

Year 7: Resilience Skills

Lesson 1	Resilience & harnessing positive emotion - Understand that life is a journey with challenges (big and small) and it is our resilience that helps us overcome these - Understand the role of positive emotion - Discover that all emotions can be helpful and unhelpful, and we can learn to regulate them - Understand that we ALL have resilience
Lesson 2	Connecting the brain, emotions & thoughts - Understand the brain and the role of emotions - Consider the importance of being calm to help with resilient responses - Discover the link between thoughts, feelings and behaviours
Lesson 3	Introducing Gremlin Beliefs - Understand that resilience skills can help us understand why we react the way - Identify common Gremlin Beliefs of resilience - Recognise that the Gremlin Beliefs are not in control
Lesson 4	Optimism and evidence - Understand there is a difference between optimistic and pessimistic thinking - Know the importance of respect for different perspectives - Discover how to use evidence to create more flexible and accurate thinking
Lesson 5	WoBbLe - Understand the importance of gratitude - Know how to use the WoBbLe skill – to tame the Catastrophising Gremlin Belief - Discover how to calm down when emotions are strong
Lesson 6	Resilience planning - Understand all the resilience skills covered in the lessons - Create an individual resilience plan - Consider how resilience skills can help one express themselves and understand others

Year 7: Media Navigator

Lesson 1	Introduction to media literacy and social media - Define media literacy - Explain media literacy concepts - Identify text and subtext in media examples - Recognise the characteristics of social media versus traditional media
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Year 7: Media Navigator continued

Lesson 2	Fantasy and reality - Define and recognise some characteristics of reality television - Identify the difference between reality and fantasy in various types of media - See the untold stories when watching reality television - Define and understand what it means to set a boundary in relation to on-line
Lesson 3	Advantages & disadvantages of social media & setting boundaries - Identify the advantages and disadvantages of social media - Share experiences and stories of boundary setting or boundary crossing online - Understand the impact of social media activity on future goals and aspirations
Lesson 4	Benefits of social media - Explore the positives of using social media and how it impacts how we receive, alter, and share information - Create personal guidelines for using social media in a positive way. - Discuss how media can be used to build community, find support, and decrease isolation in their lives
Lesson 5	Creating identity maps - Describe my online identity and how I want to be thought of by others online - Create a map connecting my current identity to future goals - Describe my map to other people
Lesson 6	Presenting social media identity maps - Communicate how social media forms part of my identity now and in the future - Identify that other students have different ideas and identities and use social media in different ways - Explain how my online identity may influence my future

Year 7: Intentional Stillness

Lesson 1	Introduction to intentional stillness - Understand what intentional stillness means. - Consider three different types of intentional stillness. - Practise and discuss three different types of intentional stillness.
Lesson 2	Using intentional stillness to deal with anxiety - Explore the link between intentional stillness and feeling anxious. - Identify what fills my stress bucket. - Practise intentional stillness that can help me deal with anxiety.

Year 7: Intentional Stillness continued

Lesson 3	Using intentional stillness to deal with anxiety • Explore the link between intentional stillness and sleep. • Discuss the importance of sleep. • Practise intentional stillness that can help me prepare for a good night's sleep.
Lesson 4	Connection to others • Understand the link between human connection and mental health. • Explore the social brain. • Practise expressing gratitude.

Year 8: Resilience Revisited

Lesson 1	Revisit the skills of resilience • 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 2	Optimistic thinking • 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 3	WoBbLe • 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 4	Assertive communication • 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 5	Moving on • 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

Bounce Forward Healthy Minds Learning Outcomes



Year 8: Resilience revisited continued

Lesson 6	Empathy & resilience planning • 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
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Year 8: From school to life

Lesson 1	Being part of a group & my adult self • Develop rapport as a class group • Be able to use verbal and non-verbal communication to work in a group to solve problems • Select pictures that represent the adult you want to be in the future • Consider the reasons for choosing the images
Lesson 2	Positive and negative role models • Consider the links between the four domains of adulthood • Identify positive and negative role models • Discuss how positive and negative role models influence both success and failure • Understand that having goals for the future is helpful
Lesson 3	Bucket list and timelines • Create a wish list • Increase your understanding that 'difficulties' are normal and part of everyday life • Create a personal timeline including at least one fork in the road, one obstacle and/or one roadblock • Consider the implications of the decisions you make along the way to your future. • Begin to make connections between the choices you make now and the four domains of adulthood
Lesson 4	Timelines continued • Review and complete timelines • Discuss and share your timeline with others • Understand that discussing your timeline with others helps to understand it better • Consider the benefits of breaking down future goals into small steps
Lesson 5	Actions • Consider how I can develop clear specific actions • Practise setting specific actions that will help me make progress to the future I want for myself • Understand that what I do right now is linked directly to my future

