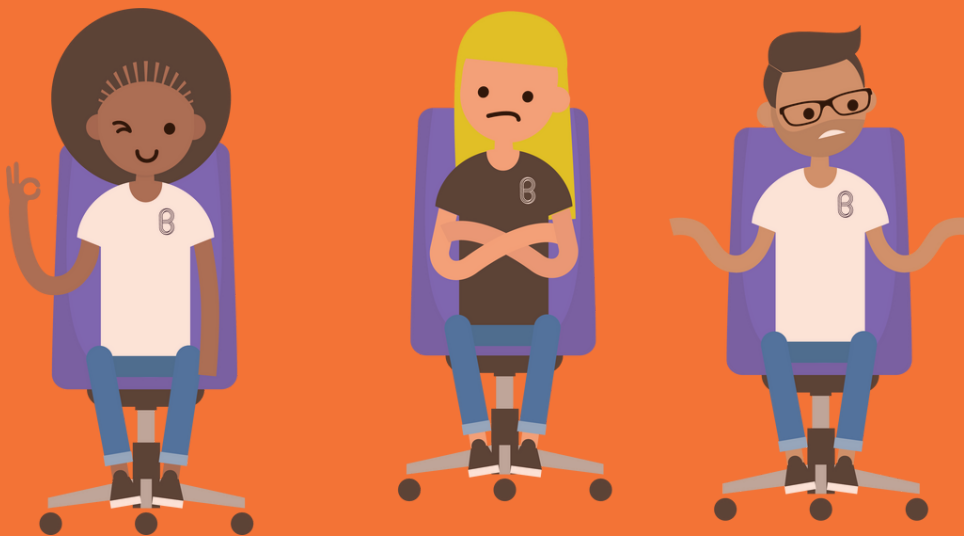


Bounce Forward Healthy Minds Resilient Decisions Student Handbook

Name:

Teacher:



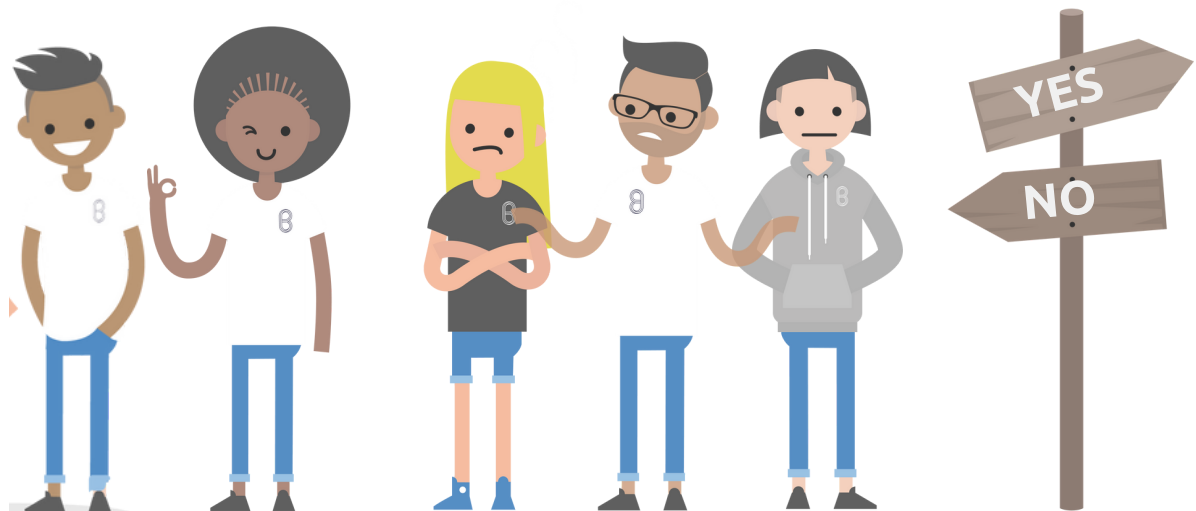


Lesson 1

Ambiguity, complexity & independent thinking

Learning outcomes

- Identify personal progress during healthy minds lessons
- Understand the concept of ambiguity in decision-making
- Know how to approach dilemmas and difficult decisions



