



# Bounce Forward Healthy Minds





**bounce  
forward**

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The information in the introduction relates to the foundation lessons and the remainder of Healthy Minds. Please contact us if you wish to upgrade your membership.

There is a separate Student Handbook for each element of Healthy Minds.

It has been designed so that you can print off individual worksheets or as an entire handbook.

All teacher notes and guidance are included in the 'notes section' of the accompanying PowerPoint.

# Introduction to Healthy Minds

Congratulations on starting your Healthy Minds journey!

Bounce Forward Healthy Minds is a sequenced curriculum for year 7 to year 11. It is evidenced-based so you can be confident with the content which has been designed so you can easily adapt it for your students.

The thread that binds the curriculum together is a set of eight resilience skills and five resilience competencies. These skills and competencies will be developed over the course of the whole Healthy Minds journey through exploration of different topic areas making it meaningful to students and engaging to teach.

The conceptual framework that underpins Healthy Minds is based on adolescent and neurological development and takes a spiral approach so that learning builds and strengthens overtime.

Bounce Forward Healthy Minds creates safe and supportive conditions for students to explore and develop the skills needed to navigate life and the changes that are rapidly evolving in the 21st century.

This unique model develops psychological fitness (mental resilience and emotional wellbeing), in school, in lessons that sit alongside academic subjects. Taught regularly (at least once a week or once a fortnight), by professionally trained teachers.

Mental resilience and emotional wellbeing, in the context of this curriculum, means having the knowledge, skills and ability to feel good and function well in everyday life and the capacity to cope, even thrive, when things get tough. It does not mean being happy all the time because real life is much messier than that.

Students tell us that the skills developed in Healthy Minds lessons help them:

- Identify needlessly damaging unhelpful, negative thoughts
- Set rules in relationships as they understand what's not ok
- Stick up for themselves, take responsibility for their feelings and actions rather than blame others
- Cope with feeling anxious
- Have a set of techniques that help in the moment
- Recognise and be able to support friends who are 'going under'

**In teaching Bounce Forward Healthy Minds you will be equipping students with tools for living. They make for better students, parents, neighbours, colleagues and friends.**

# Introduction continued ...

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The lessons are designed to be delivered in order, and in conjunction with professional training where the skills covered will have been explored in-depth. This approach is proven to improve the quality of the teaching and learning outcomes. The Bounce Forward Healthy Minds package includes professional training and recorded webinars.

You can find an overview of the Bounce Forward Healthy Minds curriculum on page 9.

You can find a full list of learning outcomes mapped to Relationships and Health Education requirements within the members area.

Read the full evaluation and impact report [here](#).

Contact us to find out about achieving the Bounce Forward Healthy Minds Kitemark.

Each lesson is designed to give you flexibility on timing. Our advice is to allow enough time for each learning section so that students have time to engage and absorb the learning and so it feels punchy.

The Student Handbook is a place for students to make notes, complete the activities, and offers a space to reflect on learning. You can use this to help measure if the learning outcome has been achieved.

The Bounce Forward Healthy Minds package provides access to the BounceTogether measurement platform. If you are unsure please talk to us to find out who from your school has been connected with the onboarding process.

The Healthy Minds lessons are provided electronically with teacher notes embedded in the PowerPoint.

Please note that the videos included within the materials:

- are, or have been, available to the public or were either published, broadcast, or posted on YouTube,
- are for use within the classroom in educational settings and for educational purposes only, and
- are only used in the course of instruction and for instructional purposes within an educational setting for educational purposes.



# Teacher guidance

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## *Teaching and Learning Environment*

You will set up a **Safe Learning Agreement** in the first lesson of each new block. This is important as it will set out the guidelines for how the class will work together. You should follow the school guidelines and use your intuition and judgment, and your role as a teacher should include developing the agreement.

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### **Small everyday examples**

It is essential to create suitable boundaries for class discussions. The lessons have been written to encourage the use of small, everyday situations to learn the skills. You can encourage and model this in the questions you ask and the examples that you choose to share. The lessons are interactive, and there will be many opportunities for you to redirect the conversation. The Safe Learning Agreement can be referred to when the discussion is heading in an unhelpful direction.