Bounce Forward Healthy Minds

Learning Outcomes



Year 8: From school to life continued

Lesson 6	Possible selves - Identify images of what I want to be like and not be like next year - Consider the strategies and specific action I can use to make what I want to be like more achievable - Consider the strategies and specific actions that will help me overcome the difficulties I may face - Develop a poster board to illustrate the thinking I have done about my future
Lesson 7	Adult possible selves - Identify images of what I want to be like and not be like, as an adult - Consider the strategies I can use to make what I want to be like become more achievable - 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 - Develop a poster board to illustrate the thinking I have done about my future
Lesson 8	Solving everyday problems - Practise different problem-solving approaches to solve everyday problems - Recognise that others have similar concerns to me - Understand the importance of seeking help and support from others. - Consider the importance of starting to solve problems straight away and not delaying
Lesson 9	Looking forward - Practise problem solving on my own school related problem. - Recognise that others have similar problems and concerns to me. - Understand the importance of seeking help and support from others. - Explore the value of seeking the view of others who may have a different perspective to my own. - Consider the importance of starting to solve problems straight away and not delaying. - Discuss and consider what I have learnt in From School to Life and how to use it in future.

Year 8: Media Influences

Lesson 1	Introduction to Media Literacy and social media - Recap media literacy and the difference between text and subtext - Accurately identify at least three techniques of persuasion in media - Differentiate between persuasion and manipulation
Lesson 2	Media gender constructions - Discuss the stereotypes applied to girls and women and boys and men in society - Identify the gender constructs in media examples - Examine how ideas about gender identity affect lives - Understand the subtext and untold stories behind media messages regarding sex and sexuality

Bounce Forward Healthy Minds Learning Outcomes



Year 8: Media Influences continued

Lesson 3	Media and Body Image • Identify target marketing tactics to various groups • Begin to understand the intersection of gender, age, and body size • Understand body shaming messages and how to counter these negative messages by being body positive
Lesson 4	Media, Health, and food marketing • Compare the marketing of a product with its actual nutritional value • Learn to examine which foods are targeted to specific groups of people • Consider a healthy balanced lifestyle • Identify healthier options for them and their families
Lesson 5	Media, health, and the marketing of addiction • Contrast the ideas about a product with real facts about how the product can impact one's health • Understand the connection between marketing of certain products and gambling addiction
Lesson 6	Media and decision making • Reflect on their decision-making process • Analyse the ways in we are targeted by media and evaluate how media impact thoughts, beliefs, and decisions • Explore ways to take control of the messages that shape decision making
Lesson 7	Creating media • Define what a counter advert is • Deconstruct and discuss sample counter adverts • Create a counter advert
Lesson 8	Presenting media • Share the ideas behind their counter advert messages and the messages created by the other students • Practice giving a presentation using visual media



Bounce Forward Healthy Minds Learning Outcomes



Year 9: Physical Resilience

Lesson 1	Exercise and Mental Health • Understand the link between exercise and mental health. • Consider how different people think about different types of physical activities. • Practise challenging unhelpful perceptions about the link between exercise and mental health. • Identify ways to maintain good physical health.
Lesson 2	Nutrition and Mental Health • Understand the link between nutrition and mental health. • Consider barriers that can get in the way of maintaining healthy nutrition. • Identify key facts and myths for a mentally healthy diet.
Lesson 3	Sleep and The Adolescent Brain • Understand the link between sleep and good mental health. • Examine different types of sleep. • Understand what is happening in the brain when we are asleep.
Lesson 4	Facts and Common Beliefs About Sleep • Consider key facts about the teenage brain. • Understand the impact of a lack of sleep. • Challenge common beliefs that can get in the way.
Lesson 5	Sleep Routines • Identify helpful sleep routines. • Exploring how to take control of my sleep. • Create a sleep diary.

As part of the **Harry Kane Foundation** support to Bounce Forward, Harry Kane has inspired and co-authored these new lesson plans which have been endorsed by experts in the field to add value to the Healthy Minds suite.

Harry Kane Foundation (HKF) launched on World Mental Health Day in October 2022 with a long-term goal of transforming a generation's thinking about mental health. The purpose of HKF is to help normalise conversations around mental health, tackle stigma, and promote positive habits that build mental resilience and emotional wellbeing. HKF is committed to working with chosen partners, experts and organisations to enable awareness, educational tools, and support services.

