

Bounce Forward Healthy Minds Resilience Revisited Student Handbook

Name:

Teacher:





Lesson 1

Revisit the skills of resilience

Learning outcomes

- Refresh the resilience skills
- Increase awareness of when to use the skills and in what circumstances
- Students who have not completed previous lessons gain a basic idea of the resilience skills



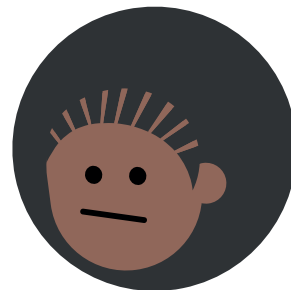
Lesson 1 notes page

SKILLS OF RESILIENCE

HARNESSING EMOTIONS

Understanding positive and negative emotions. What we are feeling and how we behave when we feel different emotions. When our emotions are too strong, we are not able to think clearly. We can calm and control our emotions using the following techniques:

- Breathing, muscle relaxation, mindfulness
- Distraction, focus, mental games
- Talking, sharing, seeking the perspective of others
- Visualisation, creating a safe space in one's mind



NOTICING THE GREMLINS

The link between how we think, feel and behave.



Activating Event: the facts, what has happened, the who, what, where and when.



Beliefs (where gremlins live): our thoughts at that moment. These explain the causes of the AE or what might happen as a result of the AE.



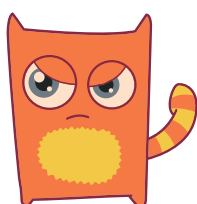
Consequence: the emotion, what we feel right there and then and the action (or sometimes inaction), what we do right there and then.

ABC helps us notice Gremlins in our thinking.



ME

It's down to me



THEM

It's down to them



ALWAYS

It will never change

REFRAMING THE GREMLINS

Understanding the habits in our thinking and questioning the habits.
Creating optimistic and realistic alternatives.

Gremlins are habits of thinking.

Fixed, negative and pessimistic thinking can make us want to give up and feel bad.



NEGATIVITY

I can't see any good

Gremlins in our thinking usually mean we are missing information.



Reframing the Gremlins in our thinking and asking questions to create more optimistic and realistic alternatives. It's easier to decide what to do to get the best outcome when you have all the information.

Questions for Reframing the Gremlins:

Me: What else of who else might have contributed?

Them: How did I contribute?

Even if I didn't do anything, if I was there I was involved in some way.

Always: How long will this last?

What aspect of my life doesn't this effect?

WoBbLe

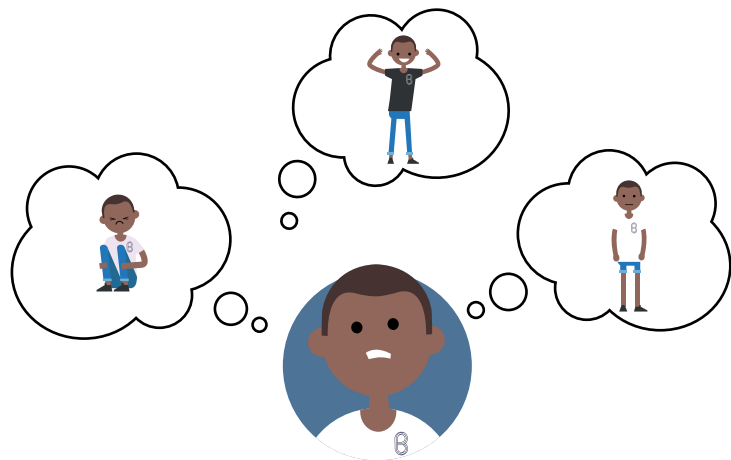
Calming the 'CATASTROPHISING' Gremlin

We snowball thoughts in our mind making the situation feel bigger than it is. None of the things we are thinking have happened, but it feels as if they have. Our thinking is out of control and has lost perspective.



CATASTROPHISING

Always think the worst



The WoBbLe skill stops us catastrophising as it balances our thinking.

We list the **worst case** then the **best case** which helps balance our thinking so we can think about the **most likely** and then plan and deal with the most likely.

ABC analysis worksheet

Write your Activating Event here

Write the Beliefs that someone might have about the Activating Event

Write the Consequences that someone might have about the Activating Event



Write your Activating Event here

Write the Beliefs that someone might have about the Activating Event

Write the Consequences that someone might have about the Activating Event

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

Lesson 2

Optimistic thinking

Learning outcomes

- Learn to apply the resilience skills
- Understand how to recognise pessimistic thoughts and be more flexible and accurate in our thinking
- Increase knowledge of students who did not complete the previous resilience lessons



Lesson 2 notes page

Optimistic alternatives worksheet

Activating event (what actually happened - who, what, where, when)

Beliefs at the time

More optimistic beliefs

Consequences (what you felt and what you did)

How might your consequences change as a result of more optimistic beliefs?

