

Bounce Forward



Teacher Pack

2019



NATIONAL
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What is Bounce Forward?

Bounce Forward is a universal resilience programme, which has shown to increase wellbeing and resilience in children across Blackpool. Bounce Forward is a 10-week programme that has been delivered to Year 5 Pupils in Blackpool since 2017.

This asset-based programme gives children the very best opportunity to improve and build up their resilience strategies and skills, in a practical and fun way. Bounce Forward has been designed by Lancashire Mind in collaboration with HeadStart Blackpool and Boingboing. Find out more below:

Headstart Blackpool is a lottery funded programme led by Blackpool Council to help build resilience in young people aged 10-16. Headstart Blackpool works in schools, family homes, in the wider community and online to build a resilience revolution that will help the whole town cope better when times get tough.

Boingboing used the most up-to-date research into resilience to create the Resilience Framework that you will become very familiar with. The framework will help to learn all about Resilient Moves and the Potions. They also designed resilience workshops for parents and carers that are available free across Blackpool. Boingboing have shown that by increasing children's resilience, it will improve their lives and academic achievement; they can overcome difficulties that might otherwise cause issues for them in the future.

Lancashire Mind are an independent mental health charity who believe that everyone can achieve mental wellbeing and resilience is the key to support this, especially from a young age. Lancashire Mind work together with HeadStart to deliver Bounce Forward. Over the course of this programme you will have a chance to explore resilience and what it means for you and your class. Bounce Forward believe that...

Resilience is the ability to Bounce Forward from tough times.

Ordinary Magic

We also like to call resilience Ordinary Magic; we call it this because everyone has the ability to be resilient. It is sometimes the things that we consider to be ordinary, like having a great relationship with a teacher, or having a hobby or talent, that can have the most magical outcomes for students.



The Resilience Framework

The Resilience Framework is based on research aimed at promoting resilience and has been developed by Boingboing in collaboration with HeadStart Blackpool and local schools. A primary school version has been created co-produced by Blackpool HeadStart and Marton Primary Academy, which enables the framework to be accessed by younger children.

The framework is split into five sections, which we like to call the Potions, they are: **Basics, Belonging, Learning, Coping and Core Self**. Each potion is made up of ingredients that will help to develop the children's resilience and are simple, everyday actions that anyone can do to be resilient. We also call all the ingredients together Resilient Moves. The sessions work through all the different potions that will help to increase their resilience.

All Bounce Forward sessions are linked to the Resilience Framework. The children get used to using it when they are discussing resilient moves they have made. It then can be linked to the Resilience Record, which is introduced into the first session. In the Resilient Record, the children can record their resilient moves and they are built up over the weeks. We encourage teachers to share their own resilient moves with the children and maybe even fill in a record!

The Potions

Basics

The Basics are the stepping stones to being resilient and we introduce this potion first. You will see they are the basic elements to a safe and healthy lifestyle.

Belonging

Having a sense of Belonging is essential to our feeling of connection and where we fit into the world. It links to our healthy relationships and who we have in our lives that can help us to be resilient.

Learning

This potion helps to us to think about the future and how we can focus on what we need to do to achieve goals. There are ingredients on there such as: making school work as good as possible, highlighting achievements (certificates, tests, behaviour etc.)

Coping










The Coping Potion helps us deal with the tough situations that we all face throughout life. It gives us feel-good strategies to help ourselves and others feel better.

Core Self

This potion helps us to get to understand ourselves and others better. We also use it to help develop ourselves to our maximum potential.

RESILIENCE FRAMEWORK

Basics

-  Good Housing
-  Money to live
-  Being safe
-  Transport and getting to places
-  Healthy diet
-  Exercise and fresh air
-  Enough sleep
-  Play and hobbies
-  Not being judged

Belonging

-  Find somewhere you feel like you belong
-  Find your place in the world
-  Spend time with good people and in good places
-  Keep relationships going
-  More healthy relationships the better
-  Take what you can from relationships where there is some hope
-  Get together with people you can rely on
-  Responsibilities & obligations. For example: looking after your brother/sister or going to school
-  Focus on good times and places
-  Understand what has happened in your life
-  Predict a good experience of someone or something new
-  Make friends and mix with other people





Learning

-  Make school or college work as well as possible
-  Engage mentors
-  Plan out your future
-  Organise yourself
-  Highlight achievements
-  Develop life skills

Coping

-  Understand right from wrong
-  Be brave
-  Solving problems
-  Focus on the good things in life. Put on your Positivity Glasses!
-  Find time for your interests
-  Calming down and making yourself feel better
-  Remember tomorrow is another day
-  Lean on others when necessary
-  LOL Have a laugh

Core self

-  Instil a sense of hope
-  Understand other people's feelings
-  Know and understand yourself
-  Take responsibility for yourself
-  Find time for your talents
-  There is existing help and solutions for problems, use them

Noble truths



Accepting



Conserving



Commitment



Enlisting



being being
resilience research and practice



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Links to the National Curriculum and Ofsted Requirements

ENGLISH

Spoken Language strand taken from National Curriculum 2014

Acquire a wide vocab (spoken).	E1
Use discussion in order to learn	E2
Making formal presentations, demonstrating to others and participating in debates	E3
Listen and respond appropriately to adults/peers.	E4
Ask relevant questions.	E5
Articulate/justify answers, arguments and opinions.	E6
Expressing feelings.	E7
Maintaining attention, participate actively in collaborative conversations, staying on task and responding to comments.	E8
Participate in discussions/ presentations/ debates Consider and evaluate different viewpoints.	E9

MATHS

Solve problems involving converting between units of time.	M1
Solve problems in contexts, deciding which methods to use and why.	M2

British Values

Democracy Everyone is treated equally and has equal rights.	BV1
Mutual Respect and Tolerance of those with different faiths or beliefs Where we learn to treat others as we want to be treated. How to be part of a community, manage our feelings and behaviours; and form relationships with others.	BV2
Individual Liberty For individual liberty, we focus on children's self-confidence and self-awareness and people and communities. We help children to develop a positive sense of themselves. Reflect on their differences and understand that we are all free to have different opinions.	BV3
Rule of Law This is about learning to manage our own feelings and behaviours: about learning right from wrong: about behaving within agreed and clearly defined boundaries: about dealing with the consequences. This is about understanding that rules matter.	BV4

SMSC (Spiritual, moral, social and cultural)

Ofsted Criteria

Spiritual Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. A sense of enjoyment and fascination in learning about themselves, others and the world around them. Use of imagination and creativity in their learning. Willingness to reflect on their experiences.	SMS C1
Moral Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England. Understanding of the consequences of their behaviours and actions. Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues	SMS C2

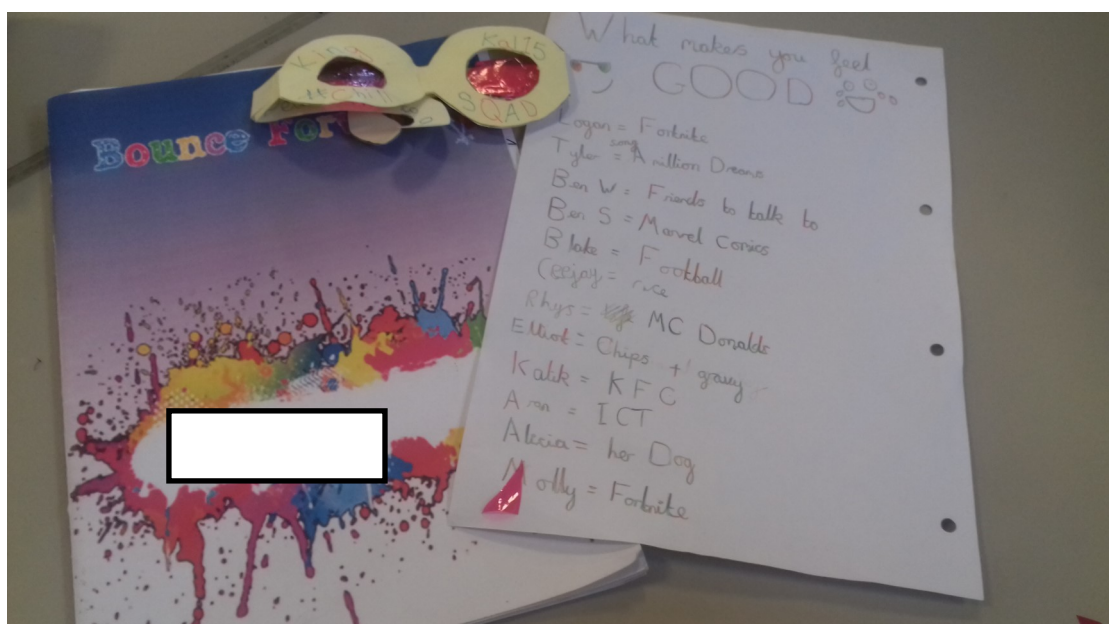
Links to the National Curriculum and Ofsted Requirements

Social use of a range of social skills in different contexts, for example working and socializing with other pupils, including those from different religious, ethnic and socio-economic backgrounds o willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively o acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They need to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	SMS C3
Cultural understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others. Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain. Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain. Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.	SMS C4
SEAL/PSHE Links National Strategy 1999 taken from KS2 objectives	
To talk and write about their opinions, and explain their views, on issues that affect themselves and society.	SL1
To recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.	SL2
To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.	SL3
Why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules.	SL4
That there are different kinds of responsibilities, rights and duties at home, school and in the community, and that these can sometimes conflict with each other.	SL5
To resolve differences by looking at alternatives, making decisions and explaining choices.	SL6
Research, discuss and debate topical issues, problems and events.	SL7
Realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities.	SL8
Reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences.	SL9
Resolve differences by looking at alternatives, making decisions and explaining choices.	SL10
That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view.	SL11
Be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships.	SL12
Realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them and ask for help.	SL13
Recognise and challenge stereotypes.	SL14
That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.	SL15
Recognise the different risks in different situations and then decide how to behave responsibly.	SL16
That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong.	SL17
Where individuals, families and groups can get help and support.	SL18
To recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.	SL19

Monitoring and Evaluating the Programme

Tracking the children:

If you would like to track the children beside the aims/objectives of the session, we have created a tracking sheet on the next page. You could note down whether they have achieved the aims or if they working towards the aims or even just attendance. This may a decision you need to make as a school as you may already have a tracking system for assessment.



Tracking Sheet

[illegible]

How to...

Deliver sessions

Bounce Forward is originally delivered in one hour slots. Teachers requested we split them into 30 minute slots. Session 1 is split into three parts (a, b, c). The rest of the sessions are in pairs and are required to be delivered one after another, throughout the same week. Although the programme requires session 1 to be done at the beginning and session 10 to be done at the end, the rest of the sessions can be done in any order according to the need of the class.

Use curriculum links

Each separate plan will have the key to all the curriculum links which are in the session. You can see how the plans link to different parts of the National Curriculum and the Ofsted Requirements.

HeadStart Blackpool have appointed a PSHE Support Officer who will work closely with schools around the introduction of statutory Relationships Education from September 2020.

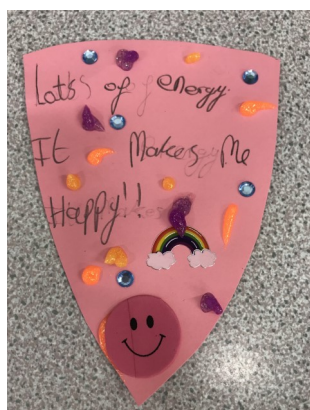
Use the feedback section

At the end of each session there is a feedback section to capture the children's learning. There are three parts to this, 'What have you learnt', 'Resilient Move' and 'Tweet of the session'. The first part should be something that they have learnt in the session which has made them more resilient. Their resilient move can either be something off the framework or something relating to the session. Their tweet of the session is a hashtag (#) and this should be something relating to the session and is something which has stood out for them or a theme.

Use the extra activities

Attached to each session plan there is a section which contain extra activities. These can be done throughout the week to embed the theme of the session and the children's learning. Or you may just pick some of them up during the term you are delivering Bounce Forward in.

These activities can be given to the whole class, in small groups or even in 1:1. It all depends on what the needs of the children are within the class and timetable constraints you may have.



Background for Session 1: Ordinary Magic

Session 1a: Introduction to Bounce Forward

Page 12

The aim of this session is an introduction. You will not need to discuss the Resilience Framework or the Potions. Along with this teacher pack, a digital copy of the pupil booklet will be sent and you can print those off if you wish to use the booklets with self-delivery. An alternative is you set up folders and photocopy worksheets from the teacher pack or you may even have a PSHE exercise book you wish to complete the work in. This could then be used as evidence/assessment of PSHE and would be evidence for Ofsted requirements.

The Resilience Revolution is a part of the HeadStart project run across Blackpool. It is a chance for the children to feel like they are part of a bigger plan to make Blackpool a more resilient town to live and grow up in. You may have to explain what a revolution is to the children.

The 'About Me' activity is a good start to the programme and allows the children to understand themselves and others – it is all asset based. Your class of children may already know you quite well, but still make sure you model this by talking about yourself.

1b: What is Resilience?

Page 17

This session carries on from Lesson 1a and links from Core Self in the Resilience Framework. In this session, the children recap on previous learning and begin to explore what resilience is. There is lots of content and new terminology to learn in this session. It might have to be embedded through the week to see if they can remember the terms.

1c: Tough Times and Resilience

Page 19

In this session, the children recap on previous learning. Hope is a character we use in our programme that we hope some children will identify with. She has her own story and she has some tough times of her own. If the children feel uncomfortable talking about themselves, they can use Hope. Some children will be uncomfortable at first, but you will find that most children will want to talk about their own life and use their own experiences.

No tough time that the children share is a 'silly' one. Be careful not to dismiss a child's tough time, even if it seems trivial. In contrast, there might be children who will have experienced traumatic events and distress. Acknowledge the child for sharing their experience if they want to and ask them what they did to be resilient, as sharing their experience might help another child in class.

Read the How to page to see how to explain the Resilience Framework, the potions and the feedback part of the lesson. Ordinary Magic is also introduced in this session, which is explained at the end of Page 3. These are all important elements to the sessions and feature every week.

Lesson 1a: Introduction to Bounce Forward

Time: 30 mins

Materials: Booklets, Resilience Revolution video and surveys

Links to Curriculum: E1, E2, E4, E7, E8, E9, BV3, SMSC3, SL1, SL7

Aims

- Have a better understanding of what Bounce Forward is.
- Begin to understand what the Resilience Revolution is and their role.
- Assess their own wellbeing/resilience.
- Begin to explore what resilience means.

Links to Resilience Framework

Basics	Belonging	Learning	Coping	Core Self
All	Predict an experience of something new	Engage mentors	Be Brave	Know and understand yourself Take responsibility for yourself

Steps

1. Discuss with the children about what Bounce Forward will be about.
2. Complete the surveys (if you haven't prior to the session), ensure it is completed in a safe environment where the children feel comfortable to express how they feel.
3. Show them a video of the Resilience Revolution and sign the pledge together (Page 14)
4. Discuss the booklets with the children if you are using them.
5. Tell them that in order to be more resilient, we need to know about our lives and understand ourselves. Show them a PPT or photos of yourself or your life. Give a bit of background such as: any pets, your family, what you like doing in your spare time, favourite foods, any special skills or hobbies etc. Another important aspect to ask the children is what they think their strengths are. Give them an example of your own.
6. Complete the About Me activity (Page 16). Ensure you give the children a chance to share their 'About Me' if they want to. Sharing and listening is an important part of the programme. Giving children time to share their thoughts and ideas is vital, it lets them know it is a comfortable, safe and open environment to express themselves. We try to listen to every child; if there isn't time then we have a box we keep in sessions where the children can write us notes to tell us what they wanted to say.

