

Year 7: Resilience Skills

Lesson 1	<p><b>Resilience &amp; harnessing positive emotion</b></p> <ul style="list-style-type: none"> <li>• Understand that life is a journey with challenges (big and small) and it is our resilience that helps us overcome these</li> <li>• Understand the role of positive emotion</li> <li>• Discover that all emotions can be helpful and unhelpful, and we can learn to regulate them</li> <li>• Understand that we ALL have resilience</li> </ul>
Lesson 2	<p><b>Connecting the brain, emotions &amp; thoughts</b></p> <ul style="list-style-type: none"> <li>• Understand the brain and the role of emotions</li> <li>• Consider the importance of being calm to help with resilient responses</li> <li>• Discover the link between thoughts, feelings and behaviours</li> </ul>
Lesson 3	<p><b>Introducing Gremlin Beliefs</b></p> <ul style="list-style-type: none"> <li>• Understand that resilience skills can help us understand why we react the way</li> <li>• Identify common Gremlin Beliefs of resilience</li> <li>• Recognise that the Gremlin Beliefs are not in control</li> </ul>
Lesson 4	<p><b>Optimism and evidence</b></p> <ul style="list-style-type: none"> <li>• Understand there is a difference between optimistic and pessimistic thinking</li> <li>• Know the importance of respect for different perspectives</li> <li>• Discover how to use evidence to create more flexible and accurate thinking</li> </ul>
Lesson 5	<p><b>WoBbLe</b></p> <ul style="list-style-type: none"> <li>• Understand the importance of gratitude</li> <li>• Know how to use the WoBbLe skill – to tame the Catastrophising Gremlin Belief</li> <li>• Discover how to calm down when emotions are strong</li> </ul>
Lesson 6	<p><b>Resilience planning</b></p> <ul style="list-style-type: none"> <li>• Understand all the resilience skills covered in the lessons</li> <li>• Create an individual resilience plan</li> <li>• Consider how resilience skills can help one express themselves and understand others</li> </ul>

Year 7: Media Navigator

Lesson 1	<p><b>Introduction to media literacy and social media</b></p> <ul style="list-style-type: none"> <li>• Define media literacy</li> <li>• Explain media literacy concepts</li> <li>• Identify text and subtext in media examples</li> <li>• Recognise the characteristics of social media versus traditional media</li> </ul>
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Year 7: Media Navigator continued

Lesson 2	<p><b>Fantasy and reality</b></p> <ul style="list-style-type: none"> <li>• Define and recognise some characteristics of reality television</li> <li>• Identify the difference between reality and fantasy in various types of media</li> <li>• See the untold stories when watching reality television</li> <li>• Define and understand what it means to set a boundary in relation to on-line</li> </ul>
Lesson 3	<p><b>Advantages &amp; disadvantages of social media &amp; setting boundaries</b></p> <ul style="list-style-type: none"> <li>• Identify the advantages and disadvantages of social media</li> <li>• Share experiences and stories of boundary setting or boundary crossing online</li> <li>• Understand the impact of social media activity on future goals and aspirations</li> </ul>
Lesson 4	<p><b>Benefits of social media</b></p> <ul style="list-style-type: none"> <li>• Explore the positives of using social media and how it impacts how we receive, alter, and share information</li> <li>• Create personal guidelines for using social media in a positive way.</li> <li>• Discuss how media can be used to build community, find support, and decrease isolation in their lives</li> </ul>
Lesson 5	<p><b>Creating identity maps</b></p> <ul style="list-style-type: none"> <li>• Describe my online identity and how I want to be thought of by others online</li> <li>• Create a map connecting my current identity to future goals</li> <li>• Describe my map to other people</li> </ul>
Lesson 6	<p><b>Presenting social media identity maps</b></p> <ul style="list-style-type: none"> <li>• Communicate how social media forms part of my identity now and in the future</li> <li>• Identify that other students have different ideas and identities and use social media in different ways</li> <li>• Explain how my online identity may influence my future</li> </ul>

Year 7: .breathe

Lesson 1	<p><b>Puppy training</b></p> <ul style="list-style-type: none"> <li>• To help students recognise the importance of breath in training their faculty of attention</li> <li>• For students to gain an insight into the untrained mind's fickle nature—it is like a puppy</li> <li>• To allow the students to develop some simple tools for training their own attention</li> <li>• To encourage key attitudes to attention-training: kindness, patience, repetition. To help students to understand that we can choose what to do with our attention</li> </ul>
Lesson 2	<p><b>Working with worry</b></p> <ul style="list-style-type: none"> <li>• Understand stress: where it comes from, why it is necessary, how it works and the potentially harmful effects.</li> <li>• Identify and draw their "stress signature" -where in the body do they feel stress?</li> <li>• Learn to work with stress in a slightly different way.</li> </ul>

