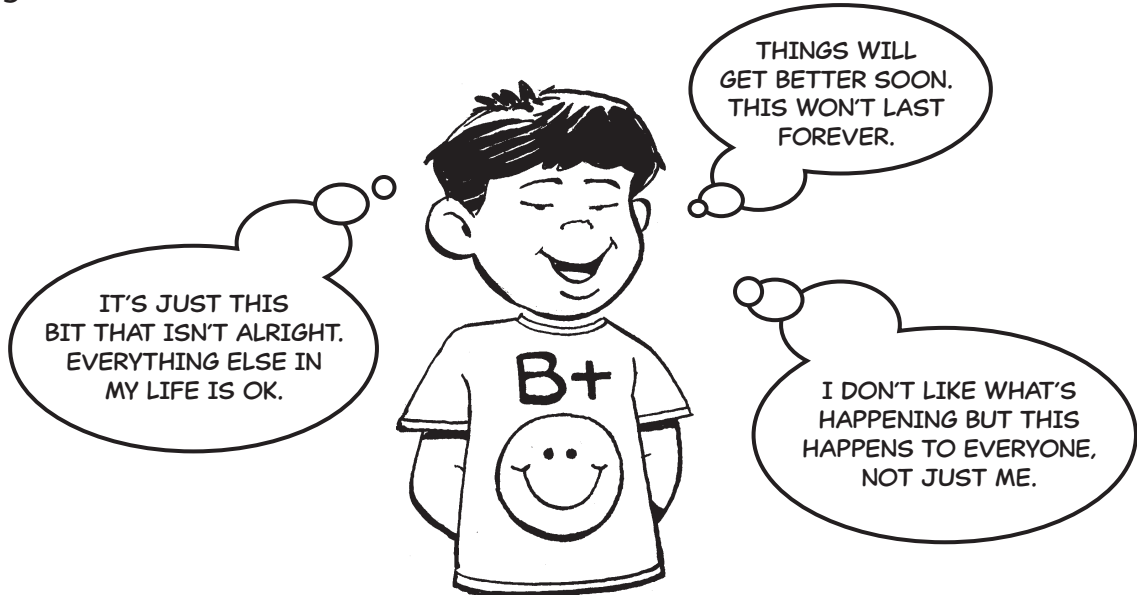
You were really looking forward to a party that has been cancelled.

You feel really disappointed and think, 'Oh well, now I can go to the movies with Dad and Troy.'



Thinking optimistically

Thinking optimistically means you look for the good things in yourself, in others, and in what happens in your life, to make you feel better when things aren't going so well.



You need to practise thinking optimistically so you can bounce back more quickly when things go wrong.

Write about a time when you used the clever skill of **thinking optimistically** to bounce back when things weren't going so well.



Creating resilient kids together

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.

Check the skills your child already uses and those that they need to learn.



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 that setbacks and problems are a normal part of everyday life, and know that these situations often don't last and will improve with time and effort.

Self-management skills

- Be able to manage strong feelings such as fear and anger, and turn these feelings 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 their goals.
- Be able to predict problems and solve problems.
- Have an age-appropriate level 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 or problem to help keep things in perspective.

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.

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.

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



Resilience skills to practise

Blaming fairly, using optimistic thinking, having courage, and dealing with disagreements are skills that will help your child to become more resilient.

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

Blaming fairly

- Try to work out if:
 - Something happened because of what you did.
 - Something happened because of what someone else did.
 - It was just bad luck or what was happening at the time.
- Change the bits that you can change when things go bad. Think about what you did. Try to tell the other person what you think they did.
- Accept the bits you can't change when things go bad, like bad luck.



Optimistic thinking

- Look for the good things in you, in others and in what happens in your life.
- Try to work out if:
 - Things will get better soon – this won't last forever.
 - I don't like what's happening but this happens to everyone, not just me.
 - It's just this bit that isn't alright. Everything else in my life is OK.
- When good things happen, know that you often make your own luck by trying hard and staying positive.