Extra Activities

- Link to Art and create 5 large potion bottles for a display or to use across the next 10 weeks.
- Use computing technology to research what resilience is. Create an image board of ideas as a collective. Use this in their booklets or for a display
- During the week, explore what wellbeing means. Complete small wellbeing activities to explore with the children. Find favourites - yoga, colouring, meditation, breathing exercises, drawing etc.
- Explore revolutions and complete research

Teacher Notes

Use the space below to write any notes or evaluate your session:



Lesson 12: Pledge

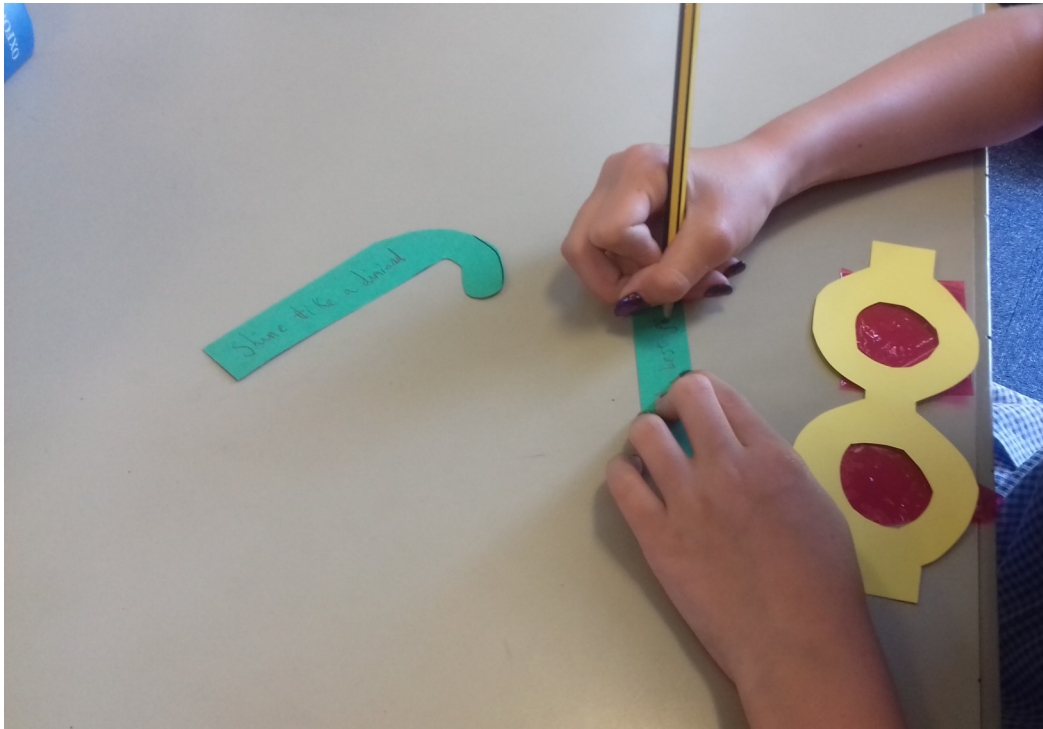


I pledge to learn as much as I can during Bounce Forward to help build my own resilience which will help me bounce forward from tough times.

I will also be part of the HeadStart Resilience Revolution by spreading the message of resilience to as many people as I can within my school and outside of school.

Signed

Date

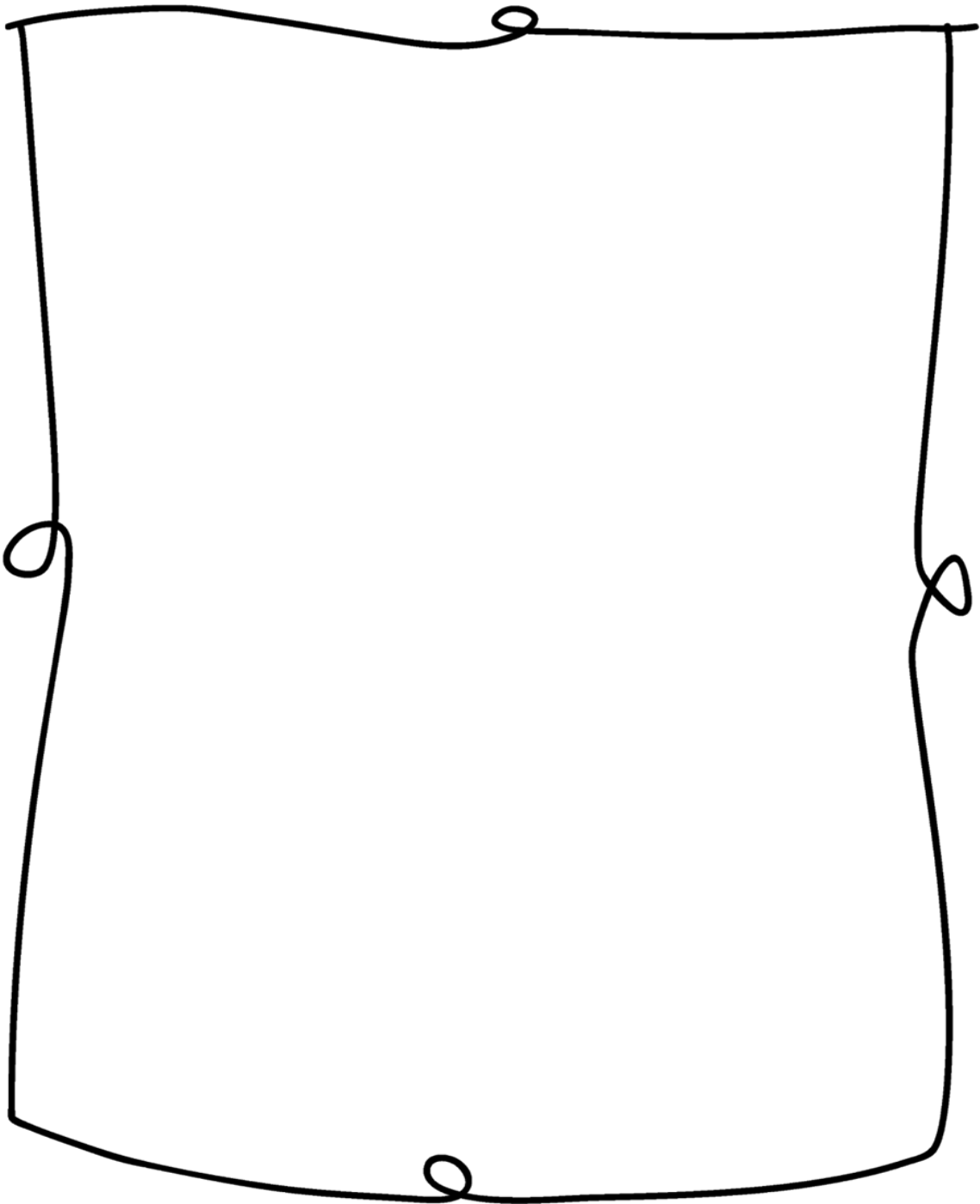


Lesson 12: About Me

About Me

Everyone is unique and it is important to get know ourselves and to celebrate our own and each other's differences.

Use the space below to talk about yourself. What colour are your eyes, your hair? What are your likes/dislikes? When is your birthday? You can draw pictures or write.



Lesson 1b: What is Resilience?

Time: 30 mins

Materials: Booklets or activity sheets, Cloudy Lesson weblink: <https://www.youtube.com/watch?v=psZmAsH6l3Q>

Links to Curriculum: E1, E2, E4, E7, E8, E9, BV3, SMSC3, SL1, SL7

Aim

- Begin to know what resilience is by exploring their own ideas.

Links to Resilience Framework

Basics	Belonging	Learning	Coping	Core Self
All	Predict an experience of something new	Engage mentors	Be Brave	Know and understand yourself Take responsibility for yourself

Steps

1. Recap on what Bounce Forward is and the last session.
2. Start the 'Resilience Is...' activity on Page 19. Ask the children what they believe resilience is. At this point there is no right or wrong answers as they are just exploring ideas. Have discussion time in tables or partners. Come back as a class to discuss ideas. At this point, don't tell them the Bounce Forward definition. There is an opportunity for research here too if you wish. The children can express what they feel resilience is on the activity sheet. They can draw images, write words or sentences.
3. Watch 'Cloudy Lesson' on the IWB with the class. A Cloudy Lesson video has no words, so it is a great learning tool for the classroom that you can use cross curricular. Afterwards ask the children:

How was the boy resilient?

What does this video show you about resilience?

4. After the video, either have on the IWB or tell the children our definition of what resilience is:

Resilience is the ability to bounce forward from tough times.

When times get tough, being resilient is to be able to get past those hard times and move on. The definition could go on display somewhere in the classroom.

Extra Activities

- Keep referring to the resilience record during the week, if a child does something that is resilient, get them to write it in their records.
- Carry on with the potions work or display work.
- Explore revolutions and complete research.
- During the week, explore what wellbeing means. Complete small wellbeing activities to explore with the children. Find favourite – yoga, colouring, meditation, breathing exercises, drawing etc.
- You could link 'The Cloudy Lesson' to some Literacy work. <https://www.literacyshed.com/cloudylesson.html> has lots of ideas in how to work it into English lessons. There is some excellent inference work that could come from this video.

Teacher Notes

Use the space below to write any notes or evaluate your session:



Resilience is...

What does resilience mean to me?

Resilience Definition

Lesson 1c: Tough Times

Time: 30 mins

Materials: Booklets or activity sheets for 1c, potions, frameworks

Links to Curriculum: E1, E2, E4, E7, E8, E9, BV3, SMSC3, SL1, SL7

Aims

- Can identify tough times they may face or face in the future.
- Know more about Ordinary Magic and the potions.
- Have a better understanding of the resilience framework.

Links to Resilience Framework

Basics	Belonging	Learning	Coping	Core Self
	Spend time with good people and in good places	Highlight achievements	All elements	Instill a sense of hope

Steps

1. Recap on the last two sessions. Introduce Hope (Page 22) to the class.
2. Discuss her tough times in either groups or partner work. Then come back and identify as a class – moving house, moving school, school tests, etc. After that, think about other tough times someone might go through. You could make a list.
3. Then get them to think about any tough times they may have had. This could be anything from their internet breaking to relatives passing away. It depends on how much they are willing to share or what they have been through. If they can't think of any, use one of Hope's tough times. They have also got to think of what they did to bounce forward from that tough time.
4. Activity: Ask the children to complete page 23. If any children would like to share their tough times, have some time for this. Focus on a child's tough time and how that child got over that tough time. How did they bounce forward? How were they resilient? Highlight that lots of them in the class are more resilient than they think.
5. Introduce the Framework and Potions to the class. Explain each of 5 potions and the ingredients inside each one that can help us be resilient. If you have made visual potions, use them. Let them have a look through the framework. As well as ingredients, they are also called 'Resilient Moves'. Also introduce the term 'Ordinary Magic', see page 3. There is a copy of the Framework on page 5 of this pack and on page 30 of the Bounce Forward Booklet.
6. At this point, you could introduce the Resilient Record if you feel like the class would be ready to have a go. Model how to fill the record in. It can always be left to the beginning of the next session.

Extra Activities

- Keep referring to the resilience record during the week, if a child does something that is resilient, get them to write it in their records.
- You may have to complete some of activities from Session 1c as there are quite a few elements to it. You could make a vocab board with some of the new vocabulary introduced.
- The children could make their own set of five potions, or you could make yourself a class set of potions.

Teacher Notes

Use the space below to write any notes or evaluate your session:



Lesson 1c

Meet Hope...

Hi,

My name is Hope and I'm 9 years old. I live at home with my mum, my mum's boyfriend and my little brother Robin - he's such a pain in the neck. We have a pet dog called Buddy. He makes himself dizzy and often runs into the washing basket. Sometimes I catch him trying to eat his own tail.



I love learning new things at school, especially anything to do with sports because I want to be a gymnast. I love to play out with my friends too, especially Andy, he's my neighbour and we go on all sorts of fun adventures together. Last summer, we built a tree house in the garden - it's our hide out.

Lately, I've not been in the mood for adventures. I have been a little bit worried as I've got some important tests coming up in school and I want to do the best I can. My mum tells me I need to set a good example for my brother.

Mum told me yesterday that we are moving in with her boyfriend to a new house and I may have to move to a new school too. I'm nervous and excited about making new friends. *What if nobody likes me? What if there's no gymnastics club?* I love my friends and will miss them very much. Andy tells me to be myself and keep smiling, but at this moment I'm struggling to find something to smile about. My life was so simple before.

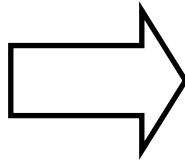
Lesson 1c: Step 3

The ability to bounce forward from tough times

You may have already experienced tough times or you might have some coming up, for example SATs or moving schools. What did you do to help yourself feel better? For example, you might talk to someone you feel close to about what is going on. If you like, you could use Hope as an example. Look below for an example of a tough time and how someone made themselves feel better and move forward.

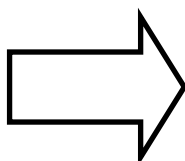
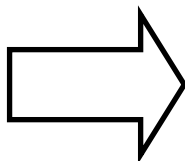
Tough Time

I moved to a new school in a new area so I didn't know many people. I was sad I had left my friends behind.




What I Did

I had a buddy at my new school and began to speak to new people.
I joined a new dance club at the weekend.
I spoke to my mum about how I felt.



Lesson 1c

Resilience Record Record here the things you have done in your own time to be resilient.

	What have you done that is resilient?	What resilient move is this on the framework?	Which potion (s) is it from?	
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Session 2: Basics

Session 2a: Understanding the Basics

Page 26

This session introduces the Basics potion of the Resilience Framework. The Basics are the building blocks to resilience. They are known to be the essential things someone may need to be resilient. However, what is important to understand is that children are not responsible for the basics, even though sometimes they think they are. For example, *Enough Money to Live* is one that can cause a debate, as some children do say they have helped give money to their parents when they've needed it. But in most cases, it is out of the child's control and they shouldn't be responsible for it at their age. Sometimes they may say they don't have control over their sleep because they play on games or they are on their iPad, but this is a choice and they can control that if they wanted to.

As an element of the session is all about which of the Basics ingredients they feel they can control, it can spark interesting discussion and debate. But it is important to remember that there isn't a wrong/right answer for each ingredient as all the children are unique and live different lives. For Good Enough Housing, we tend to put that into context for a child, so do they help tidy up, help around the home or keep their room tidy? You may find themes that you may want to focus on from this session, such as *Enough Sleep*, *Healthy Diet* or *Fresh Air*.

Session 2b: Our Basics

Page 30

This session builds on 2a and gives the children the chance to create their own basics potion. The children need to identify which of the Basics ingredients they feel they could be more resilient in. They then begin to create and build upon their own personalised Basics potion where they identify the ingredients but also say how they are going to be more resilient in them

For example, they may want to get better at Healthy Diet so then they would think of a way they could do this. So it may be they will pick a healthy snack during the day, they will eat more fruit at break, they will only have a treat at the weekend etc. It is a really good idea for the teacher to create a potion too, so the children can see that we are always working towards being resilient in different areas of our lives and at any age.

Lesson 2a: Understanding the Basics

Time: 30 mins

Materials: Booklets or activity sheets, frameworks

Links to Curriculum: BV3, BV2, SMSC1, E1, E2, E3, E4, E7, E8, E9, M2

Aims

- Begin to identify the Basic potion ingredients.
- Recognise why the basics are important for resilience.
- Know which basics are under their control.

