

# Bounce Forward Healthy Minds Resilient Relationships Student Handbook

Name:

Teacher:





# Lesson 1

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## Resilient relationships

### Learning outcomes

- Identify healthy and unhealthy relationships
- Consider and discuss the beliefs that can help and hinder
- Test your relationship smarts
- Explore the foundations of a healthy relationship



# **Notes page lesson 1**

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# Healthy versus unhealthy relationships worksheet

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Healthy	Unhealthy

# Relationships true or false worksheet

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Test your relationship smart	True or false?
There is probably only one person meant for you	
Breaking up should be done slowly so you don't hurt the other person too much.	
If you feel the chemistry (intense attractive) it is probably love.	
If you find the right person you will be happy.	
Opposites attract.	
Happy couples don't argue as much as less happy couples.	
On average, people have one serious romance before they find someone they want to commit to.	
Committing to one person means spending every moment of every day with them.	

# Build a relationship

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Fill the triangle using the words created in the class list.

Start with the **Healthy foundations** section

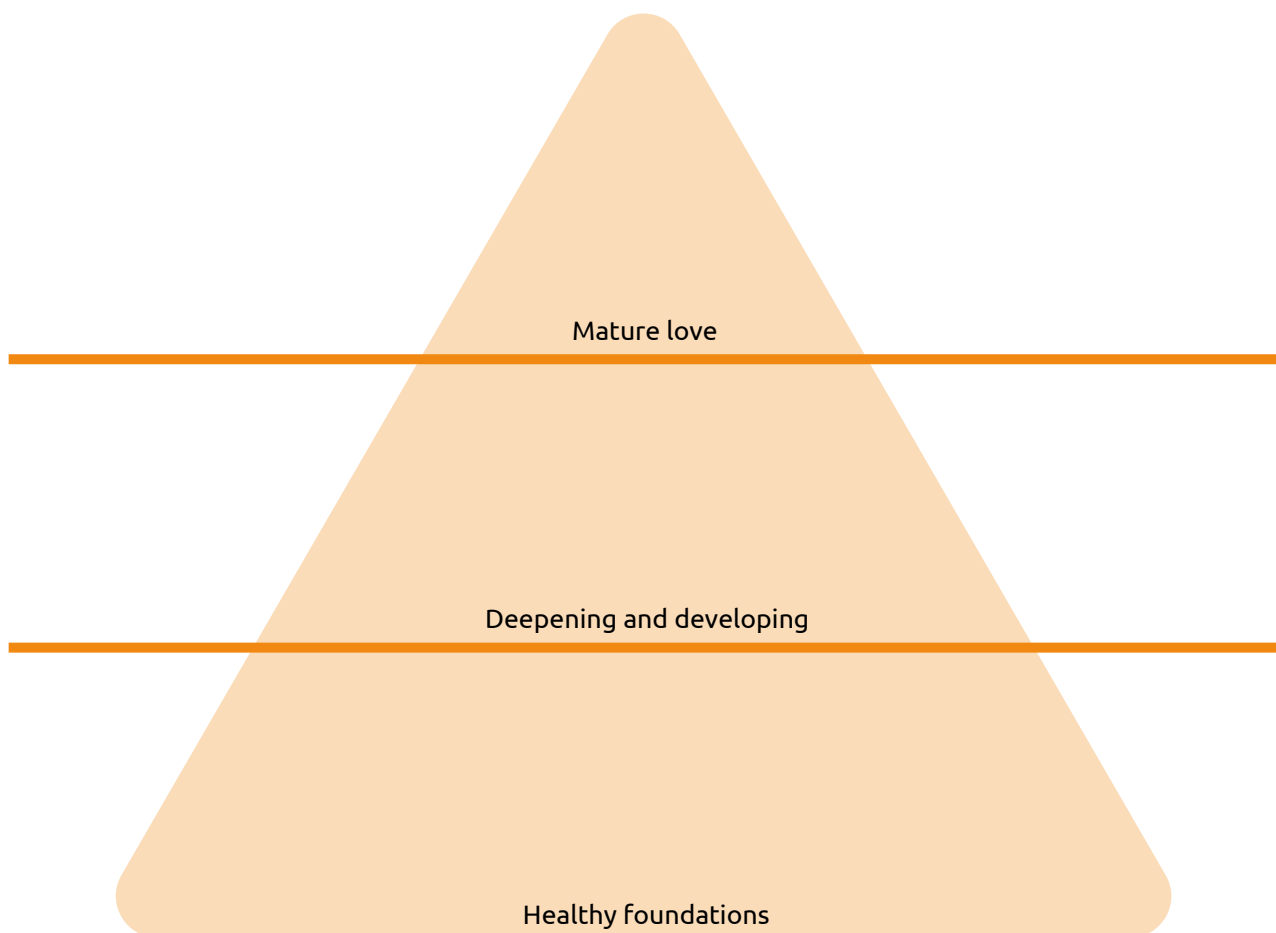
- Which words from the list would make you feel good about a person?
- Which would say to you "I'd like to spend more time with this person again"?
- Which qualities would you want in the foundation before taking it to the next level?