### **Inclusion**

Each class will be unique. Some students will be quieter than others in the discussions, which does not necessarily mean they are not engaged or learning. You will want to check that everyone is involved in the exercises through pairs, groups or individually. If you have an unusually quiet class, you can adapt the activities to allow for more individual work, but the overall aim is to create connection and discussion. It is essential to recognise that individuals engage with this material in different ways and at different times.

### **Group respect**

The aim is for open, respectful discussion and debate. The class will need time to feel comfortable to express authentic, personal views as they learn and discover together that we can agree to disagree, and that is healthy.

# Guidance continued

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## Confidentiality

There should be a shared agreement about confidentiality, ensuring that individuals know the lessons are not about solving individual personal problems and no one will be asked to share anything that makes them uncomfortable. It is hoped the learning is shared beyond the class, but that can be achieved without disclosing specific or personal information – also see discussion of problems below. The limits of confidentiality should also be made clear. The class need to recognise where there is concern about the risk to their safety or the safety of others, and then appropriate action will be taken. Please refer to the school Safeguarding and Child Protection Policy for a procedure.

## Discussion of problems

Upfront, agree on the type of situations or problems that are appropriate for discussion and the things that are not, is vital to maintain a safe space. The purpose is to build learning, rather than to solve individual problems. The sessions are not therapy or counselling. The best way to learn is to use small everyday difficult situations that are common for the age group, at least to begin with. Using 'real' examples will allow for richer understanding, but always recognising the purpose is on learning, not solving the problem. It would not be appropriate to discuss any severe issues where someone's safety is/or could be compromised. The skills can be applied to more complex situations as an understanding of the skills develops over the lessons, but examples shared in the group should not extend to severe issues. It is essential to be clear how the group might seek support outside of the lessons.

## Group respect

The aim is for open, respectful discussion and debate. The class will need time to feel comfortable to express authentic, personal views as they learn and discover together that we can agree to disagree, and that is healthy.

## Self disclosure

Allowing students to be honest and open is critical. As they are learning, guide them to focus on small events from everyday life rather than large or complex situations that will not be appropriate for disclosure in the group. Monitor stories that are shared in the lesson, balancing authentic expressions of their viewpoints and the delicate nature of the material. If a student is disclosing too much, stop the conversation. Explain that you can pick this up one to one with the student later.

Prepare your personal stories in advance, avoid topics that are too emotionally charged, and manage crossing boundaries to keep the learning environment safe.

# Ground rules ideas

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## Openness

We will be open and honest, as we discuss general situations. We will not put anyone 'on the spot'.

## Non-judgemental

It is okay for us to disagree with another person's point of view, and we will not judge, make fun of, or put anybody down. We can 'challenge the opinion, not the person'.

## Listen to others

We will listen to each others point of view with respect and not interrupt each other.

## Make no assumptions

We will not make assumptions about people's values, attitudes, behaviours, life experiences or feelings.

## Ask questions

We know that there are no stupid questions. We do not ask questions to try to embarrass anyone else deliberately.

## Keep conversations in the room

We feel safe discussing general issues in this lesson as we know our teacher will not repeat what is said unless they think we or someone else are at risk, in which case they will follow the school's safeguarding policy.

## Language

We will use the correct terms for the things we will be discussing rather than the slang terms, as they can be offensive. If we are not sure what the correct term is we will ask our teacher.

## Seek help and advice

If we need further help or advice, we know how and where to seek it confidentially, both in school and in the community. We will encourage friends to seek help if we think they need it.



# Reinforce these

## **Communication skills**

The key to building mental resilience and emotional wellbeing is being able to communicate. Encourage and praise when individuals and groups can express what they have learnt and explain how what they have learnt is going to be useful in real life situations.

# Resilience competencies

These underpin the learning and summarise the behaviour that is encouraged and built through learning and using the skills.

