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## HANDBOOK

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Each Curriculum Unit also has Blackline Masters, interactive tools, games and activities available in the eBook.
About Bounce Back!

Bounce Back! provides practical strategies to improve student wellbeing and help students (and teachers) cope with the complexity of their everyday lives. It teaches them how to ‘bounce back’ when they experience sadness, difficulties, frustrations and challenging times. Bounce Back! is an evidence-informed program built on Positive Psychology, Cognitive Behaviour Therapy and Social and Emotional learning principles.

There are ten Curriculum Units in each level that help students to:

- develop positive and pro-social values, including those related to ethical and intercultural understanding
- develop self-awareness, social awareness and social skills for building positive relationships
- develop self-management strategies for coping and bouncing back
- find courage in everyday life as well as in difficult circumstances
- think optimistically and look on the bright side
- boost positive emotions and manage negative emotions
- develop skills for countering bullying
- use humour as a coping tool
- develop strengths, skills and attitudes for being successful.

The Bounce Back! program:

- is a single but multi-component program that communicates consistent messages to the whole school community, including families
- uses the four SAFE elements of effective programming (sequenced, active, focused, explicit) recommended by the Collaborative for Academic, Social and Emotional Learning (CASEL)
- takes a whole-school approach to build a positive school climate and embed the program into the curriculum and general life of the classroom and school
- is a universal program taught to all children
- is integrated with academic learning to encourage application of skills in context
- is long-term and multi-year to develop deep understanding and application of the concepts and skills
- uses evidence-informed teaching strategies, such as cooperative learning, thinking tools, Circle Time, high quality educational games and peer support
- is designed to be integrated with other curriculum areas, such as English through the use of quality children’s literature and multimodal resources, Health and Physical Education, The Arts and other curriculum areas
- incorporates a range of assessment tools for measuring aspects of wellbeing and resilience.

The program consists of:

- Bounce Back! Years F–2: Handbook and Curriculum Units
- Bounce Back! Years 3–4: Handbook and Curriculum Units
- Bounce Back! Years 5–6: Handbook and Curriculum Units

Bounce Back! is recommended by KidsMatter.

Resources available in the Bounce Back! eBooks include:

- Tools for measuring aspects of wellbeing and resilience
- Elasticity, an extra Science and Maths Curriculum Unit
- Curriculum correlation charts
- Scope and sequence charts
- Suggestions on how to find resources
- Index of resources
- Resources list for each Curriculum Unit
- Blackline Masters (BLMs) for each Curriculum Unit
- Digital teaching tools and interactive games and activities for each Curriculum Unit
- Information for families

The digital resources are identified by the following icons:

- PDF resources
- Interactive resources
How to use Bounce Back!

Each level in *Bounce Back!* consists of a **Handbook** and **Curriculum Units** plus digital resources.

**Handbook**

Six chapters explore the most recent evidence-based research supporting *Bounce Back!* including linkages to CASEL (Collaborative for Academic, Social, and Emotional Learning) and the Australian Curriculum, as well as suggestions for differentiation and program implementation.

**Curriculum Units**

Each level begins with an introductory unit containing:
- evidence-informed teaching strategies, such as Circle Time
- literature and key message prompts
- classroom resources.

**Teaching strategies and resources**

**Circle Time**

**What is Circle Time?**

Circle Time is a planned and structured framework for whole-class discussion. The class sits in a circle so students can see and hear each other, and everyone is included in the Circle Time activities and discussion. Being in a circle means the group is more engaged and distractions are less likely. Everyone has the opportunity to speak and be listened to. Circle Time works best on chairs, although some teachers have younger students sitting on the floor. Circle Time is used in every *Bounce Back!* Curriculum Unit. It builds classroom community, positive relationships and teaches Social and Emotional Learning (SEL) skills.

**What happens in Circle Time?**

A typical Circle Time discussion in *Bounce Back!* follows this format:
- a reminder of the Circle Time rules (see section below)
- an introductory game (optional), energiser or simulation
- an activity that introduces the topic for Circle Time (often reading a relevant book)
- a whole-class discussion, with students participating in a variety of ways, for example:
  - every student may be invited to speak
  - selected students may be invited to speak
  - students may be asked to volunteer to make a comment or answer a question
  - students may be asked to discuss in pairs or threes and then one person in each pair is invited to explain what they agreed on
- a follow-up group or individual activity after Circle Time (usually).

**The Circle Time rules**

When everyone is sitting in the circle, begin the session by stating the rules.

1. Everyone has a turn, and when one person is talking (i.e. the person who has the talking prompt), everyone else listens.
2. You may pass if you do not have anything to say (but the teacher may come back and ask you again when you have had a bit more time to think about what you want to say).
3. No put-downs are allowed during Circle Time.
Curriculum Units

There are 10 Curriculum Units in each level. These are written for the teacher in student-directed language to outline the main points of the unit. They can be photocopied or displayed.