Next the **Deepening and developing** section

- What qualities are important if a relationship is to become more serious?
- Which words suggest it is deepening and developing in a healthy way?
- which words suggest you are feeling good about being exclusive?

Finally the **Mature love** section

- What qualities would you want in a relationship that might last a long time, even a lifetime?
  - What qualities depend on the other layers to support them?
- 



# Lesson 1

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## 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

## Important relationship qualities

What are the five most important qualities you want for your relationships?

1	
2	
3	
4	
5	

What are the one or two things that you could NOT accept for your relationships?

1	
2	

# Lesson 2

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## Healthy boundaries

### Learning outcomes

- Understand the importance of boundaries for relationships
- Explore unhealthy, toxic relationships
- Practice assertive communication for ending a relationship
- Recognising when something is unsafe and speaking up



# **Notes page lesson 2**

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# Setting healthy boundaries

Use the boundary questions to decide what you would like to for your relationships in future. This is for both friendships and romantic relationships.

1

What is important to me?

2

What is the most important part of relationship for me?

3

What do I not want for myself and my relationships?

4

What emotions do I want to feel more of the time in my relationships?

5

Who will I talk to if I am unsure?

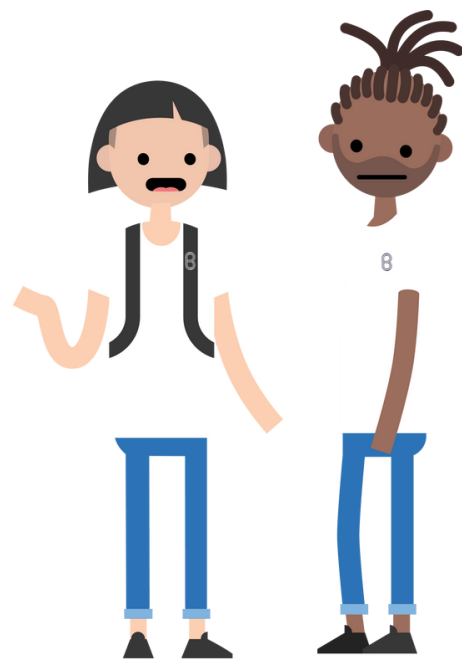
# ASSERTIVE COMMUNICATION TECHNIQUE

## Describe the problem

The Activating Event – just the facts, who, what, when and where.

**Don't exaggerate.**

Don't include blame.



## Explain

Why it's a problem for you and how you feel.

Use 'I' statements.

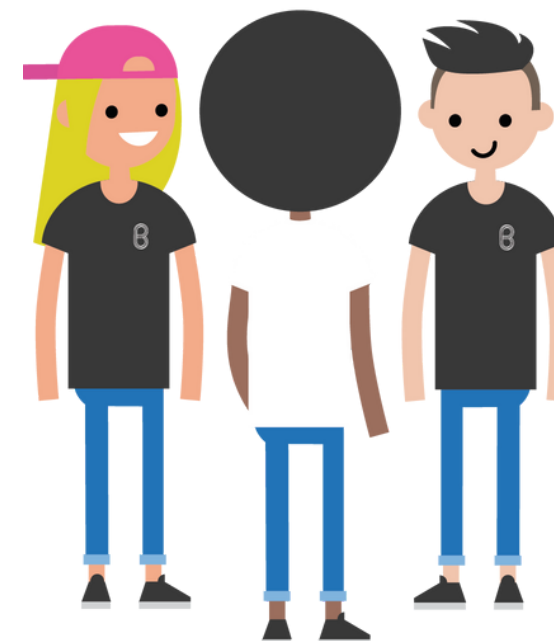
**Own how you feel.**

Remember that how you feel (Consequence) is the result of your beliefs, not the activating event.

