

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

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

## Self-awareness

- Identify how helpful and positive thoughts can make a person feel better.
- Identify the link between thoughts, emotions, behaviour and learning.
- Identify that unhelpful thinking can be changed into more helpful thinking.
- Identify different aspects of being a positive self-talker.
- Identify how self-respect is linked to safety.

## Self-management

- Practise changing unhelpful thoughts into helpful thoughts.
- Practise using optimistic self-talk.
- Set goals and monitor a short-term goal.
- Make plans to achieve a short-term goal.
- Regulate emotions to deal with 'uncomfortable' feelings such as anger, loneliness, sadness, worry or frustration.
- Use courage to respond to, and say no to, bullying.
- Identify evidence relevant to a situation and prior to making a decision.

## Social awareness

- Interpret others' feelings and thoughts.
- Appreciate diverse perspectives.
- Assess factors to behave in a fair and safe way.
- Know differences are complementary.
- Recognise and accept differences in others.
- Respect social justice and diversity.

## Social management

- Practise sharing ideas and listening when others speak.
- Use communication effectively in a range of situations.
- Identify who to talk to when feeling worried or upset.
- Practise help seeking in a range of situations.
- Predict problems that may arise and practise making responsible decisions.
- Identify ways to protect self and others from being bullied.
- Identify effective ways to get along with others.
- Collaborate with peers to complete a shared task.

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

- It is okay to be different.
- It's good to get to know people who are different to us.
- If we have self-respect we also self-protect.
- If we have self-respect we speak up when others don't treat us fairly or with respect.
- It is possible to change unhelpful thinking to more helpful thinking.
- 'Helpful thinking' means understanding it's normal to make mistakes and have bad times; concentrating on the positives in a bad situation; accepting things that can't be changed; not jumping to negative conclusions; checking your facts by talking to others; and not thinking that if something bad happens once it will happen again.
- Optimists look for the good in themselves and others and what happens in their life.
- Optimists expect good things are more likely to happen than bad things, stay hopeful that things will get better in unhappy times, and know that they often make their own luck by trying hard and staying positive.
- To understand others we need to work out how they are feeling.
- There are strategies we can use to help us when we have 'uncomfortable' feelings.
- There are strategies we can use to protect ourselves and others from being bullied.
- To create a caring safe school we must let an adult or teacher know if we are being bullied or if someone else is being bullied.
- Asking for help is not the same as 'dobbing' or 'telling'.
- To achieve a goal we need persistence and planning.

## Key skills to practise

- Identify others' feelings and thoughts.
- Change unhelpful thinking into helpful thinking
- Regulate emotions to deal with 'uncomfortable' feelings.
- Plan and implement a short term goal.
- Take actions to protect self and others when they are being bullied.
- Make responsible decisions to ensure own safety and the safety of others.
- Self-reflect on own resilience skills.
- Communicate positively with others.

- Cooperate and participate in class, group and pair discussions about shared experiences.
- Express and share opinions and ideas with others.
- Practise group decision-making with peers in pairs and small groups.
- Work with partners and in small groups using strategies such as taking turns, staying on task and sharing resources.

### 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 outlines how this resource addresses these capabilities.

## Addressing the Australian Curriculum General Capabilities through Challenges and Choices

| Activity           |  | page   |
|--------------------|--|--|
| <b>TUNING IN</b>   |  |  |
| 1                  | Recognising and accepting differences                      |       31   |
| 2                  | Changing unhelpful thoughts to helpful thoughts            |       35   |
| <b>FINDING OUT</b> |  |  |
| 3                  | Optimistic self-talk                                       |       40   |
| 4                  | Managing uncomfortable feelings                            |       42   |
| <b>SORTING OUT</b> |  |  |
| 5                  | Protecting myself from bullying                            |       45   |
| 6                  | Practising positive thinking and help seeking              |       47   |
| 7                  | Practising ways to get along with others                   |       49   |
| 8                  | Practising protecting myself and others from being bullied |        50 |
| <b>REFLECTING</b>  |  |  |
| 9                  | Putting clever tricks into practice                        |       52   |

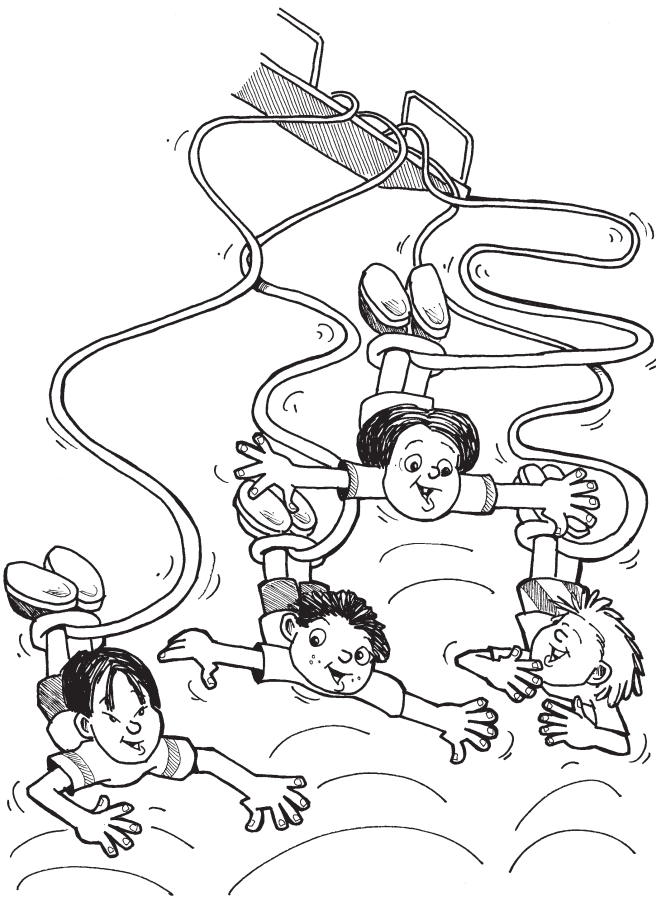
#### Key

-  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 life<sup>1</sup>.
- 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 meaningful<sup>2</sup>.



### 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.<sup>3</sup>

### 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.<sup>4</sup> 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](http://www.andrewfuller.com.au/free/AndrewsTenResilienceHints.pdf)

2 Ungar, Michael, Resilience Research Centre. Retrieved from [resilienceproject.org](http://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><b>School connectedness</b></p> <ul style="list-style-type: none"> <li>• A sense of belonging</li> <li>• Meaningful participation and contribution</li> <li>• Opportunities for strengths to be acknowledged</li> <li>• Supportive, inclusive culture</li> <li>• Strong rules about bullying</li> </ul>        | <p><b>Self-awareness</b></p> <ul style="list-style-type: none"> <li>• Skills for recognising and labelling own emotions</li> <li>• Feeling competent in several areas of one's life</li> <li>• Awareness of factors that influence successes and mistakes</li> <li>• Awareness of the link between thoughts, emotions, behaviour and learning</li> <li>• Realistic and positive self-knowledge of strengths and challenges</li> <li>• Skills of reflective practice</li> </ul>   | <p><b>Activity</b><br/>1, 3, 8</p>               |
| <p><b>Peer connectedness</b></p> <ul style="list-style-type: none"> <li>• A sense of belonging</li> <li>• Peer support strategies</li> <li>• Pro-social peer groups</li> <li>• Cooperative learning strategies</li> </ul>   | <p><b>Self-management</b></p> <ul style="list-style-type: none"> <li>• Appropriate expression of emotions</li> <li>• Self-discipline to control impulses and persevere to overcome challenges</li> <li>• Responsibility for own behaviour</li> <li>• Organisational skills</li> <li>• Skills for setting, planning and achieving realistic goals</li> <li>• Having a sense of purpose and future</li> <li>• Problem predicting and problem-solving skills</li> <li>• Age-appropriate levels of independence and initiative</li> <li>• Creativity and adaptability</li> <li>• Confidence to be courageous</li> <li>• Optimistic thinking</li> <li>• Normalising setbacks rather than personalising</li> <li>• Using humour in a helpful way</li> <li>• Evidence based thinking</li> </ul> | <p><b>Activity</b><br/>2, 3, 4, 5, 6, 8</p>      |
| <p><b>Teacher connectedness</b></p> <ul style="list-style-type: none"> <li>• Limited number of teachers</li> <li>• Teacher knowledge of students and availability</li> <li>• High expectations and academic support</li> <li>• Pro-social classroom culture</li> <li>• Clear, consistent boundaries</li> </ul>    | <p><b>Social awareness</b></p> <ul style="list-style-type: none"> <li>• Skills for reading, predicting and responding empathically to others' emotions, perspectives and needs</li> <li>• Appreciating diverse perspectives</li> <li>• A pro-social value system that respects inclusivity, equality and social justice</li> <li>• Recognising and using family, school and community resources</li> <li>• Having a belief that relationships matter</li> </ul>  | <p><b>Activity</b><br/>1, 4, 7, 8</p>            |
| <p><b>Positive family-school links</b></p> <ul style="list-style-type: none"> <li>• Family involvement with school programs</li> <li>• Strong teacher-family relationships</li> </ul>   | <p><b>Social management</b></p> <ul style="list-style-type: none"> <li>• Cooperating and communicating effectively with others</li> <li>• Working collaboratively to get along with peers</li> <li>• Decision-making skills</li> <li>• Help-seeking skills and preparedness to self-disclose</li> <li>• Conflict resolution and negotiation skills</li> <li>• Friendship skills</li> <li>• Resisting inappropriate social pressure</li> </ul>  | <p><b>Activity</b><br/>5, 6, 7, 8</p>            |
| <p><b>Family connectedness</b></p> <ul style="list-style-type: none"> <li>• Good communication and shared activities</li> <li>• Positive approach to solving problems</li> <li>• Individual responsibilities</li> <li>• Pro-social family values</li> <li>• Warm relationship with at least one parent</li> </ul> |  |  |
| <p><b>Community connectedness</b></p> <ul style="list-style-type: none"> <li>• Awareness of and access to support services</li> <li>• Involvement in pro-social clubs or teams</li> <li>• Strong cultural identity and pride</li> <li>• Availability to one caring adult outside the family</li> </ul>            |  |  |
| <p><b>Spirituality or religious involvement</b></p> <ul style="list-style-type: none"> <li>• Participation in spiritual communities</li> </ul>  |  |  |

