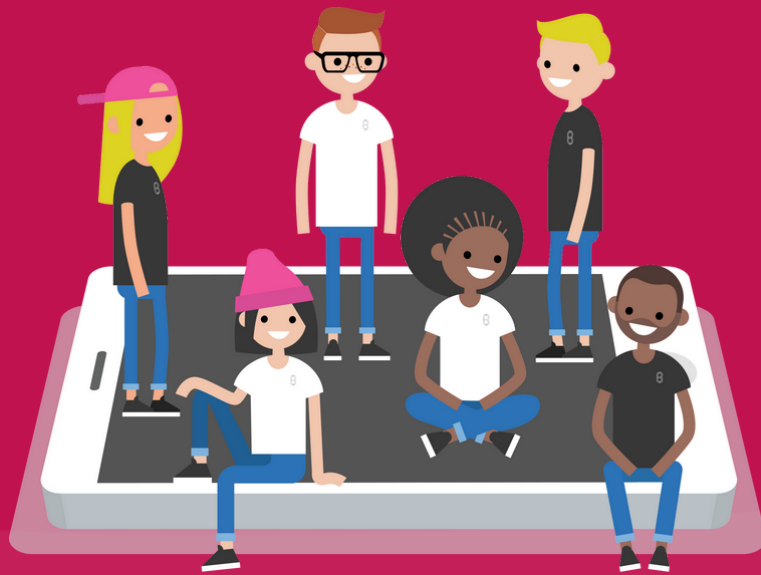


# Bounce Forward Healthy Minds Resilience Skills Student Handbook

Name:

Teacher:





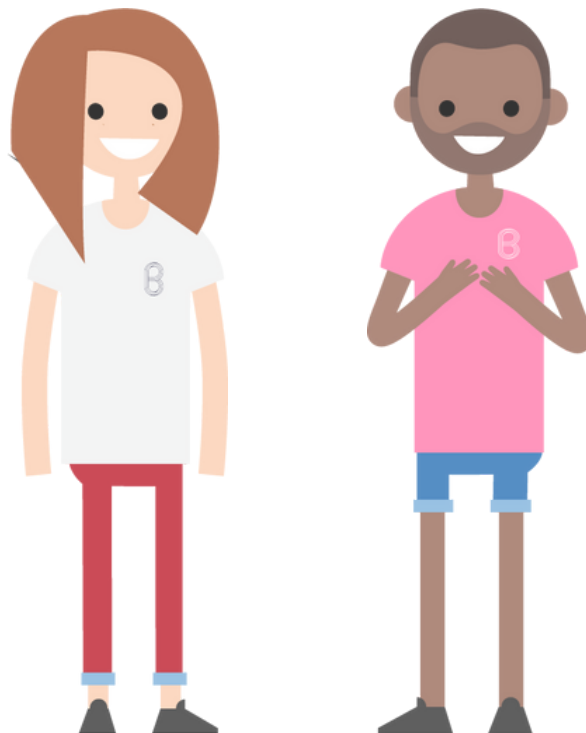
# Lesson 1

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## Resilience & harnessing positive emotions

### Learning outcomes

- 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 1 notes page

# Lesson 1

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## My learning record

- Today I have learnt 

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- In future this might help me to 

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- A question I have is 

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- The part of the lesson I have enjoyed the most 

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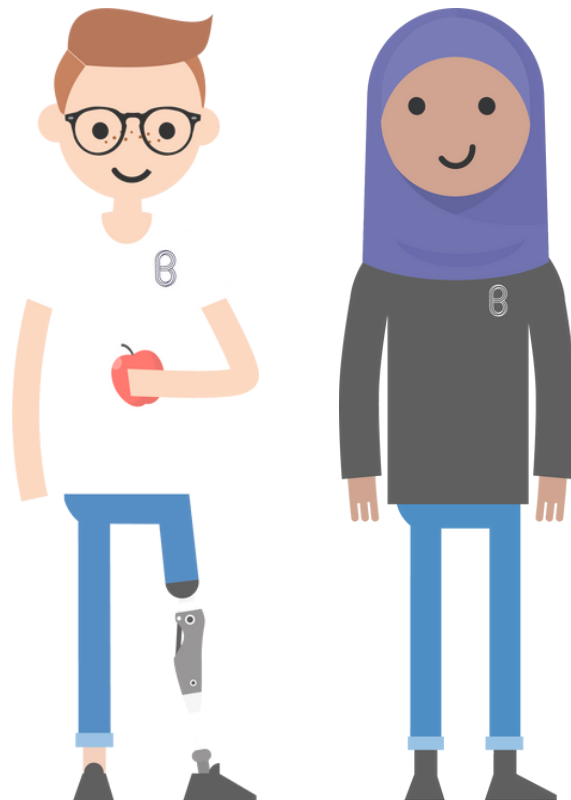
# Lesson 2