Courage

If you are trying to be brave about doing something:

- THINK - is this thing brave or foolish?
- THINK - about the good things about doing it.
- THINK - about the things that you do well already.
- THINK - about the people who will support you.
- THINK - about the skills you might need to help you do this thing.
- Be prepared to just have a try.
- Use positive self-talk like 'I can do it!'
- Talk to people who care about you.
- Tell yourself that sometimes it takes a while to have this kind of courage.



Dealing with disagreements

Try to sort out disagreements by listening, talking things through and negotiating a good solution.

- Speak up firmly.
- Tell the other person what you think and feel.
- Check to see how the other person thinks and feels.
- Have a conversation with the other person about how you can both sort things out in a fair way.
- Say sorry if you are wrong.
- Say 'OK let's do it your way' if it doesn't really bother you.
- Ask for help if you can't sort things out in a fair way.



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

Ways to be brave

Preparation

- ▶ Access one of the following books: *Spaghetti in a hot dog bun: Having the courage to be who you are* (Maria Dismundy and Kimberly Shaw-Peterson, Ferne Press, Northville, 2008), *Caterpillar and butterfly* (Ambelin Kwaymullina, Fremantle Press, Fremantle, 2009) or *Big bad bunnies: So cute they're scary!* (Aussie Bites series, Danny Katz & Mitch Vane, Penguin, Camberwell, 2006).
- ▶ Blank paper – one sheet per student
- ▶ Scissors – class set
- ▶ **Activity sheet** *Ways to be brave* – photocopy one per student or show on an interactive whiteboard

- To introduce the concept of 'courage' and being brave, conduct a **shared reading** (refer to page 197) of one of the books suggested in the preparation list.

After reading the story use the following points to explain that:

- Everyone has fears at some time and students should not pretend they are fearless and that nothing upsets them.
- Courage is one of the clever skills that can help people bounce back when they are feeling scared or when things are tough.
- Courage isn't about not having fears. It's about feeling fear but then dealing with the situation that caused this feeling.
- Courage is also about facing hardships without giving up and doing what has to be done even if we don't like the consequences.
- Each time we overcome a fear we get braver and more confident.
- Having the skills to deal with a fearful or tough situation usually makes it less frightening or tough.
- If we feel scared it is often because we feel unsafe and these feelings should not be ignored.
- Students should tell someone they trust if they are feeling unsafe to help sort out whether there is a real danger.
- Sometimes we just need to face the fear because it's not really a danger and we are just exaggerating the danger in our minds.
- Other times we feel scared because we might fail or get rejected or be embarrassed.
- If we don't face these fears we sometimes miss out on lots of fun things.

- **Brainstorm** (refer to page 188) ideas related to the different kinds of courage (eg courage to be yourself; courage to stand up for yourself; courage to do the hard thing that scares you; courage to stand up for someone else; courage to bounce back when things go wrong; courage to do something you may fail at; courage to do the right thing).

Ask

What used to frighten you when you started school in Year 1?

How did you learn to deal with this fear?

How does your body feel when you are scared, nervous and frightened?

Why does it feel good to be able to manage or be 'boss' of these emotions?

What things do people say to themselves or do to make them feel brave? (For example they may say: 'This isn't going to kill me.' 'It doesn't matter if I can't do this, at least I'm having a go.' 'You can do it!' Examples of what they may do: stay calm; get a reality check to see whether they are exaggerating the risks; stop and check whether this is a courageous or foolhardy thing to do.)

It helps to have some skills when we are trying to overcome our fears. What skills would help if you were scared of speaking in front of the class?

What skills would help if you were scared of swimming in the deep end of a pool?

What skills would help if you were scared of running in the school athletics carnival?