Be prepared to listen and see it from their point of view – how does the change affect them?

## Fair and clear exchange

Include what you will do as well as what you would like to change from the other person.

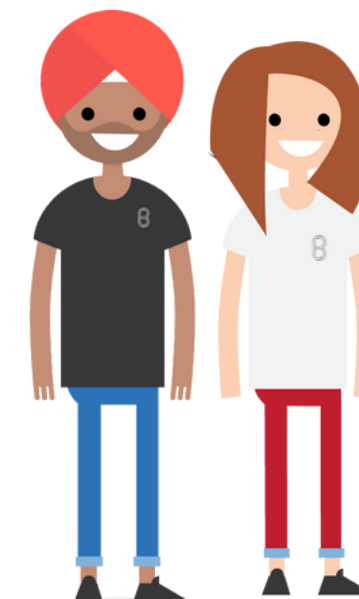


## Explain how the change will help

Why the fair change would be useful.

How it would be of benefit to you and is reasonable for the other person.

**Be prepared to negotiate.**



# Principles of smart love

## What makes for a healthy relationship

Seek to be a good match

Stay true to individual values

Don't change to someone you are not

Be realistic about the relationship

Don't change who you are just to stay in a relationship

Communicate often, clearly and assertively

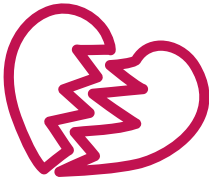
Don't play games, pressure or use the other

Have more fun than arguments

Respect each other

# Signs of abusive relationships

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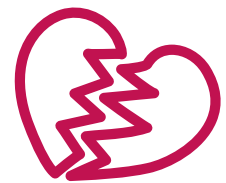


Below are a list of some of the most common signs of relationship abuse

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- **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.

# Sources of support

## School-based support

You could discuss, as a class, the support available in school.

Your teacher can help you to complete the answers to the following:

What support is there in school?

Who is it suitable for?

How do students access it?

What happens next if students ask for support?

## Abuse helplines

- Childline: call 0800 1111, or sign up so you can online chat and send messages (9am - midnight)  
<https://www.childline.org.uk/login/?returnPath=%2flocker%2f>
- The police: if it's an emergency, call 999. If you can't speak, listen to the questions and tap or cough to answer. Press 55 to signal an emergency.

If you are worried that someone you know is in an abusive relationship or living in a family where one adult is being abusive to another, you should reach out to them and let them know about these support lines.



# Worried about a friend?

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If you are worried about a friend and concerned they are spending time with someone who doesn't treat them well, then here are some ideas to help them.

It's really important that you remember you are not on your own. Remember to look after yourself too and keep yourself safe. If you feel overwhelmed talk to a trusted adult or contact Women's Aid for more help and information [www.womensaid.org.uk](http://www.womensaid.org.uk)

## Notice

Do they seem different? Is their phone constantly going? Do they seem afraid to wear certain outfits or to talk to certain people, when that wasn't the case before? There's a lot you can pick up on just from watching and listening, particularly with someone we know really well.

Check in with them, ask to get together, make sure they know you are there for them. Remind them what they mean to you and how much you value their friendship.

## Hang out



 **Listen,  
don't accuse**

It may be hard to not just be direct, but make sure you don't come across as judging them. They may feel isolated or being isolated by the abuser so take the kind approach and be there and listen.

Don't be afraid to tell your friend that you are worried about them, that you think they may need help and that maybe they should tell someone about what is going on.

## be honest



# Lesson 2

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## My learning record

- Today I have learnt 

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- In future this might help me to 

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- A question I have is 

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- The part of the lesson I have enjoyed the most 

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# Home activity lesson 2

## Healthy relationship boundaries

What are your top five important relationship boundaries?

1	
2	
3	
4	
5	

What would be a 'red flag', ie the relationships is not healthy?