Links to Resilience Framework

Basics	Belonging	Learning	Coping	Core Self
All	Healthy Relationships	Develop life skills	Being Brave Solving Problems Take responsibility for yourself	Know and understand yourself Take responsibility for yourself

Steps

1. Start with Resilient Moves. What have we been doing this week to be resilient? It could be at home, at school, at a club etc. This will take time at first, but as the weeks progress the children will get better and quicker at using the framework. Give an example of yours and relate it to the framework. You can use photos/videos or just tell them. Then try and find it on the framework, which potions did you/they use? Fill in the Resilience Record and share/celebrate any of their moves.
2. Introduce the aims of the sessions and the basics potion. Have a good look at it on a PPT if possible isolated from the rest of the framework. Use the Potions/Framework guide page to help you explain what the basics help with. Talk a bit about each Ingredient or you could get them to discuss them in groups/partners.
3. Discuss control with the children. Is it possible as a child for them to be able to control or be able to do all the resilient moves in the basics? Discuss and share as a class.
4. In their workbooks complete the activity on Page 28. Get them to think about whether they can control/do that basic ingredient.
5. To get them moving around you can get them to sort themselves. Pick a Basic ingredient such as, Enough Sleep. Then get them to sort into groups of they can do it, cannot do anything about it or sometimes can. Then once sorted you can have a debate. Remember every child is different and there are no wrong/right answers.

Extra Activities

- Choose an ingredient that you feel your class could benefit doing some more work on to be more resilient, such as enough sleep.
- Investigation into sleep patterns – link this into science and maths.
- After the investigations, look at good sleeping patterns. What we can do to get a healthy night's sleep? Make dreamcatchers and link to the BFG.
- Class Assembly on the importance of sleep for resilience.
- During the week, have pockets of time for wellbeing activities—yoga, mindfulness colouring, dance, go outside, experiment with clay or dough, cooking, explore other cultures, celebrate successes, exercise, try a new skill such as knitting, read, meditate, play boardgames, origami or art/craft activities, science experiments, sing etc.

Teacher Notes

Use the space below to write any notes or evaluate your session:



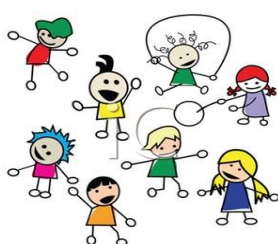
Lesson 1a

The Basics

For us to feel more resilient, the basics are needed so that we can feel more secure and we can deal better with challenges that we may face. Which basic do you think each picture represents?

I am responsible for these
basics:

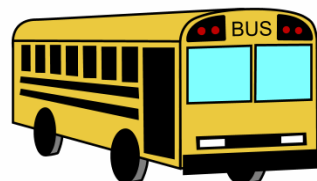
I am not responsible for
these basics:



Play and hobbies



Not being judged



Transport and getting to
places



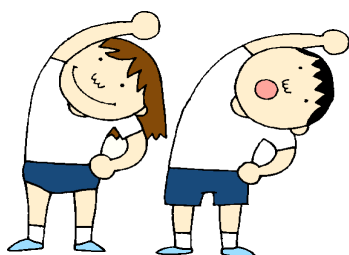
Healthy eating



Good housing



Money to live



Exercise and fresh air



Being safe



Enough sleep

Lesson 2a: Extra Activities

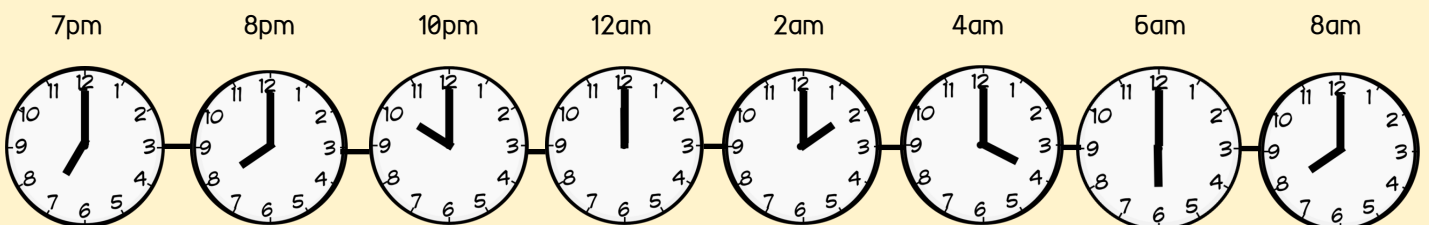
My Sleeping Habits and top tips for a healthy sleep

Try to not drink fizzy drinks with lots of *caffeine* in them in the after-noon and night. They will keep you up for longer.

Try to have a bedtime routine. This will help you to relax. For example:

- Shower
- Read a book
- Turn off your phone/tablet/TV

Mark on the timeline below with an arrow for when you go to sleep and when you wake up in the morning. At your age 9-10 hours sleep helps you work at your best.



What things stop you from going to sleep?

What things help you to get to sleep?

How do you feel when you haven't had enough sleep?

How do you feel when you have had enough sleep?

Lesson 2b: Our Basics

Time: 30 mins

Materials: Potion template, glitter, colouring pens or pencils, art materials.

Links to Curriculum: BV3, BV2, SMSC1, E1, E2, E3, E4, E7, E8, E9, M2

Aims

- Recognise what the basics are and why they are important for us to be resilient.
- Know which basics we can control.
- Identify how they can improve on their basics resilience.

Links to Resilience Framework

Basics	Belonging	Learning	Coping	Core Self
All	Healthy Relationships	Develop life skills	Being Brave Solving Problems Take responsibility for yourself	Know and understand yourself Take responsibility for yourself

Steps

1. Start with Resilient Moves and the resilience record.
2. Recap the last session on the basics. Go through the ingredients and how they can make us feel resilient.
3. The children will then create their own basics potion. Model how to do this maybe on a IWB or have one you have already completed on the template. Get the children to think about which basics they feel like they need to work on to be more resilient. Try to get them to think about ones they can control. Give them some examples. If they want to improve on getting Enough Sleep – how are they going to do it? Could they turn their console or iPad off an hour earlier or have a bath? They need to write 3 things they are going to do to improve their basics.
4. Share some of the bottles together. Celebrate the choices the children have picked. You can use them on a display if you like in the classroom.
5. Complete the feedback part of the session. This is a very important element of the session as it is when you are checking that the children have understood how the Basics has made them resilient. What have you learnt today that can help you be more resilient? The Resilient Move can be linked to the session and could be taken from one of the bottles as they have been thinking about which ingredients they want to improve in.

Extra Activities

- Complete posters for the school to show them what the Basics are and why we need them. You can get the children to give tips on their posters on how to be more resilient.
- Healthy Diet – You could do some healthy cooking in class. It could be a Cookathon or they could design a healthy recipe first. Create some healthy diet posters for the lunchtime.
- During the week complete some wellbeing activities with the class.
- If you see the children really trying to be resilient in one of their Basics, celebrate it and record in their Resilient Records.

Teacher Notes

Use the space below to write any notes or evaluate your session:

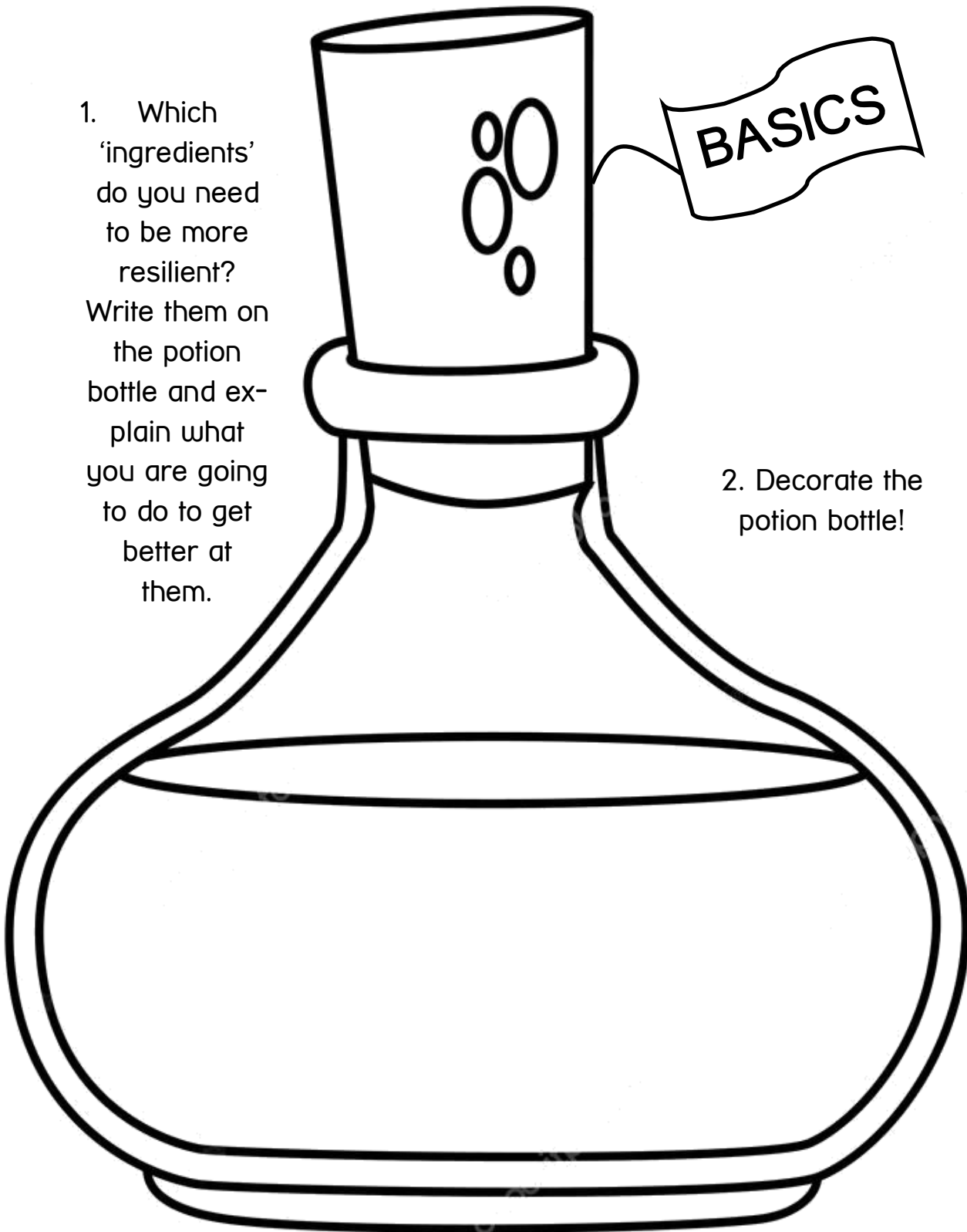


My Basics Potion

1. Which 'ingredients' do you need to be more resilient?

Write them on the potion bottle and explain what you are going to do to get better at them.

2. Decorate the potion bottle!



Session 3 - Strengths

3a: Identifying Strengths

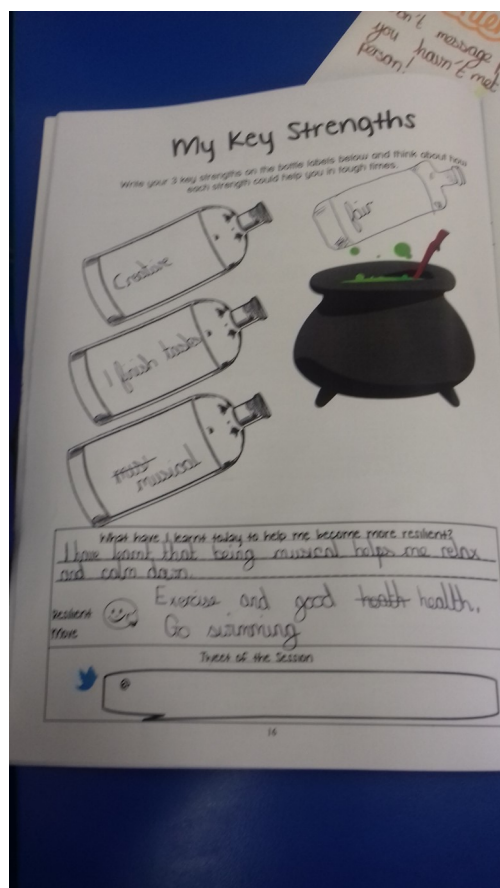
Page 34

This session is asset based and aims to get the children thinking about what they are good at and their strengths. It comes from many strands in the framework, as their strength may come from any of the five potions. They will have many strengths too. You may come across children who believe they have no strengths and that they are not good at anything. This is when discussion and group work will be good before they start picking their key strengths. Peer support is vital in this session, their friends in class may be able to help them think of strengths. Getting positive feedback from their peers will make them feel respected and feel good about themselves.

3b: Using our Strengths

Page 38

In the first session the children looked at strengths, identified them and discussed each other's strengths and then picked their 3 key strengths. The children now need to think about celebrating their strength, but also how they can use it to be more resilient. Some of them may be successful already at using it to overcome tough times, it is just getting them to realise it.



Lesson 3a: Identifying Strengths

Time: 30 mins

Materials: Booklets or activity sheets, frameworks, resilience records

Links to Curriculum: BV3, BV2, SMSC1, E1, E2, E3, E4, E7, E8, E9

Aims

- Be able to identify three of their key strengths
- Be confident talking about their strengths to others.

Links to Resilience Framework

Basics	Belonging	Learning	Coping	Core Self
Not being judged	Healthy Relationships Keep relationships going	Highlight achievements	Being Brave Solving Problems Have a laugh	Instil a sense of hope Know and understand yourself Find time for your talents.

Steps

1. Start with Resilient Moves and the Resilience Record. Make sure you are sharing your own.
2. Go through the aims of the sessions and which parts of the framework we may use when looking at our strengths.
3. Have a discussion about our strengths – discuss what our strengths mean and give a few examples. You may want some have some visuals up on the IWB for this. Try to steer children away from saying hobbies such as: playing a console, football etc. Try to get them to think what is the skill that makes them good at that? Teamwork, considerate, stamina, enthusiastic, good at aiming etc.
4. Look at Page 36 for the activity and Page in the booklet. Identify what each strength is from the booklet and a quick definition or example for the children. Whole class input. Let the children discuss what they feel their strengths might be from that list. They could tick or draw a smiley face next to it. Link their strengths to making them more resilient. There is also room for the children to add strengths that are not on the example list.
5. Then let them pick their top three key strengths. This on Page 37 of this pack and Page in the Pupil Booklet.

Extra Activities

- Peer Assessment activity – in groups or pairs to discuss what each other are good at.
- Friendship Hand activity – on the hand in the middle write their own name. Then they pass their hand around and on each finger a classmate writes what they are good at or a quality. Instead of a hand, it could be a rainbow and words can hang like a mobile.
- During the week complete short bursts of wellbeing activities/breaks.

Teacher Notes

Use the space below to write any notes or evaluate your session:



Lesson 3a

Strengths

Knowing what our strengths are can really help us to bounce forward in tough times. Have a look at the list of strengths below and then pick three that are your KEY strengths to write about on the next page.