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

## ACTIVITY 1

### Recognising and accepting differences

#### Preparation

- ▶ A4 paper – one sheet per pair
- ▶ Coloured paper, stickers, coloured markers – class set
- ▶ Large sheets of paper – one per group
- ▶ Lead pencils
- ▶ **Family information sheet** *Resilience skills to practise* – photocopy one per student
- ▶ **Family information sheet** *Creating resilient kids* – photocopy one per student

- Place students with a partner. Show the class how to draw a **placemat** (refer to page 196) and label the centre circle 'same'.

Explain that partners are to discover what they have in common, their differences, likes and dislikes, and strengths and challenges. Encourage students to think beyond their physical similarities. The similarities are written in the centre of the placemat and the differences are written in each student's section of the placemat.

Staying with their partner, have students form groups of four. Groups then rework their placemat to again illustrate similarities and differences.

#### Ask

*What things did you and your group have in common?  
Did you already know the things you had in common?  
In what ways can people be different?  
Is being different okay?  
How do we treat people if we want to let them know that being different is okay?  
What are some good things about people being different in our class?*

- Keeping students in their groups of four, form the class into two large groups. Without telling the class, decide which group is to be the 'cool' group and the 'not cool' group.

Ask both groups to display the results of their placemat in a creative way. Give the 'cool' group sheets of coloured paper, stickers and coloured markers. Give the 'not so cool' group sheets of plain paper and lead pencils. Nominate a time limit of fifteen minutes to complete the task. Ignore the 'not so cool' group. Spend most time with the 'cool' group and give lots of praise and encouragement.

At the end of the fifteen minutes, relabel the groups ie the 'cool' group becomes the 'not so cool' group and vice versa. Ask the students in the 'cool' group to share their findings with the class. Ignore the students in the 'not so cool' group. Display and praise the findings of the 'cool' group.

Debrief this activity carefully using the following questions. It will also be necessary to explain to the class what defined the 'cool' group and the 'not so cool' group.

#### Ask

*How did you feel when you were in the 'cool' group?  
How did you feel when you were in the 'not so cool' group?  
How were you treated when you were in the 'cool' group?  
How were you treated when you were in the 'not so cool' group?  
Was it kind or fair to ignore and reject the students in the 'not so cool' group?  
Was it kind or fair to give attention and praise and talk to the students in the 'cool' group?  
Should anyone really be the 'boss' of a group of friends?  
Do you sometimes see what has happened today with the 'cool' and 'not so cool' group happening in the playground? (Stress the 'no name' rule when students share their observations.)  
What could you do in the playground to make sure no one feels like you did when you were in the 'not so cool' group?*

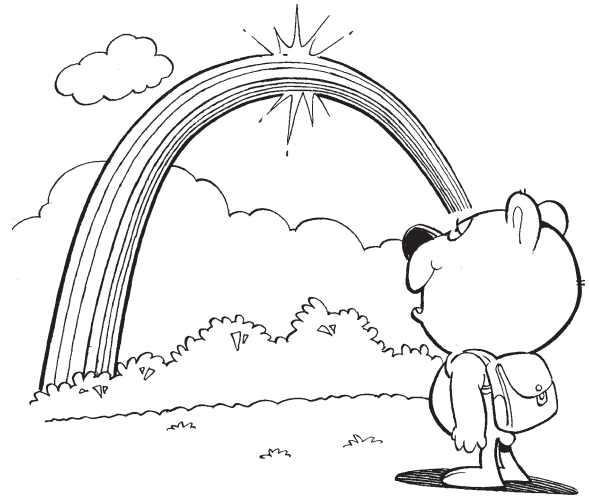
- Have the class list five ways they can be friendly and include others in the classroom and in the playground.
  - Distribute copies of *Resilience skills to practise*. Explain that students are to read the statements for each skill and tick the appropriate box. Have students count the ticks for each skill and write the total in the table. Students should practise the skill that has the lowest score.
- Encourage the class to take the sheet home and share with their family.
- Send a copy of *Creating resilient kids* home with each student to share with their family. Leave extra copies in the school foyer, library and pick up areas.



# Resilience skills to practise

Using helpful thinking and positive self-talk; responding appropriately to 'uncomfortable' emotions; and knowing how to protect and defend themselves from bullying are skills that will help your child to become more resilient.

Your child completed this activity in class and used the results to decide on a skill to practise. Talk about each skill with your child and help them practise the skill.



|  | Very like me | A bit like me | Not like me |
|--|--------------|---------------|-------------|
| <b>Helpful thinking</b>  |              |               |             |
| When I make a mistake I look at ways to avoid making it again and I don't always blame myself. |              |               |             |
| I look for good things in unhappy and bad situations.  |              |               |             |
| I accept that unhappy and bad things happen to everyone.                                       |              |               |             |
| If something bad happens once I don't expect that it will happen again.                        |              |               |             |
| When things go wrong for me I try to work out why the problem has happened.                    |              |               |             |
| If I have a problem or feel unhappy I usually talk to someone about it.                        |              |               |             |
| <b>Total</b>   |              |               |             |
| <b>Positive self-talk</b>  |              |               |             |
| I try to look for the good things in myself and not focus on my challenges.                    |              |               |             |
| I try to look for the good things in other people and not focus on their challenges.           |              |               |             |
| I mostly talk about good things that have happened and not the bad things.                     |              |               |             |
| When bad things happen to me I usually think they will get better soon.                        |              |               |             |
| I know that I can make my own luck by trying hard and being positive.                          |              |               |             |
| <b>Total</b>   |              |               |             |

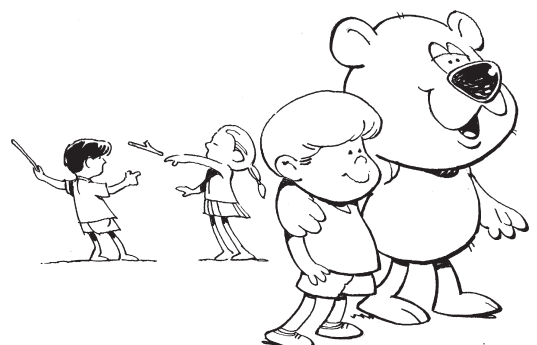




# Resilience skills to practise

|   | Very like me | A bit like me | Not like me |
|---|--------------|---------------|-------------|
| <b>Dealing with 'uncomfortable' feelings like feeling angry, sad or worried</b>                                     |              |               |             |
| I know that everyone has 'uncomfortable' feelings at some time.   |              |               |             |
| When I feel angry with someone I often tell the other person why I am feeling this way.                             |              |               |             |
| I have things I do when I feel angry to calm me down like slowly counting to five or being alone for a few minutes. |              |               |             |
| <b>Total</b>  |              |               |             |
| <b>Positive self-talk</b>   |              |               |             |
| I can start a conversation with someone I don't know very well.   |              |               |             |
| I can start a game and ask others to join in.   |              |               |             |
| I am a good loser.  |              |               |             |
| I can stay calm even when I feel angry.   |              |               |             |
| I can stay calm even when I feel nervous.   |              |               |             |
| I share my ideas and feelings with other kids.  |              |               |             |
| I am a good listener.   |              |               |             |
| I tell interesting stories.   |              |               |             |
| I can tell someone in a firm voice that I don't like what they are doing when they are doing something mean to me.  |              |               |             |
| <b>Total</b>  |              |               |             |

Children are always watching and will copy what we do. Be a positive role model. Use these skills and show your child how to be resilient.



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



# Creating 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.

Here are the skills we have been learning and practising in class.

## Self-awareness skills

- Be able to identify their strengths and challenges.
- Be able to know what might influence their successes and mistakes.
- Be able to see that the way they think about mistakes and negative situations can affect how they feel and behave.
- Be able to self-reflect on their behaviour and decisions.
- Be able to accept setbacks and problems are a normal part of everyday life and know that these situations often don't last and will improve with time or 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.

