

Bounce Forward Healthy Minds From School to Life Student Handbook

Name:

Teacher:





Lesson 1

Being part of a group & my adult self

Learning outcomes

- Develop rapport as a class group.
- Be able to use verbal and non verbal communication to work in a group to solve problems.
- Select pictures that represent the adult you want to be in the future.
- Consider the reasons for choosing the images.



My adult self worksheet

Stick the pictures you choose in the space below and write a few words about why you choose it as a future image of yourself as an adult. Write what age you will be when you are like this.

Stick picture here	A few words on why you picked the picture	Age

My adult self worksheet

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Stick picture here	A few words on why you picked the picture	Age

My adult self worksheet

Spare page for any collected in the home activity

Stick picture here	A few words on why you picked the picture	Age

Lesson 2

Positive and negative role models

Learning outcomes

- Consider the links between the four domains of adulthood.
- Identify positive and negative role models.
- Discuss how positive and negative role models influence both success and failure.
- Understand that having goals for the future is helpful.



Future me worksheet

Work & Job

Future me

Family & Relationships

Future me

Positive role model or positive influence

Positive role model or positive influence

Negative role model or negative influence

Negative role model or negative influence

Future me worksheet

Lifestyle

Future me

Community

Future me

Positive role model or positive influence

Positive role model or positive influence

Negative role model or negative influence

Negative role model or negative influence

Lesson 2

My learning record

- Today I have learnt

- In future this might help me to

- A question I have is

- The part of the lesson I have enjoyed the most

Lesson 3

Bucket list and timelines

Learning outcomes

- Create a wish list.
- Increase your understanding that 'difficulties' are normal and part of everyday life.
- Create a personal timeline including at least one fork in the road, one obstacle and/or one roadblock.
- Consider the implications of the decisions you make along the way to your future.
- Begin to make connections between the choices you make now and the four domains of adulthood.



Bucket list ideas

Timeline lesson 3

Creating your timeline

Think of a time in the future and write it below.

Next jot down all the steps, that you can think of that will happen between now and then - by age or year.

My time in the future is:

Steps that I will need to take and the age I will be or the year

-
-
-
-
-
-
-
-

Map and sketch your timeline in the space below, using the steps and information above.

- Include at least 1 fork in the road.
- Include at least 1 obstacle and at least 1 roadblock.

This is only a draft. You will draw your finished timeline on a different piece of paper.

Lesson 4

Timelines continued

Learning outcomes

- Review and complete timelines.
- Discuss and share your timeline with others.
- Understand that discussing your timeline with others helps to understand it better.
- Consider the benefits of breaking down future goals into small steps.



Lesson 4

My learning record

- Today I have learnt

- In future this might help me to

- A question I have is

- The part of the lesson I have enjoyed the most

Lesson 5

Actions

Learning outcomes

- Consider how I can develop clear specific actions.
- Practise setting specific actions that will help me make progress to the future I want for myself.
- Understand that what I do right now is linked directly to my future.



Actions worksheet

Complete this worksheet for each of the four domains of adulthood.

Choose a future self that is **IMPORTANT TO YOU**.

The actions should be SPECIFIC, something that you can be reminded to do automatically every day or a few times a week.

An example in the adult domain of **work**:

- I want to be a computer programmer.
- I will get a B or better in technology.
- By doing my homework every day.
- After I finish my dinner each day and before I play any games.

WORK: I want to be (write in the job you want for yourself as an adult)

I will (write in the action you will take)

By doing (write what you can do TODAY to reach your future goal)

When (write after what activity and before what activity)



Actions worksheet

Complete this worksheet for each of the four domains of adulthood.

Choose a future self that is **IMPORTANT TO YOU**.

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An example in the adult domain of **work**:

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 - I will get a B or better in technology.
 - By doing my homework every day.
 - After I finish my dinner each day and before I play any games.
-

RELATIONSHIP I want to be (write in the relationship you want for yourself as an adult)

I will (write in the action you will take)

By doing (write what you can do TODAY to reach your future goal)

When (write after what activity and before what activity)



Actions worksheet

Complete this worksheet for each of the four domains of adulthood.