- Give the class some examples of ways to be brave. Choose from:
 - Think about the positives.
 - Remember another time you have succeeded in being brave.
 - Think about something else to take your mind off the fear.
 - Take one step at a time.
 - Stay calm.
 - Remember that lots of people have done it and lived through it before you.
 - Have faith in your own abilities.
 - Remember that it's okay to make mistakes.
 - Talk to people who have faith in you.
 - Use props like a photo or a favourite thing.

Students complete an **eight square** sheet (refer to page 192) by collecting ideas on 'how to be brave' from others in the class. Explain that each square must be filled with a different strategy, however if a student offers a strategy that is already on their sheet, they need to put a tick on the person's initial next to that strategy. This will help students to understand that there are some common strategies their peers often use.

Use the following questions to process the activity.

Ask

What were some of the most common 'how to be brave' suggestions in our class?

Do we all get frightened by the same things? (No. We are all scared by different things and brave about other things. We usually feel more scared when we don't have the skills to do something.)

Is foolhardiness or thrill seeking the same as courage? (Being foolhardy is a dangerous form of courage. The risk of harm is usually high and skills and experience are usually lacking eg taking someone else's medicine and riding a skateboard down a hill without a helmet.)

Why is it important to stop and think before you decide to do something courageous? (We might do something foolhardy or something we don't have the skills or experience to deal with eg rescuing someone who is drowning and dealing with a house fire.)

- Have students cut out three of the 'how to be brave' strategies listed on their eight square and place these in their 'Bounce Back Pack'. Suggest that students practise these skills at school and home.
- Students complete *Ways to be brave* and share their responses with a partner or small group.

Use **thumbs up, thumbs down** (refer to page 201) to have the class indicate which situation they think would require the most courage. Have students share the reason behind their vote.

Listen to the author read *Spaghetti in a hot dog bun: Having the courage to be who you are* at <http://www.youtube.com/watch?v=3cXWrUJIOK8>



Ways to be brave

What could you do, say to yourself or say out loud that would make you feel more courageous in these situations?

You are very scared about speaking at the school assembly.

What could you do?	What could you say to yourself?	What could you say?

You have a uniform free day at school and you decide to wear your national dress even though you know some kids might laugh at you.

What could you do?	What could you say to yourself?	What could you say?

You get up and go to school even though your dog died last night.

What could you do?	What could you say to yourself?	What could you say?

You are watching some boys block your friend from getting to the toilets. You know this is mean but you are scared of standing up to the boys.

What could you do?	What could you say to yourself?	What could you say?

ACTIVITY 4

Diffusing situations – saying sorry

Preparation

- ▶ Access the poem *It's a puzzle* or *Apology* by Judith Viorst; or *I'm going to say I'm sorry* by Jeff Moss from the internet
- ▶ A3 paper – one sheet per group
- ▶ Paper – one sheet per student
- ▶ Access to computers

- Read one or more of the suggested poems then ask the following questions.

Ask

How do we feel when our friendships have problems? (eg sad, nervous, rejected)

What problems can friendships have? (eg misunderstandings, arguments, jealousies, growing apart. Stress that all friendships have problems sometimes but these problems can usually be sorted out. Some friendships are only temporary but this doesn't mean that one of you has done something wrong or that you are not likeable.)

- Conduct a **think-pair-share** (refer to page 198). Ask students to think about a time when they have said sorry to someone or someone has said sorry to them, and it has made things feel better. Remind students of the 'no name' rule.

Ask

When is it good to apologise? (eg when you have done something unkind, unfair or thoughtless. You should also say sorry for the thing that you have done that has contributed to an argument.)

What sort of voice and words would you use when you apologise?

Why is it good to apologise when you have done something to contribute to an argument? (eg it can build a bridge in the friendship so you can start being friends again; it makes you feel better; it tells your friend you value the friendship)

What sometimes makes it difficult to say sorry even when we know it's our fault? (eg when you want to win; think the other person might use the apology against you; lack skills on how to apologise; when your pride has been hurt)

What are some ways of saying sorry that do not involve words?

