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Bounce Back!

YEARS F-2



3RD EDITION

Contents

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

HANDBOOK

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

Introduction	1
About Bounce Back!	2
The history of the program	2
Key features and benefits	4
Expected outcomes	11
References	12

Chapter 2 • The Bounce Back! curriculum 14

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

Chapter 3 • Wellbeing and resilience 26

Introduction	26
What is student wellbeing?	27
What is teacher wellbeing?	27
What is mental health?	27

What is mental fitness?	27
-------------------------	----

What is resilience?	27
---------------------	----

What is Social and Emotional Learning?	28
--	----

Student wellbeing at the heart of educational policy	28
--	----

Protective processes that promote student wellbeing and resilience	30
--	----

Differentiating the Bounce Back! curriculum	35
---	----

References	38
------------	----

Chapter 4 • Social, emotional and coping skills for wellbeing and resilience 40

Introduction	40
--------------	----

Everyday and major stressors	41
------------------------------	----

Social, emotional and coping skills: Self-awareness	42
---	----

Social, emotional and coping skills: Self-management	54
--	----

Social, emotional and coping skills: Social awareness	56
---	----

Social, emotional and coping skills: Social management and relationship skills	57
--	----

Social, emotional and coping skills: Responsible decision making	57
--	----

References	58
------------	----

Chapter 5 • Teaching the BOUNCE BACK! acronym 60

Introduction	60
--------------	----

Guidelines for teaching the acronyms	61
--------------------------------------	----

The key principles in BOUNCE! and BOUNCE BACK!	61
--	----

How to use the BOUNCE BACK! acronym	64
-------------------------------------	----

Using the BOUNCE BACK! critical question prompts	64
--	----

Ten myths and realities about resilience	65
--	----

Indicators for referring a student for professional help	67
--	----

References	67
------------	----

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
Teaching strategies used in F–2	89
Classroom resources	94

Unit 1 • Core values 103

Key messages	103
Being honest	104
Being fair	106
Being responsible	107
It’s okay to be different	108
Consolidation	111

Unit 2 • Social values 113

Key messages	113
It’s important to be kind	114
Being kind	114
Our teachers are kind and support us	117

Our family is kind and supports us	118
Being kind to people we don’t know very well	118
We care for and support animals. Animals care for and support us, too	119
It’s important to cooperate	120
Being friendly and including others	124
It’s important to be friendly towards others	124
Smiling is contagious	125
Including others	127
Showing respect	129
Respect is important	129
Self-respect is important	131
Consolidation	132

Unit 3 • People bouncing back 134

Key messages	134
Everyone can bounce back	135
Bouncing back from being sick or injured	137
Good food and sleep help us to bounce back	138
Change happens in everyone’s life	139
Starting school or moving	139
Family changes	140
Losing someone or a pet you love	141
Other people can help if you talk to them	143
Unhelpful thinking makes you feel more upset	143
Nobody is perfect – not you and not others	145
Everyone has unhappy times sometimes, not just you	146
Why do bad things happen?	147
Consolidation	148

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

Unit 4 • Courage 151

Key messages	151
Everyone has fears, even grown ups	152
We don't all get frightened by the same things	154
What is courage?	156
How people in different jobs are brave	158
Helping yourself to feel brave	158
Being brave about doctors and dentists	160
Being brave to help someone else	161
Dealing with emergencies	163
The courage to be yourself	164
Don't be foolish	165
Consolidation	166

Unit 5 • Looking on the bright side 167

Key messages	167
Looking on the bright side	168
Be a positive tracker	170
One unhappy thing doesn't have to spoil everything	173
Things always get better – seasons and weather	175
Being thankful and grateful	177
Happy memories help us bounce back	178
Being hopeful	179
Consolidation	181

Unit 6 • Emotions 183

Key messages	183
Giving the right names to feelings	184
Everyone has pleasant and unpleasant feelings	186
Mixed feelings	188
Be the boss of your feelings: Change a bad mood into a good mood	189

Be the boss of your angry feelings	191
What does anger feel like?	191
Keeping safe: Hands are not for hitting, feet are not for kicking, words are not for hurting	193
Being mindful to be the boss of your angry feelings	195
Check your facts – did they really mean it?	197
Use good thinking to be the boss of your angry feelings	199
Be the boss of your sad feelings	201
Be the boss of your worried or scared feelings	202
Be the boss of your jealous feelings	204
Empathy: How are others feeling?	205
Consolidation	208

Unit 7 • Relationships 209

Key messages	209
Dealing with feeling shy and lonely	210
Getting to know others	211
Getting along well with others	213
Being a good winner and a good loser	214
Being a good listener	215
Being a good friend	217
Sharing friends and including others	218
Making new friends	220
Friends can be different	221
Being a loyal friend	222
Being a thoughtful friend	223
Sometimes friendships change	224
Good and bad ways to disagree	226
Saying sorry and being friends again	227
Consolidation	228