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## Connecting the brain, emotions and thoughts

### Learning outcomes

- 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 2 notes page**

# Scenario lesson two

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## 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.

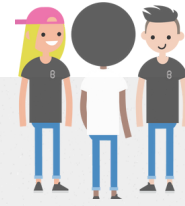




# Activating events worksheet



Arrived at school and forgotten homework



You don't know anyone in your form



You have a big spot on your face



You got your first detention



You stumble on words when reading out in class



Had an argument with friend



You want to do ballet but you can't afford the lessons



You've lost your PE kit

# Activating events worksheet



Your trainers are ruined and its sports day



You have punctured the tyre on your brothers bike



You got 2 out of 15 in your algebra test



You don't like the teacher in your next lesson



You've been invited to a party but your parents won't let you go because there is a family gathering



You stayed up late playing games and now you are really tired at school



Everyone has a mobile phone in your class



Your best friend doesn't pick you for the PE team

# 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 2

---

## My learning record

- Today I have learnt 

---

---

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- In future this might help me to 

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- A question I have is 

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- The part of the lesson I have enjoyed the most 

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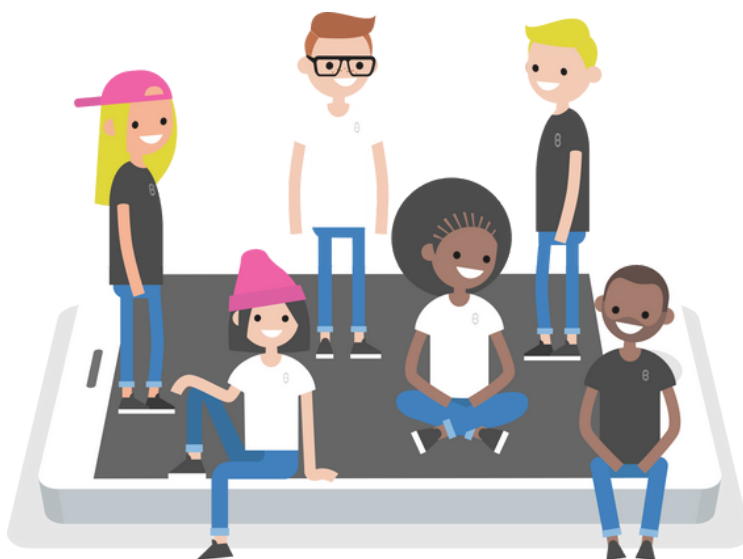
# Lesson 3

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## Introducing gremlin beliefs

### Learning outcomes

- Understand that resilience skills can help us understand why we react the way we do
- Identify common Gremlin Beliefs of resilience
- Recognise that the Gremlin Beliefs are not in control



# Lesson 3 notes page

# Scenario lesson 3

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## Lesson 3

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 (saying 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

---

## 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 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 that 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 worksheet 1

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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. I don't think I'll ever be able to speak in front of people.

---

## Picking teams

**James:** Our team is useless. None of them will take it seriously and we will lose.

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

---

## Party invitation

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

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

---

## Homework

**Saannvi:** I have so much homework to do it's ridiculous. I will never get it done even if I work all night.

**Amelia:** I know, they give us too much

---



# Find the gremlin beliefs worksheet 2

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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.