1	
2	

# Lesson 3

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## Relationship characteristics and parental responsibility

### Learning outcomes

- Understand there are different types of relationships
- Consider the role and responsibilities of successful parenting
- Explore the financial and lifestyle costs of having a baby
- Discuss what needs to be in place before deciding to have baby



# **Notes page lesson 3**

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# Relationships quiz worksheet

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Relationship type	Write as many things as you know about this type of relationship
Legally married	
Civil partnership	
Cohabitation	

# How much does a baby cost?

What lifestyle changes do new mothers and fathers need to make?

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Make a list of all the things a baby needs in their first year  
Next to each item say what you think it would cost.  
Is it a one off cost or an ongoing cost for example nappies

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# Considerations before having a baby worksheet

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Discuss and agree the important things to consider and have in place before deciding to having a baby.

What might be the impact on the child if these things are not in place?





# Lesson 3

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## 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

## Successful parenting advice

What are your top five advice points to considerations before having a baby?

1	
2	
3	
4	
5	

What would be two implications for a baby if above were not in place?

1	
2	

# Lesson 4

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## Big sticky beliefs and relationships

### Learning outcomes

- Explore Big Sticky Beliefs
- Understand the difference between Gremlin Beliefs and Big Sticky Beliefs (BSBs)
- Recognise how BSBs can impact behaviour
- Recognise how BSBs cause us to react to situations in ways that do not make sense



# Notes page lesson 4

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# Lesson 4

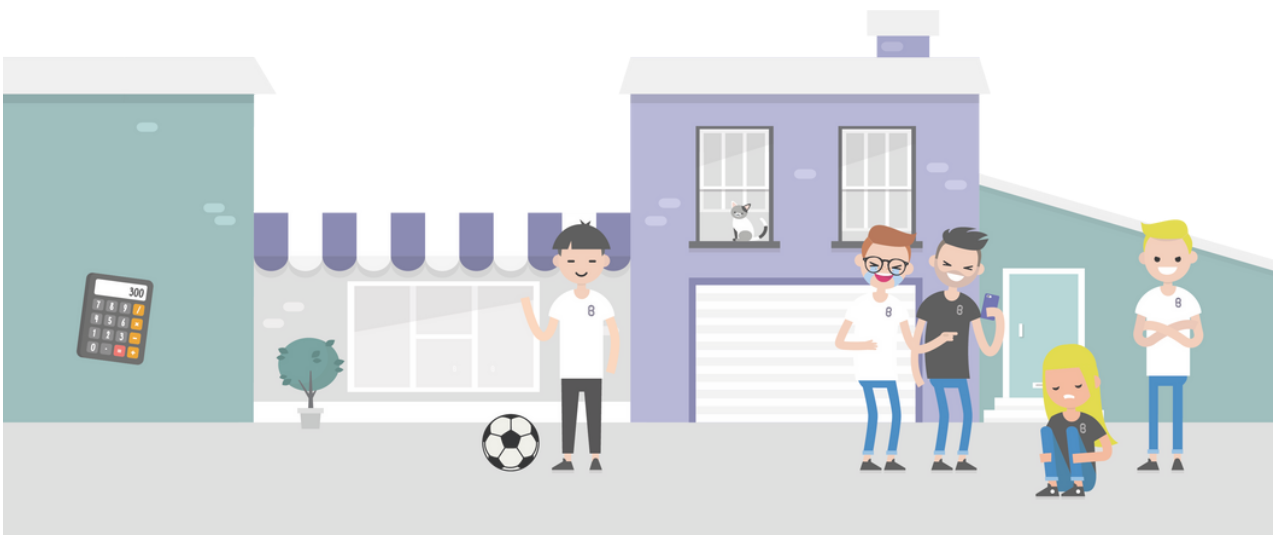
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## Dennis

Dennis is 14 years old. He has one sister and lives with his Mum and Dad. Dennis goes to school and loves playing football at the weekend with his friends. Dennis has an important Maths test coming up at school. He is struggling with Maths, and his teacher has noticed. His teacher asks if he wants extra sessions, but Dennis says he doesn't need them. Dennis's Mum also asks if he wants some help with his homework, but Dennis gets angry with her, and they have a big row. Dennis feels guilty after he shouts at his Mum. Dennis feels some pressure to do well in the test, as he knew his parents are worried about his grades.

