

**Helen McGrath and Toni Noble**

# **Bounce Back!**

**YEARS 5-6**



**3RD EDITION**

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Each Curriculum Unit also has Blackline Masters, interactive tools, games and activities available in the eBook.

# About Bounce Back!

**Bounce Back!** provides practical strategies to improve student wellbeing and help students (and teachers) cope with the complexity of their everyday lives. It teaches them how to ‘bounce back’ when they experience sadness, difficulties, frustrations and challenging times. **Bounce Back!** is an evidence-informed program built on Positive Psychology, Cognitive Behaviour Therapy and Social and Emotional learning principles.

There are ten **Curriculum Units** in each level that help students to:

- develop positive and pro-social values, including those related to ethical and intercultural understanding
- develop self-awareness, social awareness and social skills for building positive relationships
- develop self-management strategies for coping and bouncing back
- find courage in everyday life as well as in difficult circumstances
- think optimistically and look on the bright side
- boost positive emotions and manage negative emotions
- develop skills for countering bullying
- use humour as a coping tool
- develop strengths, skills and attitudes for being successful.

The **Bounce Back!** program:

- is a single but multi-component program that communicates consistent messages to the whole school community, including families
- uses the four SAFE elements of effective programming (sequenced, active, focused, explicit) recommended by the Collaborative for Academic, Social and Emotional Learning (CASEL)
- takes a whole-school approach to build a positive school climate and embed the program into the curriculum and general life of the classroom and school
- is a universal program taught to all children
- is integrated with academic learning to encourage application of skills in context
- is long-term and multi-year to develop deep understanding and application of the concepts and skills

- uses evidence-informed teaching strategies, such as cooperative learning, thinking tools, Circle Time, high quality educational games and peer support
- is designed to be integrated with other curriculum areas, such as English through the use of quality children’s literature and multimodal resources, Health and Physical Education, The Arts and other curriculum areas
- incorporates a range of assessment tools for measuring aspects of wellbeing and resilience.

The program consists of:

- **Bounce Back! Years F–2: Handbook and Curriculum Units**
- **Bounce Back! Years 3–4: Handbook and Curriculum Units**
- **Bounce Back! Years 5–6: Handbook and Curriculum Units**

**Bounce Back!** is recommended by KidsMatter.

Resources available in the **Bounce Back!** eBooks include:

- Tools for measuring aspects of wellbeing and resilience
- Elasticity, an extra Science and Maths Curriculum Unit
- Curriculum correlation charts
- Scope and sequence charts
- Suggestions on how to find resources
- Index of resources
- Resources list for each Curriculum Unit
- Blackline Masters (BLMs) for each Curriculum Unit
- Digital teaching tools and interactive games and activities for each Curriculum Unit
- Information for families

The digital resources are identified by the following icons:



eBook

– PDF resources



eBook

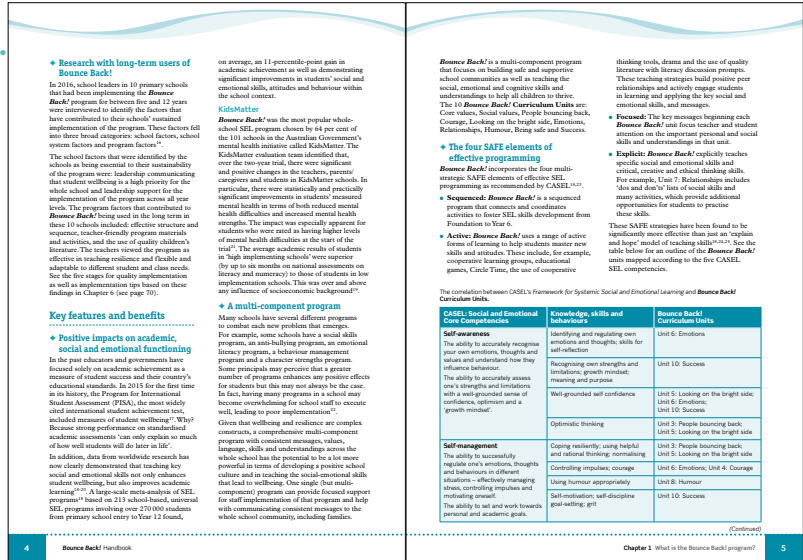
– interactive resources

# How to use Bounce Back!

Each level in **Bounce Back!** consists of a **Handbook** and **Curriculum Units** plus digital resources.