## **Self awareness and compassion**

Understanding of self, knowing what is 'normal' or usual for me. Being kind and having compassion for self and others.

## **Flexible and realistic thinking**

Open and curious to different perspectives, looking for evidence to problem solve effectively, wedded to reality.

## **Human connection**

Connected to others, willingness to reach out, have empathy and care for others knowing that will increase personal happiness.

## **Self regulation**

Understanding the impact and range of emotions we can feel. Impulse control, calm and focused.

## **Hope and optimism**

The belief that the realistic goal can be met, thinking optimistically, focused and upbeat.



# Healthy Minds Timetable

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All lessons in each element of Healthy Minds is structured to achieve the learning outcomes through

- skill introduction
- skill development through practice
- skill discussion, individual, group and whole class

Everything you need, resources wise, is provided as part of the package. There is a lot! Please contact us if you are unsure. We are here to help!

## Year 7

- Bounce Forward Resilience Skills - 6 lessons
- Bounce Forward Calm and Focus - 4 lessons | Curated with Kate Kane
- Social Media Investigated (Media Navigator) - 6 lessons
- Drug education – Download FREE resources [here](#)

## Year 8

- Resilience Revisited and Assertive Communication – 6 lessons
- From School to Life – 9 lessons
- Social Media Investigated (Media Influences) – 8 lessons
- Drug education – Download FREE resources [here](#)

## Year 9

- Physical Resilience - 5 lessons | Curated with the Harry Kane Foundation
- Drug education – Year 9/ S9 | Alcohol Education Trust
- Mental Illness Investigated – 7 lessons
- Resilient Romantic Relationships – 8 lessons

## Year 10

- Resilient Decisions – 6 lessons
- Drug Education – 7 lessons Year 10/ S4 | Alcohol Education Trust

## Year 11

- Resilient Learners – 5 lessons
- Drug Education - Year 11+/ S5+ | Alcohol Education Trust
- Energy and Strengths - 2 lessons

[Click here to find out about the Papalona audios that are included in Healthy Minds](#)

# About Bounce Forward

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Bounce Forward is a charity (number: 1170591) that are the experts in delivering practical training for adults and providing high quality teaching materials to develop the psychological fitness of young people.

Founded in 2009, Bounce Forward (formerly How to Thrive) was incubated in its early years within Hertfordshire County Council and became an independent charity in 2016. In 2019, we transformed our approach, working intensively with educators, psychologists, academics and young people to deliver practical, relevant and flexible solutions.

## Our core principles:

- Psychological fitness combines mental resilience and emotional wellbeing, key attributes needed for success in the 21st century.
- Sound research, theory and evidence informs everything we do.
- We teach skills and strategies that work in the real world.
- The adults matter: their role is vital in helping children and young people to be psychologically healthy.
- The personal development of young people is as important in society as academics.

Create the conditions for a radically re-imagined 21st century where young people drive the change towards more helpful and less harmful behaviour.

It is hoped that this curriculum teaches essential skills that young people can use and build overtime. Like any skill worth having, young people need reminding of them as their circumstances change. Given that adolescence is a time of potential challenges, we encourage as much reinforcement as possible so students can develop in-depth knowledge of the resilience skills.

Contact us for further advice and questions:

**info@bounceforward.com**  
**www.bounceforward.com**

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**Healthy Minds  
Foundation  
Resilience Lessons**

**Year 7  
Scenarios and Teaching  
Resources**



# Resilience lessons overview

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Each lesson is structured to achieve the learning outcomes through:

- skill introduction
- skill development through practice and activities
- skill discussion, individual, group and whole class

Below is an overview of the resources provided for each module to help with lesson planning. The worksheets are also collated in order in the Student Handbook.

## Lesson 1

Materials for the 'what is resilience' activity

- paper, drawing materials, magazines cutouts, space for human sculpture

The activity has lots of options - see notes within the ppt.