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

WoBbLe review

Learning outcomes

- Recap the WoBbLe skill – to tame Catastrophising Gremlin Beliefs
- Know when to use the WoBbLe skill
- Consider resilience and what to do in an emergency



Lesson 3 notes page

Calm & focus ideas



COUNTING BREATHING

Sit on a chair with both feet flat on the floor, get comfortable but avoid slouching.

Close your eyes or find a point on the floor directly in front of you to focus on.

Count the number of breaths in 1 minute. One breath = one inhale and exhale. Don't try and slow the breathing down or speed it up, just put all your attention on the breath and to notice how many you take.

If you find your mind wandering away from your breath, that's normal - just gently bring the attention back to the breathing.



VISUALISE DEALING WITH STRONG EMOTIONS

Imagine stepping outside of your mind. Imagine climbing some stairs to a balcony above and looking down on your situation below. Seeing the situation from a distance.

Not trying to change anything but just seeing it from above, away from it, not directly involved. Think about the advice you would give to deal with this in the best way?



MENTAL GAMES

Count down from 100 in 3s – 100, 97, 94, 91, 88, 85...

List of the members of your favorite sports team...

Think of an animal for every letter in the alphabet – A for antelope, B for bear, C for cat...



CREATE AN IMAGINARY SAFE ESCAPE

Imagine a place that feels happy, safe and secure. It may be a real place or completely imaginary. Visualise what it looks like in detail, what can be seen, what does it smell like, what can be heard. Imagine and experience each of the senses of this place in turn, forming a vivid mental picture, but also allow yourself to be there in your mind.

3-7 BREATHING

Sit on a chair with both feet on flat on floor, get comfortable but avoid slouching.

Close your eyes (is better if possible) or find a point on the floor directly in front of you to focus on.

Breath in (1, 2, 3) and out (1, 2, 3).

After 2 or 3 times slow the breathing down further, this time to count of 4.

Breath in (1,2,3, 4) and out (1,2,3,4).

After a couple of times go even slower to breath out to a count of 5.

Breath in (1,2,3, 4) and out (1,2,3,4,5).

Then to a count of 6

Breath in (1,2,3, 4) and out (1,2,3,4,5,6).

And finally, to a count of 7.

Breath in (1,2,3, 4) and out (1,2,3,4,5, 6, 7).

WoBbLe worksheet

Activating event

1.Worst case

2.Best case

3.Most likely

Plan to help me to deal with the most likely

Lesson 3 recovery position



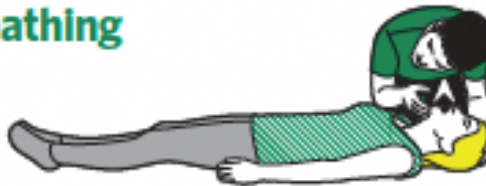
WHAT TO DO IF SOMEONE IS UNRESPONSIVE

1. Open their airway
2. Tilt head



3. Check for normal breathing

- > Look, listen and feel



4. If they're breathing

- > Put them in the recovery position
- > Then call 999/112 for an ambulance



If they're not breathing

- > Call 999/112 for emergency help
- > Start CPR.

Learn first aid.

Help save lives.

Be the difference.

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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 _____

Lesson 4

Assertive communication

Learning outcomes

- Discover different communication styles
- Understand the beliefs that can get in the way of assertive communication
- Recognise that assertive communication allows us to take care of ourselves and is essential for healthy relationships



Lesson 4 notes page

Communication styles worksheet

How do these different styles of communication differ?

Passive Communication

Avoids expressing opinions or feelings either verbally or non verbally.

Benefits

Drawbacks

Beliefs that might drive this style?

Behaviours

Aggressive Communication

Expresses feelings and opinions in a way that is verbally and/or physically abusive

Benefits

Drawbacks

Beliefs that might drive this style?

Behaviours

Assertive Communication

Clear, calm and confident expression in a way that values themselves and other people

Benefits

Drawbacks

Beliefs that might drive this style?