- In small groups, students use a **T chart** (refer to page 198) to identify what to do and what not to do when apologising. Possible answers could include:

Do

- ◉ Say sorry if you were in the wrong and say why you did it. For example, *'I'm sorry I called you a mean name, I lost my temper.'*
- ◉ Use a friendly sincere voice.
- ◉ Even if you think you were not in the wrong you can say, *'I'm sorry we argued.'*
- ◉ If someone says sorry to you, build a bridge and try to make the friendship good again.

Don't

- ◉ Don't apologise for something you have not done.
- ◉ Don't be too proud to say sorry.
- ◉ Don't use a tone of voice that makes it sound like you are not really sorry.
- ◉ Don't apologise and then look for things the other person has done wrong.

Discuss the ideas generated by the class.

- Have students write and illustrate an acrostic poem using the word 'sorry'. The poem should provide ideas on when and how to say sorry. An example is provided.

Sometimes we have a problem but there are ways to sort out most problems.

Our friends will feel better if we apologise.

Really mean it and use a sorry voice.

Relationships are important.

You can do it, be brave, say sorry.

Publish the poems in a class book titled 'Saying sorry' and read to students in other classes. Send the book home for students to share with their family.

Have students put a copy of their poem in their 'Bounce Back Pack'.



ACTIVITY 5

Brave or stupid? Responding to risky situations

Preparation

- ▶ Activity sheet *Brave or stupid?* – photocopy one card per student
- ▶ Sign labelled *Very courageous*
- ▶ Sign labelled *Foolhardy*
- ▶ Paper – one sheet per student
- ▶ Drawing materials or comic strip software program

- **Brainstorm** (refer to page 188) examples of risk taking behaviour such as diving in unknown water, taking other peoples' medicine or playing chicken with the traffic. Remind the class of the 'no name' rule.

Ask

Why are these things different from risky sports eg motor cycle riding or abseiling? (Even though these sports do have a risk element, the people involved usually have the skills and equipment to protect them and the danger level is known.)

What does the word 'foolhardy' mean to you? (Foolhardy can be described as: when you do something where the danger level is not known; where you have few skills; where you have few safety procedures; and where what you get out of it is not worth the risk.)

What does the word 'courageous' mean to you? (Courageous can be described as: when you do something that is scary but not risky; the dangers are known; and what you get out of it is worth the risk.)

What are some risks that you think are foolhardy?

What are some risks that you think are safe and just require courage?

- Distribute one card from *Brave or stupid?* to each student. Set up a 'foolhardy' and 'very courageous' continuum in the room. Ask students to read their card and then stand at a position along the **values continuum** (refer to page 200). Invite students to share the situation described on their card and the reason behind their placement on the continuum. Listen to responses from students standing at each end of the continuum.

Process the activity using the following questions.

Ask

Does our opinion of what is courageous change as we get older? Why? (As we experience more things and overcome our fears we become more confident.) Can you think of any things you missed out on doing when you were younger because you felt scared that you might look silly or make a mistake, and didn't take a risk and have a go?

Tell a partner about a time when you believed in yourself and had the confidence to take a risk.

What are some things you can ask yourself if you are not sure if something is foolhardy or courageous? (Do I know the dangers? Have I got the skills? Is this worth the risk?)

What things would you say to yourself in some of these courageous situations to overcome your fear?

Are boys more or less likely than girls to do foolhardy or risky things? (Suggest that sometimes boys may feel more influenced by their friends to impress and show off.)

- Students draw two story boards or cartoons to illustrate a character doing a foolhardy act and a courageous act.

Each student's assessment of 'risk' may differ. If a student suggests an example of 'low risk' that in fact could be high risk, talk to the student after the activity.

Brave or stupid?