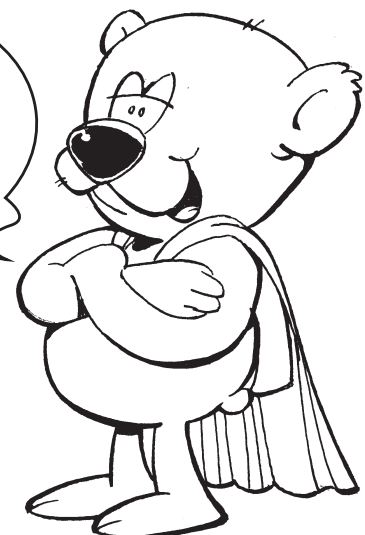
## Social awareness skills

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

## Self-management skills

- Be able to manage strong feelings such as fear and anger and turn these moods 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 goals.
- Be able to predict problems and solve problems.
- Have age-appropriate levels 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 to help keep things in perspective.

THANK YOU FOR  
PLAYING A VITAL  
ROLE IN YOUR  
CHILD'S RESILIENCE  
AND WELLBEING  
EDUCATION.



## ACTIVITY 2

### Changing unhelpful thoughts to helpful thoughts

#### Preparation

- ▶ *Sometimes I Feel Awful* (Joan Singleton Prestine, McGraw Hill, New York, 2003), *Lizzy's Ups and Downs: NOT an Ordinary School Day* (Jessica Harper & Lindsay Harper DuPont, HarperCollins, New York, 2004) or *Snakes and Ladders* (Michael Morpurgo, Heinemann Young Books, London, 2000)
- ▶ A large teddy suitable to be Bounce-back Bear or **Activity sheet** *Bounce-back Bear* – A3 photocopy
- ▶ **Activity sheet** *Helpful and unhelpful thinking* – A3 photocopy or show on interactive whiteboard
- ▶ **Activity sheet** *I can spot helpful thoughts* – photocopy one per student
- ▶ **Activity sheet** *I can spot unhelpful thoughts* – photocopy one per student
- ▶ **Strategy sheet** *Shark and dolphin thoughts* – A3 photocopy one set

- Introduce **shark and dolphin thoughts** (refer to page 199) by explaining that dolphin thoughts are positive or helpful thoughts and shark thoughts are unhelpful or negative thoughts.
- Conduct a **shared reading** (refer to page 198) using one of the listed books. Each of the stories demonstrate how unhelpful thoughts can make a person feel worse (eg not accepting mistakes, not checking the facts, not accepting that bad things happen to everyone) and that helpful thinking can make someone feel better when they are feeling down.

#### Ask

*Did the main character use helpful (dolphin) or unhelpful (shark) thinking? Why?*

*How did the main character's way of thinking affect how he/she felt? (Talk about how unhelpful thinking makes a person feel worse. Explain that someone can choose to think in a helpful or an unhelpful way.)*

*Did this affect how the main character acted (what he/she did)?*

*What could the main character have done if he/she was worried? (eg talk to someone, get the facts)*

*Is it normal for everyone to have 'ups and downs' in their life?*

*How does our skin 'bounce back' if it is cut or scratched?*

*How do our bones 'bounce back' if they are broken?*

*How does our body 'bounce back' when it has a cold or flu?*

*How does talking to someone we care about or love, help us to 'bounce back' when we are feeling sad?*

- Introduce Bounce-back Bear to the class and explain that he is a very normal bear who:
  - ◉ has good days and bad days
  - ◉ feels happy some days and sad on other days
  - ◉ gets things right some days and makes mistakes on other days
  - ◉ gets scared about things like coming to school and going to sleep in the dark and sometimes feels brave about these same things on other days
  - ◉ makes friends on some days and plays by himself on other days
  - ◉ is good at some things and not so good at other things.

Tell the class that Bounce-back Bear uses some clever tricks (skills) to help him 'bounce back' and feel good again. Some of the tricks are difficult and need a lot of practise however they always make Bounce-back Bear feel better in the end. Explain that Bounce-back Bear keeps his clever tricks in his backpack so that whenever he needs to use these tricks they are close at hand.

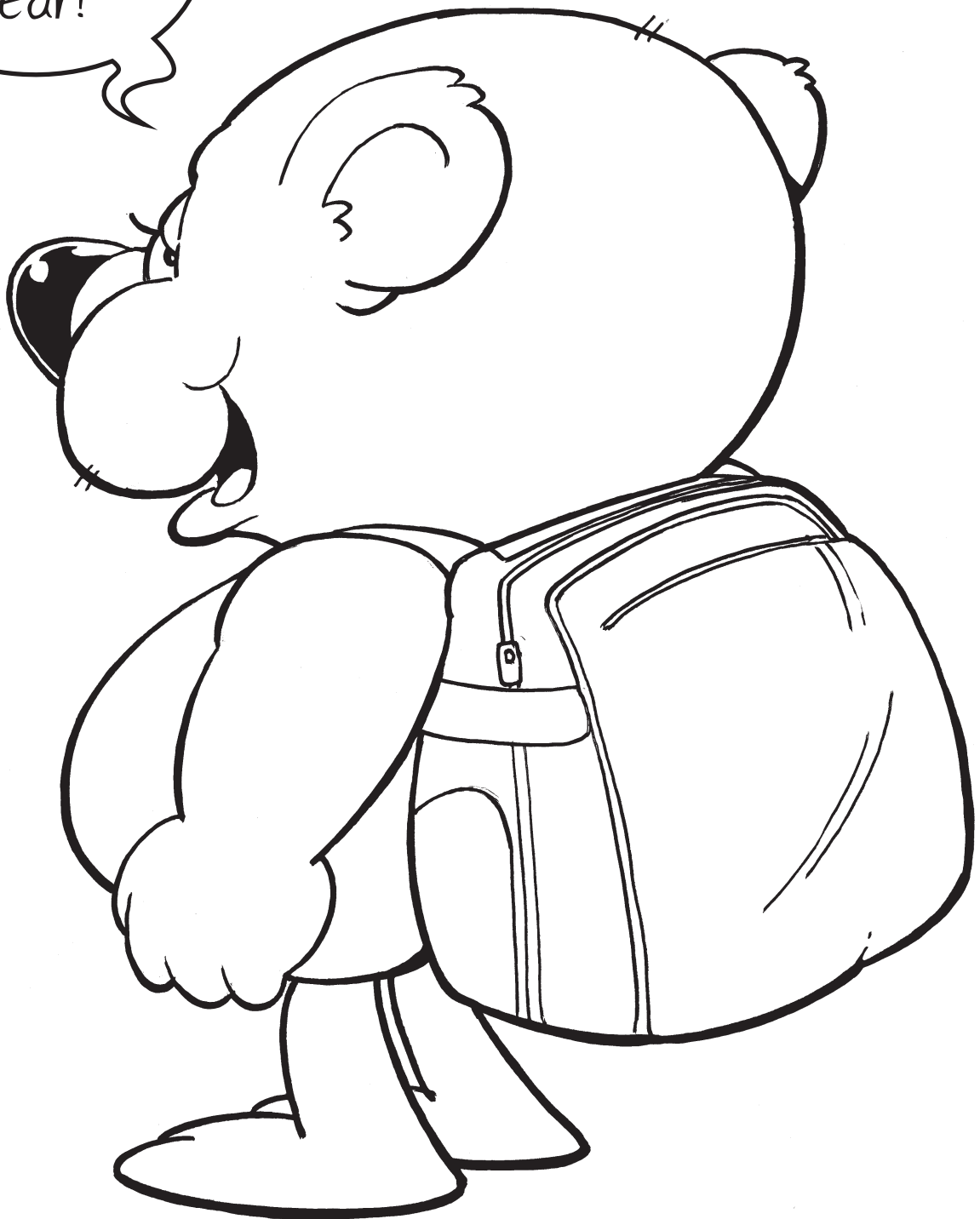
- Introduce the skill of 'helpful thinking' using the activity sheet *Helpful and unhelpful thinking*. Explain that helpful thinking is based on facts and evidence, and can make someone feel more hopeful and calmer, and therefore behave in a better way. Read each example of helpful thinking described on the sheet. Ask the class to give examples of where the helpful thinking idea might be useful. For example, falling over in a race at the sports carnival might use the helpful thinking idea of 'accepts that it's normal for everyone to make mistakes'.
- Explain that when Bounce-back Bear hasn't been practising his helpful thinking skills, he sometimes uses 'unhelpful thinking' which makes him feel less hopeful and more upset, and he sometimes behaves badly. Unhelpful thinking is based on jumping to conclusions, trying to guess what someone is thinking and feeling, seeing only one side of a situation, always thinking that the worst will happen. Explain that when Bounce-back Bear thinks unhelpful thoughts he stops himself and thinks again, and tries to change his unhelpful thoughts into helpful thoughts so he can feel more hopeful and calmer. Read through each unhelpful thinking example on the activity sheet.
- Students complete *I can spot helpful thoughts* and *I can spot unhelpful thoughts*.

Substitute a doll or action toy for Bounce-back Bear if this is more appropriate for the maturity levels of the class.