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

Unit 8 • Humour **231**

Key messages	231
Humour can help you feel better	232
What makes you laugh?	233
Nonsense can make us laugh	235
Clowns can make us laugh	239
Being a class clown can get you in trouble	243
Use humour to help, not to hurt	243
Consolidation	245

Unit 9 • Being safe **247**

Key messages	247
What is bullying?	248
Why do some children bully others?	249
How does it feel to be bullied?	251
Put-downs are not okay	251
Bullying is everyone's problem	254
Think for yourself: Don't take part in bullying	255
What can you do if you are bullied?	255
What is cyberbullying?	258
How to help someone who is being bullied or cyberbullied	260
Consolidation	261

Unit 10 • Success (STAR) **264**

Key messages	264
You feel great when you achieve a goal	265
Stick with it and don't give up	267
What are you good at?	269
What are your ability strengths? How do you know?	269
What are your character strengths? How do you know?	271

Happy to be me!	272
Some things I can do now, others not yet!	273
Using your strengths to help others	274
Believe in yourself and have a go	275
Make a plan to make something happen	276
Mistakes help you learn	281
Just like our bodies, our brains need exercise too!	282
Remember to try hard and work hard	282
Solving problems	284
Be the boss of yourself: Be organised	285
Consolidation	286

Index **289**

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.

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 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.

UNIT 10

Success (STAR)

KEY MESSAGES

You feel happy when you achieve your goal.
It's important to have goals. A goal is something you want to achieve and be successful at. When you achieve a goal, you feel happy and proud of yourself. The STAR statements help you to remember the important messages about achieving your goals.

Stick with it and don't give up.

Think about yourself: What are you good at?
How do you know?

Always make a plan.

Remember to try hard, work hard and have a go.

Stick with it and don't give up.

When you find something is hard to do, keep on trying. Stick to your goal and don't give up.

Mistakes help you to learn.

Everybody makes mistakes when they are trying to achieve their goals. Most mistakes are useful. You can learn from them, even if you don't feel too happy when you make them.

Think about yourself: What are you good at?
It's helpful to think about what you are good at (your strengths) and what evidence you have about this. One type of strength is ability strength, such as being good at something like drawing or swimming. The other type of strength is character strength (the kind of person you are), such as being kind or brave.

Look for evidence of what you are good at.
No-one is good at everything. Look for evidence or proof that you have a particular strength in some area. It takes time and effort to develop some strengths.

If you work hard and don't give up, you will soon be able to do lots of things that you can't do yet.
When you were a child, there were lots of things that you couldn't do that you can do now because you have tried hard and learned things. As you get older, you will learn to do many new things that you can't do yet.

Using your strengths to help others helps you feel good.

Using your strengths to help others can make you and them feel good. Sometimes you can also use your strengths to help make your school better.

Always make a plan.

To achieve a goal, start by making a plan. A plan helps you decide the best way to do things.

Try to be the boss of yourself and be organised.
If you want to succeed at things, you must try hard to be the boss of your own behaviour. This means:

- doing things for yourself
- remembering what you have to do
- doing things on time
- finding the things you need.

Remember to try hard, work hard and have a go.

Your brain gets stronger and you get smarter when you try hard and work hard. This is called 'having a growth mindset'. Even if something is hard to do, have a go – take a risk and try to do it. Nobody is successful at everything they try to do. You might fail, but you gave it a go.

Believe in yourself.

When you believe in yourself, you have a go at something that might be hard for you to do. You are more likely to believe in yourself when you have some idea of your strengths. Try to remember when you were successful because you worked hard to learn something new.

Solve problems and stick with it.

If you have a problem, then don't give up. Stick with it, and look for a different way to solve the problem if the first way doesn't work.

Learning objectives

- In this unit, students will learn:
- that it is important to have goals
 - the skills and attitudes (growth mindset/grit) they need to achieve these goals.

Resources list



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

You feel great when you achieve a goal

Teacher reflection

When have you set yourself and achieved a challenging goal, stuck with it and didn't give up, even though it was challenging? What obstacles did you meet along the way? How persistent were you and in what ways? Who and what helped you to be successful? What character and ability strengths helped you to achieve success? How can you use this reflection to teach your own students about some of the factors that contribute to successful goal setting?

Resources



+ Picture books

The Most Magnificent Thing

A girl decides to make a most magnificent thing – a side-car for her dog that attaches to her scooter. But making it proves to be challenging, and she tries and fails many times. She decides to give up but her dog encourages her to keep going and she finally manages to build it.

Everyone Can learn to Ride a Bicycle

A young girl works hard to learn to ride a bike. Her father patiently teaches her the skills, and through persistence and practice the girl overcomes her frustrations and achieves her goal.

The Carrot Seed

A young boy plants a carrot seed and, despite people around him telling him that it won't grow into a carrot, he never gives up and continues to water the seed and pull out the nearby weeds. Finally, a very large carrot appears.