Behaviours

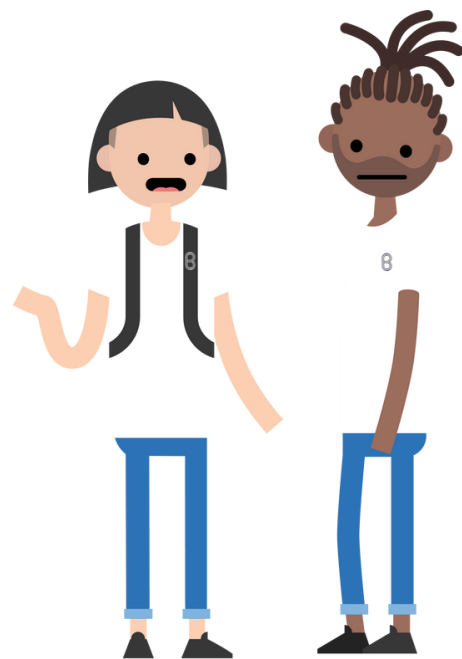
ASSERTIVE COMMUNICATION TECHNIQUE

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.

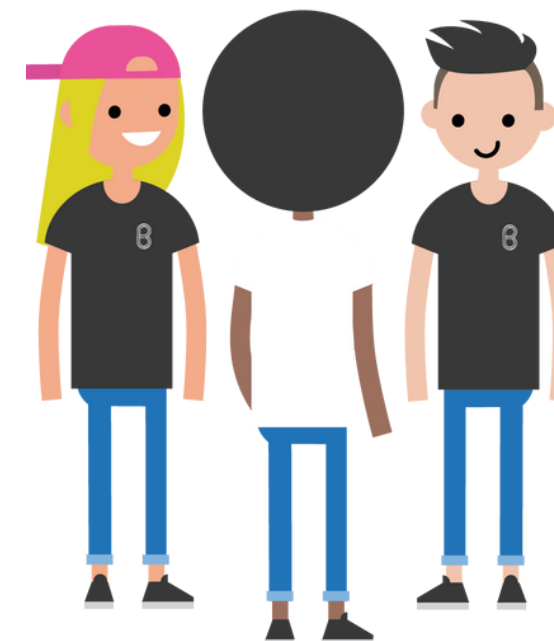
Own how you feel.

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.

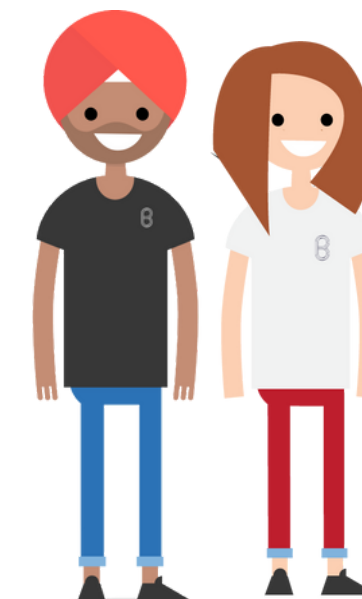


Explain how the change will help

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.



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

Moving on skill

Learning outcomes

- Understand that we all have habits of thinking that can be hard to change
- Know that our brains are wired to notice what we want to see
- Recognise that we can use our resilience skills to deal with everyday situations as they occur



Lesson 5 notes page

Confirmation bias gremlin worksheet

Write questions that would be helpful for helping to overcome the confirmation bias gremlin



Confirmation bias

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



Using resilience skills



CONFRONTATION

You get home late from school, and your dad shouts at you. You want to go out later and do not want to make him more annoyed.



PLAY

You have been chosen for the school play and given a part you know your best friend wanted. You have been told your friend has not been given a main part, but they don't know yet. You have arranged to meet them after school.



STEALING

Your friends try to talk you into stealing something from the shop. You don't want to and they tease you.

Using resilience skills



ROMANCE

Your friend tells you someone you like romantically, likes you too. They are walking towards you in the corridor with a group of friends.



PRESENTATION

You are presenting in front of the whole class, and you are nervous. When the person before you presents, you notice a couple of people sniggering. You don't want to mess this up as it's part of an exam.



UNFAIR

Your teacher has kept the whole class behind at break for something you were not involved with. You know who caused the problem but don't want to fall out with them. You have arranged to meet a girl you really like at break.

Lesson 5

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 6

Empathy and resilience planning

Learning outcomes

- Understand what empathy means
- Know how to stand in the shoes of others and show empathy
- Consolidate how to use the Resilience Skills in real time



Lesson 6 notes page

Empathy worksheet

WHAT IS EMPATHY?