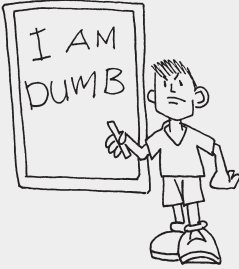









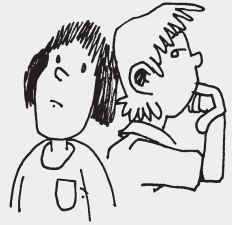




# Bounce-back Bear

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Hi, I'm  
Bounce-back  
Bear!

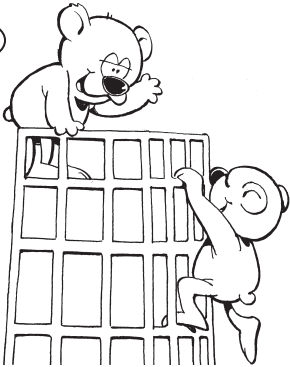

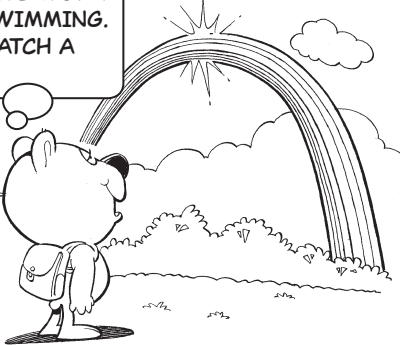
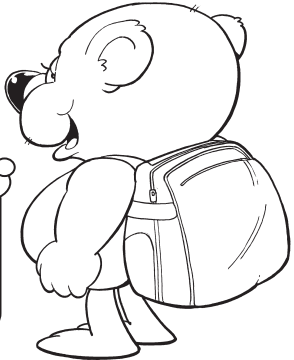

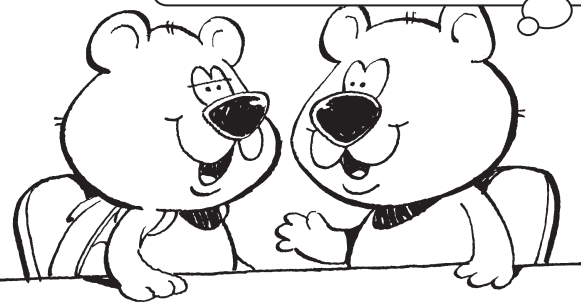


# Helpful and unhelpful thinking

|   |   |   |   |
|---|---|---|---|
| <p>Accepts that it's normal for everyone to make mistakes.</p>                       | <p>Believes that making a mistake means you are dumb or stupid.</p>    | <p>Thinks about the funny or good bits in a problem.</p>                                | <p>Just thinks about the bad bits in a problem.</p>                                        |
| <p>Accepts that unhappy or bad things happen to everyone.</p>                       | <p>Believes that bad things only happen to them.</p>    | <p>Accepts the things that can't be changed in a problem.</p>                          | <p>Doesn't accept the things that can't be changed in a problem.</p>                      |
| <p>Understands if something bad happens once, it might not ever happen again.</p>  | <p>Thinks that if something bad has happened once, it will happen again and again.</p>                                     | <p>Accepts that sometimes you need to talk to others to get the facts right.</p>      | <p>Tries to 'mind read' how people are feeling and thinking instead of asking them.</p>  |
| <p>Works out the likelihood of something really happening.</p>                     | <p>Doesn't work out the likelihood of something really happening and thinks about the worst things that could happen.</p>  | <p>Accepts what has happened and uses this to help solve problems in the future.</p>  | <p>Tries to go back and undo something that has already happened.</p>                    |

# I can spot helpful thoughts

Bounce-back Bear knows it's a good idea to stop and think again using helpful thoughts. Draw a line to match each helpful thought with an idea from Bounce-back Bear.

|   |   |
|---|---|
| <p>JACK IS NOT PLAYING WITH ME. I MIGHT ASK HIM IF I HAVE UPSET HIM.</p>                       | <p>MUM IS NOT TALKING TO ME. I WONDER IF SHE IS WORRIED ABOUT SOMETHING. MAYBE I'LL TALK TO HER.</p>  |
| <p>IT'S RAINING SO WE WON'T BE ABLE TO GO SWIMMING. MAYBE WE CAN WATCH A VIDEO INSTEAD.</p>  | <p>I FORGOT MY LUNCH. MAYBE I CAN GET SOMETHING YUMMY FROM THE CANTEEN.</p>                         |
| <p>NOBODY'S PERFECT. THAT WAS BETTER THAN MY LAST MATHS TEST.</p>                            | <p>I DIDN'T GET PICKED FOR THE GAME TODAY. MAYBE NEXT TIME.</p>                                     |

Accepts that everyone makes mistakes.

Talks to others to get the facts.

Thinks about the funny or good bits in a problem.

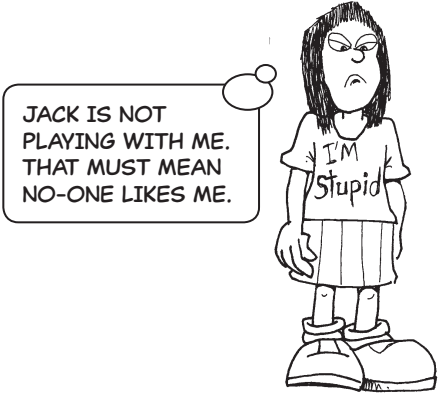

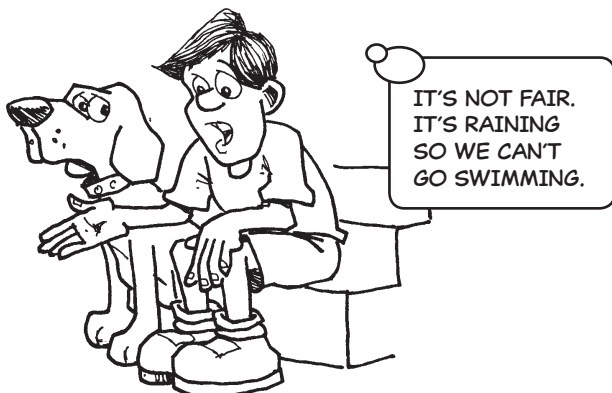
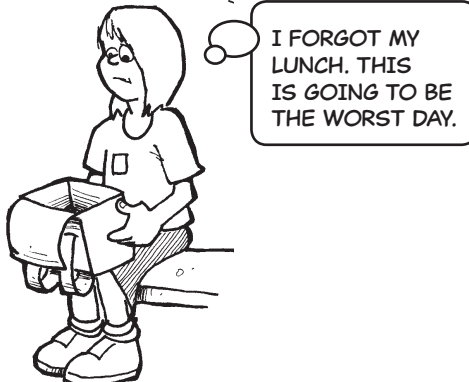
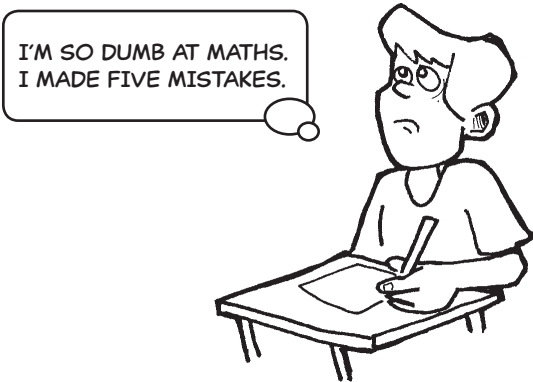
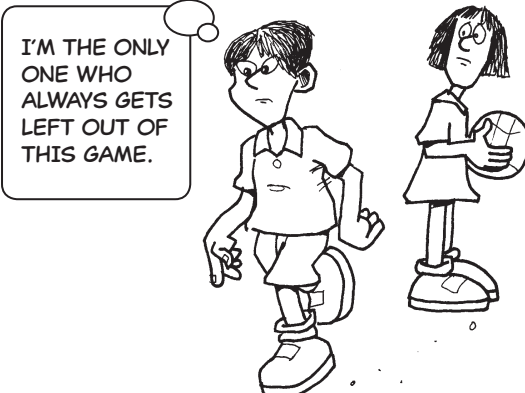
Doesn't jump to conclusions.

Accepts that unhappy or bad things happen to everyone.

Accepts the things that can't be changed in a problem.

# I can spot unhelpful thoughts

Draw a line to match each picture with an unhelpful thought.

|   |  |
|---|--|
|    |    |
|   |   |
|  |  |

Only thinks about the bad bits of a problem.

Only thinks that bad things happen to them.

Tries to read someone's mind.

Thinks they are dumb or stupid when they make a mistake.

Doesn't accept the things that can't be changed.

Jumps to conclusions.