Notes page lesson 1

Lesson 1

My learning record

- Today I have learnt _____

- In future this might help me to _____

- A question I have is _____

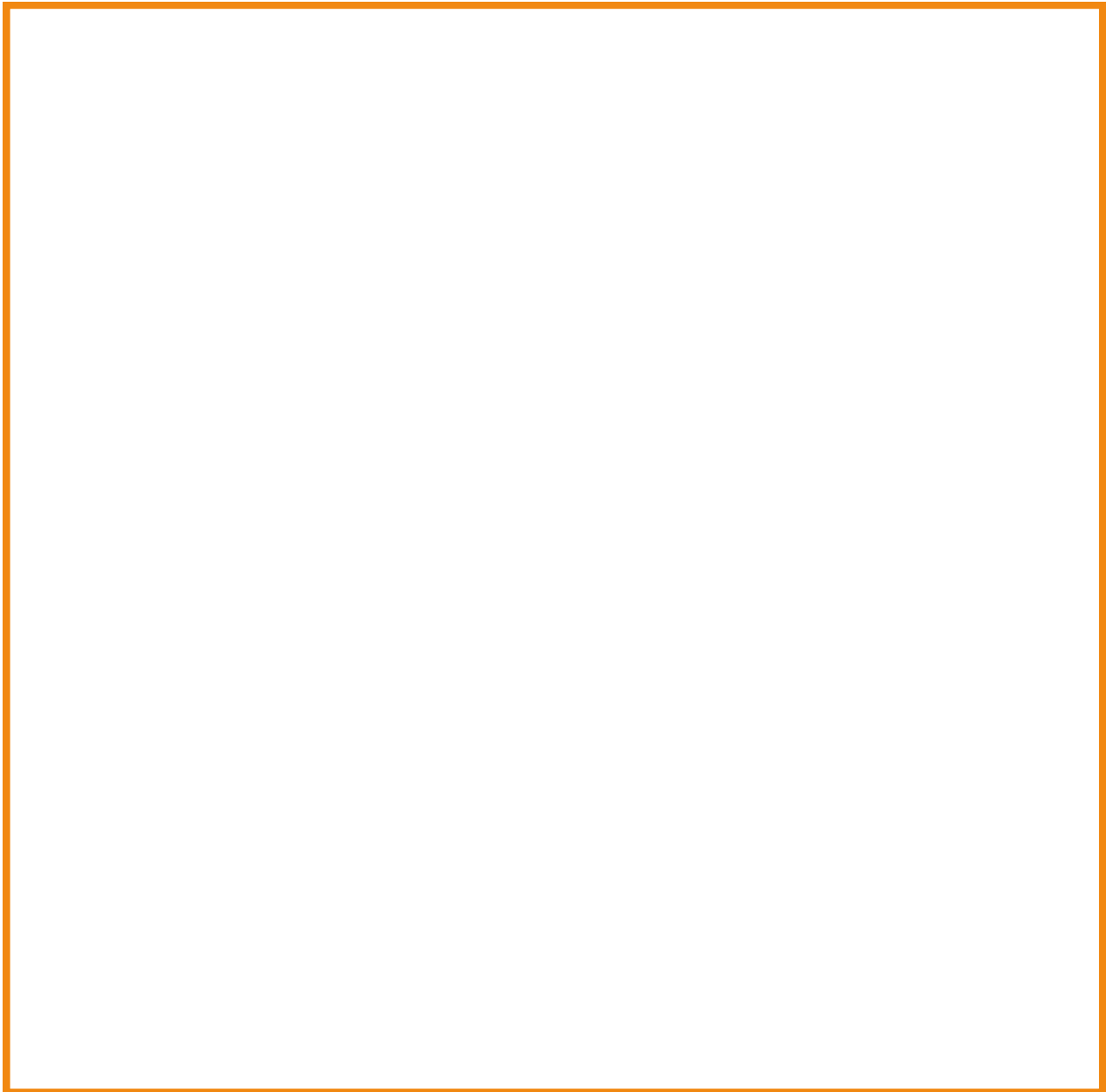
- The part of the lesson I have enjoyed the most _____

Home activity lesson 1

Decision making

Speak to someone you know (an older student, a sibling, a parent etc.) about an ambiguous situation they experienced and where they had to make a difficult choice.

Ask how they did this, what factors played a part in their decision and if they would have done anything differently.