There are football trials in a few weeks. Dennis's Dad loves football, and Dennis wants to be in the team to make him proud. Dennis starts to practice, but he soon stops and says he doesn't want to try for the team. He doesn't think he's good enough. His friends say he should, but Dennis doesn't want to try and not get in the team, so he decides not to try. This makes him feel sad, but he doesn't want to disappoint his Dad by failing. He says he doesn't want to be in the team anyway as it involves too much work and time.

Dennis had some friends at school, but sometimes they pick on people, he really hates when they do. A couple of his friends start to say mean things to Claire, a girl in their class, but Dennis stands up to them by telling them to stop, in front of the whole class. Dennis is angry with them for being so rude, "no one deserves to be spoken to like that," he thinks. He would hate it if someone said those things to his sister. Dennis apologises to Claire for his friend's behaviour. Dennis's friends are angry and don't talk to him for a while, but Dennis doesn't mind. He had other friends who treat people with respect.



# Jenny's ABC

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Activating Event - what actually happened? Who, what, where and when?

Jenny arranged to meet with a friend she doesn't see much, but her friend has just messaged her and cancelled because she has too much work to do.

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Beliefs Jenny had in that moment

She always does this.  
I've been looking forward to seeing her for ages – she's let me down.  
She's moved on to new friends.

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Consequences - emotion and behaviour at that time

Jenny doesn't return her friend's apologetic phone calls.  
Jenny feels upset and cries whenever she thinks about it.  
Jenny tells everyone about how rude her friend is to cancel last minute.  
Jenny vows never to see her friend again.

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What **Big Sticky Beliefs** might be influencing Jenny's **Consequences**?



# Lesson 4

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## 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

## Gremlin Bs & Big Sticky Bs

Talk to a trusted adult about the difference between Gremlin Beliefs and Big Sticky Beliefs. Make a note below of any questions they have and anything you were not able to explain as clearly as you would have liked.



**Big Sticky Beliefs** (BSBs) are the **Beliefs** we have about how the world should be or how it is, assumptions about ourselves, other people and the things we think are important.

**Gremlins Beliefs** are the beliefs that are in our head specific to a situation. We call them Gremlins because sometimes the way we think about a situation is inaccurate or too fixed.



# Lesson 5

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## Identifying big sticky beliefs

### Learning outcomes

- Understand how BSBs work
- Learn how to identify BSBs using 'what' questions
- Consider the effect that BSBs can have on relationships



# **Notes page lesson 5**

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# Bodhi's BSBs

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## Activating Event - what actually happened? Who, what, where and when?

Bodhi's parents grounded him for the weekend, for something he didn't do, and he had arranged to see his friends.

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## Beliefs Bodhi had in that moment

I deserve to see my friends.  
This is unfair.  
My parents treat me badly.

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## Consequences - emotion and behaviour at that time

Bodhi shouts and feels very angry, and he says they are the worst parents in the world, and he punches the wall. They ground him for longer.

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## What questions

**What** is the most upsetting part for Bodhi?

**What** does that mean to Bodhi?

**What** is the worst part for Bodhi?

What are Bodhi's **Big Sticky Beliefs**?