I am creative

I am brave

I finish tasks

I love learning new things

I am careful

I am honest

I have lots of energy

I am forgiving

I have self control

I am thankful

I can see the funny side of things

I notice things

I look forward to the future

I know my role

I am a leader

I am fair

I am a team player

I can see things from other people's perspective

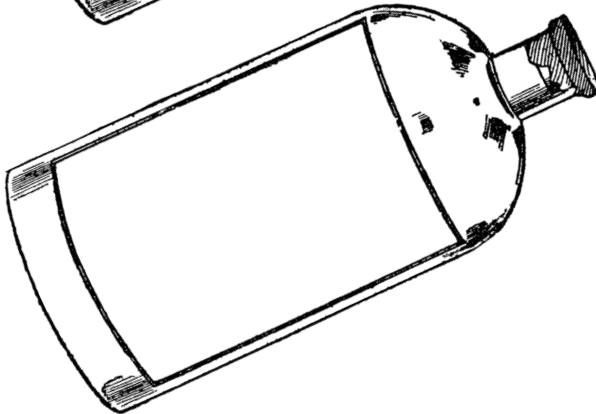
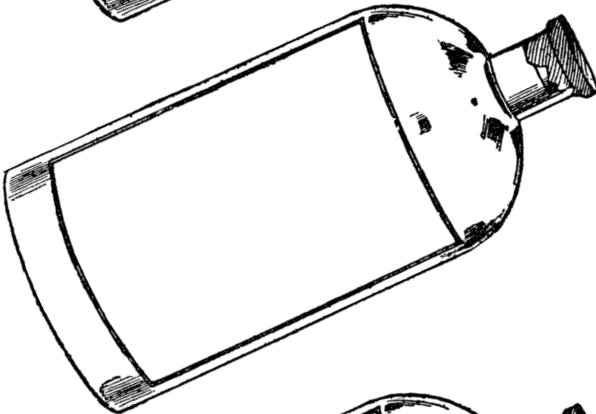
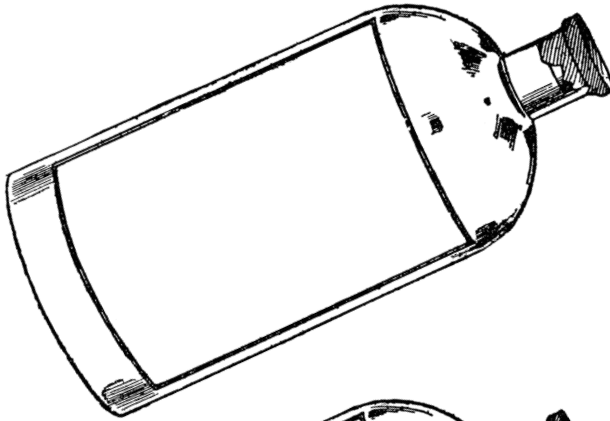
I am proud of myself without showing off

In this box write any other strengths which you have that aren't on the list.

Lesson 3a

My Key Strengths

Write your 3 key strengths on the bottle labels below and think about how each strength could help you in tough times.



Lesson 3b: Using our Strengths

Time: 30 mins

Materials: Booklets or activity sheets, shield template, arts and crafts for decorating shield

Links to Curriculum: BV3, BV2, SMSC1, E1, E2, E3, E4, E7, E8, E9

Aims

- Be able to identify three key strengths.
- Be able to recognise how their strengths have helped them or can help them in tough times.

Links to Resilience Framework

Basics	Belonging	Learning	Coping	Core Self
Not being judged	Healthy Relationships Keep relationships going	Highlight achievements	Being Brave Solving Problems Have a laugh	Instil a sense of hope Know and understand yourself Find time for your talents

Steps

1. Start with Resilient Moves and the resilience record.
2. Recap the last session when they identified their strengths.
3. Explain that they will be celebrating their strength today by creating their own strengths badge. The badge template is in the teacher pack on Page 40. They can decorate their badge, but they must write their strength on it. Another important aspect of this session and activity is for the children to think about how that strength can make them more resilient. So, the badge may say 'I am Musical' and underneath they need to explain how that helps them get over tough times. For example, I can use this when I need to relax by using the piano.
4. Let the children decorate their badges. Share their badges if you have time and put them on display in the classroom to remind the children of all their strengths and talents.
5. Complete the feedback part of the session and the importance of how strengths can help them be resilient. Get them to pick a resilient move they want to do this next week (maybe link it to their strength) and then their hashtag. #strengths #iamtalented #iampositive.

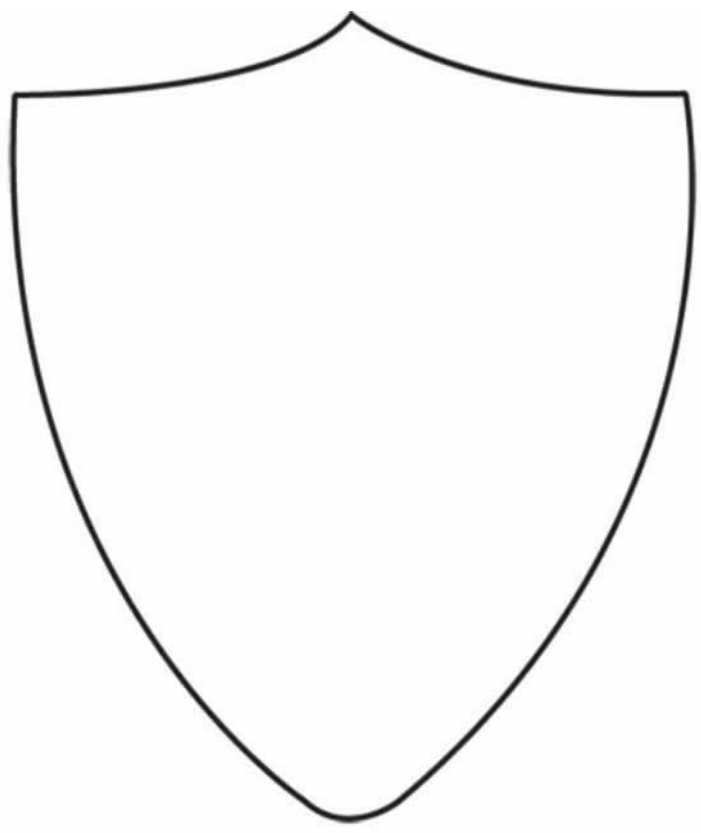
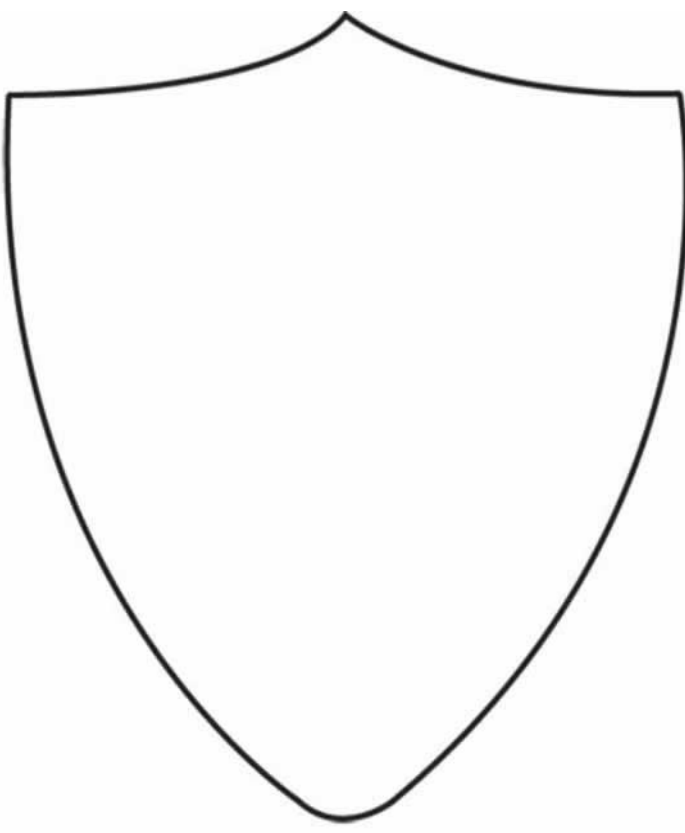
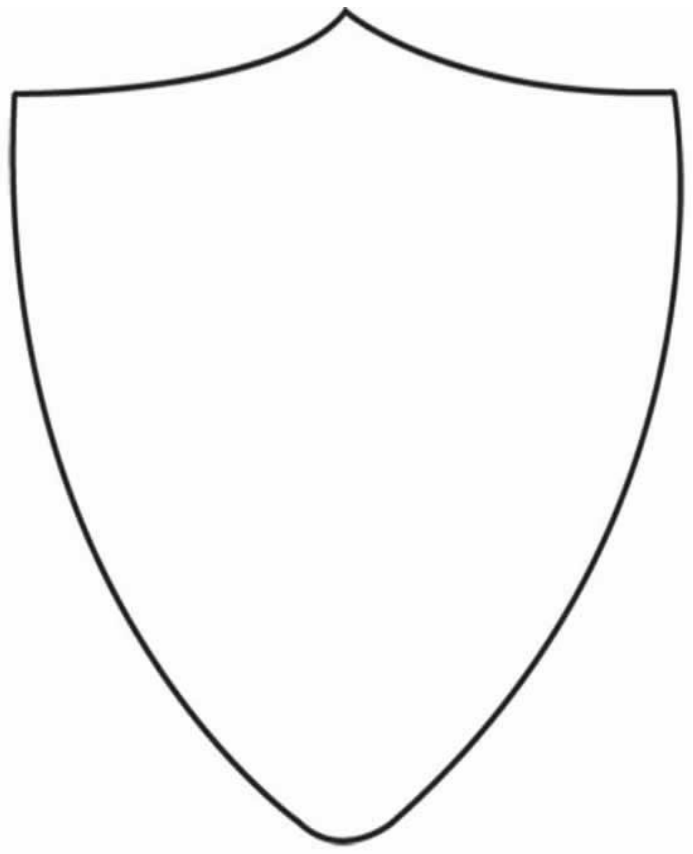
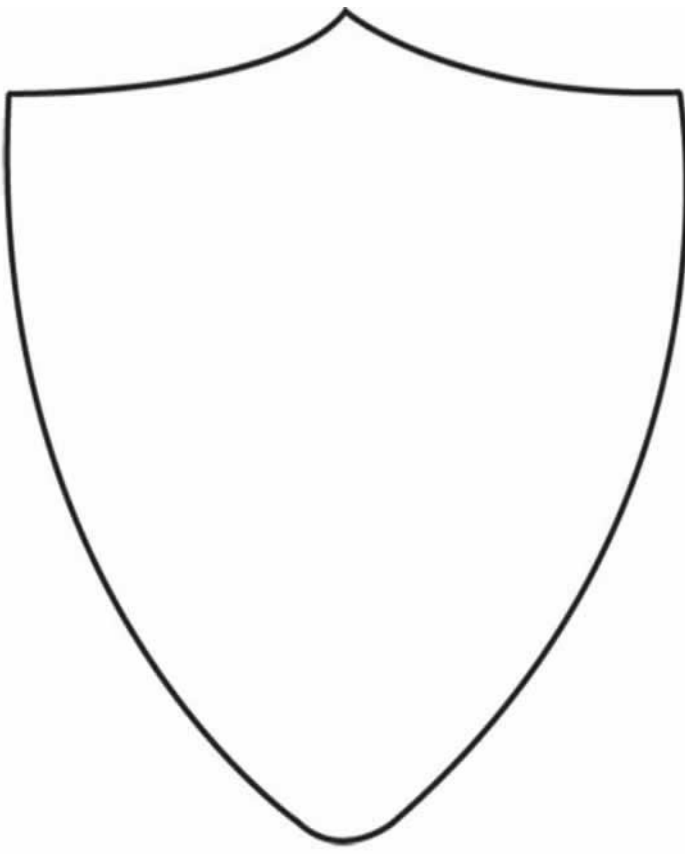
Extra Activities

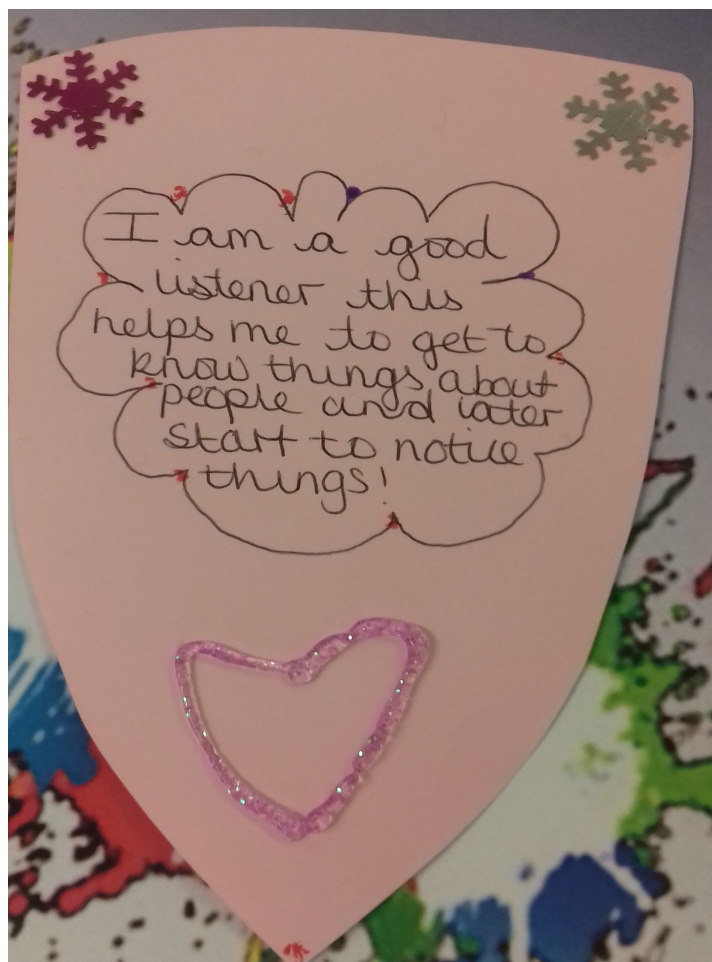
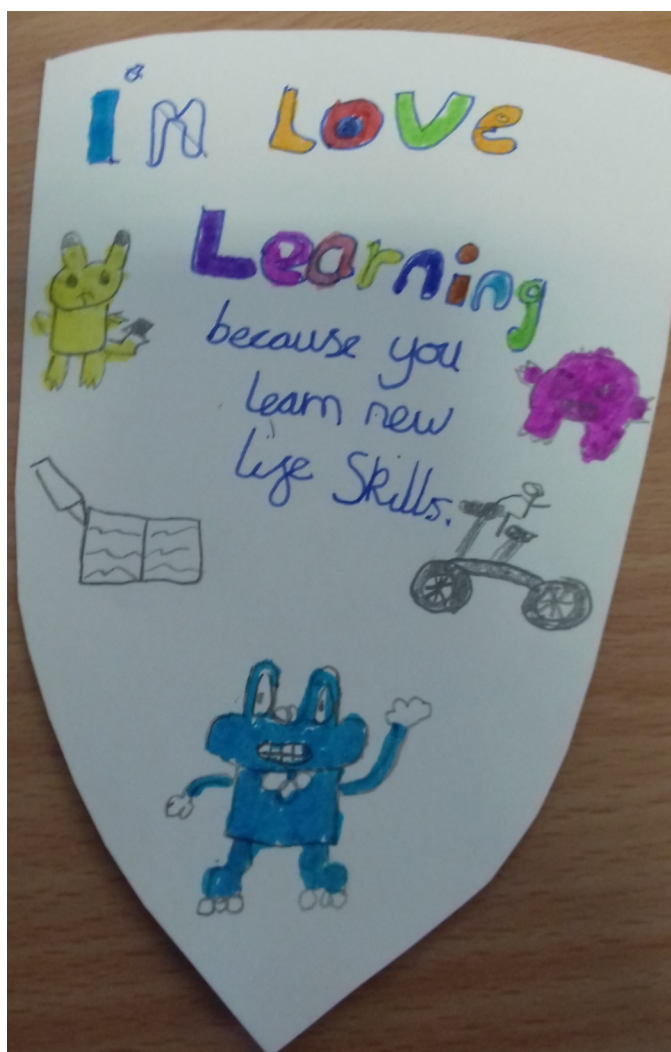
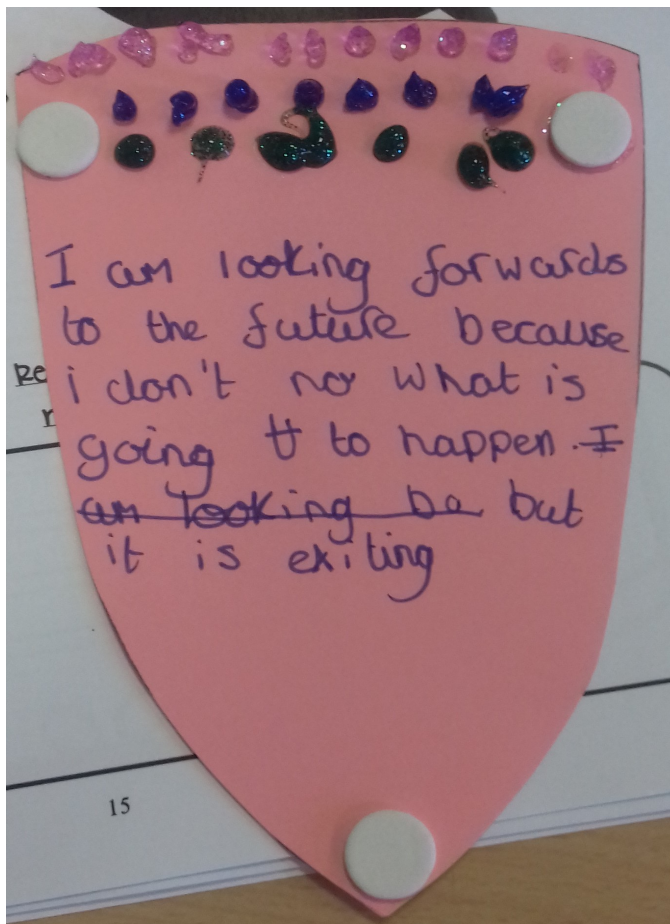
- Have a look at some famous people and explore what their strengths might be. This could be a research activity.
- You could have a Strengths Assembly – celebrating the children’s individuality and qualities.
- The children can wear their badges and try to demonstrate that strength throughout the week or have them displayed in class.
- During the week complete some wellbeing breaks and activities.