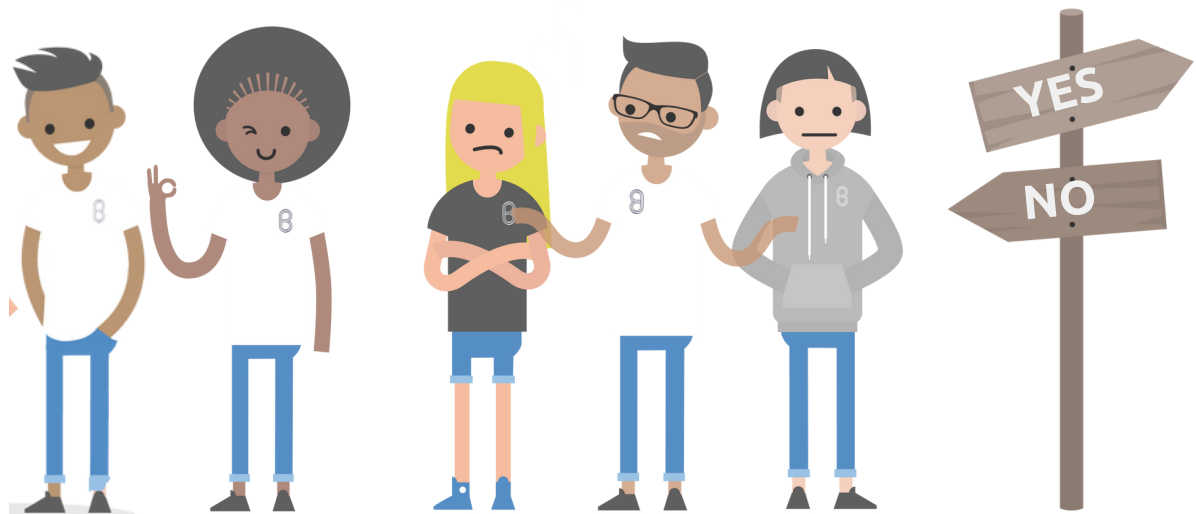


Lesson 2

Assessing risk & opportunity

Learning outcomes

- How to explain the importance of flexible and accurate thinking for dilemmas
- How to identify the risk and opportunity in the decisions
- Understand the power of peer influence on the decision-making process



Notes page lesson 2

Hotseat handout lesson 2

Context

Lots of students at school are wearing a particular type of trainer and you would love to have a pair. Your mum said that they are too expensive and that you shouldn't just follow the crowd. She did say that if you really want them, she would buy them for your birthday.

Activating event

You are out shopping with your mum, and you have to decide whether to ask her for the trainers.

Beliefs

- I have the most boring mother ever
 - Everyone at schools will think I am a loser
 - All my friends parents let them have trainers
 - She wants me to stand out which is so embarrassing
-

Context

The person you fancy writes a comment on one of your friends photos

Activating event

They are walking towards you down the corridor and you have to decide whether or not you should approach them and let you know how you feel about them.

Beliefs

- They fancy my friend, not me
 - They don't know I exist
 - No one will ever fancy me
 - I wish I was more confident, like my friend
-

Context

You know that when your friends are at the park they tease people and are rude to passers-by. You don't want to do that, but you want them to like you.

Activating event

Some of your friends ask you if you want to go to the park later and you have to decide whether to go.

Beliefs

- If I don't go they might turn on me
- I'll never be cool like them
- They will tell everyone that I am uptight
- They will think I'm a loser if I don't turn up

Hotseat handout lesson 2

Context

You hear a group of boys talking about watching porn and saying that all girls should have sex like that or they are not worth going with. You know that porn gives an unrealistic view of what having sex is like and you feel like they are disrespectful and just wrong. This group are very popular and you do feel intimidated by them.

Activating event

You are in the school canteen and see one of the boys grabbing at a year 7 student. His friends are all laughing and the girl looks really embarrassed. You have to decide what to do.

Beliefs

- They won't take any notice of me
 - Everyone will be on their side
 - If I speak up it won't make any difference
 - I will be a target in the future
-

Context

You are just about to go and meet your girlfriend or boyfriend and you are really excited about it.

Activating event

Your parents ground you for the weekend for getting a bad report at school. You have to decide whether to try and convince them to let you go.

Beliefs

- My parents are ruining my life
 - I always get into trouble
 - I hate my parents, they are so annoying
 - They won't want to be with me because I have let them down
-

Context

You have just seen on social media that a few of your friends went out at the weekend. You didn't have any plans and none of them asked you if you wanted to go.