# What questions

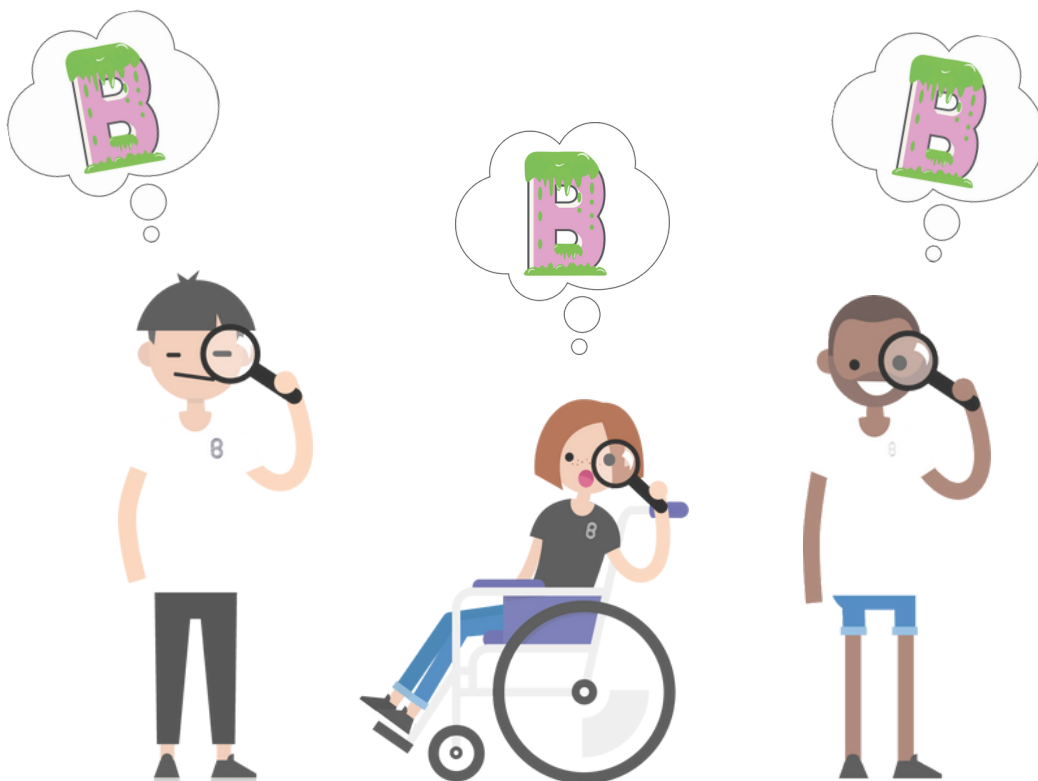
Use the **what** questions to notice if any **Big Sticky Beliefs** are 'in play' in an Activating Event

**What** is the most upsetting part of that for me?

**What** does that mean to me?

**What** is the worst part of that for me?

Assuming that is true, **what** makes that so upsetting for me?



# Lesson 5

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## My learning record

- Today I have learnt 

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- In future this might help me to 

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- A question I have is 

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- The part of the lesson I have enjoyed the most 

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# Lesson 6

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## BSBs and human connections

### Learning outcomes

- Understand that BSBs can have a significant impact on feelings and behaviour
- Explore how BSBs can cause people to react in different ways and have an impact on relationships
- Practise finding alternative BSBs
- Understand how to modify or challenge unhelpful BSBs



# **Notes page lesson 6**

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# Confirmation bias

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## Ways to overcome the confirmation bias

- Imagine the opposite of what we believe to be true and then look for evidence (Look hard)
- Think of at least one reason why the Belief might be wrong
- Ask other people what they think (people who are not involved)
- Ask other people what they think (people who are not involved)
- Write the possible reasons down as a list
- Put yourself in the other person's shoes
- Be open, curious and willing to see what you are missing





# Moving BSBs on

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**Activating Event - what actually happened? Who, what, where and when?**

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**Beliefs in that moment**

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**Consequences - emotion and behaviour at that time**

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**What questions**



**What** is the most upsetting part for me?

**What** does that mean to me?

**What** is the worst part of that for me?

What evidence do I have for my **Big Sticky Beliefs**? What am I missing? Is there a more optimistic way of seeing the situation? Will my consequences be more helpful if I change my beliefs?

# Lesson 6

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## My learning record

- Today I have learnt 

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- In future this might help me to 

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- A question I have is 

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- The part of the lesson I have enjoyed the most 

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# Lesson 7

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## BSBs and planning for the future

### Learning outcomes

- Understand the long-term implications of Big Sticky Beliefs (BSBs) for our future
- Know how to manage our BSBs and therefore control our consequences
- Discuss and agree how we will continue to use resilience skills in our lives



# **Notes page lesson 7**

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# BSBs and my future

What do I want my life to be like in 10 years time?

Which of my BSBs will influence my future?

Which of my BSBs will help me in future?

Which of my BSBs will hinder me, and how can I modify them?

# Lesson 7

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## What have I learn about myself?

- I have learnt that \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- In future this might help me to \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- How does this help me understand and respect others?  
\_\_\_\_\_  
\_\_\_\_\_
- How will this help me be more resilient in future?  
\_\_\_\_\_  
\_\_\_\_\_