## Handbook

Six chapters explore the most recent evidence-based research supporting **Bounce Back!** including linkages to CASEL (Collaborative for Academic, Social, and Emotional Learning) and the Australian Curriculum, as well as suggestions for differentiation and program implementation.



## Curriculum Units

Each level begins with an introductory unit containing:

- evidence-informed teaching strategies, such as Circle Time
- literature and key message prompts
- classroom resources.

## Teaching strategies and resources

### Circle Time

#### What is Circle Time?

Circle Time is a planned and structured framework for whole-class discussion. The class sits in a circle so students can see and hear each other, and everyone is included in the Circle Time activities and discussion. Being in a circle means the group is more engaged and distractions are less likely. Everyone has the opportunity to speak and be listened to. Circle Time works best on chairs, although some teachers have younger students sitting on the floor. Circle Time is used in every **Bounce Back!** Curriculum Unit. It builds classroom community, positive relationships and teaches Social and Emotional Learning (SEL) skills.

#### What happens in Circle Time?

A typical Circle Time discussion in **Bounce Back!** follows this format:

- a reminder of the Circle Time rules (see section below)
- a reminder about the talking prompt that you are using (see page 82) – only the student who has the prompt can speak
- an introductory game (optional), energiser or simulation
- an activity that introduces the topic for Circle Time (often reading a relevant book)
- a whole-class discussion, with students participating in a variety of ways, for example:
  - every student may be invited to speak
  - selected students may be invited to speak
  - students may be asked to volunteer to make a comment or answer a question
  - students may be asked to discuss in pairs or threes and then one person in each pair is invited to explain what they agreed on
- a final activity that closes the circle, e.g. summarising the key messages from the class discussion or a sentence completion (e.g. 'One thing I learnt is ...', 'One thing that surprised me was ...', 'One thing that was new ...', 'I feel ...')
- a follow-up group or individual activity after Circle Time (usually).

#### The Circle Time rules

When everyone is sitting in the circle, begin the session by stating the rules.

- 1 Everyone has a turn, and when one person is talking (i.e. the person who has the talking prompt), everyone else listens.
- 2 You may pass if you do not have anything to say (but the teacher may come back and ask you again when you have had a bit more time to think about what you want to say).
- 3 No put-downs are allowed during Circle Time.



# Curriculum Units

There are 10 **Curriculum Units** in each level.

These are written for the teacher in student-directed language to outline the main points of the unit. They can be photocopied or displayed.

Key messages introduce the key vocabulary of the unit.

The expected learning objectives are stated.

The eBook includes a reference list of all the core resources (books, films, video clips, poems, songs, websites) referred to in the unit, as well as additional suggestions.

Each unit is structured according to topics, which can be one or more lessons. Some units also have subtopics.

Each topic begins with suggested resources to start exploring the ideas that will be taught.

Each topic has Circle Time discussions using the resources or activities as a starting point to engage with important life issues in a safe and comfortable way.



## Core values

### KEY MESSAGES

**Personal values are easy to talk about but sometimes difficult to act on.**

A value is a belief that you have about how you should behave. Nobody is perfect, but you can try to do what you believe is the 'right thing', even though you may not always succeed as well as you would like. Trying to live by your personal values is described as 'having integrity'. That means that you behave according to your values even when no-one is watching you.

**It is important to be honest.**

Being honest means telling the truth. It means not stealing or cheating, giving things back when they belong to someone else, and 'owning up' when you have done the wrong thing. It also means telling people information that they need to know, but being tactful when you do so.

**It is important to be fair to other people.**

Being fair means following the rules, and applying the same rules to everyone without prejudice. Prejudice is when you have a negative idea or feeling about people who are different from you, but the idea or feeling is not based on fact or reality.

Being fair also means:

- returning favours and kindnesses that other people have done for you
- helping others to get a fair deal – to have justice, food, shelter, medical treatment and schooling
- helping others to be included in groups and games and not to be bullied
- understanding and acknowledging the concept of a fair deal in the broader community, such as a fair deal for people from different backgrounds and with different abilities.

**It is important to be responsible.**

Being responsible means not letting people down, and doing what you said you would do without having to be told or reminded. It also means:

- doing the jobs that are your responsibility
- being punctual so that you don't upset other people's plans
- making sure you have what you need to do your schoolwork
- being sensible so that you don't cause problems for other people
- helping those who need it.