## ACTIVITY 3

### Optimistic self-talk

#### Preparation

- ▶ *Good News, Bad News* (Colin McNaughton, Harper Collins Publishers, Melbourne, 2001) or *Molly's Memory Jar* (Norma Spaulding & Jacqui Grantford, New Frontier Publishing, NSW, 2009)
- ▶ A large teddy suitable to be Bounce-back Bear
- ▶ Another teddy or toy suitable to be 'Negative Ned'
- ▶ **Activity sheet** *I know how to be a positive self-talker* – photocopy one per student
- ▶ Computer access

- Explain that Bounce-back Bear is a 'positive self-talker' or an optimist which means:
  - ◉ He expects good things are more likely to happen than bad things.
  - ◉ He looks for the small good things even in something that's not so good.
  - ◉ He stays hopeful in unhappy times.
  - ◉ When he is sad he often thinks of happy memories and is hopeful that things will get better very soon.
  - ◉ When good things happen he pats himself on the back.
  - ◉ He knows that he often makes his own luck by trying hard and staying positive.

Explain that when someone looks for the good things in themselves, in others and in what happens in their life, they are usually a happier person. Point out that when a person changes how they 'talk' in their head and uses optimistic thinking they are more likely to be able to cope better with life, be more fun for others to be around, and will usually have more friends.

- Read *Good News, Bad News* or *Molly's Memory Jar* to show the difference between optimistic and pessimistic self-talk.
- Conduct a **think-pair-share** (refer to page 200) using the topic 'Something good (positive) that has happened in the last week'.
- Introduce *Negative Ned* and explain that he is a 'negative self-talker' or a pessimist which means:
  - ◉ He expects bad things are more likely to happen than good things.
  - ◉ He doesn't expect things to get better.
  - ◉ He finds it hard to cope when things are not so good.
  - ◉ When good things happen he thinks he has just got lucky for a change and doesn't know that he can make his own good luck.

- ◉ People don't always like being around Negative Ned because he grizzles about things, tells everyone what they are not good at, and is not a lot of fun.

- Read aloud one of the following scenarios. Have students discuss the scenario with a partner and decide the answer to both questions. Repeat this process with the other scenarios.

#### ◉ Scenario 1

Tran tells his friend she is great at drawing and that he loves watching the way her pictures get better and better on the page. What sort of self-talker is Tran? Would Tran be a nice friend to be around?

#### ◉ Scenario 2

Tilly always cries when she makes mistakes and says that she can't do things even before she has had a go. What sort of self-talker is Tilly? Would Tilly be fun to be around?

#### ◉ Scenario 3

Jake always complains when he gets put into a group without his friends and says 'Why don't I ever get to work with my friends?' What sort of self-talker is Jake? Would the teacher be happy or cross with Jake?

#### ◉ Scenario 4

When Molly won her age race she said, 'I guess all that training with Dad after school paid off.' What sort of self-talker is Molly? Would Molly make other people want to try harder?

#### ◉ Scenario 5

When Cam's dad couldn't take him to the Royal Show, Cam said, 'Don't worry Dad, maybe we can do something together next weekend.' What sort of self-talker is Cam? Would Cam bounce back from feeling sad about missing out on a fun outing?

- Distribute *I know how to be a positive self-talker* activity sheet and have students complete the activity on their own. Place students in small groups to share the positive self-talk ideas identified on their activity sheet.
- Encourage students to think optimistically about the things that have happened to them at school, about the traits and strengths of others in the class, and about things for which they are thankful. Using these ideas and working with a partner, have students create several slides with accompanying positive images for a PowerPoint presentation titled 'The best things about our class.'

Conduct a slideshow to share the students' PowerPoint presentations.



# I know how to be a positive self-talker

Bounce-back Bear is a positive self-talker.

- ▶ He looks for good things in himself, in others, and in what happens in his life.
- ▶ He expects good things are more likely to happen than bad things.
- ▶ He looks for the small good things even in something that's not so good.
- ▶ He stays hopeful that things will get better in unhappy times.
- ▶ When good things happen, Bounce-back Bear knows that he often makes his own luck by trying hard and staying positive.



Write what Negative Ned could say to himself to be a more positive self-talker like Bounce-back Bear.

| ☹ Negative Ned says   | ☺ Negative Ned could say |
|---|--------------------------|
| Jack always beats me at running!<br>It's not fair.                        |                          |
| I forgot my library books.<br>I'm an idiot.                               |                          |
| I bet Mum's had an accident.<br>She's not here yet.                       |                          |
| It's raining. I bet that means<br>we won't go swimming this<br>afternoon. |                          |

## ACTIVITY 4

### Managing uncomfortable feelings

#### Preparation

- ▶ A large teddy suitable to be Bounce-back Bear
- ▶ **Activity sheet** *Coping* – photocopy and cut one set per group
- ▶ Large paper – one sheet per group
- ▶ **Strategy sheet** *Yes, no, maybe* – photocopy one set of cards per student
- ▶ A4 paper – one sheet per student

- Introduce the **yes, no, maybe** cards (refer to page 200). Read aloud one of the following questions. Explain that students must show the card that best indicates their response to the question. Allow time for students to 'vote' and then give examples for the question. Repeat this process with the other questions.

#### Ask

*Have you ever felt embarrassed by something someone said or did to you at school?*

*Have you ever felt disappointed when something you were looking forward to was cancelled?*

*Have you ever felt hurt when a friend has said something mean to you?*

*Have you ever felt nervous when you've started something new and not known anyone?*

*Have you ever felt angry when you've been blamed for something that was not your fault?*

*Have you ever felt frustrated when you've tried really hard to do something but not been able to do it?*

*Have you ever felt lonely when everyone else seems to have someone to play with and you have no-one?*

Use the following questions to process the activity.

#### Ask

*What did you notice when everyone voted? (Most people have experienced unpleasant feelings or problems at some time in their life.)*

*Why might some people think they are the only ones who have these feelings? (People may think they are the only ones who feel angry/frustrated/lonely etc if they don't share their feelings with others.)*

*Do these feelings or problems last for ever? (Not usually as most people 'bounce back' from feeling unhappy or coping with a problem. Suggest that a person who finds it difficult to 'bounce back' from a problem or situation should always talk to someone about how they are feeling.)*

*Who could you talk to if any of these feelings didn't go away? (eg parents, grandparents, teacher, friends and siblings)*

- Using a **fist of five** (refer to page 194) where showing five fingers means 'very' and a fist means 'not at all', have students vote how they would feel in the following scenarios. Be aware that some students may require the emotion to be explained. When the class have voted, ask students to volunteer the reason behind their response.

#### Scenarios

- ◉ How embarrassed would you feel if you forgot it was 'free dress day' and came to school in uniform?
  - ◉ How disappointed would you feel if you were expecting to go on a camping trip and it was cancelled because of bad weather?
  - ◉ How nervous would you feel if you had to make a speech at the school assembly?
  - ◉ If your Mum didn't arrive to pick you up from school when she said she would, how worried would you feel?
  - ◉ How worried would you feel if you had lots of homework and knew you wouldn't get home from sports training until really late?
  - ◉ How sad would you feel if your best friend told you he/she wanted to play with some other kids today?
- Point out that not everyone will feel the same way about a situation. A situation may create an uncomfortable feeling in one person and a comfortable feeling in another (eg going on a roller coaster ride).

Have students create their own 'uncomfortable feeling' situations. Continue voting using the fist of five strategy and discuss the situations as a whole group.

- Explain that Bounce-back Bear uses some clever 'coping skills' when he has 'uncomfortable' feelings and that these skills help him to bounce back and feel calm and happy again. Stress that being the boss of 'uncomfortable' feelings by staying calm and in control, helps Bounce-back Bear to think before he acts and stops him from doing and saying things that might hurt someone else.

Place students in groups. Assign one of the following 'uncomfortable' feelings to each group.

- ⊙ Angry
- ⊙ Lonely
- ⊙ Frustrated
- ⊙ Sad
- ⊙ Worried
- ⊙ Jealous

Distribute a copy of *Coping* and a sheet of paper to each group. Explain that groups must decide on a situation that would make all members have the assigned 'uncomfortable' feeling then cut and glue the coping skills that could be used in their situation on the paper.

- Use a **graffiti walk** (refer to page 194) to allow students to review the other groups' findings. Ask students to identify other coping strategies and add these to the sheets. A tick can be placed to show agreement with a suggestion already listed on the sheets.

#### Ask

*What does having an uncomfortable feeling tell us? (eg might need to talk to someone about a problem; are being treated unkindly or unfairly; may be in danger; may need to take a stand)*

*What coping skills were 'useful' for every situation?*

*What does this tell us? (These skills are always useful and should be practised and kept in our backpack.)*

*What skills were 'not useful' in most of the situations?*

*What does this tell us? (eg hitting, shouting, sulking, saying mean things and not talking to anyone are not useful skills to have in our backpack)*

- Teach the class the following song.

#### **If you're angry and you know it**

(Sung to the tune of *If you're happy and you know it*)

If you're angry and you know it, count to five.  
If you're angry and you know it, count to five.  
If you're angry and you know it  
And you don't want to show it,  
If you're angry and you know it, count to five.

If you're sad and you know it, hug your dog.  
If you're sad and you know it, hug your dog.  
If you're sad and you know it  
And you don't want to show it,  
If you're sad and you know it, hug your dog.

If you're lonely and you know it, just keep busy.  
If you're lonely and you know it, just keep busy.  
If you're lonely and you know it  
And you don't want to show it,  
If you're lonely and you know it, just keep busy.