Activating event

You are just about to see your friends at the beginning of the next lesson, and you have to decide whether to ask them about it or not.

Beliefs

- They left me because they don't like me
- They were all talking about me
- They don't care about me
- They will never invite me anywhere again because I am boring

Lesson 2

My learning record

- Today I have learnt _____

- In future this might help me to _____

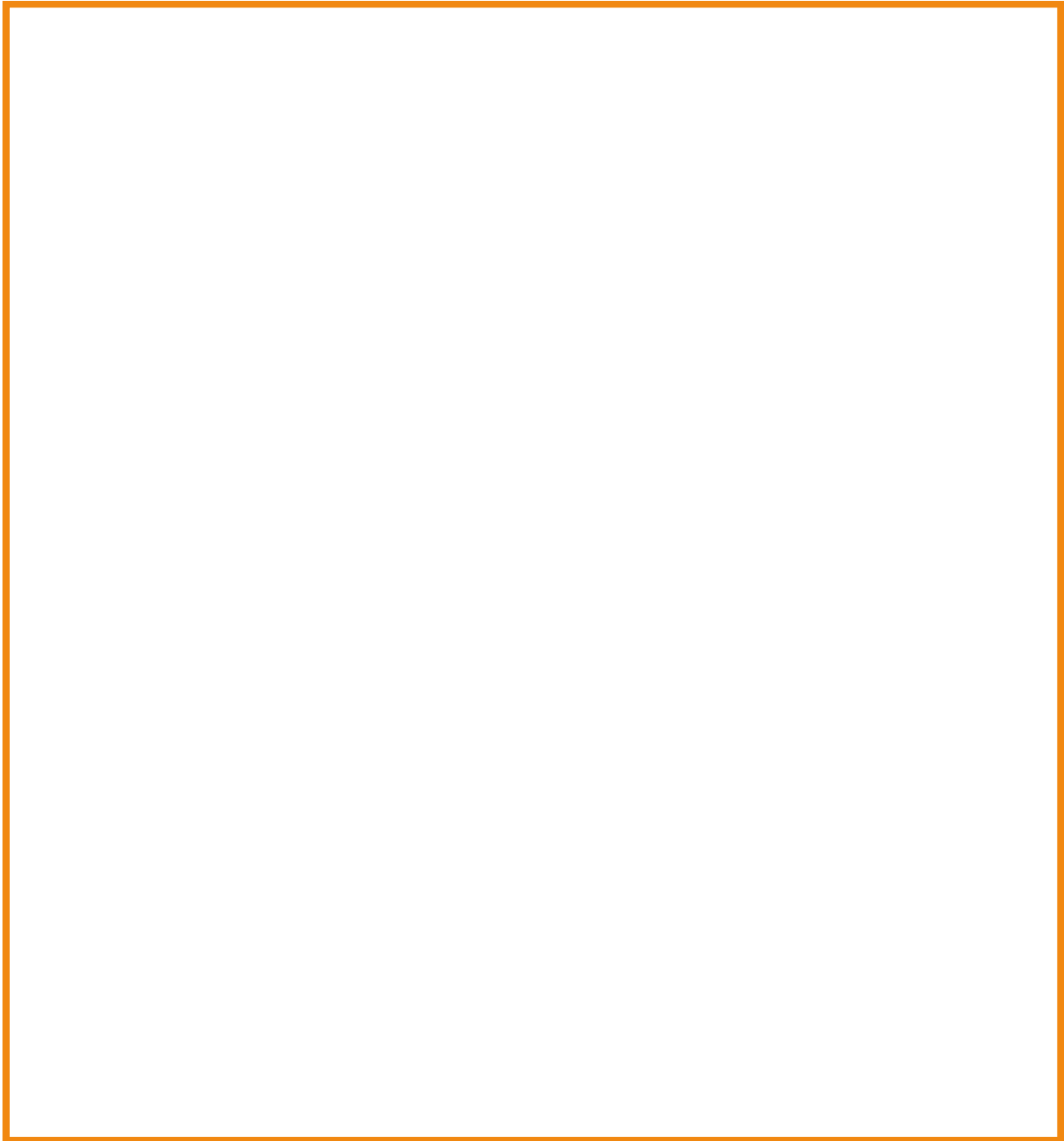
- A question I have is _____

- The part of the lesson I have enjoyed the most _____

Home activity lesson 2

Decision making

Speak to someone you know (an older student, a sibling, a parent etc.) about a time when they had to make a decision and experienced peer influence, in either a positive or negative way.