Teacher Notes

Use the space below to write any notes or evaluate your session:







Session 4 Life Plans

Lesson 4a: Life Plans

Page 43

This session links to the Learning Potion, it looks at what the children's goals are for future, both short-term and long-term. This helps the children to develop their life skills, focus on their future and give them a positive outlook.

It is really important that we encourage the children to be ambitious and never to tell them that something is unachievable. It is also important for the children to have short-term goals that support their long-term plans so that they can see the initial steps needed towards their future.

This session also looks at the importance of leaning on others when necessary (Coping Potion/ Belonging) as we see 'Kid President' getting help from the aerospace company. He wants to be an inventor but we see that his invention doesn't work when his cat destroys it, emphasising that it is alright to make mistakes and actually mistakes are good because we learn from them.

If the children have a life plan and make short term goals it will give them a focus during tough times and will help them look towards an exciting future.

Lesson 4b: Wishes and Dreams

Page 46

This session develops on the last session by looking at the children's dreams and wishes. It looks not only at the Learning Potion but at Core Self; knowing and understanding themselves; instilling a sense of hope; and knowing and understanding themselves.

Again it is really important to encourage the children to have ambitious dreams and wishes; to show enthusiasm and interest in their dreams however big they may be. It is helpful to share your own dreams and wishes (from childhood or present day) as this helps the children be more open and to appreciate that some dreams or wishes might not happen or might change, which isn't a problem.

This session needs to be delivered with a positive attitude as it encourages positivity, self-belief and it gives the children something to focus on when times are tough.

Lesson 4a: Life Plans

Time: 30 mins

Materials: Booklet or activity sheets, Kid President video: <https://www.youtube.com/watch?v=75okexRzWMk>

Links to Curriculum: E1, E2, E4, E8, E9, BV3, SMSC1, SMSC3, SL1, SL2, SL3, SL6, M2

Aims

- Visualise themselves achieving their goals
- Begin to identify the ingredients from the Learning Potion and how they can help us to be resilient.

Links to Resilience Framework

Basics	Belonging	Learning	Coping	Core Self
Not being judged	Healthy Relationships Keep relationships going Get together with people you can rely on	All	Being Brave Solving Problems Lean on others	Instil a sense of hope Know and understand yourself Take responsibility for yourself

Steps

1. Complete Resilience Record and discuss their Resilient Moves.
2. Discuss the aims of the session and then look at the Resilience Framework; focus on the Learning Potion. Explain each ingredient with the children.
3. Discuss what goals, dreams and wishes mean with the whole class.
4. Show them the Kid President video (link above). Discuss what his goal is. What was he doing to try and achieve that goal? Talking to others who know the role, starting to make his own inventions, making mistakes and learning from them, asking questions, solving problems, going to the place where they make inventions etc.
5. Before you complete the activity, try to get the children to do some visualising. Get them to close their eyes and really imagine what they want to achieve in their lives. Give them plenty of ideas— is it a new skill, is it a dream job, is it something you want to own, drive a car, explore the world? etc. Then come back as a class and try and listen to everyone's. We, as coaches, try to listen to them all if they want to share.
6. Discuss the difference between a future dream and a short-term goal. Complete section on page 16 of the Pupil Booklet or Page 45 of the Teacher Pack. They can draw or write.

Extra Activities

- Link to curriculum work during the week – highlighting the children's achievements.
- Use ICT to explore ways to achieve their short-term goals.
- Plan to do something towards their short-term goals during this week.
- During the week take part in wellbeing activities or breaks.
- Look at how people they look up to (role-models, family members, famous people, inventors etc.) managed to achieve their goals.

Teacher Notes

Use the space below to write any notes or evaluate your session:



Life Plans

<u>Short term goal</u>	<u>Future dream</u>

Lesson 4b: Wishes and dreams

Time: 30 mins

Materials: Booklet or activity sheets, Pursuit of Happiness video clip: <https://www.youtube.com/watch?v=UZb2NOHPA2A>

Links to Curriculum: E1, E2, E4, E8, E9, BV3, SMSC1, SMSC3, SL1, SL2, SL3, SL6, M2

Aims

- Set small manageable steps to achieve a goal.
- Use their strengths when thinking of steps.

Links to Resilience Framework

Basics	Belonging	Learning	Coping	Core Self
Not being judged	Healthy Relationships Keep relationships going Get together with people you can rely on	All	Be brave Solving problems Lean on others	Instil a sense of hope Know and understand yourself

Steps

1. Complete Resilience Record and discuss their Resilient Moves.
2. Recap the last session and look back on the Learning Potion. Can they remember some of the ingredients?
3. Introduce the genie's bottle on page 17 in the Pupil Booklet or page 48 in the Teacher Pack. Discuss the children's future wishes and dreams and the small steps they will need to take to achieve them. Write their goal in the lamp, then around think of three smaller steps they could take to achieving that goal. Try to focus on things they could do now.
4. Share their goals and check their understanding of why having life goals, dreams and wishes could help them to Bounce Forward.
5. Watch 'The Pursuit of Happiness video'. Explain the importance of never giving up on your dream/s.
6. Discuss how having a life plan can make you more resilient and complete the feedback part of the session.

Extra Activities

- Link to curriculum work during the week – highlighting the children's achievements.
- Use ICT to explore their future career aspirations / research other people in those roles
- Plan to do something towards their short-term goals during this week
- During the week complete wellbeing activities or breaks.

Teacher Notes

Use the space below to write any notes or evaluate your session:



Lesson 4b

Wishes and Dreams

Breaking your goals down into manageable steps can keep you on track towards your future and short term goals.



Session 5: Ordinary Heroes

Lesson 5a: Ordinary Heroes

Page 50

This session concentrates on the Belonging Potion, which focuses on relationships and where we belong in the world. In this session the pupils explore who they can get support from when times are tough. We try to get the children to widen their circle by not just thinking about friends, but by thinking about anyone they may have a healthy relationship with. Eventually they end up with a large support circle that is full of people who can make them resilient in many different ways. We try to get the children to focus on how those people make them resilient.

Teachers, school staff, dinner staff at school, neighbours, doctors, dentist, shopkeeper, hair-dresser, friends, immediate family, other family members, godparents, pets etc.

Lesson 5b: SuperFriend

Page 53

In this session the children discuss and explore the qualities that make a good friend and acknowledge what qualities they have themselves. They develop their awareness of the qualities of the people they rely on already e.g. Teachers, friends, family.

In the activity, they create a SuperFriend, a person that has all the qualities they want in the perfect friend (it has to be someone they don't already know). They then write the qualities in the boxes, such as: generous, funny, kind, good listener etc. They then go back to their support circle and add anyone's name around a quality that fits it. So their mum might be funny, so they could add her name around that box. They can have as many people around one quality as they want.

Eventually, they get to realise that actually, they don't need a SuperFriend, as they have people in their life that already have these qualities and that all these Ordinary Heroes make them resilient in many different ways.

Lesson 5a: Ordinary Heroes

Time: 30 mins

Materials: Booklet or activity sheet, framework, resilience records, Kid President video: <https://www.youtube.com/watch?v=tgF1Enrgo2g>

Links to Curriculum: E1, E2, E4, E8, E9, BV3, SMSC1, SMSC3, SL1, SL2, SL3, SL6, M2

Aims

- Identify qualities of healthy relationships and their importance.
- Recognise own social network and the qualities their relationships have.
- Recognise where they can access support from in tough times.

Links to Resilience Framework

Basics	Belonging	Learning	Coping	Core Self
Not being judged	All	Develop life skills. Engage mentors	Understanding boundaries and keeping within them. Lean on others when necessary.	Instil a sense of hope Know and understand yourself Understand other people's feelings

Steps

1. Complete Resilience Record and discuss their Resilient Moves.
2. Introduce the aims of the session. Look at the Resilience Framework; focus on the Belonging Potion. Have a class discussion about relationships – what kind of people do we have healthy relationships with? What are healthy relationships? Explain that we can have healthy/unhealthy relationships, but we can surround ourselves with as much healthy relationships as we can.
3. Complete the Support Circle exercise on page 18 of the Bounce Forward Booklet or Page 52 of the Teacher Pack – try to get them to be as creative with this as possible and go beyond friendship/family – relationships with teachers, staff at school, neighbours, dentists, hairdressers etc.
4. Show Kid President video—link above. Kid President talks about people being Ordinary or Everyday Heroes. What does he mean?
 - Anyone can be a hero, they don't have to have superpowers or wear a costume
 - We can be ordinary heroes to others
 - Ordinary Heroes are people who do extraordinary things for others to make them feel better.
5. How does having 'Ordinary Heroes' in our lives make us feel more resilient?

Extra Activities

- You could make a class Support Circle together.
- You could do some further PSHE activities that are linked to relationships—mainly healthy relationships.
- Have some Buddy Time during the week.
- During the week, make sure you take some time for some wellbeing activities/breaks.

Teacher Notes

Use the space below to write any notes or evaluate your session:

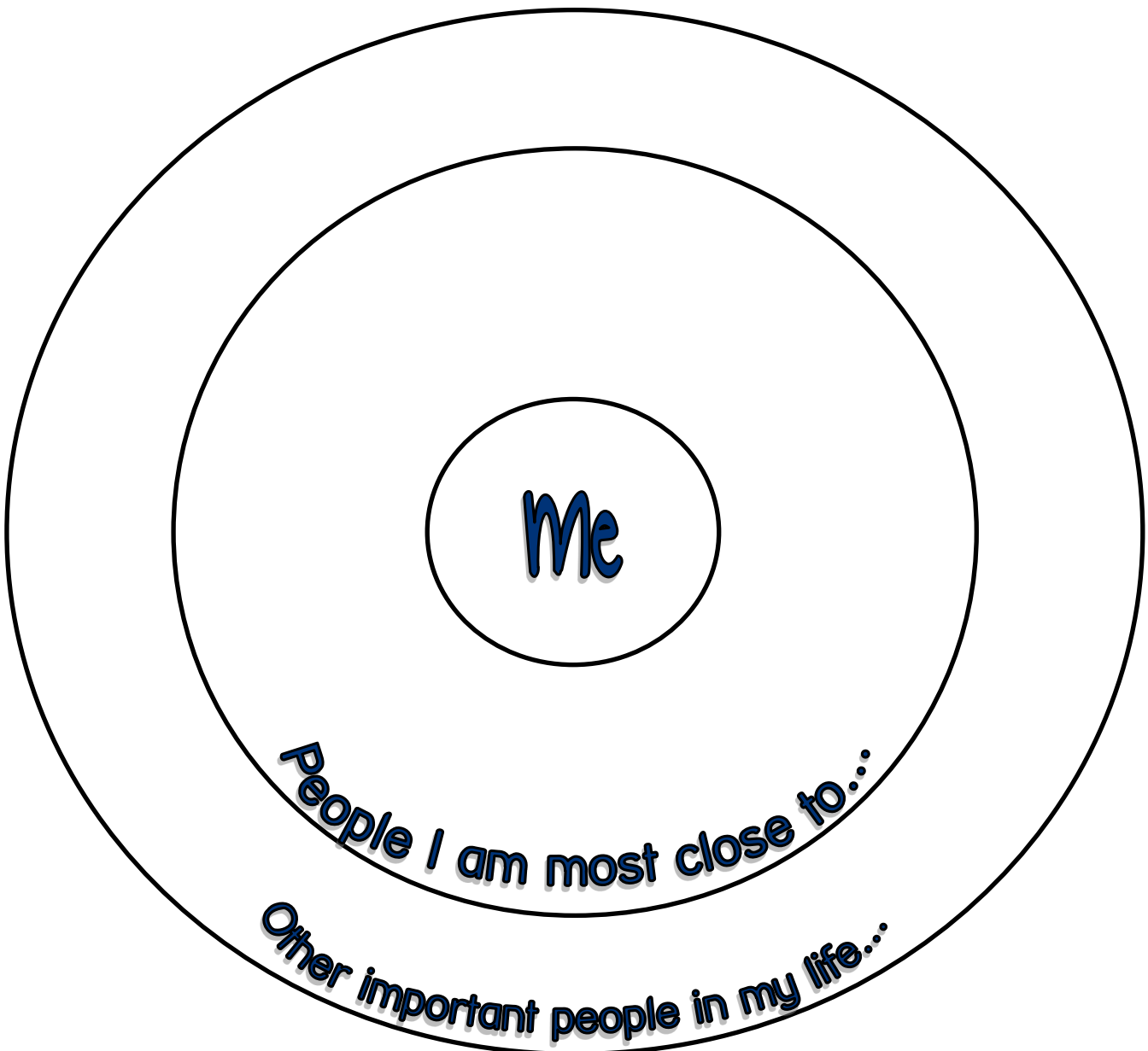


Lesson 5a Step 3

Support Circle

Below write family, friends and other adults you can count on. Knowing who you can rely on, can help you be more resilient in tough times.

Other people in my life...



Lesson 5b: SuperFriend

Time: 30 mins

Materials: Booklets or activity sheets,

Links to Curriculum: E1, E2, E4, E7, E8, E9, SMSC1, SMSC3, SL1, SL2, SL3, SL11, SL12

Aims

- Identify qualities of healthy relationships and their importance.
- Recognise the scope of their own social network and the qualities their relationships have.
- Recognise qualities that they have that make them a good friend.