Stealing for a dare.	Taking someone else's medicine for a dare.	Riding a skateboard without a helmet.
Speaking up for someone who is being bullied by others in your class.	Travelling by yourself on a plane for the first time.	Getting a really different haircut.
Continuing a long race after you have fallen over.	Starting a fight with someone much bigger than you.	Riding on a roller coaster.
Asking your teacher for help with something that is worrying you.	Admitting to your parents that you told a lie.	Speaking up for yourself when you are being unfairly treated.
Giving blood for the first time.	Admitting you have made a mistake.	Saying 'No' to something that everyone else is doing because you know it is harmful or risky.
Playing near a busy freeway.	Trying a new sport.	Saying 'OK' to something that everyone else is doing even though you know it is harmful or risky.



ACTIVITY 6

Managing conflict situations

Preparation

- ▶ A3 paper – one sheet per group
- ▶ **Activity sheet** *Dealing with disagreements* – photocopy one per student
- ▶ Scissors – class set
- ▶ **Activity sheet** *Practising ways to disagree* – A3 photocopy or place on interactive whiteboard

- In small groups, have students complete a **word splash** (refer to page 188) by writing words and phrases related to the word 'disagreement'. Some examples could include: fight, argument, both want same thing, unfair. Ask groups to review their word splash and define the word 'disagreement'. Listen to some of the definitions. Explain that:

- ◉ a disagreement is when two people have a lack of agreement or different opinions about what should or did happen
- ◉ an argument is the discussion that happens when two people tell each other why they disagree and what they think should happen
- ◉ a fight is what often happens when two people can't sort out the argument well and someone feels hurt or upset.

Point out that disagreements are a normal part of friendships and sometimes help to sort out problems. Also explain that when people have clever disagreement skills they are usually able to find solutions, and therefore avoid having a fight.

- Distribute a copy of *Dealing with disagreements* to each student. Read the three different ways of dealing with disagreements using the following points to add to the discussion.
 - ◉ **Bulldog** (or aggressive) which is where the person is only interested in winning the argument; is not worried about hurting the other person's feelings; and threatens or hurts to get their own way.
 - ◉ **Mouse** (or passive) which is where the person is scared of disagreements and often pretends they are just not happening; gives in too easily because they fear they might lose a friend or because they are frightened.
 - ◉ **Panda** (or assertive) which is where the person says what they think and feel without getting angry; asks the other person what they are thinking and feeling; stays calm and tries to solve the argument so both people win; says sorry when they are wrong; asks for help to sort things out.

Explain that having clever disagreement skills such as a Panda can make a person feel happier but it takes hard work to learn how to use these skills properly. Stress that it is normal to disagree in a bad way and that we all make mistakes.

- Students decide how they usually deal with disagreements and write this on the space on the activity sheet. With a partner, students decide the panda skills they want to practise. Have students write the skill on their sheet then cut off the section and place it in their 'Bounce Back Pack'. Send the activity sheet home for students to share and discuss with their family.
- Display an A3 copy of *Practising ways to disagree* or show on the interactive whiteboard. Have students form groups of four and take turns to **role-play** (refer to page 195) each situation with a partner using a bulldog, mouse and panda way of dealing with a disagreement. The other two students in the group should watch the role-play and guess whether the performers are using a bulldog, mouse or panda way to disagree and give the reasons for their choice by identifying the techniques used. Explain that sometimes it may not be necessary to use all the panda skills. For example, when a person has done something wrong it may be enough to just say sorry. Stress that asking someone else for help should be a skill that is used as a last resort.
- **Brainstorm** (refer to page 188) a list of situations that sometimes cause disagreements in the classroom and playground. Remind students of the 'no name' rule. Discuss the main reasons for these disagreements (eg lack of play area, cultural differences, group dynamics) and how they might be avoided in the future. Have students create role-plays that demonstrate responding using panda skills.
- Display an A3 poster of *Dealing with disagreements* near two comfortable chairs or beanbags in the classroom. When students have a disagreement ask them to move to the 'We can work it out spot' and try to resolve the problem. Have prompts written on a sheet next to the poster such as:
 - ◉ I feel...
 - ◉ How do you feel?
 - ◉ One way we could solve our problem is...
 - ◉ What do you think?
 - ◉ I'm sorry.
 - ◉ Who could we ask for help?