If you're worried and you know it, talk to mum.  
If you're worried and you know it, talk to mum.  
If you're worried and you know  
And you don't want to show it,  
If you're worried and you know it, talk to mum.

Students can write new verses for other uncomfortable feelings and coping strategies. Perform the song at a school assembly.

- Write the following unfinished sentence on the board. Have students choose an uncomfortable feeling and write five coping strategies to deal with the emotion.

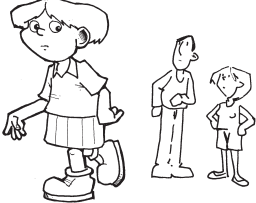
When I'm feeling \_\_\_\_\_ I can:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Students can make their own set of *yes, no* and *maybe* cards.



# Coping

|   |  |  |  |
|---|--|--|--|
|  <p>Check the facts.</p>                                     |  <p>Cuddle a pet or toy.</p>  |  <p>Tell the other person why you feel this way.</p> |  <p>Keep busy.</p>                                  |
|  <p>Tell yourself that this feeling won't last for ever.</p> |  <p>Talk to someone else.</p>                                       |  <p>Count to 5 slowly.</p>                          |  <p>Listen to your favourite music.</p>            |
|  <p>Find a place to be alone for a while.</p>              |  <p>Tell yourself that everyone feels like this at some time.</p> |  <p>Cry a lot.</p>                                 |  <p>Laugh about it.</p>                           |
|  <p>Tell yourself that it's okay to make mistakes.</p>     |  <p>Run away.</p>   |  <p>Blame someone else.</p>                        |  <p>Yell and scream.</p>                          |
|  <p>Hit someone.</p>                                       |  <p>Sing your favourite song.</p>                                 |  <p>Ignore the feeling.</p>                        |  <p>Talk to no-one about how you are feeling.</p> |

## ACTIVITY 5

### Protecting myself from bullying

#### Preparation

- ▶ A large teddy suitable to be Bounce-back Bear
- ▶ **Activity sheet** *I know how to protect myself from bullying* – photocopy one per student
- ▶ Computer access
- ▶ Poster paper and drawing materials – class set

- Explain that 'self-respect' is based on what you do and includes:
  - ◉ knowing that you are valuable and deserve to be treated with dignity and respect
  - ◉ accepting who you are
  - ◉ being concerned for your own health and safety.

Place the group in two concentric circles and conduct a **circle talk** (refer to page 192) using the following questions. Have students change partners after responding to a question and then ask the same question again. This will expose students to a range of opinions.

#### Ask

*How does someone who has self-respect behave?*

*How does someone with self-respect keep themselves safe walking to and from school?*

*How does someone with self-respect keep themselves safe around others who may be smoking?*

*How does someone with self-respect keep themselves safe if they receive a nasty text message or email message or note?*

*How does someone with self-respect keep themselves safe if one person keeps telling them they can't join in their games?*

*What is bullying?* (It is repeated unkindness to a person and not a single act of unkindness or just one argument.)

*What is an example of bullying?* (eg name calling; always leaving someone out of a game; using the phone or computer in a nasty way; embarrassing someone; physically hurting someone; hiding or breaking someone's possessions)

*How might someone who is being bullied feel?* (Highlight feelings such as anger, fear, helplessness, worry, nervousness and sadness.)

*Is it a person's fault if they are bullied?* (No. It is the fault of the person who is doing the bullying.)

*Why do some people get bullied more than others?* (For example, a person may: appear nervous so other children think they are easy to boss around; appear different but this is not an excuse to bully someone;

not stand up for themselves when they have been teased in the past.)

*What does being confident look and sound like?* (A confident person stands tall, looks people in the eye, talks with a loud friendly voice and not a baby or silly voice, and doesn't ignore it when someone is mean to them.)

*Do you think acting confidently can protect you from being bullied? Why?* (Yes. If a person acts confidently they look like they have self-respect and will stand up for themselves.)

*Does asking a teacher for help when you are being bullied show that you have self-respect? Why?* (Yes. Asking for help means you value and care for yourself and want to keep safe. Asking for help is not 'dobbing' or getting someone into trouble.)

*What tricks do you think Bounce-back Bear uses to protect himself from being bullied?* Listen to students answers and include the following ideas in the discussion.

- ◉ Thinks for himself and doesn't follow others' ideas all the time.
- ◉ Doesn't show people when he gets angry or nervous and tries to stay calm.
- ◉ Is happy and a positive self-talker.
- ◉ Is a good loser.
- ◉ He tells the person who is being mean to him, that he doesn't like it in a calm and friendly way.
- ◉ He looks them in the eye and tells them 'No' in a firm voice.
- ◉ He asks an adult for help if this doesn't work.

*What could you do if you saw someone being bullied?*

Revise the following points.

- ◉ Show this person you know it's unfair.
- ◉ Show the person who is bullying that you know it's unfair.
- ◉ Tell the person who is bullying to stop.
- ◉ Move away together or do something else with that person.
- ◉ Ask a teacher for help if the bullying continues.

- Distribute copies of *I know how to protect myself from bullying* for students to complete. Listen to some of the ideas generated by the class.

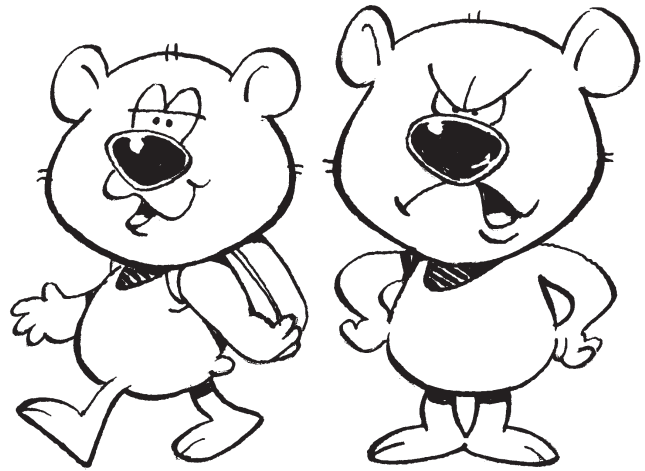
- Students work in pairs to create a poster or PowerPoint presentation that provides ideas on how to deal with bullying.


# I know how to protect myself from bullying

✓ **Tick** the things that can help protect you from being bullied.

✗ **Cross** the things that might make someone more likely to bully you.

- Agreeing with what everyone else says all the time and not having your own thoughts.
- Always looking grumpy or sad.
- Smiling and looking happy.
- Looking someone in the eye when you talk to them.
- Keeping calm even when you are angry.
- Being a good loser.
- Keeping calm even when you are nervous.
- Staying away from places where people might hurt you.
- Having your own thoughts and ideas and sticking up for them.
- Talking in a confident voice.
- Yelling and shouting when you are angry.
- Doing nervous things like always sucking your shirt or playing with your hair.
- Giggling at someone when they do something mean to you.
- Staying where a teacher can see you.
- Not telling someone to stop if they are doing something that is mean.
- Telling someone in a firm voice that they are doing something mean and you don't like what they are doing.



 Write something you would say (or say to yourself using positive self-talk) for all the things you ticked. For example: Being a good loser – *Oh boy, I lost again. You're such a good card player Sam.*

## ACTIVITY 6

### Practising positive thinking and help seeking

#### Preparation

- ▶ **Activity sheet** *Dealing with problems and setbacks* – photocopy one card per pair of students

- Revise helpful thinking strategies using the *Helpful and unhelpful thinking* activity sheet (refer to Activity 2 page 37).
- Place students in pairs. Give each pair a *Dealing with problems and setbacks* card. Explain that students are to read the problem and answer the two questions on their card. The questions require students to identify people who they can seek help from when necessary and also practise using helpful thoughts to make a situation better.

Have pairs swap their cards so students are given opportunity to discuss a range of situations.

- Explain that students are to **role-play** (refer to page 196) using helpful or positive thoughts and help seeking the problem or setback on their card. After watching each role-play, ask the following questions.

#### Ask

*What is one skill (insert student's name) used well to cope with the problem?*

*What is one thing that would help someone if they had to cope with this situation in real life?*

*Who would you talk to if you had this problem?*

When all role-plays have been performed, ask the following questions.

#### Ask

*What have you learnt from watching others cope with these problems?*

*Does practising using help seeking and helpful thinking skills help you to deal with real worries and problems in your life? How?*

*What have you practised today that might help you to make your own decisions when you have a problem?*

- Write the following words and phrases on the board – helpful, check the facts, exaggerate, temporary, accept, mistakes. Have students write a sentence that includes the words and phrases to demonstrate their understanding of dealing with problems and setbacks.



# Dealing with problems and setbacks

**You get lost in a shopping centre that you have never been to before.**

What helpful or positive thinking could make this situation better?

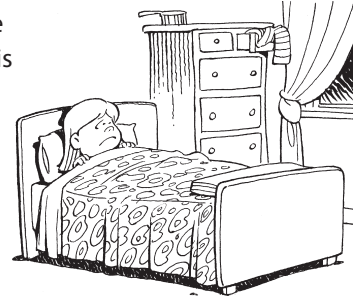
If you needed to, who could you talk to about this?



