

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 5 students. The skills and attitudes to be explicitly taught are listed under four elements:

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

Self-awareness

- Recognise and label own emotions.
- Identify the impacts of positive self-talk on self-worth.
- Accept aspects of a problem that can't be changed.
- Identify situations that provoke intense emotions.
- Reflect on how your own optimistic thinking has influences, successes and mistakes.
- Reflect on own strengths and challenges.

Self-management

- Practise using optimistic and helpful thinking.
- Use SMART goal-setting to achieve a short-term goal.
- Evaluate a short-term goal.
- Know how to calm your body, think clearly and problem-solve in situations where anger is felt.
- Identify strategies to regulate other intense emotions.
- Predict problems and solve problems.

Social awareness

- Read and respond to others' emotions and needs.
- Accept that everyone experiences setbacks and problems at some time.
- Value differences in others' intense feelings.
- Show empathy for the feelings of all involved in a bullying situation.
- Respect social justice and diversity.

Social management

- Cooperate and collaborate with peers using specific social skills.
- Connect positively with individuals using specific social skills.
- Develop and maintain good relationships.
- Respond positively in bullying situations involving self and others.
- Address others' needs in bullying situations.
- Know how and when to seek help in a range of situations.
- Know how and when to tell someone about your own intense feelings.
- Make responsible 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 experiences problems and setbacks. They are a normal part of life and should not be personalised.
- Helpful thinking can enhance wellbeing and help people bounce back from adversity.
- Optimists feel happy and confident; have good health and live longer; are more resilient; and are more successful at school, work and in their relationships.
- 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.
- Intense feelings are useful because they let us know if we are experiencing something positive or something we need to protect ourselves from.
- If intense emotions control us, we can act without thinking and cause harm to self and others.
- When experiencing intense emotions such as anger, fear or frustration, it is useful to find a way to calm the body down, think positively, and then find a way to solve the problem.
- If we feel angry we may need to stand up for our rights and protect ourselves in some way.
- There are a range of situations that can provoke anger. Anger is sometimes confused with fear.
- Good social skills lead to good relationships. These skills include being positive, interesting, understanding and supportive; being a good listener, winner and loser; sharing information about yourself; cooperating and being flexible.
- Bullying is everyone's problem and the problem will not go away by itself.
- Speaking out about bullying by helping someone who is being bullied or asking for help, takes courage and is the right thing to do.
- SMART goal-setting is a useful tool to achieve short-term goals.
- Persistence and planning are needed to achieve a goal.
- Understanding your strengths and challenges (or weaknesses) helps you to choose goals.

Key skills to practise

- Use positive self-talk to enhance wellness and develop resilience.
- Use optimistic thinking and identify the impact on wellness and resilience.
- Speak out about bullying and ask for help in bullying situations.
- Use helpful thinking and calming techniques to find a way to solve a problem when intense emotions are involved.
- Practise ways to get along with others such as being positive, interesting, understanding and supportive; being a good listener, winner and loser; sharing information about yourself; cooperating and being flexible.
- Self-reflect on your own wellbeing and resilience skills.
- Plan, implement and evaluate a short-term goal.
- Participate in class, group and pair discussions about shared experiences.
- Share opinions in discussions and written responses.

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 Using helpful thinking to bounce back 	31
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6 Are you tuned to the optimist's channel? 	46
7 Creating a change, dealing with anger 	49
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8 Setting short-term goals to use wellness and bounce-back skills 	51

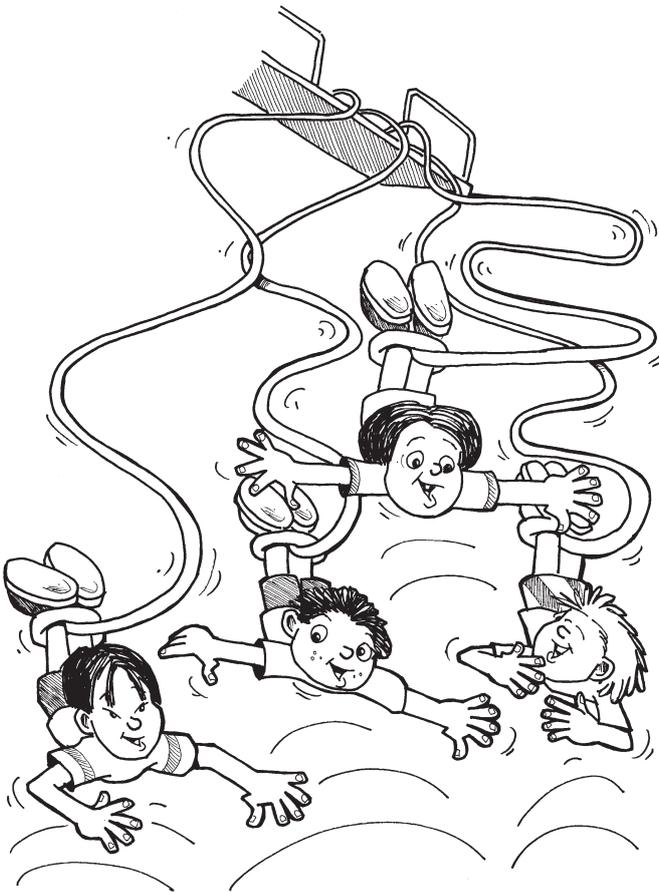
Key

-  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</p> <p>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</p> <p>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</p> <p>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</p> <p>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 relative 		
<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

Using helpful thinking to bounce back

Preparation

- ▶ **Activity sheet** *Have you ever?* – photocopy one per student
- ▶ Six empty tissue boxes numbered 1– 6
- ▶ **Activity sheet** *Using helpful thinking* – photocopy one per student
- ▶ Clear document folders – one per student
- ▶ Stickers, markers and coloured paper
- ▶ **Family information sheet** *Resilient kids* – photocopy one per student

- Conduct a **letterbox survey** (refer to page 196). Students answer the questions on the activity sheet *Have you ever?* then tear off their responses and post these in the corresponding numbered box. Remind students their responses will remain anonymous. As a whole group, collate the findings for each question then ask the following questions.

Ask

What do these results tell us? (Everyone has bad times that don't last for ever. Everyone has bad things happen to them that they can't change. Everyone makes mistakes. Everyone feels rejected, lonely and sad at some stage in their life.)