## Lesson 2

- ABC activating events
- ABC analysis worksheets

## Lesson 3

- Find the gremlin beliefs worksheet

## Lesson 4

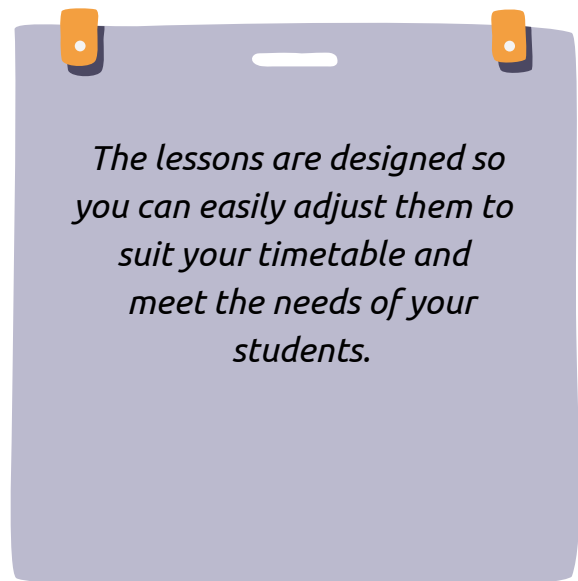
- Magnifying glass worksheet

## Lesson 5

- WoBbLe activating events
- WoBbLe worksheet
- Calm ideas handout

## Lesson 6

- Resilience review quiz
- What have I learnt about myself worksheet
- Large sheets of paper, pens to create resilience mind maps



# Calm and focus lesson 2

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At the start of each lessons there will be a calm and focus activity.

Remember this is an opportunity to develop the muscle. It's about giving different things a go and building up awareness overtime.

Use any reaction as a learning opportunity, rather than them not liking it or misbehaving.

## Breathing

Read the instruction with a calm and clear voice. Aim for this practice to last no more than 1 minute.

“Sit upright in your chair, get comfortable, and close your eyes or lower your gaze. As your eyes close, pay attention to your breath. As you pay attention, start to focus on breathing slowly and deeply, in through your nose - and gently out through your mouth. Breathe in through your nose - and out through your mouth. Notice how your stomach or chest rises as you breathe in and falls as you breathe out. If your mind starts to wander, don't worry, that's normal, just notice it and then bring your attention back to the breath. Breathing in through your nose - and out through your mouth.”

Allow there to be 10 – 15 seconds with complete silence and then gently invite the class to bring their attention back into the room and slowly open their eyes.

Ask for a few views on the practice. It's perfectly normal for some students to prefer it more than others. It takes time first to learn the practice and then to feel comfortable with it. Not everyone will like it equally.

Note: Take opportunities throughout the lesson, discussions and activities to link to Resilience Competencies (page 7).





# Scenario Lesson Two

The scenario's are written in a playscript format so that the students can be involved in the delivery. Any introduction is included in the '**notes section**' of the PowerPoint slide. The script is included in the **Student Handbook**.

## Lesson 2

This scenario is about Sophia and Aiden. Sophia is Aiden's neighbour and friend. She is in Year 9 – so older than Aiden and goes to the same secondary school that Aiden has just joined. She has agreed to walk with Aiden but is a bit late and they have missed the bus.

**Sophia:** We might as well head back home.

**Aiden:** What do you mean? I have got to get to school.

**Sophie:** Yes, but the next bus is not for another 45 minutes and it's going to rain so we might as well wait at home.

**Aiden:** We can't do that – we have to wait here in case another bus comes, or maybe someone who can give us a lift.

**Sophie:** Don't worry – we have plenty of time. You won't be late for school, trust me I've done this a thousand times before.

**Aiden (angry & shouting):** I told my mum I couldn't rely on you. I can't be late it's only my 3rd week. You are going to get me into trouble.

**Sophie (upset):** That's a mean thing to say. I said you won't be late. You can't wait here by yourself as I promised your mum I'd look after you. I wish I'd never said I would walk with you.



# ABC personal example

Prepare a personal ABC that can be shared with the class.  
Think about how to craft it so that it clearly explain the A, the B and the C.  
Choose something 'everyday' and not anything too personal.  
Read it out to yourself in advance to hear how it sounds.