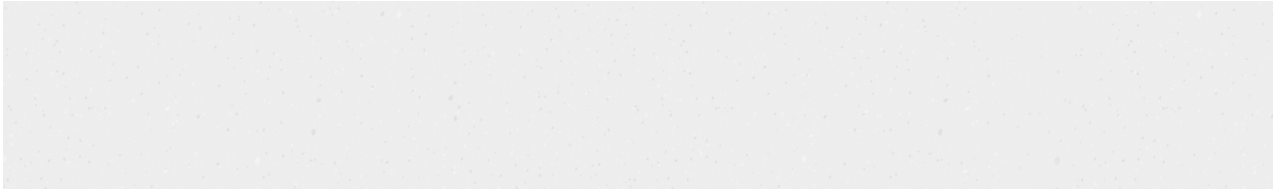
Watch the video before completing the next section

WHAT IS EMPATHY?

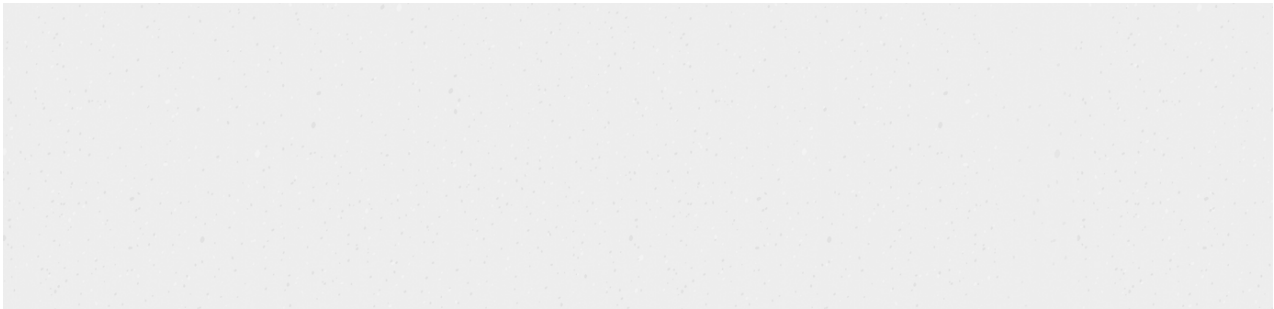


Empathy activating events

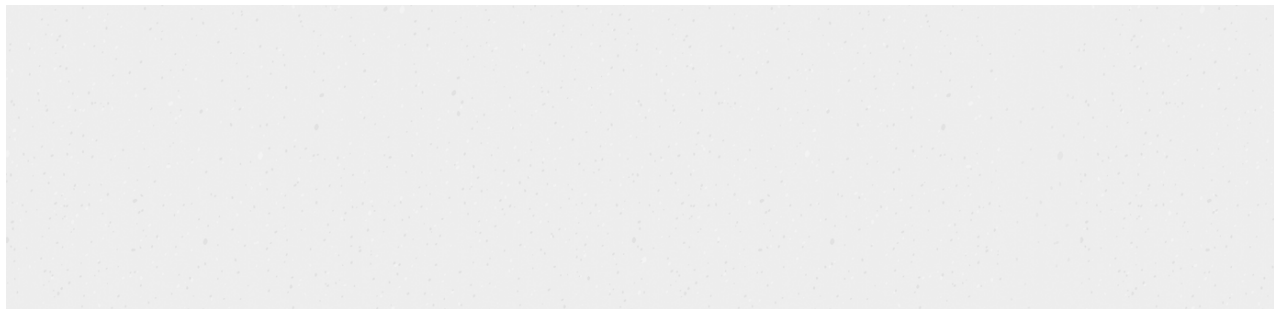
Choose an activating event and write it in the box



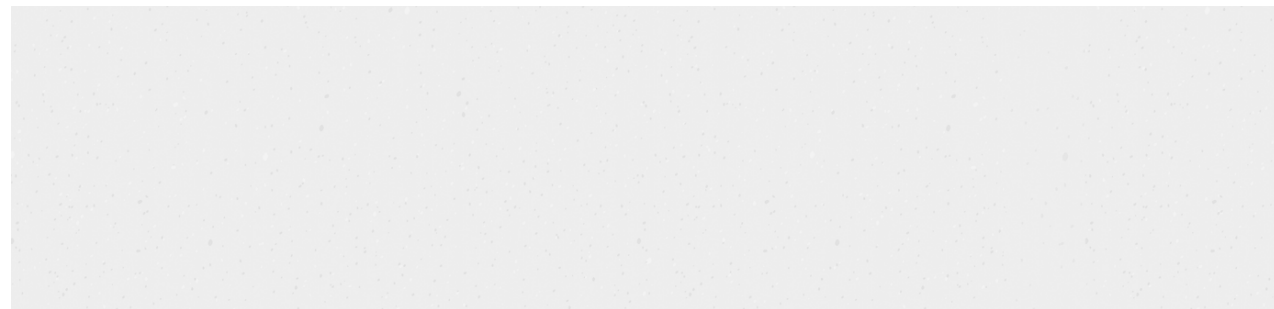
What beliefs might the person have about their situation?