How does it help to know that everyone has setbacks, unpleasant feelings and bad times? (We understand that these are a normal part of life.)

Why do we sometimes think that setbacks, unpleasant feelings and bad times only happen to us? (When these things happen it's hard to think about other people. People don't always share these things with others.)

Why don't bad times usually last? (eg time makes things seem better; other people help; we work out ways to solve our problems; situations change)

Why are mistakes useful and necessary? (We can learn from them. No one is perfect. Trying to be perfect is stressful.)

What happens if we take things personally and think that setbacks make us feel sad or lonely or rejected because we are who we are (ie we're jinxed)? (We feel helpless and less likely to bounce back from these unpleasant feelings by problem-solving and looking for ways to cope.)

What are some things you could put into the category of 'just can't change so have to accept' when we are thinking about what caused setbacks or problems? (eg the weather, genetics, illness, death, moving school, some family issues, being in the wrong place at the wrong time)

What does it mean when people say 'that's the way the cookie crumbles'? (Accepting that things are the

way they are and finding ways to live with this fact even if we don't like it. Accepting that something has happened and it can't be undone.)

- Explain the class will be looking at some skills that will help them to develop resilience and a sense of wellbeing to:
 - ⦿ stay happy and positive
 - ⦿ have good relationships with friends and family
 - ⦿ bounce back when dealing with setbacks and problems.

Distribute a copy of *Using helpful thinking* to each student or display on an interactive whiteboard. Explain that the way we think when we experience setbacks, unpleasant feelings and bad times, affects how we continue to feel and behave.

Explain 'helpful thinking' uses self-talk based on facts or someone else's opinion, and informs us to make better decisions. Helpful thinking assists us to calm down, solve problems, keep things in perspective, accept that bad times are normal for everyone, and makes us feel more hopeful.

Explain 'unhelpful thinking' is jumping to conclusions, reading people's minds, exaggerating and panicking, and makes us feel less hopeful.

In groups, students discuss how each of the unhelpful thinking examples on the activity sheet would make a person feel and behave, and then decide on the alternative helpful thought for each example. Students write their responses on the activity sheet.

- Students decorate a clear document holder using coloured markers and stickers and label the folder *Wellness and Bounce Back Pack*. Explain that the folder symbolises an invisible backpack that will hold many skills 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 write an example of a situation for each type of helpful thinking described on the activity sheet. The example should make the person feel and behave better. Students can share their helpful thinking examples with a partner before storing the examples in their pack.
- Send home a copy of *Resilient kids* with each student to share with their family.

Have you ever?

1. Have you ever been in a situation you didn't like and you thought it wouldn't improve, but it did?

Yes No



2. Have you ever made a really big mistake that you thought about for ages? (eg with a friend, while playing sport, with your school work)

Yes No



3. Have you ever felt lonely and rejected? (eg at school, at home, while playing sport)

Yes No



4. Have you ever had to put up with something you knew you couldn't change? (eg a camping trip being cancelled because of bad weather or having a broken leg)

Yes No



5. Have you ever been treated in a way that seemed unfair and you felt sad or angry? (eg by a friend, by a teacher, by your family)

Yes No



6. Have you ever felt really sad about losing a pet you really loved or someone close to you passed away?

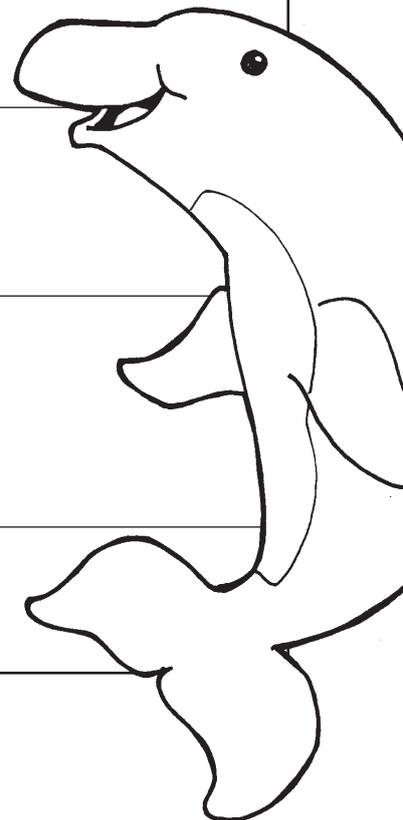
Yes No



Using helpful thinking

Write a helpful thought for each unhelpful thinking example.

Unhelpful thinking is not based on fact and makes it harder for us to solve problems.	Helpful thinking is based on facts and helps calm us down, solve problems and bounce back.
Believes mistakes mean you are dumb or stupid.	Believes mistakes are experiences you can learn from.
Just thinks about the bad bits in a problem.	
Believes that bad things only happen to you.	
Doesn't accept the things in a problem that can't be changed.	
Thinks that if something bad has happened once, it will happen again and again.	
Tries to 'mind read' how someone is feeling and thinking instead of asking them.	
Doesn't work out the chances of something really happening and exaggerates the chances of something bad happening.	
Is not open minded and only thinks there is one way to solve a problem.	





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 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

Optimists are happier and healthier

Preparation

- ▶ **Activity sheet** *The optimist's memory jogger* – photocopy one for each 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 **streamline** strategy (refer to page 199) using the sentence starters:
 - ⊙ An optimist is...
 - ⊙ A pessimist is...
- Explain students are to write their own definition of a pessimist and optimist. Place students with a partner to share their definitions and write a new definition together. Repeat this process by placing students in small groups. Remind groups that the definition needs to be reached by consensus. Listen to the definitions created by each group.

Explain research shows that optimists feel happy and confident, have good health and live longer, hang in there when things get tough, and are successful at school, in sport and in their work.
- Read *The optimist's memory jogger* together and discuss using the following questions.

Ask

Why do you think being grateful for all the good things in your life may be a new way of thinking for some people?

(Some people are pessimists and only focus on the things that have gone wrong. It takes time to turn our thinking around.)

What is hope? (Hope can be defined as the belief in a brighter future despite the fact that things may look bad at that time.)