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Write your Activating Event here

Write the Beliefs that you had - at the time - about the Activating Event

Write the Consequences that your beliefs led to

**A** **B** **C**

# Calm exercise lesson 3

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Last time we talked about the role of positive emotion being really helpful for action because when we are in a relaxed state of mind, our brain is connected and primed for learning, better for our health, helps us to make friends and reach our goals. We all need more positive emotion in our lives.

1. Read the instruction with a calm and clear voice. Aim for this practice to last no more than 1 minute.
2. "Today we are going to use the breathing exercise to focus on something that can make us feel happy. I want you to think of something that you enjoy doing, or somewhere you feel relaxed and safe." Allow a few moments in silence to think of something.
3. If you need prompts: being in a warm bubble bath, cuddling your pet, or chilling with friends.

"Sit upright in your chair, get comfortable, and close your eyes or lower your gaze. As you do so, bring the image of the place into your mind. Make it vivid in your mind, bring it to life. Now gently take your attention to your breathing. As you pay attention, focus on breathing slowly and deeply. In through your nose - and gently out through your mouth. Breath in through your nose - and out through your mouth. Now, as you continue breathing, slowly and deeply, bring the image of your happy, safe place back into your mind. Experience being there right now, in your mind, calm, relaxed, safe and happy."

4. Allow there to be 10 seconds with complete silence and then gently invite the class to bring their attention back into the room and slowly open their eyes.

5. Ask for a few views on the practice.

Note: Take opportunities throughout the lesson, discussions and activities to link to Resilience Competencies (page 7).



# Scenario lesson 3

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## Lesson 3

**Teacher to read:** This scenario is about Joseph and Zachary. They have been friends since they started primary school and are also in the same form in secondary. Recently Joseph had a falling out with Ruby and he isn't friends with her anymore. Zachary always waits for Joseph before going out to the playground at lunch. Today Zachary hasn't waited and Joseph sees him already playing with Ruby. Zachary sees him and waves.

**Joseph (talking to himself):** Omg I can't believe he is playing with her after she was unkind to me.

**Zachary calls out:** Hey Joseph, come on we are getting a team together for a kick around.

**Joseph:** Come here a minute

**Zachary:** Hey, what's up? You come to play?

**Joseph:** Ruby hates me, you know she was so unkind to me the other day. She won't want me to play.

**Zachary:** Oh! that's all forgotten. It was only a misunderstanding. Come on, lets go.

**Joseph:** I can't believe you. I thought you were my friend. Am I just supposed to forget that she laughed at me and called me an idiot?

**Zachary:** Of course not. She actually wants to say sorry. She'd had a bad day and she knows she shouldn't have taken it out on you.



# Scenario lesson 3

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## Lesson 3 scenario continued

**Joseph:** What and you think I should just accept that? You have no idea how she made me feel and in front of everyone. She is just a nasty person. I am not playing with her ever again and I can't believe you want to either.

**Zachary:** Oh come on mate, give her a chance. It was a one off and I'm sure she won't be like that again. Besides she's joining our team so you will have to play with her in PE.

**Joseph:** I hate this school and everyone in it. I'm going to get lunch on my own.

**Zachary:** Don't be like that. I'm totally your friend, but you've got to lighten up a bit. I am not going to not be friends with Ruby because of that one thing. I know she wasn't nice, but she's not like most of the time. She just gets a bit grumpy and can say the wrong thing.