Key messages introduce the key vocabulary of the unit. The expected learning objectives are stated.

The eBook includes a reference list of all the core resources (books, films, video clips, poems, songs, websites) referred to in the unit, as well as additional suggestions.

Each unit is structured according to topics, which can be one or more lessons. Some units also have subtopics.

These prompt teachers to reflect on the relevance of the key messages to their own wellbeing or their teaching practices in enhancing their students’ wellbeing.

Each topic begins with suggested resources to start exploring the ideas that will be taught.

Each topic has Circle Time discussions using the resources or activities as a starting point to engage with important life issues in a safe and comfortable way.

How to use Bounce Back!

Success (STAR)
Curriculum Units

Each topic has a range of cross-curricular activities using evidence-informed teaching strategies. The activities incorporate thinking tools and cooperative learning, and there are many opportunities for peer support.

How to use Bounce Back!

Activities

- Make one copy of BLM Animal Pictures for each student. They colour and cut out each of the ten images, which feature different emotions. Use the pictures to make a class mural. Students could work in groups to choose the habitat of the chosen animal on the mural.
- In pairs, students make a class picture dictionary of feelings. Draw images alongside from magazine pictures. Give each pair several different letters to cut out. Alternatively, students cut out pictures of people from magazines and newspapers. They build up one of their pictures for the class to see and say what they think that person is feeling and why. The rest of the class shares their ideas. Then the images are labelled and displayed or used as a stimulus for writing imaginative text.
- Play a selection of music and ask about each piece: ‘How does the music make you feel?’ ‘Move your body to show that feeling.’ Alternatively, they could cut them all out and place the appropriate one on their table.
- Students hand draw or use digital software to construct faces showing different emotions. ‘Then you print them and make a collage of the different images.’
- Use the feeling words in BLM Feelings Look On Our Faces. Each day, ask students to choose how they are feeling at that moment and to copy the face from the BLM that shows that feeling. Alternatively, they could cut them all out and place the appropriate one on their table.
- Students hand draw or use digital software to construct faces showing different emotions.‘Then you print them and make a collage of the different images.’

Games

- Fish the feeling out
  - Make an eight-paper fish, write a feeling word on them, then stick a paperclip to each one. Make a fishing rod with a magnet attached to a piece of string. Place all the fish into an empty container. Students take turns to fish using the magnet, and naming the expression that goes with the feeling or tell the class about a time when they have felt like that.
-鱼的感覺拼圖
  - 用紙摺成八個魚，寫上一個感覺字眼，並用迴紋針固定魚尾。用磁鐵折成魚桿，將魚放入一個紙盒之內。學生們輪流用魚柵捉魚，並指著魚身上所寫的感覺字眼告訴大家一個他們曾經有過的時刻。
- Fishing for feelings
  - Make six to eight paper fish, write a feeling word on them, then attach a paperclip to each one. Make a fishing rod with a magnet attached to a piece of string. Place all the fish into an empty container. Students take turns to fish using the magnet, and naming the expression that goes with the feeling or tell the class about a time when they have felt like that.

Drama

- Mining emoticons
  - Students draw a feeling and write a sentence and then mime something that might make them have that feeling. They can use their whole body or part of their face expression and hands. After their turn, all the class shares what they saw. For example: ‘I’m frightened — it’s dark and I’m alone in the dark.’
- Collage a range of hats (from a party, discount or second-hand shop, or the supermarket) or students can bring a hat from home or make them. A headband with a label works well too. Place a clearly visible ‘feeling label’ on the hat (happy, sad, worried, excited, etc.) on each. Pass students put on hats and then act out those feelings.

Drama

- Mining emoticons
  - Students draw a feeling and write a sentence and then mime something that might make them have that feeling. They can use their whole body or part of their face expression and hands. After their turn, all the class shares what they saw. For example: ‘I’m frightened — it’s dark and I’m alone in the dark.’

Embed it

The ‘BOUNCE BACK!’ acronym can become the language of resilience across the school. Students on yard duty could take a BOUNCE or BOUNCE BACK card containing the acronym as a focus for discussing playground issues that arise. Use the ‘BOUNCE BACK!’ statements when students experience setbacks to help them cope. Use the Bounce Back! literature prompts on page 87 to discuss classroom situations, books, videos, current events, etc.

Take-home task

Give students the BOUNCE statements to take home. Encourage them to talk to their families about what the statements mean and how they can help everyone to bounce back when they make a mistake or feel unhappy.

Consolidation

Activity

Cut-up sentences

Cut these sentences into individual words and place each cut-up sentence into an envelope. Make enough sets for each pair of students to have one set of six sentences. Each pair reconstructs the six sentences.
- I can be the boss of my feelings.
- I can change a bad mood into a good mood.
- Everyone has good and bad feelings.
- Slow breathing helps us when we are angry.
- Hands are not for hitting.
- Empathy helps us to make and keep friends.