How does being more hopeful help you to achieve what you want, solve problems and feel better? (It helps you to take action and this makes you feel in control of a situation and less sad or worried.)

What happens if you give up hope? (You can feel worse and you don't take action or solve your problems.)

How is persistence related to optimism? (Optimists believe good things are possible and keep trying, even when they first don't succeed.)

Why do some people think they are 'unlucky' most of the time? (These people only remember the bad things that happen to them and not the good things. As these

people don't believe they are lucky, they often don't try hard for things and look for opportunities so their view of being unlucky is confirmed.)

How can we make ourselves luckier? (eg try to solve our problems; ask for help when we need it; work hard; persist even when we first fail)

- In small groups, students agree on an example of an optimistic situation that best reflects each of the ideas described on the activity sheet. For example: Bad times don't last. Expect things will get better. An optimist who breaks their leg would think *'This is not going to last forever. I'll be out of this cast in only six weeks, just in time to start the football season.'*
- Students consider the information covered in this activity and write a goal to practise an optimist's skill. The activity sheet should be placed in the student's *Wellness and Bounce Back Pack*.
- Place students in groups of three. Explain that within each group students are to take on the role of interviewer, pessimist or optimist. The student role-playing the optimist should refer to the *The optimist's memory jogger* to help answer the interviewer's questions related to one of the following situations. The student role-playing the pessimist should answer the questions as a pessimist.

Situations

- ⊙ Your house has just burnt down. You have lost all your possessions except for your favourite music CDs.
- ⊙ You have just had your first day at a new school. You felt very nervous and worried that you didn't know anyone when you first got to school.
- ⊙ You have just broken your leg eight weeks before the football/netball grand final and the doctor has told you it will heal in six weeks.

Process the activity by asking students to decide if it was easier to respond using pessimistic or optimistic thinking. Remind students that optimistic thinking requires practise.

- Send home a copy of *Creating resilient kids together* and *Resilience skills to practise* with each student to share with their family.



The optimist's memory jogger

Stay hopeful even in unhappy times.

Think of happy memories and times in your life.

Look for the good bits in the bad things that happen.

Work hard and make your own luck.

Take credit for your own successes, no matter how small.

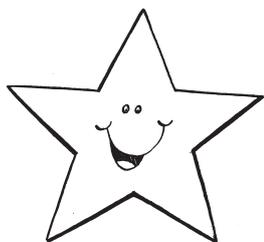
Optimists are known to:

- feel happy and confident
- have good health and live longer
- hang in there when things get tough
- be successful at school, in sport and in their work.

Bad times don't last. Expect things will get better.

Be grateful (thankful) for all the good things in your life.

Expect that good things are more likely to happen.



The skill I will try to practise this week is _____

I chose this skill because _____



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.



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

Self-awareness skills

- Be able to identify their strengths and challenges.
- Be able to know what might influence their successes and mistakes.
- Be able to see 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.

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.

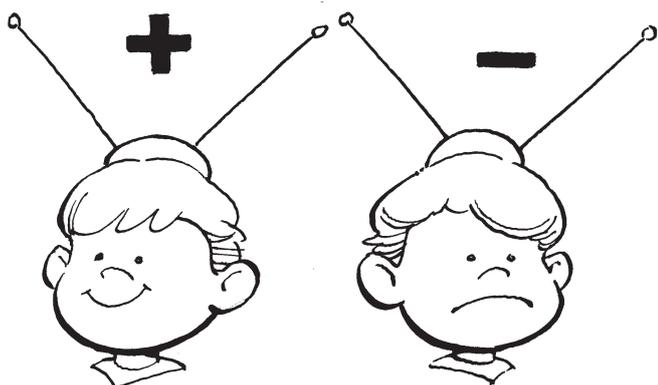
Thank you for playing a vital role in your child's resilience and wellbeing education.



Resilience skills to practise

Helpful thinking, having an optimistic outlook, getting along with others, and knowing how to deal with anger, are skills that will help your child to become more resilient.

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



Helpful thinking

- Accept that it's normal to make mistakes.
- Think about the funny or good bits in a problem.
- Accept that unhappy or bad things happen to everyone.
- Accept the things that can't be changed in a problem.
- Understand if something bad happens once, it probably won't happen again.
- Accept that you sometimes need to talk to others to get the facts right.
- Work out the chances of something really happening.

Skills for getting along with others

- Start a conversation.
- Stay cool in an argument.
- Be positive.
- Tell a story in an interesting way.
- Give an honest opinion.
- Cooperate well.
- Be a good listener.
- Not talking about others behind their back.
- Not telling people off when they make a mistake.

Optimistic outlook

- Bad times don't last. Expect things to get better.
- Expect that good things are more likely to happen than bad things.
- Think of happy memories.
- Take credit for your own successes, no matter how small.
- Be grateful (thankful) for all the good things in your life.
- Look for the good bits in the bad things that happen.
- Stay hopeful even in unhappy times.
- Work hard and make your own luck.

Dealing with anger and ways to calm down

- Do some exercise or a physical activity.
- Breathe slowly and deeply until you feel more in control.
- Walk away so you can work things out.
- Listen to music.
- Do something you like until you feel calmer.
- Keep yourself busy with another task.

Ways to think more clearly (helpful thinking)

- Talk to someone you trust about your angry feelings and get a 'reality check'.
- Think about whether this is just a 'one off' on the part of this person who made you angry.
- Think about what part of the problem was your fault.
- Remind yourself that everyone feels angry at some time.

Clever tricks to solve the problem and still be friendly

- Remind yourself to not damage your friendship with this person.
- Decide whether you should just try to forget it.
- Calmly tell the person you are angry with why you feel that way.
- Try to solve the parts of the problem that were your fault.

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

ACTIVITY 3

Dealing with intense emotions

Preparation

- ▶ Small cards or large post-it notes
- ▶ **Activity sheet** *Managing my emotions* – photocopy one per student
- ▶ **Activity sheet** *The A-Z of feelings* – photocopy one per student

- Write each of the following emotions on a card and keep the cards in sets as shown.
 - furious, enraged, cross, irritated, angry, annoyed
 - unhappy, despairing, grief-stricken, sad, blue, bit down
 - puzzled, confused, shocked, stunned, surprised
 - satisfied, happy, pleased, delighted, overjoyed, ecstatic
 - worried, nervous, stressed, overwhelmed, anxious

Give a set of cards to each group. Ask students to sort the emotions from low intensity to high intensity. Listen to the rankings given by groups then ask the following questions.