**Joseph:** Well I'm not playing with her and that's that. See you later maybe.



# Find the gremlin beliefs

## teacher version

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### English oral test results

**Ali:** How did you get on in the test?

**Jake:** I really messed up all my words. **I was so bad, its embarassing (ME) I don't think I'll ever be able to speak in front of people. (ALWAYS)**

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### Picking teams

**James:** **Our team is useless. (THEM & ALWAYS) None of them will take it seriously (THEM) and we will lose.**

**Josh:** This is going to be so hard. **I am rubbish at sport (always) and I am going to let everyone down. (ME)**

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### Party invitation

**Brittany:** **She is so mean not to invite me. (THEM) I never get invited to anything. (ALWAYS)**

**Nbushi:** I don't think that Mia or Arlo have been invited. You are coming to my party aren't you?

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### Homework

**Saannvi:** I have so much homework its ridiculous. **I will never get it done even if I work all night. (ALWAYS)**

**Amelia:** I know, **they give us too much. (THEM)**



# Find the gremlin beliefs

## teacher version

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### School play

**Lena:** I've got the main part in the school play. **I'm never going to remember my lines.**  
(ME)

**Logan:** **I never get picked** (ALWAYS) because **they think I'm too shy** (THEM) but I **can't say anything because I will look silly.** (ME)

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### Unfair

**Honey:** I am not allowed to walk to town on my own. Its so unfair. **My parents treat me like a baby.** (THEM)

**Moxie:** I can't wait until I am grown up **it's so boring being young.** (ALWAYS)

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### Lost jumper

**Willow:** I can't find my PE Kit **Im such a loser.** (ME) **Mum is going to be so mad.**  
(THEM)

**Hallie (Willow's sister):** Ha ha! You are going to bed early, no games, no TV, no fun!

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### Home school

**Lucy:** **It was brilliant in Covid** (ALWAYS) and we didn't have to go to school or learn anything.

**Finny** it's alright for you. **I got so behind** (ME) and **I am never going to catch up now.**  
(ALWAYS)

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# Calm exercise lesson 4

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- Read the instruction with a calm and clear voice. Aim for this practice to last no more than 1 minute.

“Sit comfortably in an upright position, notice where your body is connected to your chair and that your feet have contact with the ground. Allow the weight of your body to be held by the seat. Close your eyes or lower your gaze and bring your attention to your breathing. Breathe slowly in through the nose - and gently out through the mouth. Then again breathe slowly in through the nose - and gently out through the mouth, and one more time breathe slowly in through the nose - and gently out through the mouth. If your mind wanders, just notice it and then bring your attention back to the breath.”

“Now move all your attention to your feet. What do you notice? Are they fizzing? Do they feel hot? How do your feet feel against your sock, shoe, the ground? We are going to stay here for 30 – 40 seconds – keeping all your focus on your feet. Remember, if your mind wanders, just notice it and then bring your attention back to your feet and what is happening there.”

- Allow there to be 20 seconds with complete silence and then gently invite the class to bring their attention back into the room and slowly open their eyes.
- Ask for a few views on the practice.

Note: Take opportunities throughout the lesson, discussions and activities to link to Resilience Competencies (page 7).





# Scenario lesson 4

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## Lesson 4

**Teacher to read:** This scenario is about Ava and Mia. They are sisters and on an a family holiday at the seaside. They have been given some money to use in the arcade and be responsible with to buy tokens for the rides in the theme park. They have been at the arcade for around 30 minutes and Mia goes to get some money from her bag and notices the money is gone.

**Mia:** Oh no! My money has gone. Someone has pinched it.

**Ava:** Oh no did you leave it on show?

**Mia:** No of course I didn't. I had it in my bag and zipped up.

**Ava:** When do you think it went missing?

**Mia:** How do I know, you ask the most stupid questions. If I knew that it wouldn't be gone.

**Ava:** Ok, I'm only trying to help. You might have dropped it let's have a look.

**Mia:** Fine, but it will be pointless its gone.

**Stop here for a class discussion**



# Scenario lesson 4

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## Lesson 4 continued

We suggest that the teacher read the next section to keep the story flowing.

**Narrator:** Mia and Ava have very different approaches to the situation.

**Ava:** Let's stay clam and investigate this.

**Mia:** THERE'S THE THIEF! GET HIM!!

**Ava:** What are you doing, Mia!? Why do you think it's him?

**Mia:** Because he was standing by us earlier. I saw him. He must have opened my bag and taken the money.

**Ava:** Mia, you can't just go accusing someone without thinking it through, or having any evidence. You've jumped to a conclusion before considering all of the information.