The Cut-up sentences activity can also be used with these sentences:

Reflections

Use the handy half method (see page 59), Reflections e-tool (see page 92) or the Animal tale e-tool (see page 98) with statements such as the following:
- Tell us about one time you were the boss of your angry feelings.
- What is one good way to be the boss of your angry feelings?
- What is one way you can change a bad mood into a good mood?
- What do we do that helps us bounce back?
- Did he bounce back?
- What happened (e.g. when Banjo got injured)? Did he bounce back?

Hands are not for hitting.
Slow breathing helps us when we are angry.
Everyone has good and bad feelings.
I can change a bad mood into a good mood.

Each unit has high quality educational games for cooperative learning.

Many units feature role-play and drama opportunities.

Each unit includes ideas for successful implementation and sustainability of Bounce Back! across the whole school.

Each unit contains activities to create linkages between school and home.

Each unit concludes by consolidating concepts, skills and key vocabulary.
Digital resources

Digital resources include tools for measuring resilience and wellbeing, Curriculum correlation and Scope and sequence charts to assist with planning, an extra Science/Maths Curriculum Unit, tips on finding resources, an index of resources, resource lists for each unit, BLMs, teaching tools, interactive games and activities, and information on *Bounce Back!* for families.

---

**Elasticity**

Energy is the ability of things to do work. A force is a push or a pull of some kind. When something is made of elastic material, it is 'resilient' or 'flexible'. When something is pulled or pushed, it stretches the elastic material in our clothing. When a ball is thrown, a spring is pressed down (e.g. in a jack or jill-in-the-box), or a rubber band is stretched, it has stored energy. This energy is called 'stored energy'.

Materials and things that are elastic include rubber (as used to make tires or the inside of a ball), rubber bands, gum and many other objects.

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**How to use Bounce Back!**

**BOUNCE! Bookmarks**

1. Do your best to make one of the BOUNCE statements.
2. Cut out and paste these drawings on your bookmark or make your own drawings.

---

**Measuring aspects of wellbeing and resilience**

The Teacher Assessment of Resilience Factors In their Classrooms (TARFIC) is a tool that measures aspects of wellbeing and resilience in the classroom. Specifically, it measures the degree to which a teacher's current classroom practices foster student resilience.

The TARFIC is a tool that measures aspects of wellbeing and resilience in the classroom. Specifically, it measures the degree to which a teacher's current classroom practices foster student resilience.

- **Measures the degree to which a teacher's current classroom practices foster student resilience.**
- **Includes nine categories: social and emotional learning, classroom organisation, classroom management, learning environment, student engagement, teacher support, student support, classroom rules, and classroom climate.**
- **Scores can be calculated for each section as well as for the overall checklist.**

**Scale of Resilience**

- **Satisfied** (3 points)
- **Okay** (2 points)
- **More work needed** (1 point)

---

**Australian Curriculum: Years F–2 • Measuring aspects of wellbeing and resilience**

<table>
<thead>
<tr>
<th>Key Message</th>
<th>Yes</th>
<th>No</th>
<th>More work needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Engage students in meaningful learning experiences</td>
<td>✔️</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>2. Foster a safe and inclusive learning environment</td>
<td>✔️</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>3. Provide opportunities for students to develop social skills</td>
<td>✔️</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>4. Encourage students to participate in decision-making processes</td>
<td>✔️</td>
<td>✗</td>
<td>✗</td>
</tr>
<tr>
<td>5. Support students in overcoming academic challenges</td>
<td>✔️</td>
<td>✗</td>
<td>✗</td>
</tr>
</tbody>
</table>

---

**Scoring the TARFIC**

A score can be calculated for each section as well as for the overall checklist.

If teachers collate and submit their results (even anonymously), the whole-school findings can be used to identify areas where the whole school staff is doing well and areas where practices can be developed.

- **Teachers can use the TARFIC to:**
  - Remind themselves of the classroom protective factors that contribute to student resilience.
  - Assess the level of changes they have made in their class by completing it again at a later stage.
  - Reflect on their classroom practices, organisation and management to identify areas that need improvement.
  - Identify areas where the whole school staff is doing well and areas where practices can be developed.

---

**Key Messages**

- **Elasticity**
  - Materials and things that are elastic include rubber (as used to make tires or the inside of a ball), rubber bands, gum and many other objects.
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**Our Classroom Is a ‘Lift-up’ Zone**

When bad things happen to you, what can you do to feel better? If your friends are sad, there are things you can do to help them feel better.

1. If a classroom was feeling unhappy, I could support them by:
   - Helping them find something they enjoy.
   - Listening to their problems.
   - Giving them a hug.

2. Then draw some other pictures like this.

---

**How you feel.**

I understand...

Terrific!

Great job!

You really tried hard!

You're getting better at it.

You've said them.

If a classmate was feeling unhappy, I could support them by...