# Bounce Forward Healthy Minds Learning Outcomes



## Year 7: .breathe continued

Lesson 3	<p><b>Beditation</b></p> <ul style="list-style-type: none"> <li>• Sleep has a really important role to play in how we feel and think.</li> <li>• Poor sleep can have a real impact on our day-to-day functioning and wellbeing.</li> <li>• Poor sleep often results from the mind's natural tendency to worry.</li> <li>• Practices like Beditation help us to work with this by switching us from 'thinking' mode to 'sensing' mode</li> </ul>
Lesson 4	<p><b>Sleep</b></p> <ul style="list-style-type: none"> <li>• Humans are social beings, and our brains are designed to help us identify the emotions and experiences of others as well as our own.</li> <li>• These signals can sometimes be difficult read, and made all the more powerful through the combination thoughts, feelings, actions and body sensations</li> <li>• Learning to '.breathe' can give us the space and time to see more clearly and respond more skillfully in such situations.</li> </ul>

## Year 8: Resilience Revisited

Lesson 1	<p><b>Revisit the skills of resilience</b></p> <ul style="list-style-type: none"> <li>• Refresh the resilience skills</li> <li>• Increase awareness of when to use the skills and in what circumstances</li> <li>• Students who have not completed previous lessons gain a basic idea of the resilience skills</li> </ul>
Lesson 2	<p><b>Optimistic thinking</b></p> <ul style="list-style-type: none"> <li>• Learn to apply the resilience skills</li> <li>• Understand how to recognise pessimistic thoughts and be more flexible and accurate in our thinking</li> <li>• Increase knowledge of students who did not complete the previous resilience lessons</li> </ul>
Lesson 3	<p><b>WoBbLe</b></p> <ul style="list-style-type: none"> <li>• Recap the WoBbLe skill – to tame Catastrophising Gremlin Beliefs</li> <li>• Know when to use the WoBbLe skill</li> <li>• Consider resilience and what to do in an emergency</li> </ul>
Lesson 4	<p><b>Assertive communication</b></p> <ul style="list-style-type: none"> <li>• Discover different communication styles</li> <li>• Understand the beliefs that can get in the way of assertive communication</li> <li>• Recognise that assertive communication allows us to take care of ourselves and is essential for healthy relationships</li> </ul>
Lesson 5	<p><b>Moving on</b></p> <ul style="list-style-type: none"> <li>• Understand that we all have habits of thinking that can be hard to change</li> <li>• Know that our brains are wired to notice what we want to see</li> <li>• Recognise that we can use our resilience skills to deal with everyday situations as they occur</li> </ul>

Year 8: Resilience revisited continued

Lesson 6	<p><b>Empathy &amp; resilience planning</b></p> <ul style="list-style-type: none"> <li>• Understand what empathy means</li> <li>• Know how to stand in the shoes of others and show empathy</li> <li>• Consolidate how to use the Resilience Skills in real time</li> </ul>
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Year 8: From school to life

Lesson 1	<p><b>Being part of a group &amp; my adult self</b></p> <ul style="list-style-type: none"> <li>• Develop rapport as a class group</li> <li>• Be able to use verbal and non-verbal communication to work in a group to solve problems</li> <li>• Select pictures that represent the adult you want to be in the future</li> <li>• Consider the reasons for choosing the images</li> </ul>
Lesson 2	<p><b>Positive and negative role models</b></p> <ul style="list-style-type: none"> <li>• Consider the links between the four domains of adulthood</li> <li>• Identify positive and negative role models</li> <li>• Discuss how positive and negative role models influence both success and failure</li> <li>• Understand that having goals for the future is helpful</li> </ul>
Lesson 3	<p><b>Bucket list and timelines</b></p> <ul style="list-style-type: none"> <li>• Create a wish list</li> <li>• Increase your understanding that 'difficulties' are normal and part of everyday life</li> <li>• Create a personal timeline including at least one fork in the road, one obstacle and/or one roadblock</li> <li>• Consider the implications of the decisions you make along the way to your future.</li> <li>• Begin to make connections between the choices you make now and the four domains of adulthood</li> </ul>
Lesson 4	<p><b>Timelines continued</b></p> <ul style="list-style-type: none"> <li>• Review and complete timelines</li> <li>• Discuss and share your timeline with others</li> <li>• Understand that discussing your timeline with others helps to understand it better</li> <li>• Consider the benefits of breaking down future goals into small steps</li> </ul>
Lesson 5	<p><b>Actions</b></p> <ul style="list-style-type: none"> <li>• Consider how I can develop clear specific actions</li> <li>• Practise setting specific actions that will help me make progress to the future I want for myself</li> <li>• Understand that what I do right now is linked directly to my future</li> </ul>