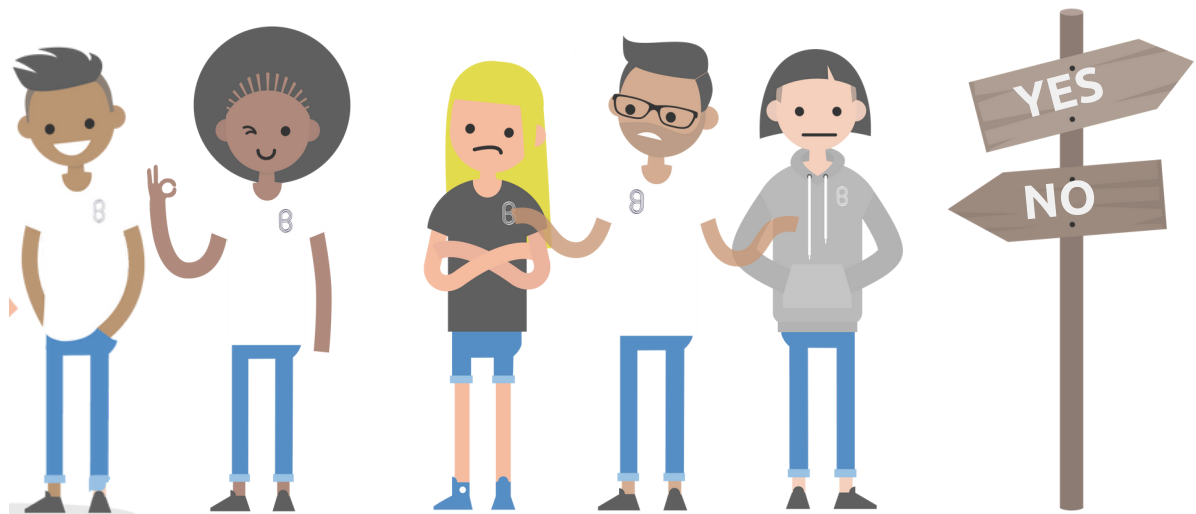


Lesson 3

Assertive communication & decision making

Learning outcomes

- Be able to use the skills to 'weigh-up' a situation
- Understand that our beliefs play a part in our decision-making
- Be able to communicate a complex decision more effectively and negotiate if appropriate