Bounce Forward Healthy Minds

Learning Outcomes



Year 9: Mental Illness Investigated

Lesson 1	Defining mental health • I know where and how to get support both in and beyond school • I can define mental health • I can draw parallels between mental and physical health • I understand that mental health is a spectrum and can illustrate this with examples
Lesson 2	The science of mental illness • I can define mental health and mental illness • I understand that mental health is a spectrum and can illustrate this with examples • I can explain the brain's role in keeping us mentally healthy
Lesson 3	Understanding mental illness • I can define depression and anxiety and outline their prevalence • I can describe the symptoms of depression and anxiety and explain how these might impact on someone's day-to-day life • I can explain the most common treatments for common mental health issues
Lesson 4	Triggers, protective factors & promoting well-being • I can explain a range of protective factors that reduce the risk of developing mental illness • I understand that physical health underlies mental health and can describe small changes to promote wellbeing • I can explain some of the common triggers for mental illness • I can differentiate between facts and myths about mental health and know where to seek further information if I am unsure. • I can describe the 'Five Ways to Wellbeing' and outline simple changes I could try to make to promote my own wellbeing
Lesson 5	Mental illness spotting and supporting • I can model how to have a conversation with a friend about their mental health • 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 • I can recognise the early warning signs of mental illness
Lesson 6	Healthy coping strategies • I understand that everyone must manage difficult situations, thoughts and feelings sometimes • I can describe healthy and unhealthy coping responses • 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 • I can explain a range of simple coping strategies and how these might help someone manage difficult situations, thoughts and feelings. • I know how and where to access further support if I need to

Bounce Forward Healthy Minds Learning Outcomes



Year 9: Mental Illness Investigated continued

Lesson 7	Reducing mental health stigma - I can define stigma and describe the impact it may have on someone with mental illness or emotional wellbeing issues - I can demonstrate some simple steps to overcoming mental health stigma in our school community to enable those who need it to seek support
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Year 9: Resilient Relationship

Lesson 1	Resilient Relationships - 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
Lesson 2	Healthy Boundaries - 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
Lesson 3	Relationship characteristics and parental responsibility - 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 a baby
Lesson 4	Big sticky beliefs and relationships - 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
Lesson 5	Identifying big sticky beliefs - Understand how BSBs work - Learn how to identify BSBs using 'what' questions - Consider the effect that BSBs can have on relationships
Lesson 6	BSBs and human connections - Understand that BSBs can have a significant impact 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

Bounce Forward Healthy Minds Learning Outcomes



Year 9: Resilient Relationship continued

Lesson 7	BSBs and Planning for the Future • 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
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Year 10: Resilient Decisions

Lesson 1	Ambiguity, complexity & independent thought • Identify personal progress during healthy minds lessons • Understand the concept of ambiguity in decision-making • Know how to approach dilemmas and difficult decisions
Lesson 2	Assessing risk & opportunity • How to explain the importance of flexible and accurate thinking for dilemmas • How to identify the risk and opportunity in the decisions • Understand the power of peer influence on the decision-making process
Lesson 3	Assertive communication & decision making • How to explain the importance of flexible and accurate thinking for dilemmas • How to identify the risk and opportunity in the decisions • Understand the power of peer influence on the decision-making process
Lesson 4	Decision making in romantic relationships • Understand what to do when faced with difficult decisions and choices • Be able to explain how to apply resilient thinking skills to decision-making • Reinforce the impact our decisions have

Year 11: Resilient Learners

Lesson 1	Barriers to Success • To apply the skills of resilience to studying and exam experiences • To identify my personal learning experience • Identify and set objectives that improve the learning experience
Lesson 2	Learning Priorities and Strategies • Explore my personal strengths and weaknesses in my approach to learning • Teach my peers about an area I am comfortable with • Learn from my peers about an area that I am less comfortable with
Lesson 3	Learning Mindsets • Explore the beliefs I have about learning • Understand that a growth mindset about learning and intelligence will help me • Identify evidence for a growth mindset about learning

Year 11: Resilient Learners continued

Lesson 4	Dealing with Anxiety • Identify when anxiety is getting in the way of my learning or my ability to do my best in tests and exams • Reinforce my knowledge of the WoBbLe skill • Reinforce my skills for harnessing emotions
Lesson 5	Action Planning • Practise using the skills in the moment • Reflection on my wellbeing, my learning process and how I can be my best • Consider and explore anything I need clarity on

Year 11: Extra Lessons

Emotions, energy and performance • Explore a model used in sports psychology • Understand that our emotions impact our energy and performance • Identify key actions to take control in a way that is helpful
Strengths • Explore and identify personal strengths • Understand that we all have unique talents and strengths • Consider how and when personal strengths are helpful and when they can hinder