Ask

Which of these emotions are pleasant and which ones are unpleasant?

Why do we have feelings? (eg pleasant feelings tell us when something feels good and unpleasant feelings tell us we need to protect ourselves or solve a problem)

What are some possible negative effects of intense or strong feelings? (eg feel overwhelmed; may harm self or others; may do things we regret; may make bad decisions)

Can we change how we are feeling? (Yes, but sometimes it takes a while. We need to use positive self-talk or helpful thinking to try to change the way we are thinking.)

Why is it useful to feel anger? (We may need to stand up for our rights or protect ourselves in some way.)

When is it not useful to feel anger? (When it controls us so that we can't use helpful thinking and we act in a way that we may regret.)

What other feelings can we sometimes be hiding when we feel angry? (eg jealousy, sadness, guilt, fear)

Why is it useful to feel sad? (eg it is a useful way to grieve; it helps us move on; it lets us know what we value)

Is it useful to feel a little worried or nervous before taking on a challenge such as talking in front of the school?

(Yes, feeling a little worried or nervous can keep us motivated and makes us try hard. Too much makes it impossible to think properly. Not worrying at all may make us feel overconfident.)

Why is it important to correctly name and recognise our feelings? (This helps us to use the right helpful thoughts and problem solve in the correct way. For example, we may think we are furious when we are really just annoyed. The way we respond to each of these emotions would be different.)

Is there one best way to manage intense emotions? (No, it depends on the circumstances but usually it helps if you can find a way to calm down what's happening in your body, use helpful thoughts and then find a way to solve the problem in a calm way.)

- Students complete *Managing my emotions* after discussing the example of managing anger as a class.

Identify the ways that were effective to use when managing all of the emotions listed on the sheet. Discuss why these are useful for all emotions.

- Students write their plan for managing an emotion on the bottom of their activity sheet and then place the sheet in their *Wellness and Bounce Back Pack*.
- Students can use *The A-Z of feelings* for spelling, vocabulary development, and to find synonyms and antonyms related to feelings.

Activity sheet *Using helpful thinking* (Activity 1) can be used as a reminder when students complete *Managing my emotions*.



Managing my emotions

Choose one emotion. Tick the things in each column that you already use to manage this emotion. Underline the things that you could try in the future.



Anger	Guilt	Embarrassment	Rejection
Feeling really annoyed when you think something wrong has been done to you.	Feeling bad because you have done something wrong or behaved badly.	Feeling upset because you think others will think badly of you because you have done something silly.	Feeling sad because you don't have company or because others don't want to be with you.

Ways to calm down the body				
Do some exercise or a physical activity.				
Breathe slowly and deeply till I feel more in control.				
Walk away so I can work things out.				
Listen to music.				
Do something I like until I feel calmer.				
Keep myself busy with another task.				
Ways to think more clearly (helpful thinking)				
Talk to someone I trust about my angry feelings and get a 'reality check'.				
Think about whether this is just a 'one off' on the part of the person who made me feel angry.				
Think about what part of the problem was my fault.				
Remind myself that everyone feels angry at some time.				
Ways to solve the problem				
Remind myself to not damage my friendship with this person.				
Decide whether I should just try to forget about it.				
Calmly tell the person I am angry with why I feel that way in a calm way.				
Try to solve the parts of the problem that were my fault.				

Make a plan to use one idea from each column when you have this feeling in the future.

The A-Z of feelings

affectionate
AMAZED aggressive
 amused
BEREFT betrayed
 bewildered
 brave
 compassionate
 concerned
CONFUSED confident
 defeated
DEJECTED
 delighted
 depressed
 disgusted
 disheartened
ecstatic
 elated embarrassed
EMPATHIC
 exasperated
FORSAKEN
 frightened
 frustrated
 furious
 gentle
grateful
 grief stricken
GUILTY grumpy
 hassled
HATEFUL
 helpless
 hopeful
 hostile
 humiliated
incensed
 indignant
 infuriated
INSECURE
 intimidated
JEALOUS
 jubilant
 keen
 let-down
 livid
loving
 low melancholy
MELLOW
 miffed
mortified
 muddled mystified
NEGATIVE
 nervous
NOSTALGIC
 offended
 optimistic
 overwhelmed
 panicky
PASSIONATE
 passive
 peeved
 perplexed
 petrified
powerless
 proud provoked
QUARRELSOME
 relieved
REMORSEFUL
 repulsed
 resentful
 resigned
 satisfied
scornful
 self-conscious
SNUBBED self-pitying
 sorrowful
STUNNED
 surprised
 suspicious
 sympathetic
 tearful
tense
 terrified threatened
THRILLED
 timid
TROUBLED
 uncertain
 uncomfortable
 unhappy
 unloved
unsure
 upset used
VICTORIOUS
 vindictive
VULNERABLE
 wary
 worried

ACTIVITY 4

Developing and maintaining relationships

Preparation

- ▶ Access the poems *Harvey*, *Phyllis* or *Sad Underwear* by Judith Viorst from the internet
- ▶ Small cards or post-it notes – class set
- ▶ **Activity sheet** *Getting along with others* – photocopy one per student
- ▶ Materials for making a board game – class set

- Read one or more of the poems suggested in the preparation list. Use the following questions to further discuss developing and maintaining good relationships.

Ask

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

What kinds of problems can we have with our friends? (eg misunderstandings, arguments, jealousies, growing apart. Stress that all friendships have problems at some time and 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. Remind students of the 'no name' rule when sharing examples.)

What are some skills we need to use to get along with others and our friends? (Social skills that lead to good relationships such as being positive; being a good listener; finding things in common; being a good winner and loser; being interesting; cooperating and being flexible. Other social skills are being understanding and supportive, sharing information about yourself, and being loyal.)

Are you born with these skills? (No. Everyone needs to learn and practise these skills. Practising these skills while we are young will help us to get along better with other people when we are adults. Getting along well with others give us a sense of belonging and satisfaction.)

Do we use fewer 'getting along with other people' skills with our family? Why?