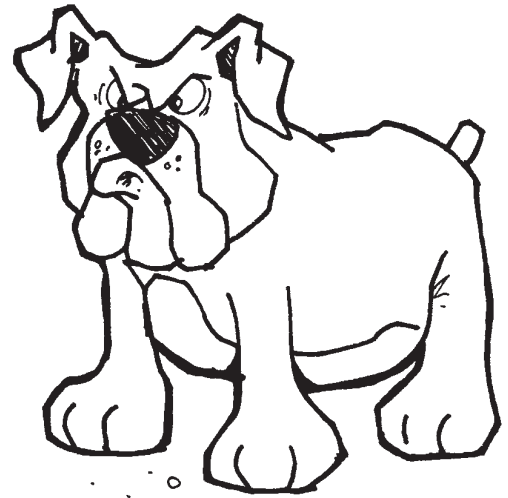
Dealing with disagreements

The bulldog way

Bulldogs force people to agree with them by hurting them or hurting their feelings.

Bulldogs want to win at all cost.

Bulldogs don't care about the other person.

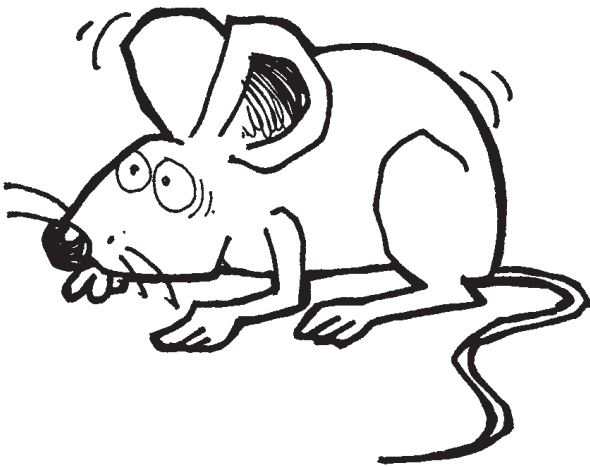


The mouse way

The mouse is scared of disagreements.

The mouse gives in and does what the other person wants because he is scared they may not like him.

The mouse pretends that the disagreement is not happening.



The panda way

Pandas disagree in a fair and friendly way.

Pandas try to sort out disagreements by listening, talking things through and working out a good solution.

Pandas:

- speak up firmly
- tell the other person what they think and feel
- check to see how the other person thinks and feels
- have a conversation with the other person about how they can sort things out in a fair way
- say sorry if they are wrong
- say 'OK let's do it your way' if it doesn't really bother them
- ask for help if they can't sort things out in a fair way.



One of the panda skills for dealing with disagreements that I would like to practise is:

Practising ways to disagree

You are sitting on the floor watching a DVD with the rest of the class. Another student stands up and accidentally trips over your legs because they are stretched right out in his way. He looks very embarrassed and upset and calls you a stupid idiot. You know you have made a mistake.

You are working on a PowerPoint presentation with a partner. You have done all the work and your partner has done nothing. You think that you are not going to get things finished on time and you are feeling annoyed.



You are playing handball. Every time your friend gets out, he argues that his ball was in and that you must be blind. None of the other kids disagree with him but you can tell they don't really agree with him either. You think that what your friend is doing is unfair and you are feeling angry.

Your older brother comes into the lounge room and changes the TV channel while you are watching your favourite show. He doesn't ask if it's okay, he just does it. You think this is really rude and you feel angry.