**You have too much homework to finish in one night and you are worried your teacher will be angry with you.**

What helpful or positive thinking could make this situation better?

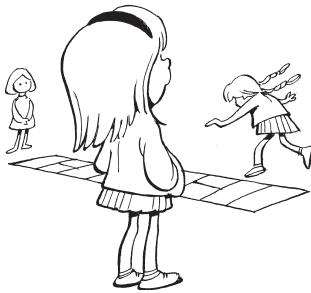
If you needed to, who could you talk to about this?



**Your friends are all playing a game but when you ask to join in they say you can't play because there are too many people already.**

What helpful or positive thinking could make this situation better?

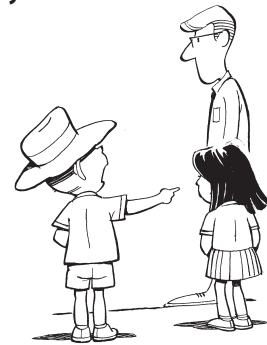
If you needed to, who could you talk to about this?



**You have left your hat at home and your school has the rule - No Hat, No Play.**

What helpful or positive thinking could make this situation better?

If you needed to, who could you talk to about this?



**Most of your classmates have been invited to a party and you haven't.**

What helpful or positive thinking could make this situation better?

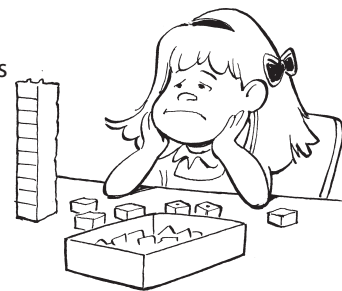
If you needed to, who could you talk to about this?



**Your family tells you that you can't go on a trip or holiday that you've been looking forward to for ages.**

What helpful or positive thinking could make this situation better?

If you needed to, who could you talk to about this?



**Your dad calls and says he won't be able to see you on the weekend.**

What helpful or positive thinking could make this situation better?

If you needed to, who could you talk to about this?



**Your best friend says they don't want to play with you at school today.**

What helpful or positive thinking could make this situation better?

If you needed to, who could you talk to about this?





## ACTIVITY 7

### Practising ways to get along with others

#### Preparation

- ▶ Post-it notes or small slips of paper – four per student
- ▶ Four large sheets of paper
- ▶ Internet access

- Distribute four post-it notes to each student. Ask students to write two things someone can do to get along with others and two things that would not help someone to get along with others. Only one idea should be written on each post-it note.

Collate findings using a **card cluster** (refer to page 192) under the headings 'Things that help you get along with others' and 'Things that don't help you get along with others'. Some suggestions are listed.

| Things that help you get along with others  | Things that don't help you get along with others   |
|---|--|
| Being positive.<br>Including others.<br>Respecting others' opinions and ideas.<br>Being a good listener.<br>Being a good winner and loser.<br>Cooperating and being flexible.<br>Being kind and caring.<br>Telling interesting stories.<br>Sharing your things and sharing how you think and feel.<br>Finding things in common with others. | Boasting and bragging.<br>Being bossy.<br>Ignoring others' opinions and ideas.<br>Ignoring people or talking over them.<br>Being a bad winner or loser.<br>Being selfish and wanting things your way.<br>Talking about yourself all the time.<br>Rambling on with long, boring stories.<br>Being too private and not sharing how you think or feel.<br>Always wanting to play by yourself. |

#### Ask

*Why is it good to get along with people? (eg to feel included, to make friends, to feel good about yourself, to have fun. Point out that most people do not find it easy to get along well with others straight away. Students will need to practise their 'getting along' skills.)*

*What is the difference between boasting and being positive about yourself? (Boasting is when you are saying you are better than someone else. Being positive about yourself is acknowledging the things you do well.)*

*How can you tell when someone is being a good listener? (eg they don't interrupt, they look at you and pay attention; they ask questions)*

*What do you like people to do when they are having a conversation with you? (eg they look at you; they listen well; they get to the point quickly; they focus on the*

*positive things in a story; they tell you how they felt; they are sometimes funny)*

*What don't you like people to do when they are having a conversation with you? (eg they don't look at you; they interrupt; they ramble on and on; they focus on the negative or bad things in a story; they don't let you share the talking; they talk about themselves all the time)*

- Write one of the following questions on each **graffiti** sheet (refer to page 194).
  - ⊙ What makes a good listener?
  - ⊙ What makes a good winner?
  - ⊙ What makes a good loser?
  - ⊙ What makes an interesting conversation?

Distribute one sheet to each group. Explain that groups are to write suggestions on their graffiti sheet and then pass the sheet onto the next group. Remind students not to use real names or situations.

When groups have responded to all four questions, have the class discuss the comments. Ask students to select three skills they need to practise. Discuss how these skills could be practised in the classroom and in the playground.

- Listen to the song *Making friends* at <http://listenlearnmusic.com/2010/01/making-friends-step-by-step-song.html> or *You've got a friend in me* from *Toy Story* at <http://www.youtube.com/watch?v=9x50fVVzUI0>.

Discuss the lyrics of the songs and have students identify the messages that relate to making and keeping friends such as 'If you've got troubles, I've got 'em too' (*Toy Story*) and 'wear a smile, say hello, just be you' (*Making friends*).

- Have students write new verses to the song *If you want to get along*.

#### If you want to get along

(Sung to the tune of *If you're happy and you know it*)

If you want to get along, just be you.

If you want to get along, just be you.

If you want to get along, just listen to this song.

If you want to get along, just be you.

If you want to get along, chat and smile.

If you want to get along, chat and smile.

If you want to get along, just listen to this song.

If you want to get along, chat and smile.

## ACTIVITY 8

### Practising protecting myself and others from being bullied

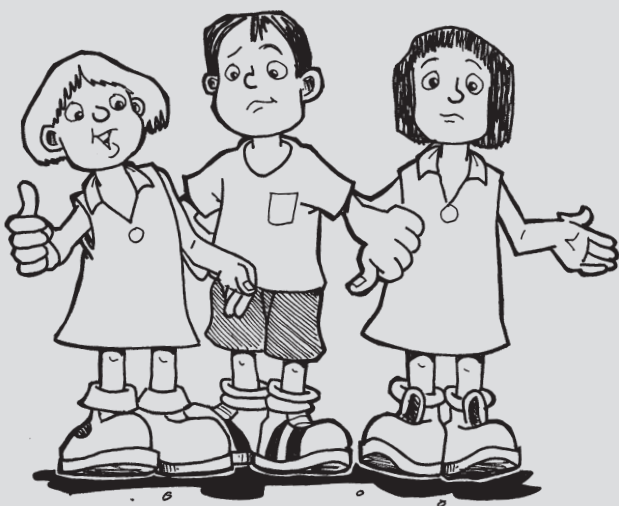
#### Preparation

- ▶ Activity sheet *Bully busters* – A3 photocopy or show on interactive whiteboard
- ▶ Three finger puppets

- Conduct a **thumbs up, thumbs down** (refer to page 201) using the following statements. Encourage students to share the reasons behind their vote.

#### Statements

- ◉ I watch TV shows that I like not just TV shows that everyone else talks about at school.
  - ◉ I eat the food I like to eat for lunch at school and not just the food that everyone else thinks is 'cool'.
  - ◉ If someone told me not to play with a new student, I would still make up my own mind about whether I liked them or not.
  - ◉ If someone I didn't usually play with asked me if they could join in my game, I would let them.
  - ◉ If I saw two children hurting each other in the playground, I would do something to help them sort it out.
- Explain that it is important for students to be confident and think on their own as this can help protect them from being bullied. Having these skills can also give someone the strength to help a person who is being bullied.



Distribute copies of the *Bully busters* activity sheet. Read and discuss the five steps that can be used when being bullied and to help someone who is being bullied.

Ask the class for examples of comments or responses that could be used in Steps 1, 2 and 3 when students see someone being bullied. For example, Step 1 response could be: *That's not fair and you should stop that straight away.*

Explain that if students can't help someone who is being bullied or stop someone bullying them after trying Step 1 to 4, then Step 5 (ie ask a teacher for help) must be followed.

- Place students in groups of three. Assign one of the scenarios to each group. Explain that groups are to decide what the character in their scenario could do or say.

Have the groups **role-play** (refer to page 196) their scenario using finger puppets. After each role-play discuss the responses and actions the character used to cope with the bullying situation.

A role-play that requires students to behave as a 'bully' is not recommended.

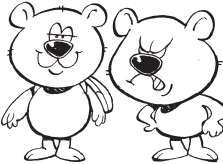
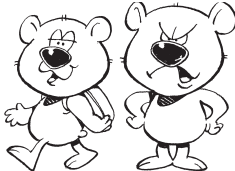



Always use puppets and debrief the role-play well with a comment such as 'Thanks actors, welcome back to the real world.'

# Bully busters

## What you can do if you see someone being bullied

1. Show or tell the person who is being bullied that you know it's unfair.
2. Show the person who is bullying that you know it's unfair.
3. Tell the person who is bullying to stop.
4. Move the person who is being bullied away from the situation.
5. Ask a teacher for help.