# Bounce Forward Healthy Minds Learning Outcomes



## Year 8: From school to life continued

Lesson 6	<p><b>Possible selves</b></p> <ul style="list-style-type: none"> <li>• Identify images of what I want to be like and not be like next year</li> <li>• Consider the strategies and specific action I can use to make what I want to be like more achievable</li> <li>• Consider the strategies and specific actions that will help me overcome the difficulties I may face</li> <li>• Develop a poster board to illustrate the thinking I have done about my future</li> </ul>
Lesson 7	<p><b>Adult possible selves</b></p> <ul style="list-style-type: none"> <li>• Identify images of what I want to be like and not be like, as an adult</li> <li>• Consider the strategies I can use to make what I want to be like become more achievable</li> <li>• 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</li> <li>• Develop a poster board to illustrate the thinking I have done about my future</li> </ul>
Lesson 8	<p><b>Solving everyday problems</b></p> <ul style="list-style-type: none"> <li>• Practise different problem-solving approaches to solve everyday problems</li> <li>• Recognise that others have similar concerns to me</li> <li>• Understand the importance of seeking help and support from others.</li> <li>• Consider the importance of starting to solve problems straight away and not delaying</li> </ul>
Lesson 9	<p><b>Looking forward</b></p> <ul style="list-style-type: none"> <li>• Practise problem solving on my own school related problem.</li> <li>• Recognise that others have similar problems and concerns to me.</li> <li>• Understand the importance of seeking help and support from others.</li> <li>• Explore the value of seeking the view of others who may have a different perspective to my own.</li> <li>• Consider the importance of starting to solve problems straight away and not delaying.</li> <li>• Discuss and consider what I have learnt in From School to Life and how to use it in future.</li> </ul>

## Year 8: Media Influences

Lesson 1	<p><b>Introduction to Media Literacy and social media</b></p> <ul style="list-style-type: none"> <li>• Recap media literacy and the difference between text and subtext</li> <li>• Accurately identify at least three techniques of persuasion in media</li> <li>• Differentiate between persuasion and manipulation</li> </ul>
Lesson 2	<p><b>Media gender constructions</b></p> <ul style="list-style-type: none"> <li>• Discuss the stereotypes applied to girls and women and boys and men in society</li> <li>• Identify the gender constructs in media examples</li> <li>• Examine how ideas about gender identity affect lives</li> <li>• Understand the subtext and untold stories behind media messages regarding sex and sexuality</li> </ul>

# Bounce Forward Healthy Minds Learning Outcomes



## Year 8: Media Influences continued

Lesson 3	<p><b>Media and Body Image</b></p> <ul style="list-style-type: none"> <li>• Identify target marketing tactics to various groups</li> <li>• Begin to understand the intersection of gender, age, and body size</li> <li>• Understand body shaming messages and how to counter these negative messages by being body positive</li> </ul>
Lesson 4	<p><b>Media, Health, and food marketing</b></p> <ul style="list-style-type: none"> <li>• Compare the marketing of a product with its actual nutritional value</li> <li>• Learn to examine which foods are targeted to specific groups of people</li> <li>• Consider a healthy balanced lifestyle</li> <li>• Identify healthier options for them and their families</li> </ul>
Lesson 5	<p><b>Media, health, and the marketing of addiction</b></p> <ul style="list-style-type: none"> <li>• Contrast the ideas about a product with real facts about how the product can impact one's health</li> <li>• Understand the connection between marketing of certain products and gambling addiction</li> </ul>
Lesson 6	<p><b>Media and decision making</b></p> <ul style="list-style-type: none"> <li>• Reflect on their decision-making process</li> <li>• Analyse the ways in we are targeted by media and evaluate how media impact thoughts, beliefs, and decisions</li> <li>• Explore ways to take control of the messages that shape decision making</li> </ul>
Lesson 7	<p><b>Creating media</b></p> <ul style="list-style-type: none"> <li>• Define what a counter advert is</li> <li>• Deconstruct and discuss sample counter adverts</li> <li>• Create a counter advert</li> </ul>
Lesson 8	<p><b>Presenting media</b></p> <ul style="list-style-type: none"> <li>• Share the ideas behind their counter advert messages and the messages created by the other students</li> <li>• Practice giving a presentation using visual media</li> </ul>