**It is okay to be different.**

Everyone is different and that's okay. If you feel okay about differences in people, then you:

- get to know people who are different from you
- include them in games and conversation
- don't tease or exclude them
- understand that it is a good thing for people to be different in lots of ways
- learn to accept and put up with those differences in people that you may not like.

### Learning objectives

In this unit, students will further extend and apply their understanding of:

- the importance of having values and trying to put them into practice in their own life
- the values of honesty, being fair, responsibility and accepting difference.

## Resources list



A complete list of resources including references for core and additional books, films, video clips, poems, songs and websites is available.

## Train your brain for success and think like WINNERS do

### Resources



#### + Book

*Your Fantastic Elastic Brain*

This nonfiction book introduces neuroscience and the idea that the brain has the capacity to stretch and grow. Just as lifting weights helps muscles get stronger, trying new things without giving up (and even making mistakes) can strengthen and improve the brain.



#### + Song

'Everything's Controlled by the Brain'



### Circle Time or classroom discussion

Share a personal reflection on a challenging goal you achieved. Read the book and play the song. Then ask students to discuss with a partner one thing that they have learned to do that was really challenging or hard for them to do (e.g. saving for something, producing a multimedia class presentation, presenting at a school assembly, learning a new sport). Ask a few students to share their challenge.

#### Discussion questions

- Why is our brain the most important part of our body? (It controls the body's movement and reactions, enables learning and retaining information.)
- How can you strengthen your brain? (It's a bit like lifting weights to help muscles get stronger – learning new things strengthens and increases your brain's capacity.)
- How can you give your brain a good 'workout'? (By challenging yourself and trying to learn many different things.)
- What is one good way to help your brain to learn and grow? (Practising skills, learning from your mistakes.)
- What if you don't take any risks or try to learn new things? (You won't stretch your brain and help it to work better.)
- What happens in your brain when you are learning challenging things? (Your brain makes more neural connections and this makes it work better.)



Then introduce the WINNERS acronym using the WINNERS e-tool (see also the WINNERS acronym over the page). Discuss what each statement means and relate each idea to what has already been discussed. Explain that they will learn more about each WINNERS statement. Unpack new vocabulary such as strengths and limitations, challenges, persistence, grit, obstacles, ethics, risk-taking, growth mindset, etc.



# Curriculum Units

These prompt teachers to reflect on the relevance of the key messages to their own wellbeing or their teaching practices in enhancing their students' wellbeing.

Each topic has a range of cross-curricular activities using evidence-informed teaching strategies. The activities incorporate thinking tools and cooperative learning, and there are many opportunities for peer support.

Many units feature role-play and drama opportunities.

Each unit has high quality educational games for cooperative learning.

Each unit includes ideas for successful implementation and sustainability of **Bounce Back!** across the whole school.

Each unit contains activities to create linkages between school and home.

Each unit concludes by consolidating concepts, skills and key vocabulary.

**Teacher reflection**  
How fair is your school's behaviour management policy and procedures from everyone's perspective (the child whose behaviour has caused concern, any child or children targeted, teacher and parent perspectives)? The criteria for school rules (see below) could be used to review them.

**Activities**

- Read to the class the picture book *The Pain and the Great One* in relation to 'fairness'. In pairs, students create a Venn diagram listing what they both think is unfair, and what each thinks is unfair and is different to their partner's view.
- Students use Reader's theatre (see page 97) or role-play about *The Pain and the Great One* for younger children.
- Use the Think-ink-pair-share strategy (see page 100) to discuss and list individuals or groups in our community who don't always get a fair deal. Brainstorm how the class could make a difference to the lives of some of these people, even in a small way.

**Is it fair?**  
Use **The Ten Thinking Tracks e-tool** (also see page 99). Then use **BLM The Ten Thinking Tracks** and allocate students into groups of four or five to discuss the fairness of one of these issues:

- Parents should be allowed to have a microchip surgically implanted in their child's arm (not to be removed until the child is 16 years of age) so that the child can be tracked to make sure they are safe.
- The age for obtaining your driver licence should be lowered to 16 in all states.
- Children should be allowed to have a Facebook account at the age of 10.
- Parents should not restrict their children's use of digital devices.
- Children should not have access to a mobile phone until they are 14, as advocated by Bill Gates, co-founder of Microsoft.

The Multiview strategy (see page 95) could also be used for some of these issues. They also make good debate topics.