Links to Resilience Framework

Basics	Belonging	Learning	Coping	Core Self
Not being judged	All	Engage mentors Develop life skills.	Be brave Understanding boundaries and keeping within them. Lean on others when necessary.	Instil a sense of hope Know and understand yourself Understand other people's feelings

Steps

1. Complete Resilient Moves for the week and fill in their Resilience Record.
2. Remind the children of the aims of the last session; remind the children of the Belonging Potion.
3. Discuss the qualities they could wish for in a SuperFriend. Maybe write a list of qualities down for the children to scribe from or have some on the IWB.
4. Activity - Complete Super Friend activity page 19 of the Bounce Forward Booklet and Page 55 of the Teacher Pack. Pick the qualities they would want, but then use the support circle to add people's names around those qualities.
5. Come back together as a class and ask if anyone wishes to share their SuperFriend.
6. At the end, talk about why people make us resilient. How did they help us to be resilient? Get them to write that down on their feedback form. Then get them to pick a resilient move that they can achieve this week. Then add their hashtag #SuperFriend #OrdinaryHeroes #PeoplePower

Extra Activities

- Secret friend game – draw a name of a member of the class (like in a raffle) and they have to be their secret friend for a week and they then have to try to guess who their secret friend was/is.
- Make a class super friend with all the qualities the children already have.
- Write/Draw an advert for a friend.
- During the week, take part in some wellbeing activities/breaks.

Teacher Notes

Use the space below to write any notes or evaluate your session:

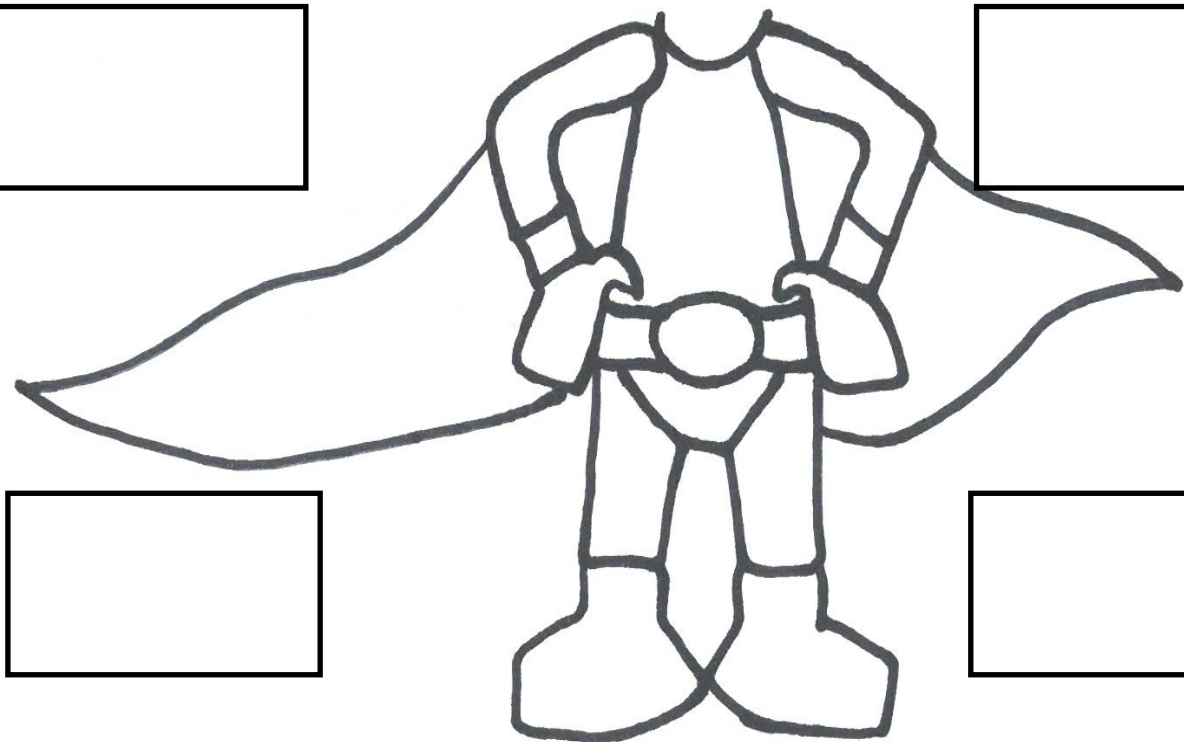


Lesson 5b

SuperFriend

This superhero has the special powers of having all of the **qualities** you want from the **perfect friend**. Write all of the super powers of friendship they will have around the outside and then design what your SuperFriend will look like.

REMEMBER: This is NOT someone you already know



Session 6: Think Good, Feel Good

Lesson 6a: Think Good, Feel Good

Page 57

This session on Think Good, Feel Good concentrates on identifying emotions and being able to cope positively with these emotions. Think Good, Feel Good mainly links to the Coping and Core Self Potion. It also helps them to recognise other people's emotions too. We explore all the emotions the children might feel and reinforce that it's ok to feel different at times and that is okay to feel sad, angry etc. It's how we cope with it that helps us to be resilient. We like to link Inside Out (Disney) into this session as the film links so closely to emotions.

Out of all the sessions, this can be the one that is the hardest for some children as some children struggle with talking about their emotions. We talk about negative emotions and being able to cope with them, so it is just being aware that some children may even disclose sensitive information. The first activity, which is the Feelings Flower, gives them the first look into their emotions.

Lesson 6b: Coping Potion

Page 60

In this second session, it concentrates on how we cope when we are feeling a negative emotion, such as: stress, sadness, anxiety, anger etc. We like to explore coping strategies - we look at both negative and positive to begin with, but then think about why these might be worse for us.

Then the children explore positive strategies in more detail and eventually create their own Coping Potion. It is a really good discussion point, as there are so many positive coping strategies. There are quite a lot of examples on Page 21 of the Pupil Booklet and Page 62 of the Teacher Pack. But there are many more that the children might be able to think of.

Try to get the children to be specific too. So do they have a favourite cuddly dinosaur toy that makes them feel better? Do they have a soft blanket they cuddle with that makes them feel better? Is there a certain person that they can go to that makes them feel better? It also mentions films/food. When it comes to the children picking those strategies, make sure they go in detail. What kind of food and what film is it that makes them happy? The more detailed their own Coping Potion is, the better. It would be good for you to make your own too.

Lesson 62: Think Good, Feel Good

Time: 30 mins

Materials: Booklets or activity page, 'Inside Out' video clip: <https://www.youtube.com/watch?v=C1CvTC1CH7Y>

Links to Curriculum: E1, E2, E4, E7, E8, BV3, BV4, SMSC1, SL2, SL3, SL5, SL9, SL18

Aims

- To identify our own emotions
- To understand other people's feelings
- Begin to understand the Coping and Core Self ingredients

Links to Resilience Framework

Basics	Belonging	Learning	Coping	Core Self
Not being judged	Tap into good influences. Healthy relationships.	Develop life skills. Engage mentors	All	All

Steps

1. Discuss and complete Resilient Moves from the week and use Resilience Record.
2. Introduce the theme and aims of the session. Look at the relevant portions (Coping and Core Self)
3. Identify emotions and what they are. As a table or in partners discuss as many feelings/emotions as they can and establish that we can have positive/negative emotions.
4. Watch video clips from 'Inside Out' – Use thumbs up/down if they have experienced these emotions or at the end of the clip ask them for an example of then have felt like that.
5. Activity – Complete the Feelings Flower on page 20 of the Pupil Booklet and Page 59 of the Teacher Pack. This gives them a chance to explore their own feelings. Ask at the end, whether any children would like to be brave and share their feeling with the class.
6. Reinforce that it's okay to feel.... It's how we cope with the emotion/feeling that matters.

Extra Activities

- Keep a diary for the week – How our emotions have affected our behaviour and what we did.
- Use emoji faces to indicate how they are feeling in the morning.
- Art/Creative – look at different works of art/music and how they make you feel. Find pictures/music that help them feel calm.
- During the week, complete wellbeing activities or breaks.

Teacher Notes

Use the space below to write any notes or evaluate your session:

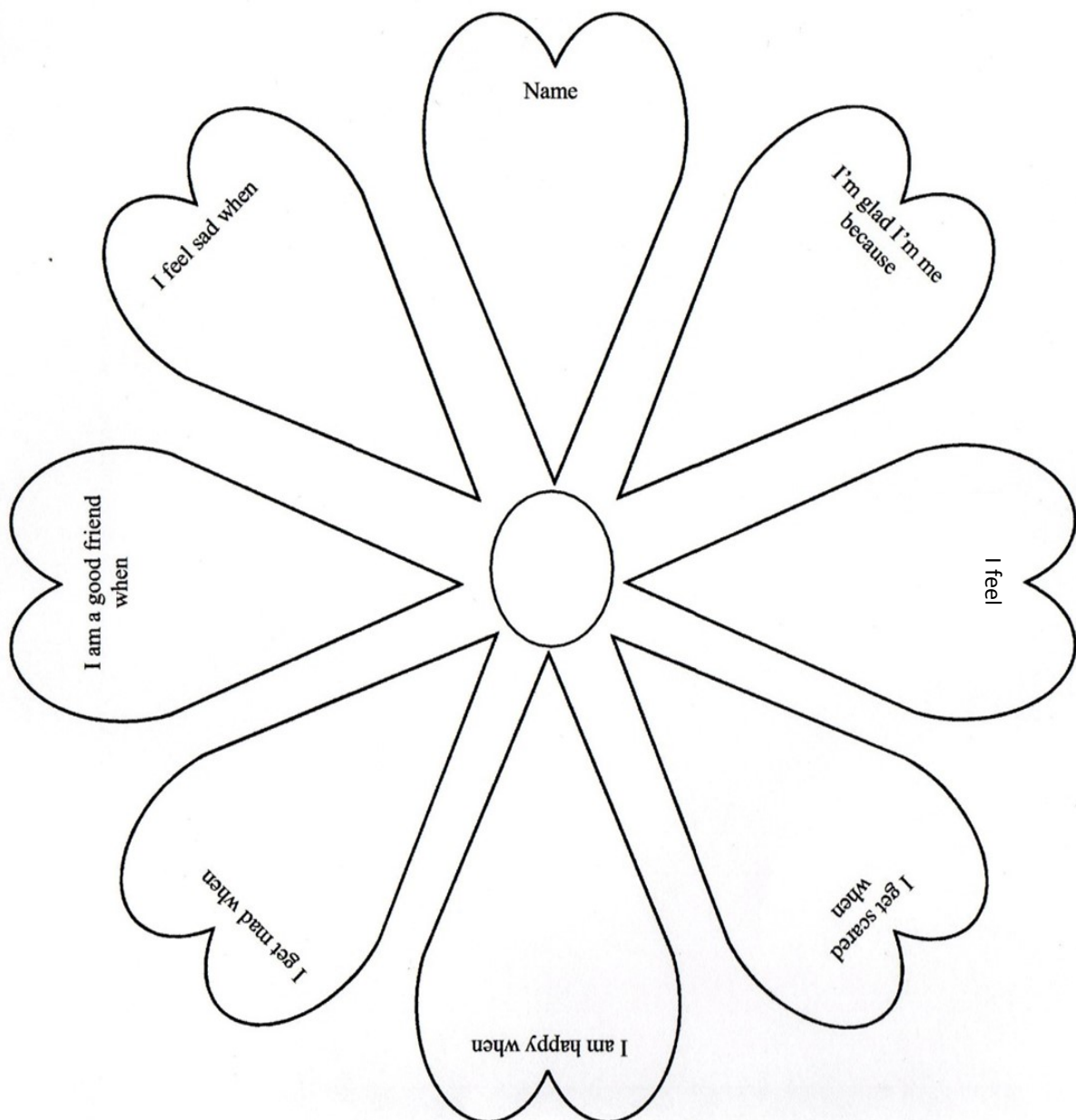


Lesson 62:

Feelings Flower

Emotions are sometimes called feelings. We have lots of them and everyone in the world has them. It is good to feel and show our emotions, even when they are difficult.

Take time to complete the sentences below on the feelings flower. It is important to get to know ourselves better so that we can find ways to cope with our feelings.



Lesson 6b: Coping Potion

Time: 30 mins

Materials: Booklets or activity pages, frameworks, resilience records

Links to Curriculum: E1, E2, E4, E7, E8. BV3, BV4, SMSC1, SL2, SL3, SL5, SL9, SL18

Aims

- To identify emotions and understand that it can link to way we behave.
- Explore positive coping strategy and create their own coping plan.

Links to Resilience Framework

Basics	Belonging	Learning	Coping	Core Self
Not being judged	Tap into good influences. Keep re-relationships going. Healthy relationships.	Develop life skills. Engage Mentors	All	Instil a sense of hope Know and understand yourself Understand other people's feelings. Take responsibility for themselves.

Steps

1. Discuss and complete resilient moves from the week and fill in records.
2. Recap the theme and aims of the session. Look at the relevant potions (Coping and Core Self)
3. Discuss that it's OK to feel emotions, both good and bad. Then explore how these emotions can impact on our behaviour and relationships. Reinforce that there can be consequences for our behaviour and this is when we can use coping strategies to help us cope with difficult emotions.
4. In partners or groups—split the class and get them to think of what they might do when they are upset, angry etc. (facing a tough time) Then together maybe sort them into positive and negative. Have a discussion around the impact of negative coping strategies.
5. Look at Page 62 of the Teacher Pack or Page 21 of the Pupil Booklet. Look through the list of positive coping strategies, can they tick any that they do and add any of their own? They can then create their own Coping Potion, by adding these things in to the bottle using pictures. It will be a visual reminder of all the things that will make them feel good when they need to bounce forward.
6. Complete the feedback part of the session. How does being able to cope positively help us to be resilient? What resilient move can they make this week—could they pick one of their coping strategies? Then their hashtag: #feelgood #positivity

Extra Activities

- Keep a record of the coping strategies you have used over a week.
- Create a poem/rap of things that make you happy/laugh/favourite things
- During the week, complete wellbeing activities/breaks.

Teacher Notes

Use the space below to write any notes or evaluate your session:



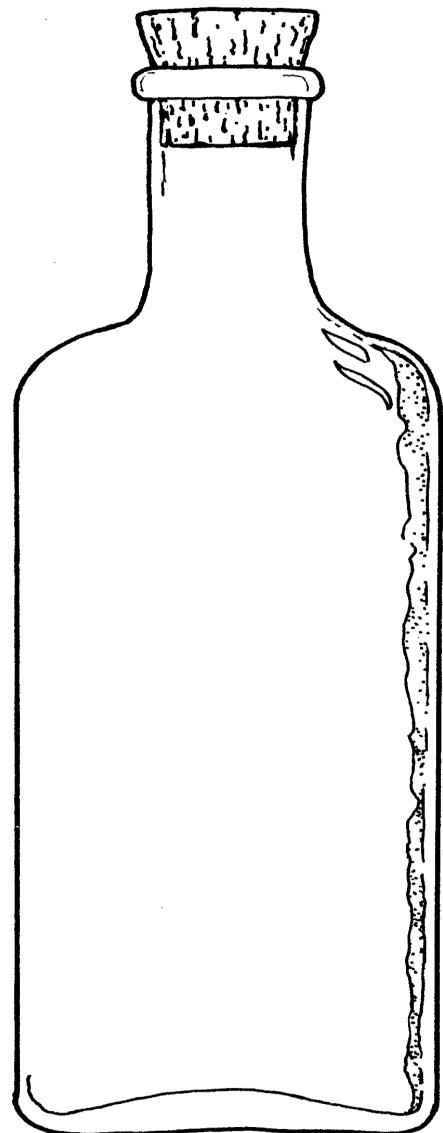
Lesson 6b

Think Good - Feel Good

Below are coping strategies that we sometimes use to make ourselves feel better. Now you will create your own coping potion to see what makes you feel good during tough times.