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

---

## Unfair

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

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

---

## Lost jumper

**Willow:** I can't find my school jumper. Mum is going to be so mad.

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

---

## Home school

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

**Fenny:** It's alright for you. I got so behind and I am never going to catch up now.

---

**Now rewrite one of the scenario's but reverse the Gremlin.**

So for example, make the 'Me' gremlin a 'Not me', or the 'Always' gremlin a 'not always'



# Lesson 3

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## My learning record

- Today I have learnt \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- In future this might help me to \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- A question I have is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- The part of the lesson I have enjoyed the most \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Lesson 4

---

## Optimism & evidence

### Learning outcomes

- 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 4 notes page**

# Scenario lesson 4

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## Lesson 4

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 lets have a look.

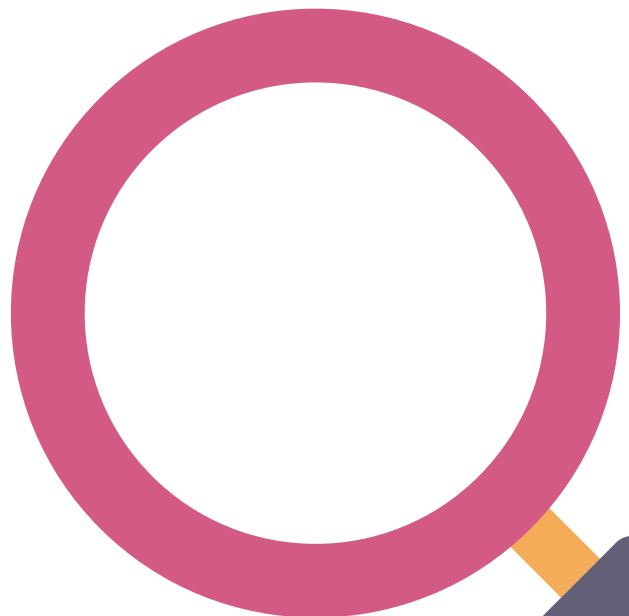
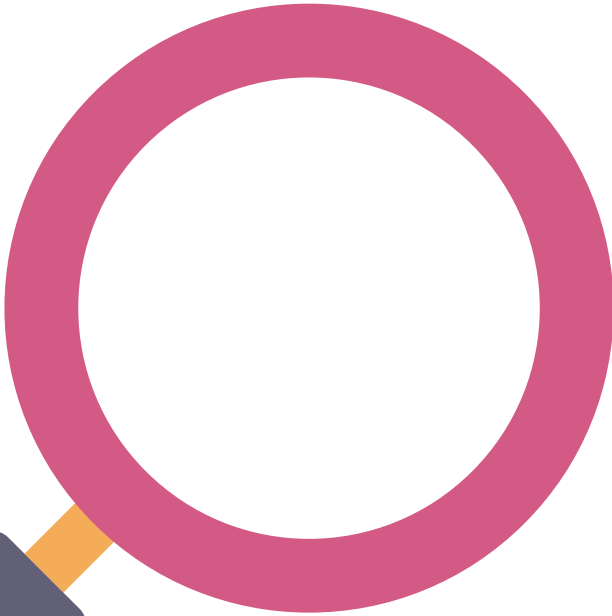
**Mia:** Fine but it will be pointless its gone.