## What you can do if you are being bullied

|   |   |  |   |  |
|---|---|--|---|--|
| <p>1. Ignore them.</p>  | <p>2. Move away.</p>  | <p>3. Ask them to stop in a friendly voice.</p>  | <p>4. Stare and ask them to stop in a strong voice.</p>  | <p>5. Ask a teacher for help.</p>  |
|---|---|--|---|--|

### Scenario 1

Milly quite likes Tamin but Milly's best friend says that Tamin can't join their group. Her best friend says Tamin eats weird food at lunch time and smells but this is not true.

What could Milly do and say?

What could Tamin do or say if she continued to be ignored by the group?

### Scenario 2

Brad's friends often pick on Max because he is not very good at sport. Brad feels sorry for Max but is a bit scared about speaking up for him.

What could Brad do and say?

What could Max do and say?

### Scenario 3

Two girls always do mean things to Kate. They have broken her lunch box and often hide her pencil case. The two girls also pretend to tell secrets about Kate.

What could Kate do and say?

### Scenario 4

A boy often dares Tom to jump from the top of the climbing frame. Tom won't do it because it doesn't look safe. The boy always yells to everyone, 'Tom's a scaredy cat!' This makes Tom feel like a baby.

What could Tom do or say?

## ACTIVITY 9



## Putting clever tricks into practice

### Preparation

- ▶ **Activity sheet** *Clever tricks to bounce back* – photocopy one per student
- ▶ **Activity sheet** *Reflecting on my wellness and bounce back skills* – photocopy one per student

- Revise the four skills that have been introduced in this focus area using *Clever tricks to bounce back*. Remind students these skills can be used to 'bounce back' when they are not feeling great. Point out to master the skills, students will need to persevere and practise the skills.
- Distribute copies of *Reflecting on my wellness and bounce back skills*. Have students complete the activity then count and total the ticks in each section.

Ask students to reflect on their scores. If students have placed most ticks in the 'very like me' and 'a bit like me' columns this means they are already practising the skills. If students have placed most ticks in the 'not like me' column they need to learn and practise these skills.

- Explain that:
  - ⊙ A goal is something a person wants to do or make happen.
  - ⊙ Having a goal helps us to make our life the way we want it to be.
  - ⊙ Achieving a goal makes a person feel happy.

Use a past personal experience to give students an example of planning to achieve a goal such as, writing a shopping list for a camping trip, booking a holiday, or planning and packing for a long road journey.

Identify some of the goals students have already achieved (eg riding a bike, saving for something special, finishing a huge jigsaw puzzle). Use the following questions to focus the class on the skills that are required to achieve a goal.

### Ask

*What did you do to achieve your goal?*

*Did you make a plan?*

*Did you practise a lot?*

*Did you reach your goal straight away?*

*How did you feel when you reached your goal?*

- Have students tick one skill listed on the activity sheet that they need to practise then write their goal eg *My goal is to practise \_\_\_\_\_ over the next 2 weeks.*

Under the goal have students write a plan that describes what and how they will practise the skill at home and school. Suggest students use the *Clever tricks to bounce back* sheet as a prompt. Stress the importance of persistence and trying hard to achieve a goal.

Encourage students to monitor their progress towards their goal. If students miss a day practising their skill, discuss what they learnt from this mistake or slip up.

Display a *Reflecting on my wellness and bounce back skills* sheet to remind students to practise the skills.

# Clever tricks to bounce back

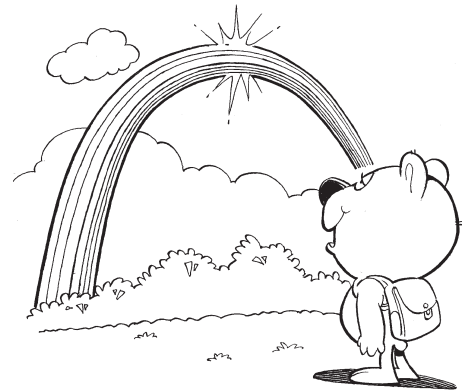
## Helpful thinking

- Accept that everyone makes mistakes.
- Think about the funny or good bits in a problem.
- Don't jump to conclusions.
- Talk to someone to check your facts.
- Accept that unhappy or bad things happen to everyone at some time.
- Accept the things you can't change in a problem.
- Understand if something bad happens once that it mightn't ever happen again.



## Positive self-talk

- Remind yourself of all the good things in yourself, in others, and in what happens in your life.
- Remind yourself that good things are more likely to happen than bad things.
- Remind yourself that there are small good things even in something that's not so good.
- Remind yourself that things will get better in unhappy times and stay hopeful.
- Remind yourself that when good things happen it's often because you have made your own luck by trying hard and staying positive.



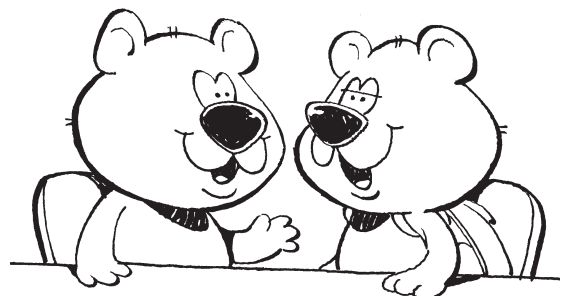
## Dealing with 'uncomfortable' feelings

- Check the facts.
- Tell the other person why you are feeling this way.
- Count to five slowly.
- Be alone for a while.
- Cuddle a pet or toy.
- Keep busy – be active.
- Talk to someone and tell them how you are feeling.
- Listen to some music.
- Remind yourself that everyone feels like this at some time.



## Ways to help protect yourself from being bullied

- Smile and look happy.
- Look someone in the eye when you talk to them and use a confident voice.
- Have your own thoughts and ideas. Think for yourself.
- Keep calm even when you are angry.
- Keep calm even when you are nervous.
- Be a good loser.
- Tell someone in a firm voice that you don't like what they are doing when they do something mean.
- Stay away from people and places where people might hurt you.
- Stay where a teacher can see you.





# Reflecting on my wellness and bounce back skills

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

|  | Very like me | A bit like me | Not like me |
|--|--------------|---------------|-------------|
| <b>Helpful and positive thinking</b>   |              |               |             |
| When I make a mistake I look at ways to avoid making it again and I don't always blame myself.                   |              |               |             |
| I look for the good things in unhappy and bad situations.  |              |               |             |
| I accept that unhappy and bad things happen to everyone.   |              |               |             |
| If something bad happens once I don't expect that it will happen again.  |              |               |             |
| When things go wrong for me I try to work out why the problem has happened.                                      |              |               |             |
| If I have a problem or feel unhappy I usually talk to someone about it.  |              |               |             |
| <b>Total your ticks</b>  |              |               |             |
| <b>Positive self-talk</b>  |              |               |             |
| I try to look for the good things in myself and not focus on my challenges.                                      |              |               |             |
| I try to look for the good things in other people and not focus on their challenges.                             |              |               |             |
| I mostly talk about the good things that have happened not the bad things.                                       |              |               |             |
| When bad things happen to me I usually think they will get better soon.  |              |               |             |
| I know that I can make my own luck by trying hard and being positive.  |              |               |             |
| <b>Total your ticks</b>  |              |               |             |
| <b>Dealing with 'uncomfortable' feelings like feeling angry, sad or worried</b>                                  |              |               |             |
| I know that everyone has 'uncomfortable' feelings at some time.  |              |               |             |
| When I feel angry with someone I often tell the other person why I am feeling this way.                          |              |               |             |
| I have things I do when I feel angry to calm me down like slowly counting to 5 or being alone for a few minutes. |              |               |             |
| <b>Total your ticks</b>  |              |               |             |

# Reflecting on my wellness and bounce back skills

|  | Very like me | A bit like me | Not like me |
|--|--------------|---------------|-------------|
| <b>Helping to protect myself from being bullied</b>  |              |               |             |
| I can start a conversation with someone I don't know very well.  |              |               |             |
| I can start a game and ask others to join in.  |              |               |             |
| I am a good loser.   |              |               |             |
| I can stay calm even when I feel angry.  |              |               |             |
| I can stay calm even when I feel nervous.  |              |               |             |
| I share my ideas and feelings with other kids.   |              |               |             |
| I am a good listener.  |              |               |             |
| I tell interesting stories.  |              |               |             |
| I tell someone in a firm voice that I don't like what they are doing when they are doing something mean to me. |              |               |             |
| <b>Total your ticks</b>  |              |               |             |

## How did you go?

### Very like me

If you have the most ticks in the 'very like me' box, you are already using this skill. Well done and keep practising!

### Not like me

If you have the most ticks in the 'not like me box', you are not yet using many bits of this skill. There is a lot for you to learn and practise to get better. Good luck!

### A bit like me

If you have the most ticks in the 'a bit like me' box, you are using some bits of this skill. Keep going and learn and practise more clever tricks to get better.

### Tick the skill you would like to learn and practise

- Helpful and positive thinking
- Positive self-talk
- Dealing with 'uncomfortable' feelings like feeling angry, sad or worried
- Helping to protect myself from being bullied

My goal is to practise \_\_\_\_\_  
\_\_\_\_\_ over the next two weeks.

To achieve my goal I will:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