Notes page lesson 3

Lesson 3

My learning record

- Today I have learnt _____

- In future this might help me to _____

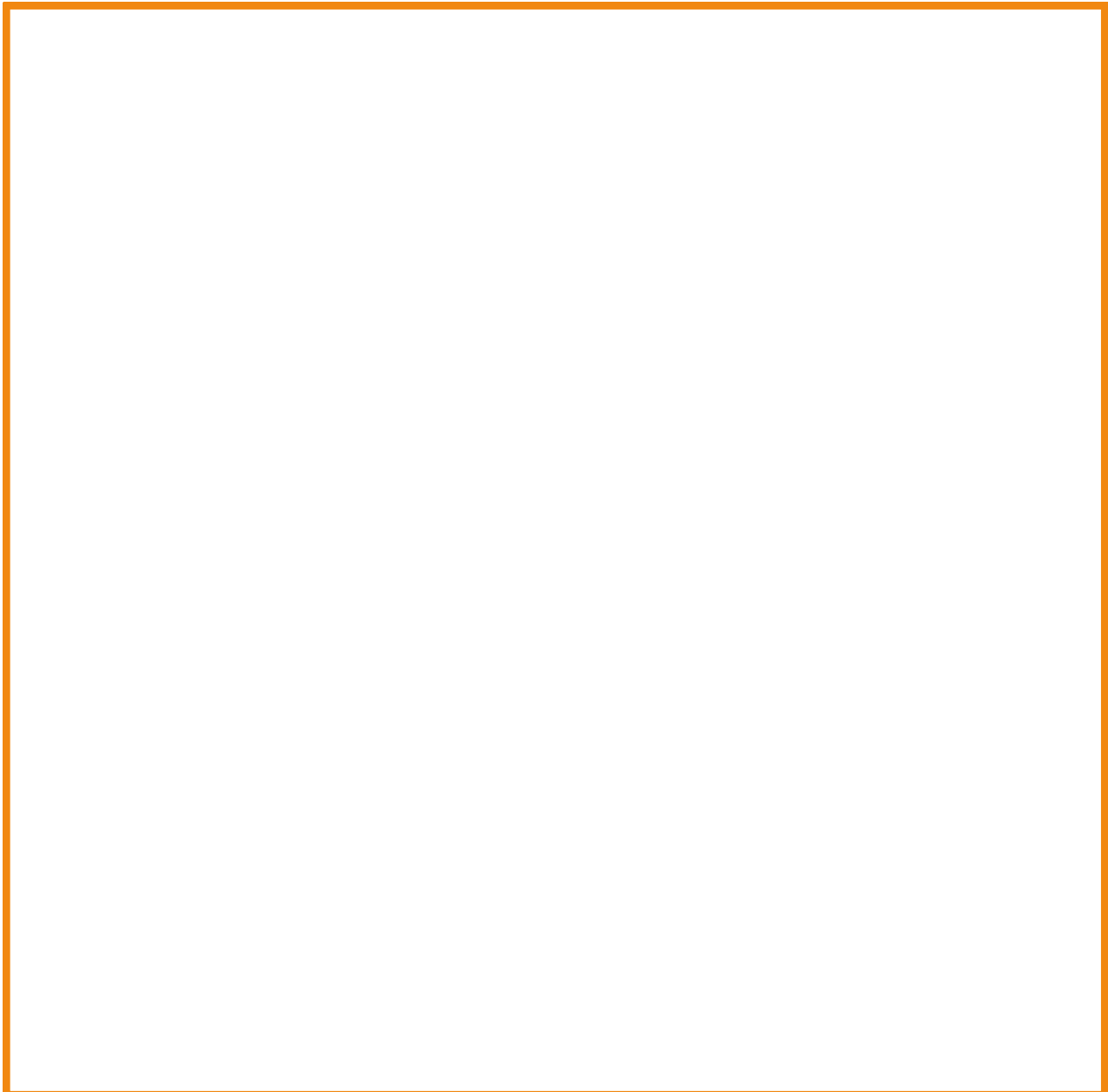
- A question I have is _____

- The part of the lesson I have enjoyed the most _____

Home activity lesson 3

Communicating difficulty

Have a conversation with someone about a time in their lives when they have had to negotiate a situation, or when they have been assertive, aggressive or passive in their communication style, and what the consequences were.

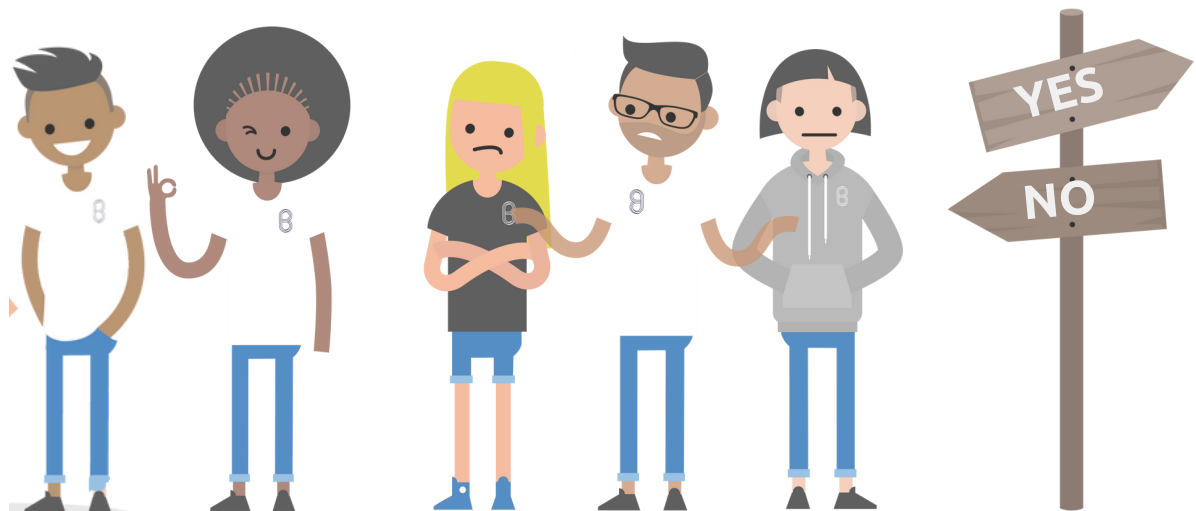


Lesson 4

Decision making in romantic relationships

Learning outcomes

- Practise using the skills to make decisions about romantic relationships
- Understand the implications of deciding to have sex
- Knowing where help is available for relationships that are unsafe