- Distribute a set of cards or post-it notes to each group. Conduct a **card cluster** (refer to page 193) by asking the groups to identify 'turn offs' that make it harder to respond to someone in a positive way even though they are probably a nice person. Groups write one example on each small card. Some examples could include:
 - ◉ Being a poor loser or winner
 - ◉ Making negative comments

- ◉ Constantly talking about themselves
- ◉ Scowling and looking grumpy
- ◉ Not saying anything about themselves or how they are feeling
- ◉ Not sharing
- ◉ Being mean and nasty
- ◉ Starting fights over small things
- ◉ Being inflexible
- ◉ Telling a story in a long and boring way
- ◉ Not acting confidently
- ◉ Being clingy.

Display the cards and discuss with the class.

Ask groups to rank the five 'turn offs' that would most likely result in them not responding positively to another person. Compare results within the class and discuss.

- Students complete *Getting along with others* and then write how they could improve the skills that they need to practise or the skills they only use sometimes.

Have students share their written responses with a partner. Students are to act as a 'coach' and suggest other ways their partner could practise this skill. The combined comments are to be placed in their *Wellness and Bounce Back Pack* (made in Activity 1).

- In small groups, students choose one of the following 'getting along with people' skills and design a game or activity that the class could play to practise this skill.

Getting along with people skills

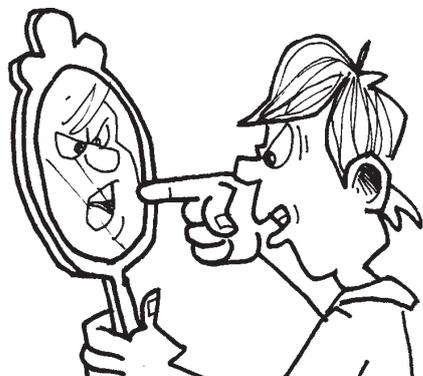
- ◉ Starting a conversation
- ◉ Staying cool in an argument
- ◉ Being positive
- ◉ Telling a story in an interesting way
- ◉ Giving an honest opinion
- ◉ Cooperating well
- ◉ Being a good listener
- ◉ Being a good loser

When completed, have students play the game or try the activity and give feedback to the designers.

Students can complete the *Getting along with others* sheet before and after completing this focus area. Discuss any changes in thinking that may have resulted.

Getting along with others

Getting along with others takes skills and practise. How are you going?



	I do this most of the time	I sometimes do this	I need to practise this
I make my stories interesting.			
I talk about positive things more than negative things.			
I am a good listener.			
I am a good winner and loser.			
I can start a conversation with someone I don't know.			
I stay calm on the outside when I get angry.			
I have the courage to say what I think even when others don't agree with me.			
I get on with others well when I work in a team or group.			
I refuse to talk about people behind their back.			
I am happy to share my things.			
I don't talk about myself all the time.			
I try not to tell people off when they make a mistake.			

ACTIVITY 5

Bullying is everyone's problem

Preparation

- ▶ Access *Say Something* (Lea Lyon & Peggy Moss, 2004, Tilbury House, New York)
- ▶ **Activity sheet** *Dealing with bullying situations* – photocopy one per student
- ▶ Seven large sheets of paper
- ▶ Internet access
- ▶ Cameras with movie functions – class set

- *Say something* by Peggy Moss is a story written from the perspective of a young girl who learns that feeling sorry for kids who are teased is not enough. Read the story and discuss with the class.

In the discussion emphasise that bullying is everyone's problem and that it can be stopped if courageous and caring students, parents and teachers all work together to stamp it out. Speaking out about bullying by helping someone who is being bullied or asking for help takes courage but is the right thing to do. Also remind students that bullying is not a 'one off' event but happens many times and over a period of time.

Ask

What kinds of things do some students do when they bully other students? (eg play practical jokes; exclude them; physically hurt them; force them to do things they don't want to do; spread rumours; make pranks calls; send nasty text messages; say nasty things on social networking sites. Remind students of the 'no name' rule when sharing examples.)

How might the person being bullied feel? (eg lonely, sad, angry)

How might the person doing the bullying feel? (eg superior and powerful. However, research tells us they secretly want to be liked by others for who they are and not for being manipulative)

How might students who are seeing the bullying feel? (eg worried that they might be next; ashamed to be part of it; worried for the person being bullied; worried about the consequences for the person doing the bullying)

How might teachers who find out about a bullying situation feel? (eg disappointed; shocked; worried for the person being bullied; worried about the consequences for the person doing the bullying)

How would the parents of the student being bullied feel?

How would the parents of the student who bullied feel?

Why is it common to see bullying carried out by more than one person?

Why does this make it more difficult for the person who is being bullied?

Why is it important for someone who is being bullied to stay calm at the time and not show they are upset?

- Form students into small groups. Give each group a **graffiti** sheet (refer to page 195) labelled with one of the following questions. Explain that groups are to respond to the question on their sheet.

Graffiti questions

- ◉ What is the difference between peer 'pressure' and peer 'influence'?
- ◉ Why do you think students bully others?
- ◉ Why don't students always speak up when they see someone being bullied?
- ◉ Why do some kids get 'picked on' more than others?
- ◉ Acting confidently makes it less likely that you will be bullied. What does 'acting confidently' look and sound like?
- ◉ What can you do when you see someone who is being bullied (ie picked on repeatedly)?
- ◉ Why does it take courage to help someone who is being bullied?

Rotate groups through the graffiti sheets to tick the suggestions they agree with and add new suggestions.

Discuss the completed graffiti sheets as a whole class.

- Students complete their own copy of *Dealing with bullying situations*.

Using the *Dealing with bullying situations* information, have students work in groups to create a video clip showing what to do when they see someone else being bullied. There are many video clips on the internet that can be accessed to prompt the students ideas eg *Caught in the crowd* by Kate Miller-Heidke or *Anti-Bullying Learnig and Teaching Resource* www.youtube.com/watch?v=EA5C-1N_r1w.

Hold a 'movie' day and invite students from younger classes to come along and watch the movies produced by the class.

Dealing with bullying situations

Decide if each example is a positive or negative thing to do when you or someone else is being bullied. Explain your answer.