ACTIVITY 7

Practising courage

Preparation

- ▶ **Activity sheet** *Different kinds of courage* – A3 photocopy and one A4 copy per student
- ▶ Music and player

- Revise the different kinds of courage that students identified in Activity 3 (eg courage to be yourself; courage to stand up for yourself; courage to do the hard thing that scares you; courage to stand up for someone else; courage to bounce back when things go wrong; courage to do something you may fail at; courage to do the right thing).
- Conduct a **music-think-pair-share** (refer to page 198) and have students tell their partner about a way they have been brave enough to be different from their friends in:
 - ◉ What they wear and like
 - ◉ What they do
 - ◉ What they think about something.

Use the following questions to continue the discussion about using courage.

Ask

What makes kids your age try to be like everyone else rather than be themselves? (eg they want to belong or want to copy people they admire)

What does it mean when we say 'being brave enough to be yourself'?

Why is it sometimes scary to be yourself?

What could you say to yourself to feel braver and to say what you really feel or like? (Stress that students need to use positive self-talk, accept themselves and believe that they are okay even though they are all different in many ways.)

What can happen to your thinking when someone laughs at what you are wearing or how you've had your hair cut?

- Display an A3 copy of *Different kinds of courage* or show the sheet on the interactive whiteboard. Read through the different types of courage described on the activity sheet and clarify if necessary.

Using the activity sheet as a reference, students work with a partner to decide the type of courage that each of the following situations would require.

Situations

- ◉ Wearing a jumper that your grandma knitted to a family outing even though you don't like it.
 - ◉ Telling your friends your favourite film even though you know they think it's a film for little kids.
 - ◉ Asking your best friend to stop pinching your new coloured markers without asking you.
 - ◉ Having a go on the flying fox at a school camp even though you are scared.
 - ◉ Telling someone you were wrong.
 - ◉ Telling someone to stop teasing your friend about his new haircut.
 - ◉ Saying 'No I don't want to' when all your friends say they are going to cycle home without their bike helmets on.
 - ◉ Having the courage to try a new sport for the first time.
 - ◉ Going to a friend's party just after your cat has died.
 - ◉ Answering a question at assembly in front of the whole school.
- Students write their own examples on *Different kinds of courage*.
 - Act out some of the examples students have written on their activity sheets. Seat the person being courageous in a chair and have a student stand either side of the chair. Explain that the student standing on the left is to say out loud scary thoughts such as *I've never done this before. I bet I'll get this wrong.* The student standing on the right is to say out loud brave thoughts such as *I've practised this so many times. It'll be okay. I'm going to have fun.* Both students are to compete and persuade the seated student to make a decision.

Allow the situation to be acted out then use the following questions to process the activity.

Ask the seated student

How did you feel when the scary thoughts person was talking to you?

How did you feel when the brave thoughts person was talking to you?

How do you think practising this situation in our class today may help you use this type of courage in real life?

Repeat the process using other examples generated by the students.

Suggest students put the sheet *Different kinds of courage* in their 'Bounce Back Pack'.

Different kinds of courage

Write an example of each of these types of courage.



<p>Courage to be yourself.</p>	<p>Courage to stand up for yourself.</p>
<p>Courage to do something that scares you.</p>	<p>Courage to stand up for someone else.</p>
<p>Courage to bounce back when things go wrong.</p>	<p>Courage to do something that you may not do well.</p>
<p>Courage to do the right thing.</p>	<p>Courage to try something new.</p>

ACTIVITY 8



Putting clever tricks into practice

Preparation

- ▶ **Family information sheet** *Resilience skills to practise* (Activity 2 page 41) – photocopy one per student
- ▶ **Activity sheet** *Reflecting on my wellness and bounce back skills* – photocopy one per student

- Review the four skills or ‘clever tricks’ that students have learnt during this focus area by showing the *Resilience skills to practise* sheet. Remind students they can use the skills to ‘bounce back’ and feel good again when things go wrong or they are having a bad day. Stress that the skills require practise and it’s normal to make mistakes when first trying to use the skills.
- Distribute a copy of *Reflecting on my wellness and bounce back skills* to each student. Explain that students are to complete the sheet and tally the total ticks for each section. The sections where students have ticked more of the ‘very like me’ boxes indicate that they are already practising and using the skills. The sections where students ticked more of the ‘not like me’ boxes are the skills that they need to practise.