# Bounce Forward Healthy Minds

## Learning Outcomes



### Year 9: Mental Illness Investigated

Lesson 1	<p><b>Defining mental health</b></p> <ul style="list-style-type: none"> <li>• I know where and how to get support both in and beyond school</li> <li>• I can define mental health</li> <li>• I can draw parallels between mental and physical health</li> <li>• I understand that mental health is a spectrum and can illustrate this with examples</li> </ul>
Lesson 2	<p><b>The science of mental illness</b></p> <ul style="list-style-type: none"> <li>• I can define mental health and mental illness</li> <li>• I understand that mental health is a spectrum and can illustrate this with examples</li> <li>• I can explain the brain's role in keeping us mentally healthy</li> </ul>
Lesson 3	<p><b>Understanding mental illness</b></p> <ul style="list-style-type: none"> <li>• I can define depression and anxiety and outline their prevalence</li> <li>• I can describe the symptoms of depression and anxiety and explain how these might impact on someone's day-to-day life</li> <li>• I can explain the most common treatments for common mental health issues</li> </ul>
Lesson 4	<p><b>Triggers, protective factors &amp; promoting well-being</b></p> <ul style="list-style-type: none"> <li>• I can explain a range of protective factors that reduce the risk of developing mental illness</li> <li>• I understand that physical health underlies mental health and can describe small changes to promote wellbeing</li> <li>• I can explain some of the common triggers for mental illness</li> <li>• I can differentiate between facts and myths about mental health and know where to seek further information if I am unsure.</li> <li>• I can describe the 'Five Ways to Wellbeing' and outline simple changes I could try to make to promote my own wellbeing</li> </ul>
Lesson 5	<p><b>Mental illness spotting and supporting</b></p> <ul style="list-style-type: none"> <li>• I can model how to have a conversation with a friend about their mental health</li> <li>• I know when, where, how and why to get support for myself or a friend and I am aware of the types of support that are available</li> <li>• I can recognise the early warning signs of mental illness</li> </ul>
Lesson 6	<p><b>Healthy coping strategies</b></p> <ul style="list-style-type: none"> <li>• I understand that everyone must manage difficult situations, thoughts and feelings sometimes</li> <li>• I can describe healthy and unhealthy coping responses</li> <li>• I can describe a range of difficult situations, thoughts and feelings and suggest specific healthy coping strategies that might help someone manage each of these</li> <li>• I can explain a range of simple coping strategies and how these might help someone manage difficult situations, thoughts and feelings.</li> <li>• I know how and where to access further support if I need to</li> </ul>

# Bounce Forward Healthy Minds Learning Outcomes



## Year 9: Mental Illness Investigated continued

Lesson 7	<p><b>Reducing mental health stigma</b></p> <ul style="list-style-type: none"> <li>• I can define stigma and describe the impact it may have on someone with mental illness or emotional wellbeing issues</li> <li>• I can demonstrate some simple steps to overcoming mental health stigma in our school community to enable those who need it to seek support</li> </ul>
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## Year 9: Resilient Relationship

Lesson 1	<p><b>Resilient Relationships</b></p> <ul style="list-style-type: none"> <li>• Identify healthy and unhealthy relationships</li> <li>• Consider and discuss the beliefs that can help and hinder</li> <li>• Test your relationship smarts</li> <li>• Explore the foundations of a healthy relationship</li> </ul>
Lesson 2	<p><b>Healthy Boundaries</b></p> <ul style="list-style-type: none"> <li>• Understand the importance of boundaries for relationships</li> <li>• Explore unhealthy, toxic relationships</li> <li>• Practice assertive communication for ending a relationship</li> <li>• Recognising when something is unsafe and speaking up</li> </ul>
Lesson 3	<p><b>Relationship characteristics and parental responsibility</b></p> <ul style="list-style-type: none"> <li>• Understand there are different types of relationships</li> <li>• Consider the role and responsibilities of successful parenting</li> <li>• Explore the financial and lifestyle costs of having a baby</li> <li>• Discuss what needs to be in place before deciding to have a baby</li> </ul>
Lesson 4	<p><b>Big sticky beliefs and relationships</b></p> <ul style="list-style-type: none"> <li>• Explore Big Sticky Beliefs</li> <li>• Understand the difference between Gremlin Beliefs and Big Sticky Beliefs (BSBs)</li> <li>• Recognise how BSBs can impact behaviour</li> <li>• Recognise how BSBs cause us to react to situations in ways that do not make sense</li> </ul>
Lesson 5	<p><b>Identifying big sticky beliefs</b></p> <ul style="list-style-type: none"> <li>• Understand how BSBs work</li> <li>• Learn how to identify BSBs using 'what' questions</li> <li>• Consider the effect that BSBs can have on relationships</li> </ul>
Lesson 6	<p><b>BSBs and human connections</b></p> <ul style="list-style-type: none"> <li>• Understand that BSBs can have a significant impact feelings and behaviour</li> <li>• Explore how BSBs can cause people to react in different ways and have an impact on relationships</li> <li>• Practise finding alternative BSBs</li> <li>• Understand how to modify or challenge unhelpful BSBs</li> </ul>