**Mia:** Oh, ... look I'm telling you it's him.

**Ava:** Let's look at this and see what evidence we have. Things aren't always as they first seem. There are often details lurking beneath the obvious.

**Narrator:** Ava walks around the arcade and talks to a couple of people. After, what seemed like forever, she came back.

**Mia:** You haven't found the money, have you? You've taken ages too. I knew it, I knew I'd never get my money back. I'm going to be in so much trouble when mum and dad find out and I can't have any more fun. What a nightmare!



# Scenario lesson 4

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## Lesson 4 continued

**Ava:** You should think more optimistically Mia. There is still hope. It is essential to carefully consider all the evidence in these situations.

First of all, I investigated by talking to people who were in and around the area we've been in whilst we've been here. Then I went and asked the lady working in the booth who gives out the tokens and she told me that person you tried to accuse only came in a few minutes ago, so he wouldn't have had time.

I carefully considered the evidence. I retraced our steps. We've not been in here long so I went to the different arcade machines we've been on. Then I remembered we went to the grabbing machine, where we tried to win a teddy and so I thought you might have dropped it there.

**Mia:** Wait, you mean you've found it?

**Ava:** Wait, let me finish, you're too quick to jump in. Was it a thief I was looking for, or had you simply dropped the money or your purse? Then I remembered a clue, you went to the toilet after we played the grab machine because you got so excited, so I checked in there and...

**Mia:** Of course! It was in the toilet...

**Ava:** Again, slow down. Let me explain. You see, I thought to imagine the complete opposite of what we thought originally. Rather than someone stealing the money, you had in fact lost it. Then I discovered there is a lost property area where people can hand in lost items. There is also CCTV in here, and the lady asked the manager to take a look; she showed me you going into the toilet, but also coming out and using your money to play the pinball machine. The CCTV also showed you putting your bag on the floor and your purse fell out. When you finished playing you picked your bag up but not the purse. A kind boy, who played it after handed it to lost property.

So it wasn't stolen at all. If we slow down and look for evidence, consider the possibilities and be flexible in our thinking - rather than jump to conclusions - that's what makes it possible to get a good outcome.

**Mia:** Thanks Ava! I am so lucky you were with me.

# Scenario lesson 5

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## Lesson 5

**Teacher to read:** This scenario is about Kai wanting to join a racing club. His dad is not keen on the idea as he thinks it is dangerous.

**Kai:** Here are all the details about the club I've been telling you about. It's going to be so good especially now I have my bike all sorted.

**Kai's dad:** I haven't agreed that you can join yet.

**Kai:** What do you mean?

**Kai's dad:** I am just not happy about it. It can be really dangerous. I don't want you to get hurt, what if something happens to you?

**Kai:** Why do you always get so stressed whenever I want to do something different? You always say I can't because you are worried about me. I am not a baby anymore? Do you really think that something bad will happen?

**Kai's dad:** Yes, you could get knocked off your bike, and break bones or even worse. You are still small and not as big as the other kids that will be there.

**Kai:** Ok, let's WoBbLe this for a minute.

**Kai's dad:** WoBbLe it?

**Kai:** Yeah WoBbLe, it is a skill for assessing situations. You need WoBbLe in your life, dad!



# WoBbLe example

Kai's dads **worst case thinking**

- It will be fast and he'll get hurt
- He'll be so badly injured it will effect him for life
- He won't be able to go to school
- He won't be able to do things normal teenagers can do
- He will spend the rest of his life lonely and jobless

**Now, switch our thinking to the best case scenario – catastrophising in a positive way!**

Kai's dads **best case thinking:**

- He will be amazing
- He will be spotted by agents who will sign him up
- He'll be educated in the best place while he trains
- He will win national and international competitions
- He'll be the first world champion at his age

**Next, consider the most likely scenario – the middle ground. More balanced and likely to be more accurate thinking.**

**Most Likely thinking:**

- He will be taught how to ride safely
- He will have some accidents
- He will learn and get better
- He will enjoy himself