Give students time to reflect on their scores and decide the skills they need to practise.

- Tell students about a time when you made a plan to achieve a goal eg wrote a shopping list; planned a holiday; planned the route and what you would need on a long road journey. Explain that a goal is something you want to do or make happen. Explain that it is good to have goals because they help to make our life the way we want it to be and they make us feel happy when we achieve them.

Discuss any goals students may have achieved (eg riding a bike, saving for something special, finishing a huge jigsaw puzzle) and ask them how they achieved this goal (Did they make a plan? Did they practise a lot? Did they think about what they were good at? Did they keep trying even when they weren’t very good at it?)

Students choose one skill they need to practise and set the goal to ‘practise this skill over the next two to three weeks’.

Students write an individual plan using the *Resilience skills to practise* sheet for ideas on how to practise the skill at home and at school.

- Allow time for students to monitor their progress towards this goal. Stress the importance of persistence and trying hard to achieve a goal. If some skills were not practised daily, discuss what students learnt from this mistake or slip up.

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



Reflecting on my wellness and bounce back skills

Tick the box that best describes how YOU think and what YOU do. There are no right or wrong answers.

	Very like me	A bit like me	Not like me
Blaming fairly			
When I make a mistake, I look at ways to avoid making it again.			
When I know something unpleasant can't be changed (like missing going to the beach because it's raining), I usually feel okay.			
If I am to blame for something bad happening, I usually think about how I can avoid doing what I did again.			
When things go wrong for me, I try to work out where the problem is.			
If I have a problem, I usually talk to someone about it.			
Total			
Optimistic thinking			
I try to look for the good things in myself and not focus on my challenges.			
I try to look for the good things in other people and not focus on their challenges.			
I mostly talk about the good things that have happened not the bad things.			
When bad things happen to me, I usually think they will get better soon.			
When bad things happen to me, I think that bad things happen to everyone, not just me.			
When bad things happen to me, I think about all the other good things in my life.			
I know that I can make my own luck by trying hard and being positive.			
Total			
Courage			
When I am scared to do something I ask myself, "Is this thing brave or foolish?"			
When I am scared to do something brave, I think about the good reasons for doing it.			
When I am scared to do something brave, I think about the things I already do well.			
When I am scared to do something brave, I think about the people who will support me.			
When I am scared to do something brave, I think about the skills I might need to do this thing.			
When I am scared to do something brave, I tell myself that sometimes it takes time to have this sort of courage.			
When I am scared to do something brave, I use positive self-talk like: "You can do it!"			
Total			

Reflecting on my wellness and bounce back skills

	Very like me	A bit like me	Not like me
Dealing with disagreements			
I don't hit or say mean things to the other person when we are having a disagreement.			
I tell the other person what I think and feel when we are having a disagreement.			
I ask the person what they think and feel when we are having a disagreement.			
I don't pretend that a disagreement is not happening. I talk about it.			
I say sorry if I know I have done something wrong.			
I ask for help if I can't work things out with someone in a fair way.			
I can tell someone in a firm voice that I don't like what they are doing, if they are doing something mean.			
Total			

Count up your ticks for each set of skills and write the total in the boxes.

- If you have the most ticks in the 'very like me' box, you are already using this skill. Well done! Keep it up.
- If you have the most ticks in the 'a bit like me' box, you are using some bits of this skill but you could learn and practise more the skills to get better. Keep going!
- If you have the most ticks in the 'not like me' box, you are not yet using this skill. There is a lot for you to learn and practise to get better. Good luck!

The skill I would like to get better at is

(please tick):

- Blaming fairly
- Optimistic thinking
- Courage
- Dealing with disagreements