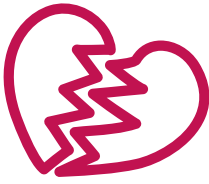
Have sex or not to have sex

What beliefs might someone have that would mean they chose not to have sex?

What beliefs might someone have that would mean they chose to have sex?

If their beliefs had Gremlins in them, what might the implications be in the decision they make?

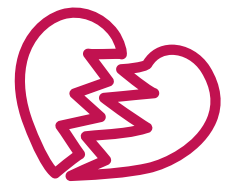
Signs of abusive relationships



Below are a list of some of the most common signs of relationship abuse

- **Emotional abuse:** name calling, belittling, telling someone what they can wear and where they are allowed to go and not go.
 - **Online abuse:** threatening and/or posting personal pictures or information about them.
 - **Controlling:** withholding money or stopping someone going to school, work or seeing friends or family members.
 - **Snooping:** reading personal information without permission, emails, text messages or letters
 - **Sexual abuse:** making someone do something sexual when they don't want to.
 - **Physical abuse:** violence towards someone, such as pulling hair, restraining against the person's will, kicking, punching, hitting.
-

You don't have to be living with someone for an abusive relationship to develop — some young people will experience relationship abuse while living with their parents or carers. It can happen in any relationship and can continue once the relationship is over, it can happen to boys and girls.



It is most important to remember is, **it is never** the person being abused fault.

