Helen McGrath and Toni Noble

Bounce Back!

YEARS 5–6

3RD EDITION
# Contents

About Bounce Back! vii
How to use Bounce Back! viii

**HANDBOOK**

**Chapter 1 • What is the Bounce Back! program?**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1</td>
</tr>
<tr>
<td>About Bounce Back!</td>
<td>2</td>
</tr>
<tr>
<td>The history of the program</td>
<td>2</td>
</tr>
<tr>
<td>Key features and benefits</td>
<td>4</td>
</tr>
<tr>
<td>Expected outcomes</td>
<td>11</td>
</tr>
<tr>
<td>References</td>
<td>12</td>
</tr>
</tbody>
</table>

**Chapter 2 • The Bounce Back! curriculum**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>14</td>
</tr>
<tr>
<td>Curriculum Units</td>
<td>15</td>
</tr>
<tr>
<td>Unit 1: Core values and Unit 2: Social values</td>
<td>15</td>
</tr>
<tr>
<td>Unit 3: People bouncing back</td>
<td>17</td>
</tr>
<tr>
<td>Unit 4: Courage</td>
<td>17</td>
</tr>
<tr>
<td>Unit 5: Looking on the bright side</td>
<td>18</td>
</tr>
<tr>
<td>Unit 6: Emotions</td>
<td>19</td>
</tr>
<tr>
<td>Unit 7: Relationships</td>
<td>20</td>
</tr>
<tr>
<td>Unit 8: Humour</td>
<td>21</td>
</tr>
<tr>
<td>Unit 9: Being safe</td>
<td>21</td>
</tr>
<tr>
<td>Unit 10: Success (STAR!, CHAMP!, WINNERS!)</td>
<td>22</td>
</tr>
<tr>
<td>Extra unit: Elasticity</td>
<td>23</td>
</tr>
<tr>
<td>References</td>
<td>24</td>
</tr>
</tbody>
</table>

**Chapter 3 • Wellbeing and resilience**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>26</td>
</tr>
<tr>
<td>What is student wellbeing?</td>
<td>27</td>
</tr>
<tr>
<td>What is teacher wellbeing?</td>
<td>27</td>
</tr>
<tr>
<td>What is mental health?</td>
<td>27</td>
</tr>
<tr>
<td>What is mental fitness?</td>
<td>27</td>
</tr>
<tr>
<td>What is resilience?</td>
<td>27</td>
</tr>
<tr>
<td>What is Social and Emotional Learning?</td>
<td>28</td>
</tr>
<tr>
<td>Student wellbeing at the heart of educational policy</td>
<td>28</td>
</tr>
<tr>
<td>Protective processes that promote student wellbeing and resilience</td>
<td>30</td>
</tr>
<tr>
<td>Differentiating the Bounce Back! curriculum</td>
<td>35</td>
</tr>
<tr>
<td>References</td>
<td>38</td>
</tr>
</tbody>
</table>

**Chapter 4 • Social, emotional and coping skills for wellbeing and resilience**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>40</td>
</tr>
<tr>
<td>Everyday and major stressors</td>
<td>41</td>
</tr>
<tr>
<td>Social, emotional and coping skills: Self-awareness</td>
<td>42</td>
</tr>
<tr>
<td>Social, emotional and coping skills: Self-management</td>
<td>54</td>
</tr>
<tr>
<td>Social, emotional and coping skills: Social awareness</td>
<td>56</td>
</tr>
<tr>
<td>Social, emotional and coping skills: Social management and relationship skills</td>
<td>57</td>
</tr>
<tr>
<td>Social, emotional and coping skills: Responsible decision making</td>
<td>57</td>
</tr>
<tr>
<td>References</td>
<td>58</td>
</tr>
</tbody>
</table>

**Chapter 5 • Teaching the BOUNCE BACK! acronym**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>60</td>
</tr>
<tr>
<td>Guidelines for teaching the acronyms</td>
<td>61</td>
</tr>
<tr>
<td>The key principles in BOUNCE! and BOUNCE BACK!</td>
<td>61</td>
</tr>
<tr>
<td>How to use the BOUNCE BACK! acronym</td>
<td>64</td>
</tr>
<tr>
<td>Using the BOUNCE BACK! critical question prompts</td>
<td>64</td>
</tr>
<tr>
<td>Ten myths and realities about resilience</td>
<td>65</td>
</tr>
<tr>
<td>Indicators for referring a student for professional help</td>
<td>67</td>
</tr>
<tr>
<td>References</td>
<td>67</td>
</tr>
</tbody>
</table>
Chapter 6 • Implementation and maintenance of Bounce Back!  68

Introduction  68
Implementing Bounce Back!  69
Bounce Back! assessment  72
Assessing change  74
Using Appreciative Inquiry to refresh Bounce Back!  75
Advice for managing challenging situations  78
References  79

