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Bounce Back!

YEARS 3–4

3RD EDITION

Contents

CURRICULUM UNITS

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

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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
- Suggesions 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 whole class sits in a circle so they 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 in a circle. 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 below)
- a reminder about the talking prompt that you are using (see page 82) – only the student who has the prompt can speak
- 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 around the circle
  - 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 final activity that closes the circle, e.g. summarising the key messages from the class discussion or a sentence completion (e.g. One thing I learnt is … One thing that surprised me was … One thing that was new … I feel …)
- 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 ten **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.

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.

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.

UNIT 10

Success (CHAMP)

KEY MESSAGES

Think like a CHAMP.
You can train yourself for success by using the CHAMP acronym.

Challenge yourself, set a goal and make a plan.
A challenge is something that is new or hard to do. You have to work hard when faced with a challenge. To achieve a goal, start by making a plan about how you will do it. When you do achieve a goal, you will feel happy with what you have done. However, nobody achieves all of their goals.

Have a go! Take a risk! Believe in yourself.
Challenging yourself means pushing yourself to do something that you are unsure you can do. You may need to risk making a mistake or not being able to do it to begin with. Having a go shows that you believe in yourself.

Always look for and use your strengths.
The things you are best at are called your 'strengths'. Everyone has different strengths and no-one is good at everything. Usually you really like doing the things you are best at. However, you can still improve in things that are not your strengths through hard work.

There are two kinds of strengths.
We all have two kinds of strengths:
● **Character strengths** are the ways in which you behave, such as being kind.
● **Ability strengths** are things you are good at, such as reading, maths, art or sport.

Use your strengths to help others.
When you use your ability and character strengths to help others, then you are helping to make both yourself and other people happy.

Mistakes help you to learn. Don't be afraid to make them.
Everybody makes mistakes when we try to do something that is new or challenging. Making a mistake or failing is useful because you can learn from them. Try to learn from your mistakes as well as your successes.

Persist, work hard and use willpower.
Keep on trying. There will be some things you can't do YET. But you will mostly be able to do them if you persist. 'Grit' is a word we use for trying and not giving up. Using willpower is also part of grit. This means doing what you have to do or what is most important rather than just what you feel like doing.

The harder you work, the smarter you get.
Every time someone uses their brain to work hard (e.g. by thinking of new ideas, solving problems, practising new skills, creating new things), their brain gets 'smarter'.

Don't give up when you face a challenge, problem or obstacle.
Everyone faces some obstacles when they challenge themselves and try to achieve their goals. That's normal. Be clever or resourceful to solve problems – use other people or information to help you.

Manage your time and be organised.
If you want to succeed at something, then you need to manage your time and be organised, e.g. by making a plan with a timetable.

Think about yourself and your behaviour.
Thinking like a CHAMP means you learn to think about:
● what you are good at (your strengths)
● what you are not good at (your limitations)
● what you have learnt
● what was easy for you to do
● what was challenging and needed lots of hard work
● what you still need to learn
● how your mistakes helped you to learn. It helps to get feedback from others.

? Learning objectives
In this unit, students will further develop their understanding of how to:
● use their strengths
● develop grit and use a growth mindset.

Resources list

A complete list of resources including references for core and additional books, films, video clips, poems, songs and websites is available.

Getting along well with others

Resources

+ Books

Look What I've Got
This is a modern morality tale. Jeremy has everything – a new bicycle, a pirate outfit and an enormous bag of lollipops. But he won't share anything with Sam and boasts about what he has. Jeremy's selfishness and unkindness have negative outcomes for getting along well with others.

One of Us
Roberta is starting at a new school and hopes to find some new friends. She investigates various groups but realises that she is different in some way to all of them. She begins to worry she might not fit in anywhere, but then finds a group who is happy to be all different.

❄ Circle Time or classroom discussion

Prior to this topic, give each student a list of the names of all the students in the class. Then ask them to place a tick against the names of the people they know very well, a dot against the names of the people they know reasonably well, and a question mark against the names of those people they don't know well.

Begin the circle with a name game, for example, where students introduce themselves and then the person on their right and left. Then read one of the books and discuss the ways in which the character tried to get along with others. Use the **What Works and What Doesn't? e-activity** to introduce the skills of getting along with others.

Then ask the students to imagine they are meeting someone for the first time. Write down:
● three things you could tell them about yourself
● three things you could ask this person to find out more about them.