**Drama**

**Bouncing back and not bouncing back**  
Groups of three or four students (including one 'coach') are given (or draw from a container) a scenario to plan and act out in two different versions. In the first version, the character doesn't bounce back. In the second version, they do bounce back by using the strategies associated with one or more of the ten BOUNCE BACK! statements. Debrief after each, using the acronym.

- You have a terrible argument with your family and they are furious with you and send you to your room. They tell you that you can't go to the party on Saturday because of your behaviour.
- Your best friend tells you that he/she is moving interstate next month and you feel both sad and angry about it.
- Your parents tell you that they are going to separate and move into separate houses. You feel very upset and apprehensive.
- You have been in a minor accident and it has left you feeling anxious and shaken.
- Your teacher returns your projects and you get a lower mark than you expected. You feel really upset.
- You lose your favourite jacket at a sporting match/shopping centre etc.

**Games**

Play one of these games with the whole class or in groups:

- Before or After? e-game** (see page 90).
- Cross-offs e-game** (see page 92) – the secret message is 'You can bounce back if you try!'

**Bounce Back! golf ball quiz**  
Materials needed:

- 20 plastic 'practice' golf balls or ping-pong balls
- 4 ice-cream containers – 2 of one colour (e.g. team red) and 2 of another colour (e.g. team blue)
- 2 different-coloured sets of ten balls (one set for each team) with the letters from BOUNCE BACK! written on them (one letter per ball). Use B1 for the first 'B', C1 for the first 'C' and B2 for the second B, C2 for the second C.

The aim is to be the first team to recall all ten BOUNCE BACK! statements correctly.

Steps:

- Organise two teams of ten students.
- Place each team's 'set' of balls in a separate ice-cream container.

**Embed it**

**Character analysis**  
Students use the character strengths framework to become more skilled at analysing the character strengths of fictional and non-fictional people in books and the media.

**Take-home task**

Students with internet access at home could visit the VIA website and complete the VIA Youth Survey (for ages 10–17), which takes about 15–30 minutes to do. Some students may need help in completing the scale. Make sure they print or write out their three to five top strengths. Add a word of caution – how you rate your strengths now may be very different to how you rate these same strengths in a few years' time.

**Consolidation**

**Activities**

- Students make a podcast or video of themselves reading a book for younger children about one of the core values.
- Students make a Snakes-and-ladders game for younger students using the values of honesty, fairness, responsibility, rights, and acceptance of difference.
- Using newspapers or magazines, students work in groups, to find and report on stories reflecting one or more of the core values.

**Key vocabulary**  
Use the TEAM coaching strategy (see page 99) to assist students to learn vocabulary and spelling related to core values to a reasonable level of mastery. This is also a good opportunity to explore parts of speech, root words and affixes. Examples include:

accept/acceptance	harmony/harmonious/disharmony	rely/reliable/unreliable
cheating	help/helpful/helpless	responsible/responsibility
culture/cultural/multicultural	honest/honesty	tact/tactful/tactless
different/difference	integrity	tolerate
discriminate/discrimination	just/justice/injustice	trust/trustworthy
diversity/biodiversity	prejudice	true/truthful
fair/fairness/unfair	punctual/unpunctual	values/valuable

# Digital resources

Digital resources include tools for measuring resilience and wellbeing, Curriculum correlation and Scope and sequence charts to assist with planning, an extra Science/Maths **Curriculum Unit**, tips on finding resources, an index of resources, resource lists for each unit, BLMs, teaching tools, interactive games and activities, and information on **Bounce Back!** for families.

### Cross-offs e-game

Instructions

3 words that are even numbers

twelv	soccer	having	pleasure	sandals	albatross
positive	boots	swan	shower	values	eight
tennis	fourteen	helps	catamaran	dreaming	you
measure	canoe	slippers	respect	yacht	basin
yourself	pelican	pillow	golf	more	treasure

Purpose
Reset
Start
1 of 8

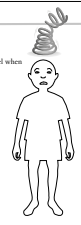
### Practising Helpful Thinking, Challenging Unhelpful Thinking

Name: \_\_\_\_\_

Use the following scenarios to write an unhelpful thinking response. Then think again and write a helpful thinking response.