- Counting to 10
- Colouring
- Listening to music
- Squishes/stress balls
- Talking to someone
- Walking away from a negative situation
- Go to your room
- Watch my favourite film
- Eat my favourite food
- Go for a walk
- Arts and crafts
- Go somewhere I feel safe
- Teddies and blankets
- Spend time with pets
- Think/look at good memories
- Cuddle someone you trust
- Have a bath
- Cry
- Reading
- Do your hobby
- Complete puzzles

Any other coping strategies
that you use










Lesson 6b

Feel Good Check List



You can use this check list when you are feeling sad or angry to help **bounce forward** from those tough times.



	A song which always makes me happy is...	
	A person who always makes me happy is...	
	A memory which always makes me happy is...	
	A TV show/film which always makes me happy is...	
	A food which always makes me happy is...	
	A drink which always makes me happy is...	
	The best thing about life is...	

Session 7 - Positivity Glasses

Lesson 7a: 3 Good Things

Page 65

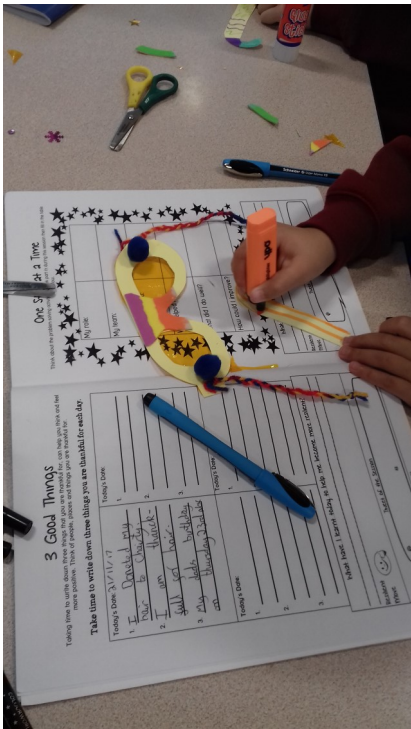
This session we look at being grateful and being positive; it links mainly to the Coping Potion. The children develop the ability to look at things from a positive perspective. We explore with the children the concept of being grateful for the things we have in life and how this helps them to be resilient.

The strategy we introduce into this session is the '3 Good Things' or another name for it, is a Gratitude Journal. This is a strategy I know many children have carried on using after Bounce Forward. It helps them focus on the positives that have happened that day, instead of dwelling on the negatives that may feel overwhelming.

Lesson 7b: Positivity Glasses

Page 69

In this session, we carry on our aim of positivity and the children make themselves a pair of positivity glasses. We talk about having hope and looking forward to things to come in the future. When wearing the positivity glasses, the children are to think about exciting things to come and instead of being negative, become positive. Look on the bright side of life! This is one of most popular activities and we recommend you even make your own pair too. The glasses can be worn at any time to make themselves feel better.



Lesson 7a: 3 Good Things

Time: 30 mins

Materials: Booklets or activity sheets, Kid President video link: <https://www.youtube.com/watch?v=yA5Qpt1JRE4>

Links to Curriculum: E1, E2, E4, E7, E8, E9, BV3, BV4, SL2, SL3, SL6, SL9, SL10

Aims

- To be able to look at things from a positive perspective
- Be able to identify positives in different situations.
- Be grateful for the things that have happened that day

Links to Resilience Framework

Basics	Belonging	Learning	Coping	Core Self
	Keep relationships going. Healthy relationships.	Highlighting achievements	Remember tomorrow is another day Putting on positivity glasses.	Instil a sense of hope

Steps

1. Discuss and complete resilient moves from the week and fill in their records.
2. Introduce the theme and aims of the session. Look at the relevant potion (Coping). Go through the ingredients.
3. One way of being positive is to be grateful - what does this mean?
4. Watch the Kid resident video and then let them have a think about something that morning or yesterday that made them grateful. Give them an example such as: I'm really grateful it's sunny today because it makes me happy.
5. Activity - Complete '3 Good Things' on page 23 of the Bounce Forward Booklet and Page 68 of the Teacher Pack. It gets the children to focus on the positives rather than the negatives. It's almost like a diary you can do at the end of every day.
6. Page 24 in the Pupil Booklet/Page 67 in the Teacher Pack has an extra gratitude activity. It is a page to collect things you are grateful for over the next couple of weeks and altogether it becomes a visual presentative of all the positive things that you've been grateful for. You could put images on there, words or sentences or even a mixture.

Extra Activities

- Give the children time each day to keep a gratitude journal.
- Make an acrostic poem using the words gratitude/thankful.
- During the week, complete wellbeing activities/breaks

Teacher Notes

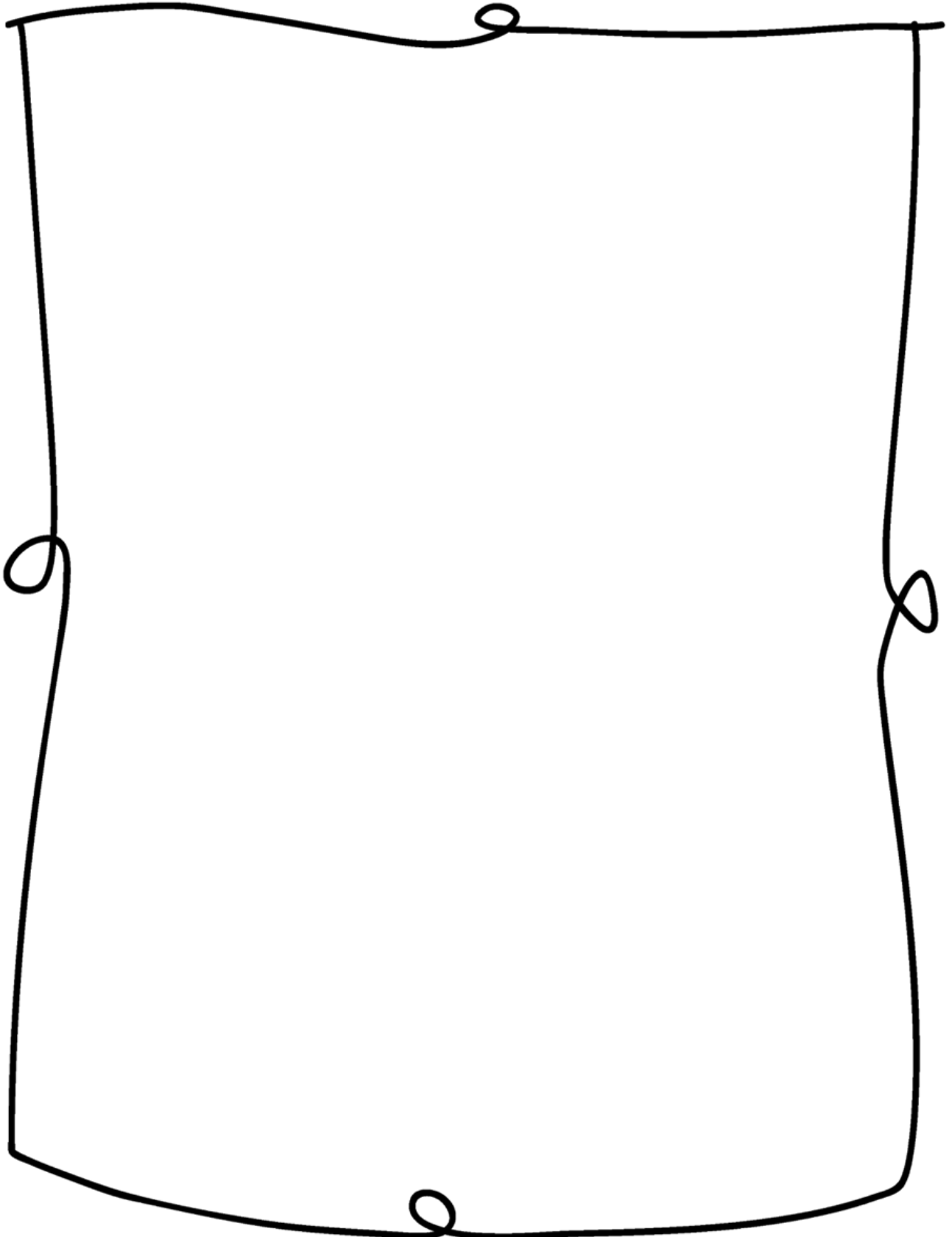
Use the space below to write any notes or evaluate your session:



Lesson 7a

I am grateful for...

On this page you can write or draw anything which you are grateful for!



Lesson 7a

3 Good Things

Taking time to write down three things that you are thankful for, can help you think and feel more positive. Think of people, places and things you are thankful for.

Take time to write down three things you are thankful for each day.

<div>Today's Date:</div> <div>1.</div> <div>2.</div> <div>3.</div>	<div>Today's Date:</div> <div>1.</div> <div>2.</div> <div>3.</div>
<div>Today's Date:</div> <div>1.</div> <div>2.</div> <div>3.</div>	<div>Today's Date:</div> <div>1.</div> <div>2.</div> <div>3.</div>

Lesson 7b: Positivity Glasses

Time: 30 mins

Materials: Booklets or activity pages, arts/crafts, positivity glasses frames, cellophane for lenses, glue

Links to Curriculum: E1, E2, E4, E7, E8, E9, BV3, BV4, SL2, SL3, L6, SL9, SL10

Aims

- To be able to look at things from a positive perspective and have hope.
- Be able to identify positives in different situations.
- Understand looking towards the future can make us feel resilient.

Links to Resilience Framework

Basics	Belonging	Learning	Coping	Core Self
	Tap into good influences. Keep relationships going. Healthy relationships.	Highlight achievements	All	All

Steps

1. Discuss and complete resilient moves from the week and fill in their records.
2. Recap the last session's aims and which potions we used (Coping)
3. Discuss having a sense of hope and looking forward to the future. Discuss their hopes and think about what they are looking forward to. Try to listen to all of them if you have time. What are they looking forward to? Make sure you tell them yours too!
4. Activity: Positivity Glasses. Ensure the children know why we are making these glasses. Explain what they will help with. There is frames for the glasses on Page 71/72 of the Teacher Pack that you can photocopy onto card. We used cellophane for the lenses when we deliver Bounce Forward. The children then decorate the glasses with the art/crafts you have. They could put positive messages around the arms of the glasses or round the lenses etc.
5. Class discussion about why and when we would use positivity glasses. Stress that everyday is a new day and that being positive helps us to move forward. Fill in the feedback part of the session.
#positivity #positivityglasses #beinggrateful

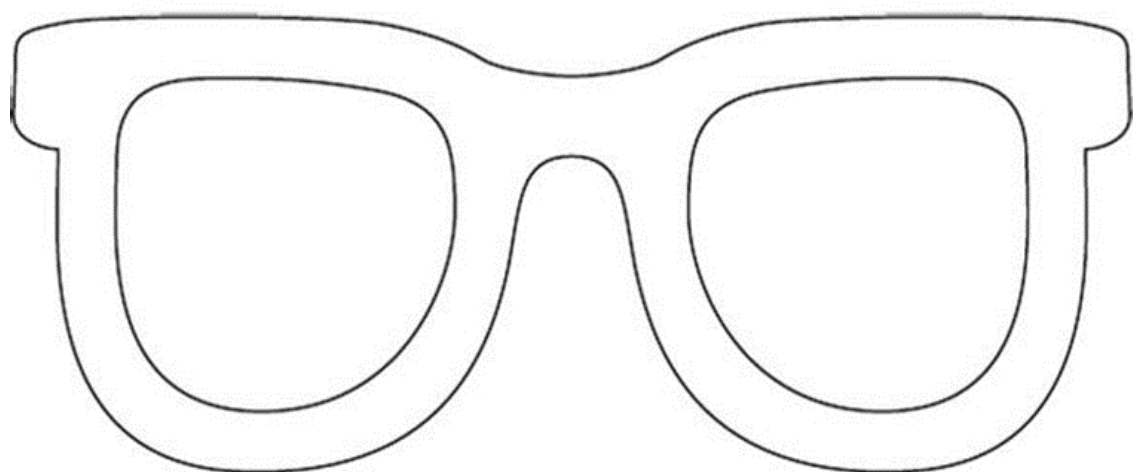
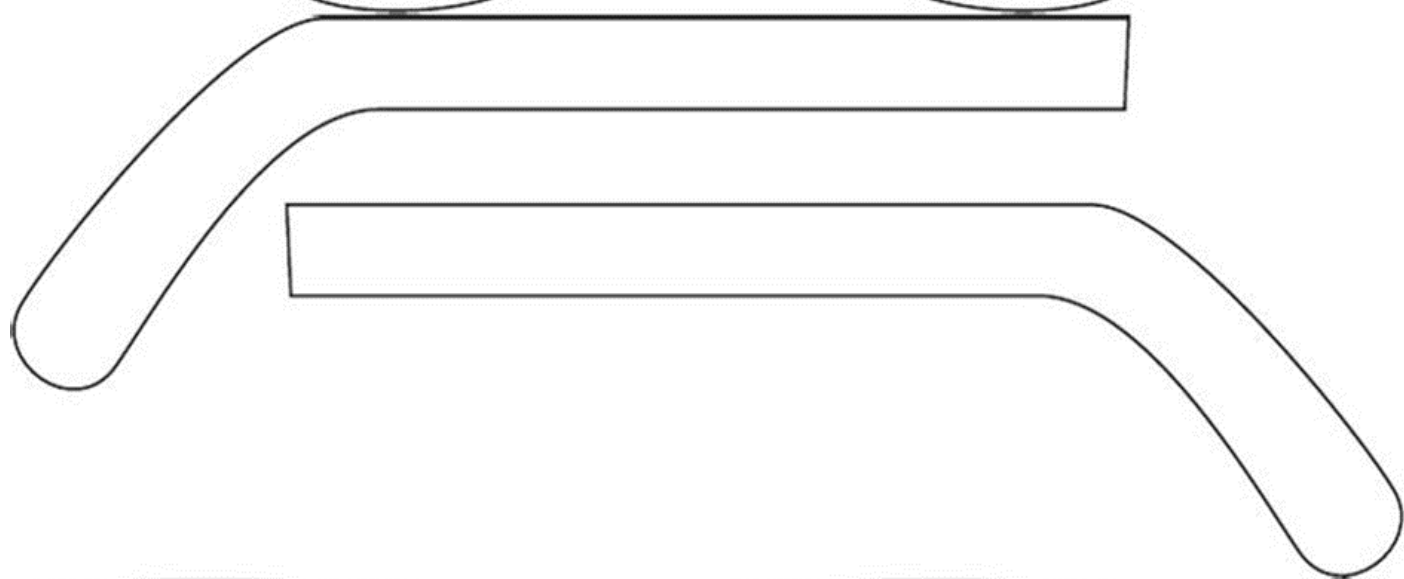
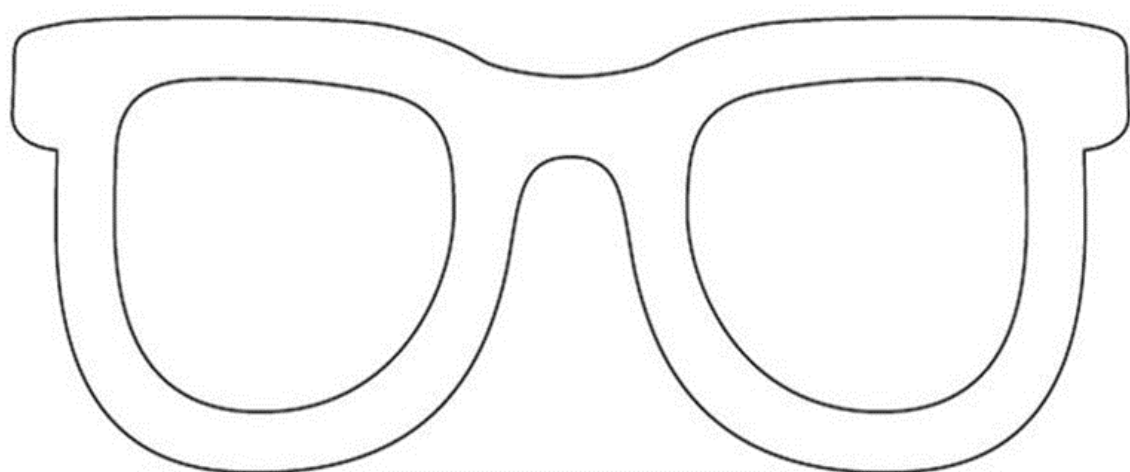
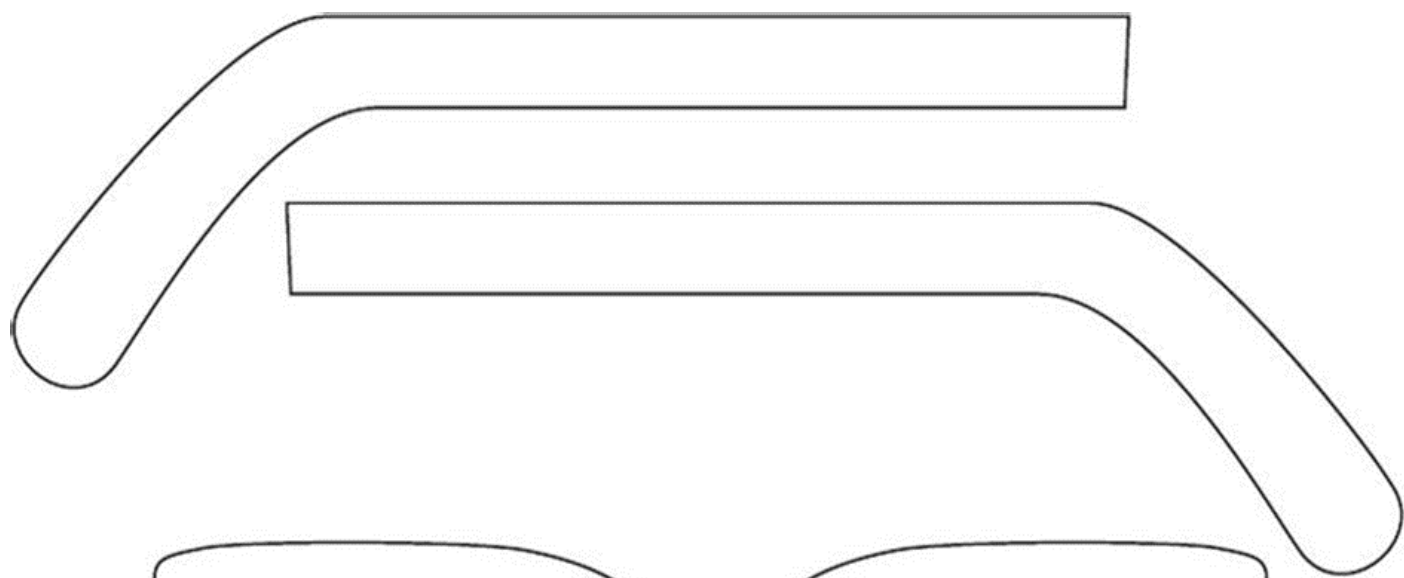
Extra Activities