### Year 9: Resilient Relationship continued

Lesson 7	<p><b>BSBs and Planning for the Future</b></p> <ul style="list-style-type: none"> <li>• Understand the long-term implications of Big Sticky Beliefs (BSBs) for our future</li> <li>• Know how to manage our BSBs and therefore control our consequences</li> <li>• Discuss and agree how we will continue to use resilience skills in our lives</li> </ul>
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### Year 10: Resilient Decisions

Lesson 1	<p><b>Ambiguity, complexity &amp; independent thought</b></p> <ul style="list-style-type: none"> <li>• Identify personal progress during healthy minds lessons</li> <li>• Understand the concept of ambiguity in decision-making</li> <li>• Know how to approach dilemmas and difficult decisions</li> </ul>
Lesson 2	<p><b>Assessing risk &amp; opportunity</b></p> <ul style="list-style-type: none"> <li>• How to explain the importance of flexible and accurate thinking for dilemmas</li> <li>• How to identify the risk and opportunity in the decisions</li> <li>• Understand the power of peer influence on the decision-making process</li> </ul>
Lesson 3	<p><b>Assertive communication &amp; decision making</b></p> <ul style="list-style-type: none"> <li>• How to explain the importance of flexible and accurate thinking for dilemmas</li> <li>• How to identify the risk and opportunity in the decisions</li> <li>• Understand the power of peer influence on the decision-making process</li> </ul>
Lesson 4	<p><b>Decision making in romantic relationships</b></p> <ul style="list-style-type: none"> <li>• Understand what to do when faced with difficult decisions and choices</li> <li>• Be able to explain how to apply resilient thinking skills to decision-making</li> <li>• Reinforce the impact our decisions have</li> </ul>

### Year 11: Resilient Learners

Lesson 1	<p><b>Barriers to Success</b></p> <ul style="list-style-type: none"> <li>• To apply the skills of resilience to studying and exam experiences</li> <li>• To identify my personal learning experience</li> <li>• Identify and set objectives that improve the learning experience</li> </ul>
Lesson 2	<p><b>Learning Priorities and Strategies</b></p> <ul style="list-style-type: none"> <li>• Explore my personal strengths and weaknesses in my approach to learning</li> <li>• Teach my peers about an area I am comfortable with</li> <li>• Learn from my peers about an area that I am less comfortable with</li> </ul>
Lesson 3	<p><b>Learning Mindsets</b></p> <ul style="list-style-type: none"> <li>• Explore the beliefs I have about learning</li> <li>• Understand that a growth mindset about learning and intelligence will help me</li> <li>• Identify evidence for a growth mindset about learning</li> </ul>

Year 11: Resilient Learners continued

Lesson 4	<b>Dealing with Anxiety</b> <ul style="list-style-type: none"><li>• Identify when anxiety is getting in the way of my learning or my ability to do my best in tests and exams</li><li>• Reinforce my knowledge of the WoBbLe skill</li><li>• Reinforce my skills for harnessing emotions</li></ul>
Lesson 5	<b>Action Planning</b> <ul style="list-style-type: none"><li>• Practise using the skills in the moment</li><li>• Reflection on my wellbeing, my learning process and how I can be my best</li><li>• Consider and explore anything I need clarity on</li></ul>
<b>Emotions, energy and performance</b> <ul style="list-style-type: none"><li>• Explore a model used in sports psychology</li><li>• Understand that our emotions impact our energy and performance</li><li>• Identify key actions to take control in a way that is helpful</li></ul>	
<b>Strengths</b> <ul style="list-style-type: none"><li>• Explore and identify personal strengths</li><li>• Understand that we all have unique talents and strengths</li><li>• Consider how and when personal strengths are helpful and when they can hinder</li></ul>	