Write some of the ideas on the board.

Then organise students in pairs, based on the 'Classmates I don't know well' data above so that they are carrying out a Partner Retell interview (see page 95) with someone they don't know well.

Steps:
1 One person interviews their partner and asks them three things to find out more about them.
2 The pairs reverse roles and the second person does the interview.
3 Each student in the circle shares one new thing to the whole class they learnt about their partner.

? Teacher reflection
What importance does your school executive place on collegial relationships at your school? Are there any structures or processes that are designed to enhance these relationships? Are they effective? What approach to enhancing staff relationships have you seen or heard about being used in other schools?

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.

Many units feature role-play and drama opportunities.

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

Each unit has high quality educational games for cooperative learning.

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

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

Discussion questions
- How did Meg's jar of happiness help others and herself to feel happy?
- What is one thing that helps you to feel happy?

After the circle discussion, summarise the types of situations that make students feel happy, stressing that if we can understand what makes us feel happy in different ways then we can help ourselves to experience more positive emotions.

- What kinds of situations make most people feel happy?
- Are we more likely to feel happy when we are doing something active (e.g. going for a walk) or when we are doing something quietly (e.g. reading)?
- Are we more likely to feel happy when we are with other people or by ourselves?

Activities
- Students write an imaginative text that includes three or four of the positive emotions.
- Each student makes their own jar of happiness or they can contribute two ideas to a class jar of happiness.
- Follow up the Take-home task below with everyone reporting on their Positive emotions challenge after one week. Look for ways to collect class data on the types of activities that boost each of the six positive emotions in **BLM Boosting Positive Emotions Challenge**.

Drama
- Make a copy of the **BLM Boosting Positive Emotions Challenge** (see above). Write the seven positive emotions on individual cards. Randomly distribute the cards so each group of students gets one card. The group then acts out a situation that would help them feel that positive emotion.

Take-home task
Positive emotions challenge
Each student takes home the **BLM Boosting Positive Emotions Challenge** and looks for ways to feel each of the six emotions over the following week.

You can change a bad mood into a good mood

Resources

✦ Books
Wanda-Linda Goes Berserk
In this humorous Australian story, Wanda-Linda wakes up in a bad mood and then proceeds to terrorise her parents and the entire neighbourhood. Her biggest tantrum involves the Fire Brigade, as thousands of people watch.

The Grouchies
A story told in rhyme of a boy who learns how to change his grumpy mood into a good mood and get along better with his family and friends.

206 *Bounce Back!* Years 3–4 Curriculum Units

Games
Cooperative games round robin
Students practise being good winners and good losers while playing a reasonably quick game in pairs against another pair. Each pair plays the same game (e.g. Hangman) against three other pairs, not necessarily on the same day. Before each round robin, ensure that students know how to play the selected game and are familiar with the content in the game. It can be helpful to first play the game as a whole class and remind them of the strategies that are most effective in playing well. Give each pair **BLM Pair 'Good Playing' Rubric** and discuss it with the class.

After the four-game round robin, each pair fills out the BLM, giving themselves feedback on how well they got along and how well they respected the three other pairs they played against. The rubric also asks each student in the pair to choose one skill to try and get better at. See pages 98–100 for ideas on further suitable games to practise and review the skills.

Take-home task
Ask parents to play age-appropriate card games and board games with their children and to give their children positive feedback when they play fairly and are good winners and good losers. Stress that they shouldn't let their child win just to make them feel good.

Embed it
Relationship committees
Organise students to work on a committee for at least one term that:
- liaises with the teacher to organise the Cooperative games round robin (see above)
- organises and oversees lunchtime clubs that are available once a week or once a fortnight (the term one committee will need to plan the clubs based on students' interests, e.g. board games, conversation, dinosaurs, guinea pigs, swap-a-book, science)

Consolidation

Activities
- Ask students to write the ten coping statements in their own words and using their own design.
- Students make a door hanger for their bedroom door or a poster with the BOUNCE BACK! acronym. This could be a good ICT activity.
- Use the TEAM coaching strategy (see page 97) to help students to learn the BOUNCE BACK! statements to mastery level so they recall each statement correctly.

What do we think NOW?
Revisit **BLM People Bouncing Back: What Do You Think?** (pasted in their journals or collected) and ask students to complete the second column. As a follow-up, students write a summary of what 'Bouncing back' thinking has stayed the same and what 'Bouncing back' thinking has changed.

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.