Sarah gets to school and finds out there is a maths test she forgot about	Sam misses a kick for goal during an important football match	Rory gets a nasty text message from one of his classmates
Jack borrowed his friend's basketball and split it	Alicia only gets four out of ten words right on a spelling test	Chloe trips over and falls in front of a group of kids and they laugh at her
Rani really wanted to get into the school play but someone else got the part	Zac misses out getting into the A-grade soccer team	Oliver has been looking after the neighbour's fish while they are away and one of the fish dies
Matthew's classmates laugh at him when he joins the dance class at lunchtime	Ella leaves her mobile phone in the rental car when she is on holiday with her parents	Jordan has organised to go to the movies with his friends but his parents have grounded him

### When I Feel Stressed




Draw a line in the part of the body to show how you feel when you worry and get stressed.

- ⦿ My mouth is dry and I have difficulties swallowing.
- ⦿ I feel hot and cold all over.
- ⦿ I can't think straight.
- ⦿ I have difficulties sleeping.
- ⦿ I can't concentrate.
- ⦿ I feel shaky and jittery.
- ⦿ I breathe quickly and my heart races.
- ⦿ I feel tight around the neck, shoulders and back.
- ⦿ I get butterflies in my stomach.
- ⦿ I sweat, feel dizzy and get headaches.
- ⦿ I feel sick, vomit or have diarrhoea.
- ⦿ I giddle as a silly way.

I feel better and manage my worries or stress when I ...

- ⦿ Circle or highlight what helps you feel better.
- ⦿ Go for a walk.
- ⦿ Talk about what's worrying me with someone I trust.
- ⦿ Take a bath.
- ⦿ Play my favourite sport or activity that taps into one of my strengths.
- ⦿ Listen to music.
- ⦿ Watch a film or TV show.
- ⦿ Focus my attention on a puzzle.
- ⦿ Read a book.
- ⦿ Play with my pet.
- ⦿ Do yoga or meditation.
- ⦿ Practise mindfulness exercises.
- ⦿ Use self-calming skills, such as before a test: "I did okay in the last test, I know how to do this."
- ⦿ Other ideas?

**Now I am in control of my feelings.**



**Bounce Back! Years 5-6 • Measuring aspects of wellbeing and resilience**

### Years 5-6 Measuring aspects of wellbeing and resilience

#### Protective Environmental Processes Scale (PEPS)

PEPS is a tool that measures students' perceptions of the protective environmental processes and resources in students' lives.

**How PEPS can be used**

- The scale can help teachers to identify students who have a comparatively low number of protective environmental processes and resources for developing resilience. If a student is identified as having fewer environmental resources than most, then the school can consider:
  - writing up a relationship plan that outlines ways to strengthen, or supplement, an unwellbeing factor
  - helping the student feel more connected to school as a member of staff.

**Using PEPS**

Score one point for each "Yes" statement. The higher the score is (0-16), the higher the scores, the more protective environmental processes and resources are available to the student. In general, a score of below 8 is of concern.

**Bounce Back! Years 5-6 Curriculum Correlation Chart**

Australian Curriculum Level 4: General Capabilities

General Capability	Year 5 Science	Year 5 Maths	Year 5 English	Year 5 History	Year 5 Geography	Year 5 Art	Year 5 Music	Year 5 Physical Education	Year 5 Personal Learning and Management
<b>Critical and Creative Thinking</b>									
<b>Personal Learning and Management</b>									
<b>Communication Skills</b>									
<b>Character and Ethical Development</b>									
<b>Intercultural Understanding</b>									
<b>Global Understanding</b>									
<b>Problem Solving</b>									
<b>Self-management</b>									
<b>Participation and Contribution</b>									

## EXTRA UNIT

# Elasticity

**KEY MESSAGES**

**Elastic makes things work.** Energy is the ability of things to do work. The energy of movement is called kinetic energy. Potential energy is energy that is stored within something, such as a machine, a toy or a ball. It is usually stored when an object is at rest. The energy is usually stored in the shape of a spring. A ball has potential energy when it is in the air. The energy is usually stored in the shape of a spring. A ball has potential energy when it is in the air. The energy is usually stored in the shape of a spring.

**Elastic is different from plastic.** Some materials are elastic while some are plastic. Elastic materials are capable of being stretched and they return to their original shape. Plastic materials are not elastic and they do not return to their original shape.

**The degree of elastic stretch in a ball is related to its mass.** The degree of elastic stretch in a ball is related to its mass. The degree of elastic stretch in a ball is related to its mass. The degree of elastic stretch in a ball is related to its mass.