Circle Time or classroom discussion

Read one of the books or share your reflection about achieving a challenging goal, working hard and not giving up despite obstacles getting in the way. Emphasise the feelings of happiness and pride when goals are achieved, linking to any previous class goals when everyone tried hard and there was a good outcome. Highlight how happy everyone felt when the goal was achieved.

Discussion questions

- What was the character able to do at the end of the story that they couldn't do at the start? How did they feel?
- Was it hard for the character to do? What helped them to be successful? (Hard work, not giving up.)
- What is a goal? (Something you want to do or make happen.)
- Why is it good to have goals? (They help you to make your life the way you want it to be, they help you to feel good about what you can do, achieving your goal helps you to feel happier.)
- What can we do to achieve our goals?
- What are some of the things we can do to stick with it and not give up?

Curriculum Units

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.

Each unit has high quality educational games for cooperative learning.

Many units feature role-play and drama opportunities.

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.

Activities

- Make one copy of **BLM Animal Pictures** for each student. They colour and cut out each of the ten pictures, which feature different emotions. Use the pictures to make a class mural using the numbers of each animal as described in the 'One Worried Wallaby' words on page 184. Students could work in groups to draw the habitat of the various animals on the mural.
- In pairs, students make a class picture dictionary of feelings illustrated from magazine pictures. Give each pair several different letters to work on. Alternatively, students cut out pictures of people from magazines and newspapers. They hold up one of their pictures for the class to see and say what they think that person is feeling and why. The rest of the class shares their ideas. Then the pictures are labelled and displayed or used as a stimulus for writing an imaginative text.
- Play a selection of music and ask about each piece: 'How does the music make you feel? Move your body to show that feeling.' Afterwards, say: 'Let your face and body be ...' (e.g. sad, worried, relaxed).
- Individually or in pairs, students complete **BLM How Feelings Look on Our Faces**. Each day, ask students to choose how they are feeling at that moment and to copy the face from the BLM that shows that feeling. Alternatively, they could cut them all out and place the appropriate one on their table.
- Students hand draw or use digital software to construct faces showing different emotions. They can print them and make a collage of the different images.
- Use the feeling words on **BLM How Feelings Look on Our Faces** (see above) to make a class set of cards and put them in a container. Make a set of paper-plate masks to match each feeling word by copying the characteristics from the faces; or by photocopying and enlarging them, and pasting them on the paper plates. Students draw out a feelings card and select the correct mask. Use the masks with drama activities.
- Make a copy of **BLM Matching Feelings and Situations** on thin card for each student. Students cut out, colour and match the words to the pictures. They can then pool their cards to make pairs to use when playing Snap and Fish.

Games

Fish the feeling out

Make six to eight paper fish, write a feeling word on them, then attach a paperclip to each one. Make a fishing rod with a magnet attached to a piece of string. Place all the fish into an empty container. Students in a circle take turns at fishing out a feeling, and making the expression that goes with the feeling or tell the class about a time when they have felt like that.

Drama

Miming emotions

Students draw a feeling card from a container and then mime something that might make them have that feeling. They can use their whole body or just their facial expression and hands. After their mime, ask the class to guess what it was. For unpleasant emotions, ask the performer what they would be saying to themselves (self-talk) at the time. The scenarios on **BLM Matching Feelings and Situations** can be used (see above).

Feelings hats

Collect a range of hats (from a party, discount or second-hand shop, or the supermarket) or students can bring a hat from home or make them. A headband with a label works well too. Place a clearly visible 'feeling label' on the hat (happy, excited, sad, worried, etc.) on each. Two students put on hats and then act out those feelings.

Unit 6 Emotions 185

Embed it

The **BOUNCE BACK!** acronym can become the language of resilience across the school. Teachers on yard duty could take a **BOUNCE (or BOUNCE BACK)** card containing the acronym as a focus for discussing playground issues that arise. Use the **BOUNCE** statements when students experience setbacks to help them cope. Use the **Bounce Back!** literature prompts on page 87 to discuss classroom situations, books, videos, events, etc.

Take-home task

Give students the **BOUNCE** statements to take home. Encourage them to talk to their families about what the statements mean and how they can help everyone to bounce back when they make a mistake or feel unhappy.

Consolidation

Activity

Cut-up sentences

Cut these sentences into individual words and place each cut-up sentence into an envelope. Make enough sets for each pair of students to have one set of six envelopes. Each pair reconstructs the six sentences.

- I can be the boss of my feelings.
- I can change a bad mood into a good mood.
- Everyone has good and bad feelings.
- Slow breathing helps us when we are angry.
- Hands are not for hitting.
- Empathy helps us to make and keep friends.

The **Cut-up sentences e-activity** can also be used with these sentences.

Reflections

Use the Smiley ball strategy (see page 93), **Reflections e-tool** (see page 92) or the **Animal asks e-tool** (see page 89) with statements such as the following:

- Tell us about one time you were the boss of your angry feelings.
- What is one good way to be the boss of your angry feelings?
- What is one way you can change a bad mood into a good mood?