	A positive thing to do	A negative thing to do
Keep it a secret and don't tell your parents or a teacher.		
Ask your friends for support.		
Hang around people who do mean things.		
Tell a parent or teacher that a classmate is repeatedly being treated unfairly.		
Retaliate and get angry if you are bullied.		
Avoid places where you have seen people being mean to others.		
Blame yourself for being bullied.		
Stay online even when someone sends you something mean.		
Keep a record of mean texts or click 'Screen save' when you receive mean messages online.		
Grab a friend and help someone who is being bullied.		
Pretend it's not happening when you see someone being bullied.		

Think for yourself. Stand up for others who are unfairly treated.

- Step 1**
- Remind yourself that no-one is safe when bullying is happening.
 - Remind yourself that bullying is everyone's problem.

- Step 2**
- Decide never to take part in bullying.
 - Don't stand and watch mean acts.
 - Don't forward mean texts or messages.
 - Don't exclude someone because someone else has said you should.

- Step 3** Take action if needed (it makes it easier if you grab a friend).
1. Look disgusted at the person who is doing the bullying. In a calm voice, say 'Give it a break' or 'Stop being so mean'.
 2. Ask the mistreated person to move away with you to another place.
 3. Move away if the person who is bullying starts to pick on you.

- Step 4** Don't keep the problem hidden. Tell a parent or a teacher (they can keep your name confidential).

ACTIVITY 6

Are you tuned to the optimist's channel?

Preparation

- ▶ **Activity sheet** *Optimist's channel quiz* – photocopy one per student
- ▶ **Activity sheet** *Are you tuned to the optimist's channel?* – photocopy one per student
- ▶ Scissors
- ▶ Access to computers

- Conduct a **think-pair-share** (refer to page 200) for students to recall what they remember about how an optimist and a pessimist think. After sharing with a partner, listen to a few responses from the class.
- Distribute copies of *Optimist's channel quiz* for students to complete.

Explain that optimists use clever tricks (skills) that look for the good things in themselves, others and what happens in their lives. Those students with most ticks in the 'always' column tend to be tuned into the 'optimist's channel' and those with more ticks in the 'never' column tend to be tuned to the 'pessimist's channel'. Stress that it is easy to learn to tune into the optimist's channel but it does take practise.

- Read through *Are you tuned to the optimist's channel?* with the class. Have students reflect on their answers in the quiz and then choose two skills to practise. Encourage students to choose a different skill to the one they selected in Activity 2.

Students cut off the slip of paper from their activity sheet and place in their *Wellness and Bounce Back Packs* (made in Activity 1).

Allow time for students to report on the progress of this goal over a period of time. Focus on setbacks, lessons learnt and who can help in this reflection time.

- Students write two real estate advertisements to sell a very old house badly in need of repair surrounded by an overgrown garden and backing onto a river that often floods. The first advertisement must be written with an optimist's channel tuned up really high and the second advertisement must be written with a pessimist's channel tuned up really high.

Students use computers to create their advertisement and present these to the class. After viewing the advertisements, use the following questions for discussion.

Ask

Which advertisements sounded more appealing?

Why?

What told you the advertisements were tuned into the optimist's channel?

What told you the advertisements were tuned into the pessimist's channel?

If this house was a person, which one would you like to spend more time with? Why?

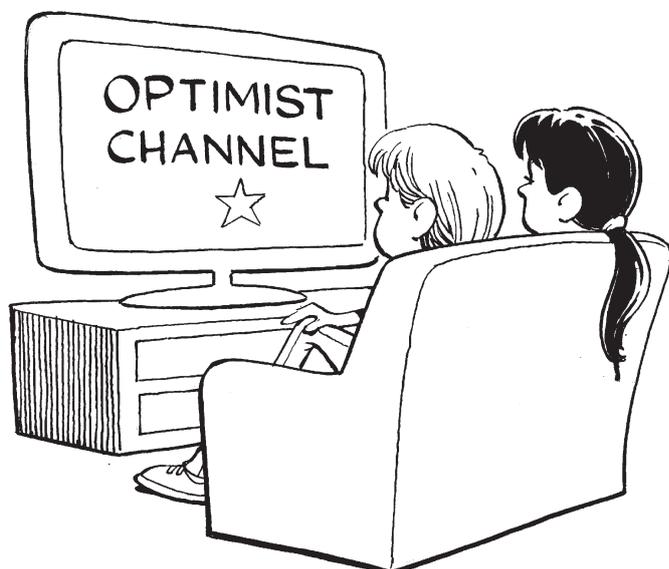
Why is it sometimes harder to tune into the optimist's channel? (Even the most optimistic person can encounter situations where it is hard to be optimistic straight away. What is important is that you notice where your antennae are tuned and try hard to retune your thinking into a more optimistic channel.)

- Use situations that occur throughout the day to model optimistic thinking ie looking for the small good things in a bad thing. For example, if the DVD stops before the end of a recorded program say, '*At least we watched most of the program.*' Encourage students to use their 'antennae' to find:
 - ◉ the five best things about their day
 - ◉ the five best things about their class
 - ◉ the five best things about a lesson.

Optimist's channel quiz

Tick the answer that best shows what you do, say or think.

	Always	Sometimes	Never
Do you talk about the good things that have happened in your day rather than the bad things?			
Do you forgive yourself when you make a mistake?			
When things go wrong do you remind yourself that bad times don't last forever?			
When things go wrong are you hopeful that things will get better soon?			
When things go wrong do you look for the small good things in a bad situation?			
Do you focus on the things you do well rather than the things you can't do yet?			
Do you talk about the good things you notice about other people?			
Do you look for the positive things in other people rather than focus on their mistakes?			
Do you compliment people when they do things well?			
Total			



Optimists look for the good things in themselves, others and what happens in their lives.

Are you tuned to the optimist's channel?

The optimist's channel

People tuned to the 'optimist's channel' seem to have antennae on their heads that tune in REALLY HIGH to:

- their successes and things that go right for them
- their own strengths
- small good things that happen in any bad things that happen
- other people's successes and the good things they say and do
- other people's strengths.

Other people feel safe being around people who are tuned to the optimist's channel because they know they will always be focusing on their good points, and they are confident and fun to be around.