**Stop here for a class discussion**

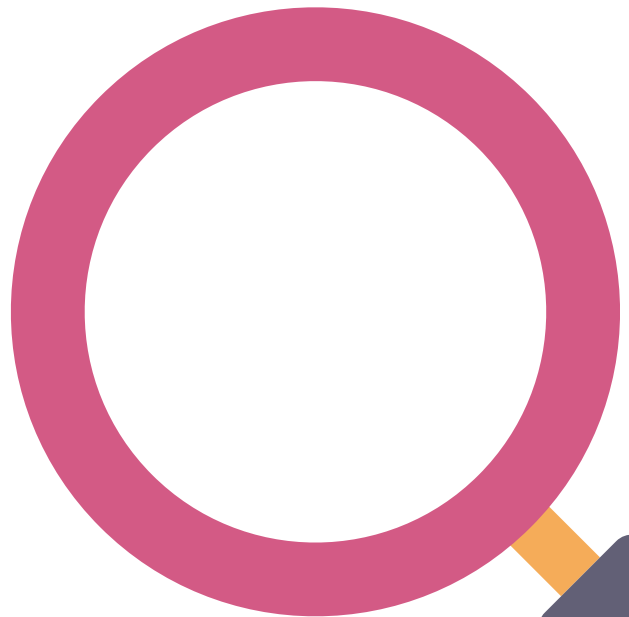
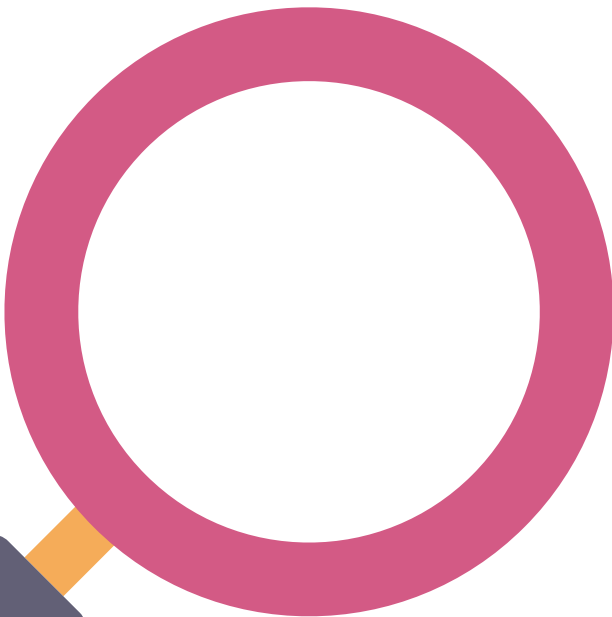


# Magnifying questions worksheet

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Write questions in each magnifying glass



# Lesson 4

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## My learning record

- Today I have learnt \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- In future this might help me to \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- A question I have is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- The part of the lesson I have enjoyed the most \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



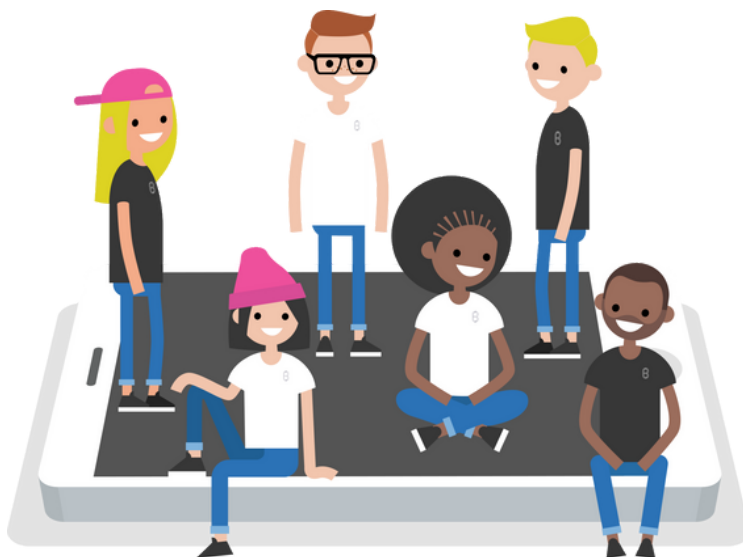
# Lesson 5

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## WoBbLe

### Learning outcomes

- 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 5 notes page

# 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 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 activating events