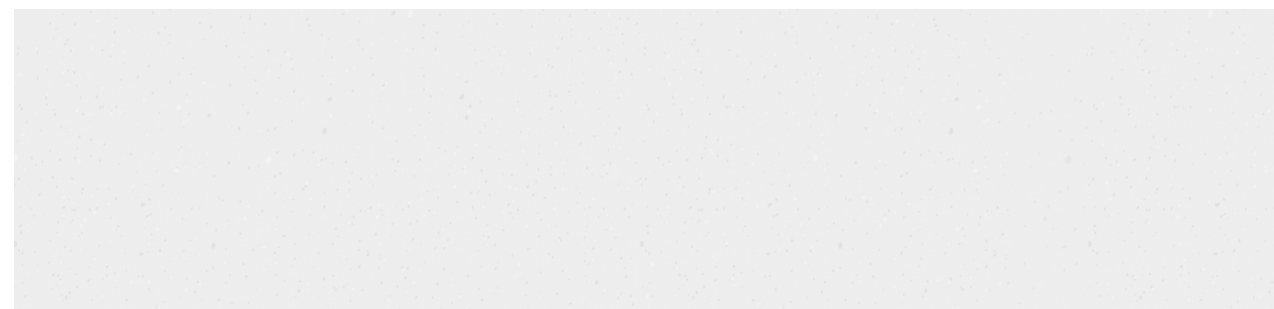
How might they be feeling?



How might they behave?



How could a friend show them empathy?



What have I learnt about myself

How does this help me respect others?

What have I learnt that will help me be resilient?

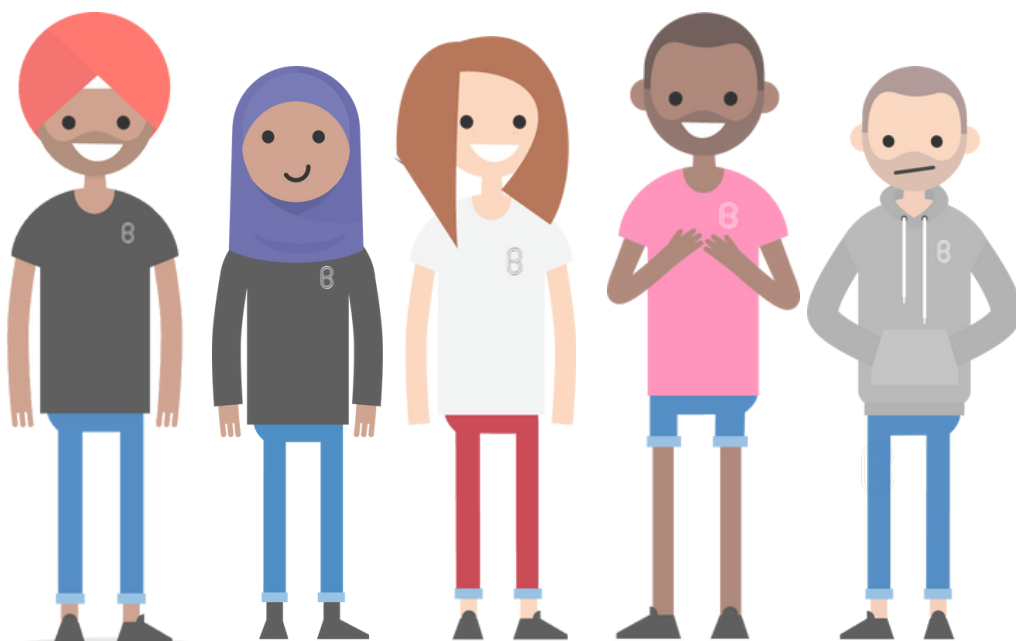


My promise that I will practice everyday to help me be more resilient

Benefits of resilience

Summary of the key reasons to keep building resilience

- When we can control our emotions, we communicate better because we are calm.
- Identifying the Beliefs that drive emotions allows us to explain what we are thinking and feeling more clearly.
- When we are calm, confident and clear, we can communicate assertively, and that will help our relationships with others.
- When we understand our emotions, we can understand and empathise with others and how they might be feeling.
- When we recognise and respect that we can have different views, we can agree to disagree and still value the other perspective.



Lesson 6

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