Lesson 4

My learning record

- Today I have learnt

- In future this might help me to

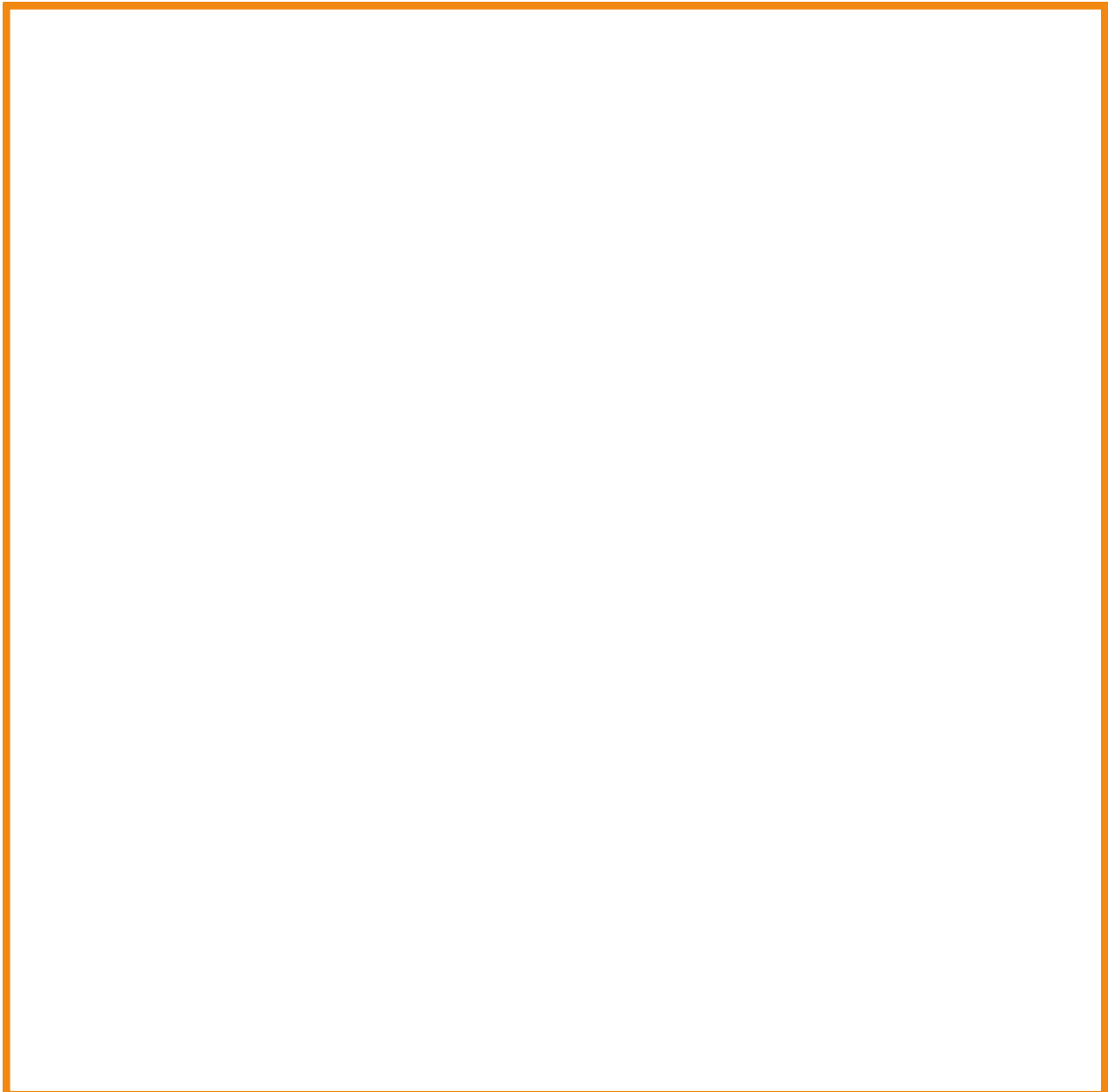
- A question I have is

- The part of the lesson I have enjoyed the most

Home activity lesson 4

Relationship decisions

Write a few lines about the type of romantic relationship you would want for your best friend. What advice would you give a friend if they were in a relationship that wasn't like this? How could you help them decide what to do? What skills would you use?

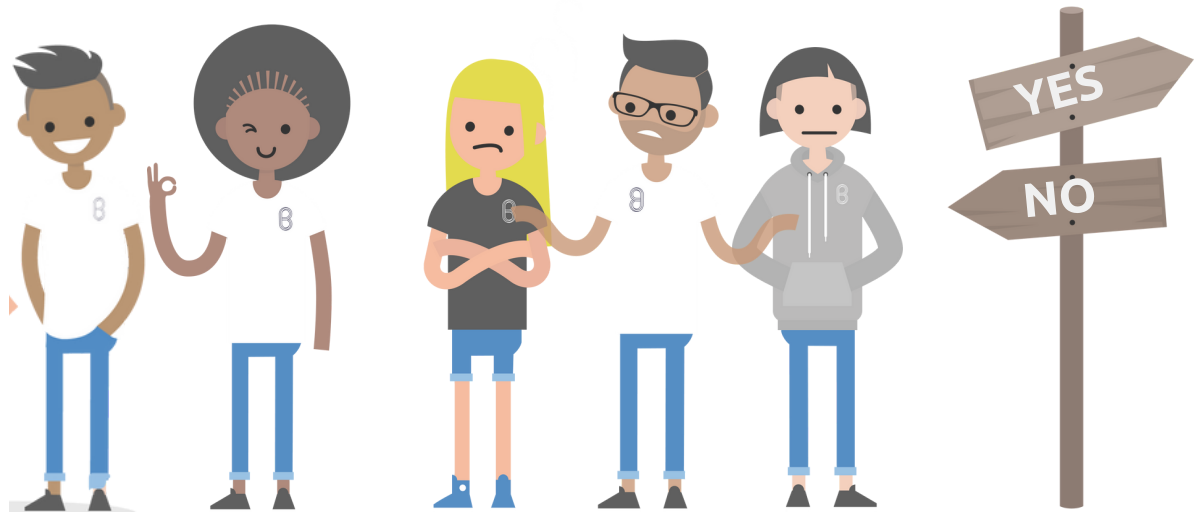


Lesson 4

Reviewing how we make decisions

Learning outcomes

- Know what to do when faced with difficult decisions and choices
- Be able to explain how to apply resilient thinking skills to decision-making
- Recognise the impact our decisions can have



Notes page lesson 5

Lesson 5

My learning record

- In these lessons I have learnt

- In future this will help me to

- A question I have is

- The part of Resilient Decisions I found the most useful