The pessimist's channel

People tuned to the 'pessimist's channel' seem to have antennae on their heads that tune in REALLY HIGH to:

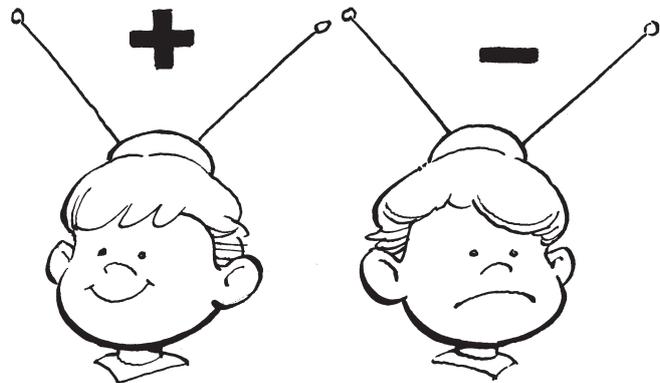
- their mistakes and things that go wrong for them
- things that might go wrong
- their own challenges and flaws
- other people's mistakes and the bad side of things they say and do.

Other people find it hard to like people tuned to the 'pessimist's channel' because they are critical of them and everything around them.

Can you change your channel?

Everyone can choose to tune into either the optimist's or pessimist's channel. It takes practise to tune in REALLY HIGH to the optimist's channel and REALLY LOW to the pessimist's channel. Try to practise these things.

- Look for the positive things in yourself and others.
- Don't grumble and moan when things don't go your way.
- Think of good things that happen to you each day.
- Look at all the things you do well, no matter how small.
- Say positive things about other people to their face and when they aren't there.
- Look at small good things even in things that seem bad – learn from a mistake!
- Believe things will get better even when you are having a bad day.
- Let people know you are grateful for the kind and helpful things they do for you.



What are two clever tricks on the 'optimist's channel' that you would like to practise over the next two weeks?

When will you practise them?

ACTIVITY 7

Creating a change, dealing with anger

Preparation

- ▶ Access *How to take the grrr out of anger* (Elizabeth Verdick and Marjorie Lisovskis, 2002, Free Spirit Publishing)
- ▶ **Activity sheet** *Things that make you go 'grrrr'* – photocopy one per student

- Conduct a **circle talk** (refer to page 194) using the following questions. Remind students of the 'no name' rule before commencing the questions.

Questions

- ⊙ When have you felt really angry? What happened?
- ⊙ When a person feels angry, what is the best thing they can say to calm themselves down?
- ⊙ What's one kind of exercise that would calm you down if you were feeling angry?
- ⊙ Can a person or a situation make you angry or are you responsible for your own anger?
- ⊙ Is it true the best way to deal with anger is to just let your feelings out?
- ⊙ What are some bad results that might happen if you let anger get on top of you?
- ⊙ What are some helpful ways of handling angry feelings in a way that others don't get hurt but the problem gets sorted out?
- ⊙ Is sulking (refusing to talk to someone because you feel angry) a helpful way to deal with feeling angry?
- ⊙ What might happen if you sulk instead of speaking up in a calm and honest way?

Explain that anger is a helpful feeling because it warns us to stand up for our rights or protect ourselves. However anger can be a destructive feeling if it controls us so that we don't use helpful thinking and we act in destructive ways. These destructive ways can lead us to looking 'uncool'; having our reputation damaged; feeling guilty; losing self-respect; getting into trouble with authorities; and breaking up friendships.

- Read the story *How to take the grrr out of anger*. After reading the story, discuss ways to manage anger and what to do when adults become angry.

- Distribute copies of *Things that make you go 'grrrr'* activity sheet. Read through and discuss the list of ways about calming down, thinking more clearly and solving problems.

Show the activity sheet on an interactive whiteboard and work through one of the situations with the class.

Place students in small groups. Allocate several of the examples on the activity sheet to each group to solve.

Listen to the ideas generated by each group. Talk about the common calming and helpful thinking strategies that the class identified and decide why these strategies are usually helpful in a range of situations.

- Students could **role-play** (refer to page 197) the situations using 'asides' to the audience where the characters describe how they are calming themselves and what they are thinking so that they can create a change and solve the problem.

Things that make you go 'grrr'

ANGER is feeling really annoyed when you think something wrong has been done to you.

Clever tricks to calm down the body

- Do some exercise or a physical activity.
- Breathe slowly and deeply until I feel more in control.
- Walk away so I can work things out.
- Listen to music.
- Play with my pet until I feel calmer.
- Keep myself busy with another task.

Clever tricks to think more clearly (helpful thinking)

- Talk to someone I trust about my angry feelings and get a 'reality check'.
- Think about whether this is just a 'one off' on the part of this person who made me angry.
- Think about which part of the problem was my fault.
- Remind myself that everyone feels angry at some time.

Clever tricks to solve the problem and still be friendly

- Remind myself to not damage my friendship with this person.
- Decide whether I should just try to forget about it.
- Tell the person I am angry with why I feel that way.
- Try to solve the parts of the problem that were my fault.



Situation	Write an example of this type of situation.	How could you calm your body in this situation?	How could you think more clearly in this situation?	How could you solve the problem in this situation?
When someone embarrasses you.				
When someone won't do what you want them to do.				
When you feel you have been dealt with unfairly.				
When someone has been rude or mean to you.				
When you feel like you have no say in a big decision that affects you.				

ACTIVITY 8

Setting short-term goals to use wellness and bounce-back skills

Preparation

- ▶ **Activity sheet** *Wellness and bounce-back skills* – photocopy one per student
- ▶ **Activity sheet** *Making a SMART goal to practise wellness and bounce-back skills*
- ▶ Empty shoeboxes or small boxes – one per student
- ▶ Craft materials – class set

- Show the *Wellness and bounce-back skills* on the interactive whiteboard or as an A3 photocopy. Review the four new skills or ‘clever tricks’ that students have learnt during this focus area. Remind the class that these skills will help them to develop a sense of wellbeing to:
 - ⦿ stay happy and positive
 - ⦿ have good relationships with friends and family
 - ⦿ bounce-back when they have setbacks and problems.

Stress the skills require practise and that it is normal to make mistakes when first trying to use these skills.

Ask

Why is it good to have goals? (We feel more successful and confident when we achieve our goals, they give us a focus, and they make us more resourceful.)