CURRICULUM UNITS

Teaching strategies and resources  81

Circle Time  81
Safe class discussions  82
Literature prompts  86
Bounce Back! key message prompts  87
Organising students into pairs and groups  88
Class meetings and school committees  89
Teaching strategies used in Years 5–6  90
Cooperative games round robin  100
Classroom resources  103

Unit 1 Core values  108

Key messages  108
Being honest  109
Being fair  112
Fairness, justice and human rights  114
Being responsible  116
Being responsible for pets  117
It’s okay to be different  119
Consolidation  122

Unit 2 Social values  124

Key messages  124
Kindness and supporting others  125
Cooperation is important  127
Cooperating to protect our environment  131
Friendliness and including others  133
It’s important to treat others with respect  134
It’s important to have self-respect  136
Consolidation  137

Unit 3 People bouncing back  140

Key messages  140
Life has ups and downs but you can bounce back  142
Bad times don’t last, things always get better – stay optimistic  145
Losing someone or a pet you love  147
Other people can help if you talk to them – get a reality check  148
Unhelpful thinking makes you feel more upset – think again  150
Nobody is perfect – not you and not others  152
Concentrate on the positives (no matter how small) and use laughter  154
Everybody experiences sadness, hurt, failure, rejection and setbacks  155
Blame fairly  158
Accept what can’t be changed (but try to change what you can change first)  160
Catastrophising exaggerates your worries  161
Keep things in perspective  164
Consolidation  165

Unit 4 Courage  170

Key messages  170
What is courage?  172
People feel frightened and brave about different things  174
The courage to do what’s right  176

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

Finding your own courage 177
Who’s a hero? 179
Brave, stupid or thrill-seeking? 180
Consolidation 182

Unit 5 Looking on the bright side 184
Key messages 184
Using bright side not gloomy thinking 185
Using positive tracking 187
Being hopeful 191
Being thankful and showing gratitude 193
Making your own good luck 196
Consolidation 198

Unit 6 Emotions 201
Key messages 201
All feelings are necessary, even the unpleasant ones 203
What is that feeling? 205
Identifying mixed feelings 208
Boosting positive and enjoyable feelings 209
Practising mindfulness 212
Managing being nervous or worried and stressed 216
Managing anger 218
Managing sadness 222
Managing other unpleasant feelings like jealousy and disappointment 223
Developing empathy 225
Consolidation 228

Unit 7 Relationships 231
Key messages 231
Getting along well with others 232
   Developing conversational skills 235
   Being a good winner and a good loser 237
Making and keeping friends 240
Dealing with friendship problems 243
How to negotiate well 247
Being an effective leader 250
Consolidation 252

Unit 8 Humour 255
Key messages 255
What is humour? What makes people laugh? 256
   The social skill of telling a joke well 260
Humour is healthy and enjoyable 261
Humour helps us to cope better 263
Put-down humour is not okay 267
Consolidation 268

Unit 9 Being safe 271
Key messages 271
What is bullying? 273
   Spreading rumours can be a form of bullying 274
   Put-downs are part of bullying 275
   Bullying in sport 278
   Bullying and the law 278
Why do some people bully and why are some people targeted? 279
How to self-protect from being bullied 282
How can we work together to stop bullying in our school? 284
   Be an upstander, not just a bystander 286
   Don’t give in to peer pressure 288
Consolidation 289

Unit 10 Success (WINNERS) 291
Key messages 291
Train your brain for success and think like WINNERS do 293

Each Curriculum Unit also has Blackline Masters, interactive tools, games and activities available in the eBook.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are your strengths? (And what is your evidence?)</td>
<td>294</td>
</tr>
<tr>
<td>Ability strengths – how are you smart?</td>
<td>294</td>
</tr>
<tr>
<td>Character strengths – what are the best things about you?</td>
<td>296</td>
</tr>
<tr>
<td>Being 'in the zone'</td>
<td>298</td>
</tr>
<tr>
<td>Smart goal-setting helps you plan and succeed</td>
<td>300</td>
</tr>
<tr>
<td>Using your ability and character strengths to help others</td>
<td>303</td>
</tr>
<tr>
<td>Interesting mistakes will happen</td>
<td>306</td>
</tr>
<tr>
<td>No effort, no results – challenge yourself</td>
<td>308</td>
</tr>
<tr>
<td>Being organised and managing yourself to achieve your goals</td>
<td>310</td>
</tr>
<tr>
<td>Removing distractions and temptations</td>
<td>312</td>
</tr>
<tr>
<td>Don’t give up – persist and use grit to overcome obstacles</td>
<td>314</td>
</tr>
<tr>
<td>Ethics and honesty must be the rule – or it’s not worth it</td>
<td>317</td>
</tr>
<tr>
<td>Risk-taking is sometimes necessary – believe in yourself</td>
<td>318</td>
</tr>
<tr>
<td>Consolidation</td>
<td>320</td>
</tr>
</tbody>
</table>

**Index** 323
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:

- **PDF resources**
- **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)
- an introductory game (optional), energiser or stimulation
- 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.
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.

---

### 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.
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.