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- By doing my homework every day.
- After I finish my dinner each day and before I play any games.

LIFESTYLE: I want to be (write in the way you want to live as an adult)

I will (write in the action you will take)

By doing (write what you can do TODAY to reach your future goal)

When (write after what activity and before what activity)



Actions worksheet

Complete this worksheet for each of the four domains of adulthood.

Choose a future self that is **IMPORTANT TO YOU**.

The actions should be **SPECIFIC**, something that you can be reminded to do automatically every day or a few times a week.

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 - I will get a B or better in technology.
 - By doing my homework every day.
 - After I finish my dinner each day and before I play any games.
-

COMMUNITY: I want to be (write in how involved you will be in your community)

I will (write in the action you will take)

By doing (write what you can do TODAY to reach your future goal)

When (write after what activity and before what activity)



Lesson 6

Possible selves

Learning outcomes

- Identify images of what I want to be like and not be like, next year.
- Consider the strategies and specific action I can use to make what I want to be like more achievable.
- Consider the strategies and specific actions that will help me overcome the difficulties I may face.
- Develop a poster board to illustrate the thinking I have done about my future.



Ideas page

Poster boards lesson 6

Poster board

NEXT YEAR SELVES

STRATEGIES
red = I am doing this now
blue = I could do this

ADULT SELVES

Expected		Expected
To-be-avoided		To-be-avoided

Lesson 7

Adult possible selves

Learning outcomes

- Identify images of what I want to be like and not be like, as an adult.
- Consider the strategies I can use to make what I want to be like become more achievable.
- Identify that some of the strategies I am using to reach a next year possible self may also be helpful in reaching an adult possible self.
- Develop a poster board to illustrate the thinking I have done about my future.



Ideas page

Lesson 8

Solving everyday problems

Learning outcomes

- Practise different problem solving approaches to solve everyday problems.
- Recognise that others have similar concerns to me.
- Understand the importance of seeking help and support from others.
- Consider the importance of starting to solve problems straight away and not delaying.



Puzzle 1 worksheet

Ms. Smith, Ms. Garcia, and Ms. O'Leary all teach at St. Andrew Junior High School. One of the women is a mathematics teacher, one an art teacher and one a science teacher. The art teacher, an only child, has taught the least number of years. Ms. Garcia, who married Ms. Smith's brother, has taught more years than the mathematics teacher. Name the subject each woman teaches.

How are we going to solve this puzzle?

What are the first steps to take?

Puzzle 2 notes page

Maths class problem worksheet

Imagine it is October, just before half term. We know that there are different maths set levels and that mathematical skills are needed for many career opportunities. So maths is important, but you are having problems in the class and you need to figure out what to do.

You got a C on the first test, a D on the second test, and a D on the third. Things have been getting worse but you have really been trying. You've been doing your homework as best you can and you have been calling a friend to ask how to do the homework and to check your answers. The next test is coming up. The teacher says that everybody should be striving to achieve a B or above and those not at that level may be moved down a set. The way things are going you need to work out how to improve in maths more generally let alone get a B the next test.

What should you do?

What questions do you need to ask yourself?

Lesson 8

My learning record

- Today I have learnt

- In future this might help me to

- A question I have is

- The part of the lesson I have enjoyed the most

Lesson 9

Looking forward

Learning outcomes

- Practise problem solving on my own school related problem.
- Recognise that others have similar problems and concerns to me.
- Understand the importance of seeking help and support from others.
- Explore the value of seeking the view of others who may have a different perspective to my own.
- Consider the importance of starting to solve problems straight away and not delaying.
- Discuss and consider what I have learnt in From School to Life and how to use it in future.



From school to life lessons

Lesson	Helpful	Unhelpful
1		
2		
3		
4		
5		
6		
7		
8		