Why is it easier to achieve goals that build on our strengths? (We are more likely to practise and we already have the skills to achieve our goals.)

Should we always choose goals that build on our strengths? (No. We should also try to choose goals that help us get better at things we can't do ie we need to work on our challenges.)

What is a short-term goal? (Something we can achieve in one day to a couple of weeks such as finishing an assignment or learning a song.)

- Distribute and explain the *Making a SMART goal to practise wellness and bounce-back skills* sheet.

Students consider their strengths and challenges with regard to the wellness and bounce-back skills and then choose one skill on the activity sheet to practise every day for the next two weeks. Suggest to students that some of the ‘getting along with others’ skills could be broken down into two or three specific ‘skills’.

Students write an individual plan using the activity sheet. Allow time for students to monitor their progress towards this goal over the next two weeks. 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.

- Have students write a letter to their family evaluating the progress they have made towards achieving their goal. Encourage students to discuss barriers and enablers to achieving their goal in this letter.
- Students prepare a shoebox and fill it with drawings, cartoons, magazine pictures or other items that symbolically reflect the four key wellness and bounce-back skills covered in this focus area. For example, a television with an ‘optimist’ button or a smiley face.

Have students present the shoeboxes to students in other classes and explain each skill and why it is important.

Display a *Wellness and bounce-back skills* poster in the room to remind students to practise these skills.

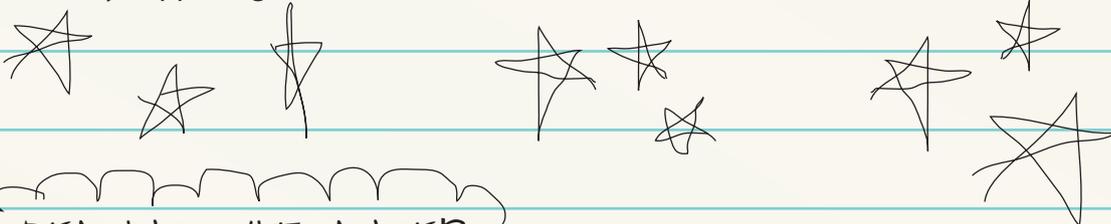
Wellness and bounce-back skills

HELPFUL THINKING

- ✓ Accepts that everyone makes mistakes – it's normal.
- ✓ Thinks about the funny or good bits in a problem.
- ✓ Accepts that unhappy or bad things happen to everyone.
- ✓ Accepts the things you can't change in a problem.
- ✓ Understands if something bad happens once, it mightn't ever happen again.
- ✓ Accepts that you sometimes need to talk to others to get the facts right.
- ✓ Works out the likelihood of something really happening.

OPTIMISTIC OUTLOOK

- ✓ Bad times don't last – expect things to get better.
- ✓ Expect that good things are more likely to happen than bad.
- ✓ Think of happy memories.
- ✓ Take credit for your own successes, no matter how small.
- ✓ Be grateful (thankful) for all the good things in your life.
- ✓ Look for small good bits in the bad things that happen.
- ✓ Stay hopeful in unhappy times.
- ✓ Work hard and make your own luck.



DEALING WITH ANGER

Clever tricks to calm down the body

- Do some exercise or a physical activity.
- Breathe slowly and deeply until I feel more in control.
- Walk away so I can work things out.
- Listen to music.
- Play with my pet until I feel calmer.
- Keep myself busy with another task.

Clever tricks to think more clearly (helpful thinking)

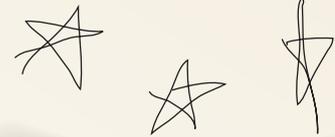
- Talk to someone I trust about my angry feelings and get a 'reality check'.
- Decide if this is just a 'one off' on the part of the person who made me angry.
- Think about which part of the problem was my fault.
- Remind myself that everyone feels angry at some time.

Clever tricks to solve the problem and still be friendly

- Remind myself to not damage my friendship with this person.
- Decide whether I should just try to forget about it.
- Tell the person I am angry with why I feel that way.
- Try to solve the parts of the problem that were my fault.

Wellness and bounce-back skills

GETTING ALONG WITH OTHERS



Giving an honest opinion

Don't try too hard to please others. Be yourself. First say what you agree with and then describe in a confident voice how you differ.

Being a good listener

Listen carefully and don't interrupt. Ask 'tell me more' questions that don't require just a 'yes' or 'no' answer. Be prepared to take your turn to talk as well.

Not talking about others behind their back

Let people know directly if you are unhappy about something they have said or done. People often find out what you have said about them anyway.

Starting a conversation

Find something you have in common with the other person. Have some starting up comments like – *How are things going?*

Being positive

Be enthusiastic. Try to find good things in other people and in the things that happen to you. Talk about these things.

Not telling people off when they make a mistake

Remember that everyone makes mistakes. You are not so perfect that you can freely criticise others. No one likes this.

Cooperating well

Respect others' opinions and share yours. Don't always expect to do things your way. Be fair and take your turn. Negotiate if disagreements happen.

Staying cool in an argument

Use your favourite body calming trick and then use helpful thinking, such as:

- Don't say anything that may ruin this friendship.
- Don't insult, yell or hit the other person.
- Try to negotiate a good outcome for both of you.

Telling a story in an interesting way

Make sure the person you are talking to is interested in the story in the first place. Get to the point and don't ramble on for ages. Look for signs that the other person may be bored.



Making a SMART goal to practise wellness and bounce-back skills



Choose a wellness and bounce-back skill:

- Dealing with anger
- Getting along with others
- Optimistic thinking
- Helpful thinking

Specific

Say exactly which skill you are going to practise and how you want to make the different 'bits' of this skill part of your life.

I want to _____

Meaningful

Make your goal something that you really want to achieve.

I want to achieve this goal because _____

Actions

List three actions you will take to make your chosen skill part of your life.

1. _____

2. _____

3. _____

Realistic

Choose a goal where there is a real chance you will be successful.

I think it is realistic for me to make this skill part of my life because _____

Timeline

You will be practising this skill for 2 weeks and then reviewing the progress you have made towards achieving the goal of making this wellness and bounce-back skill a part of your life.

Your signature _____ Your teacher's signature _____