You have forgotten lock your locker and it has everything in there



You have been asked to be lead in the school play



You have been asked to go to the headteacher's office at break



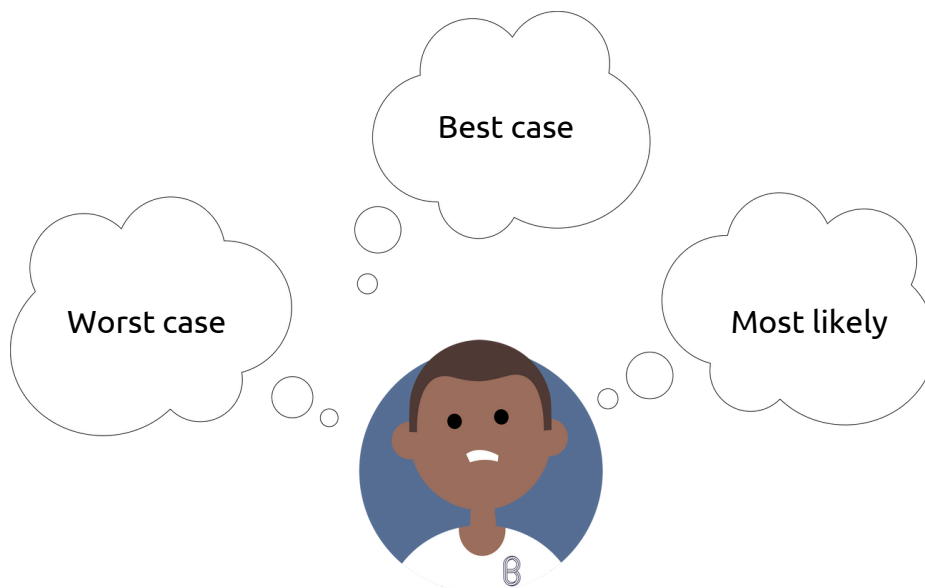
You borrowed your brothers bike and it got a puncture



You are not allowed to stay at a freinds overnight



A news report says it's getting hotter each year due to global warming



# WoBbLe worksheet

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**Activating event**

**1.Worst case**

**2.Best case**

**3.Most likely**

**Plan to help me to deal with the most likely**

# Calm ideas handout



## 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).

# Lesson 5

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## My learning record

- Today I have learnt \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- In future this might help me to \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- A question I have is \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- The part of the lesson I have enjoyed the most \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

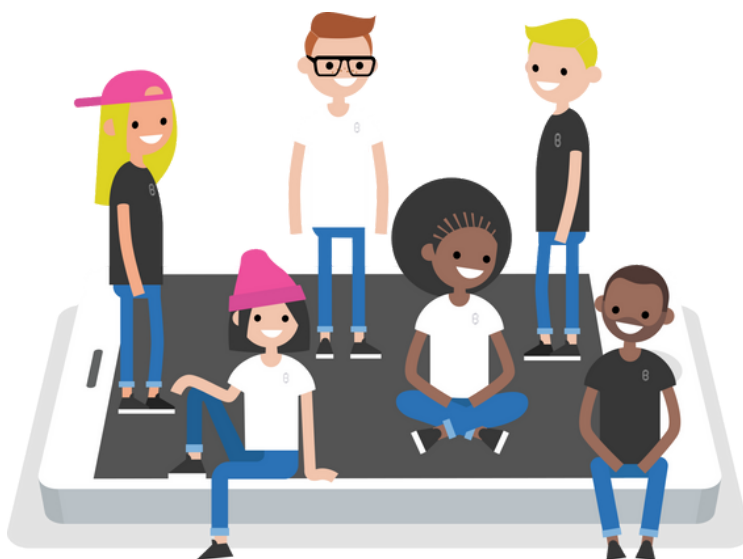
# Lesson 6

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## Resilience planning

### Learning outcomes

- 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





# **Module 6 notes page**

# Resilience review quiz



Name some positive emotions

1. ....
2. ....
3. ....

Name some negative emotions

1. ....
2. ....
3. ....

When can negative emotions be helpful?

.....

When can positive emotions be unhelpful?

.....

Name one way to calm down an unhelpful emotion

.....

Name one way to create positive emotion

.....

# Resilience review quiz



Name the three parts of the brain

1. ....
2. ....
3. ....

What does the A B & C stand for?

- A. ....
- B. ....
- C. ....

Name the gremlins (and can you say what their habit is)

- 
- 
- 
- 

.....

.....

.....

.....



# Resilience review quiz



What did we learn when Mia lost her money?

.....

.....

.....

**How** and **when** can using WoBbLe be helpful?

.....

.....

.....

What is gratitude and why is it important?

.....

.....

.....

.....



# What have I learnt about myself

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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**

# Bounce Forward Resilience Skills