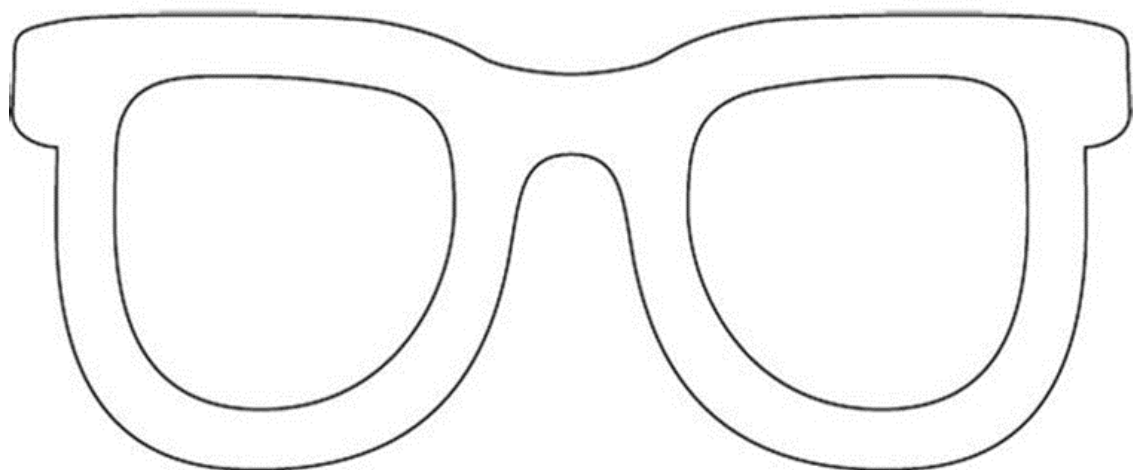
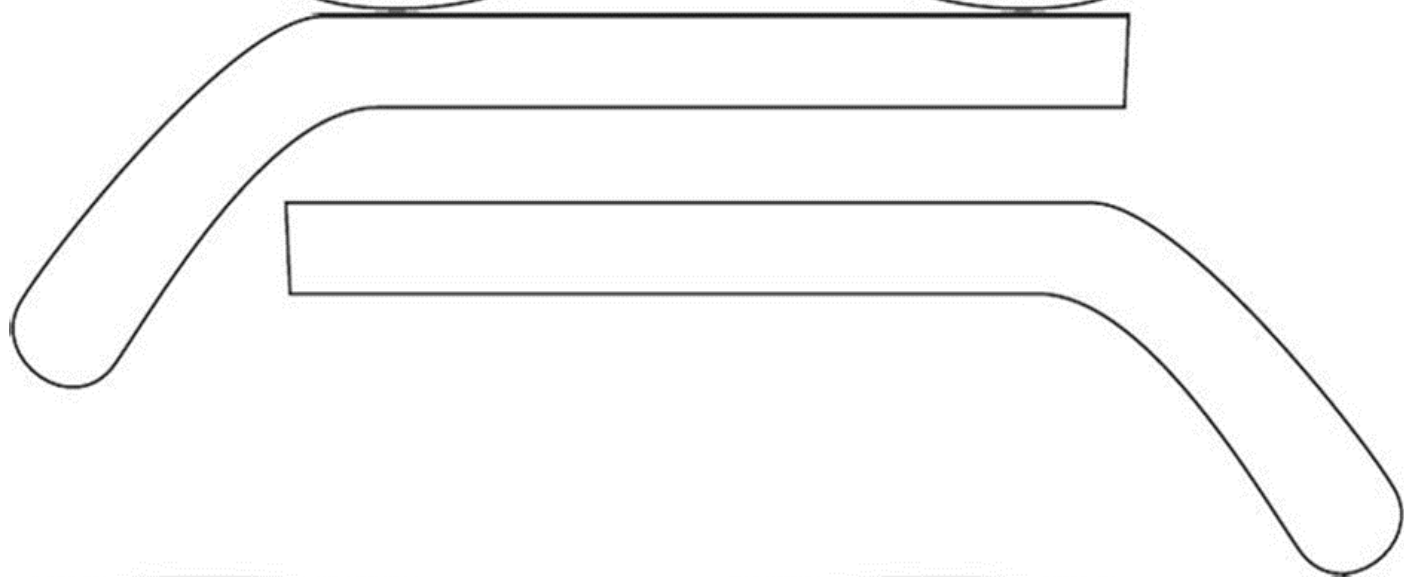
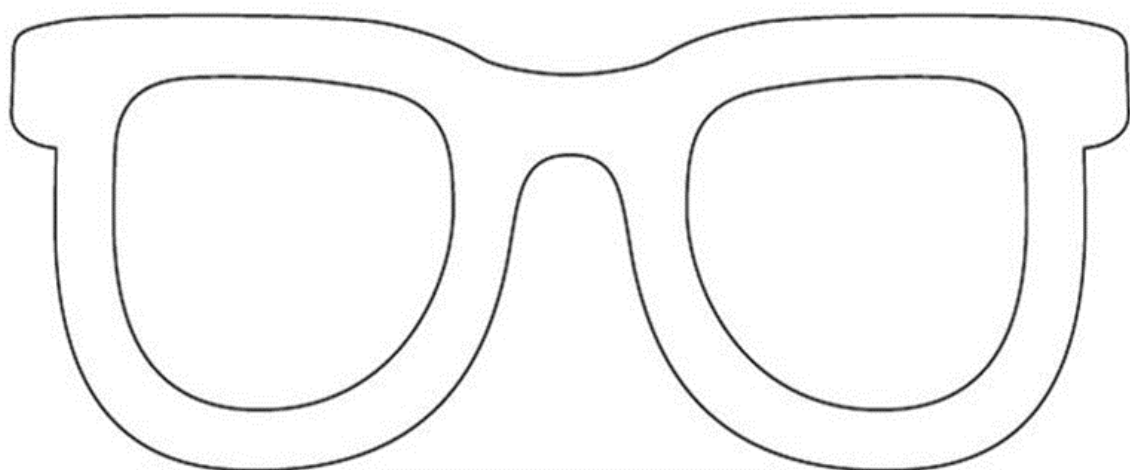
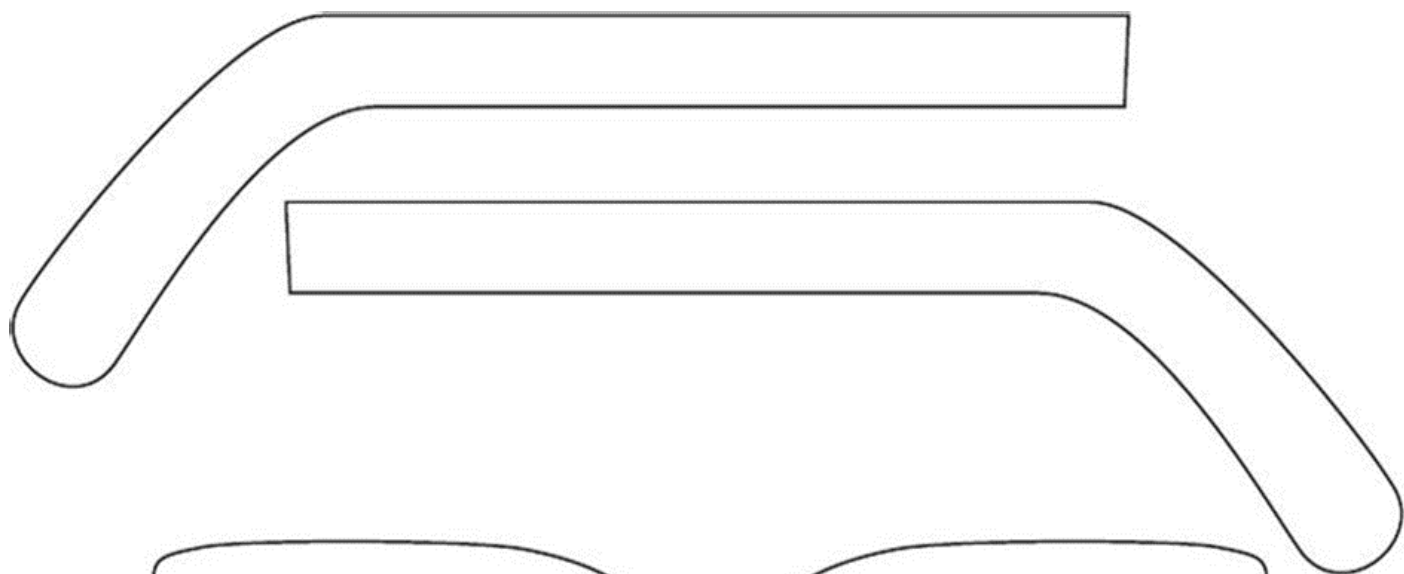
- Write a news report on something positive that has happened at home or school.
- Use the positivity glasses regularly and remind the children each day about being positive, especially when they are having problems.
- During the week, complete wellbeing activities/breaks.

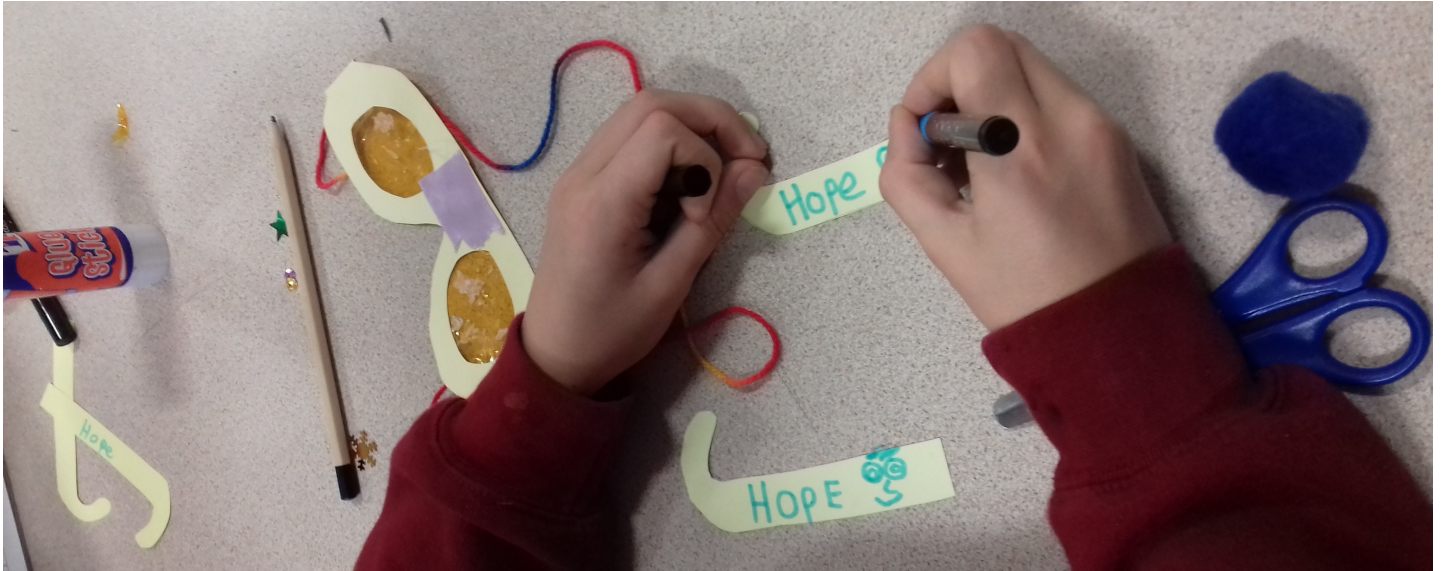
Teacher Notes

Use the space below to write any notes or evaluate your session:









Session 8 – Problem Solving

Lesson 8a: Teamwork

Page 75

This session is all about teamwork and knowing our own and other's strengths too. It encourages the children to examine the positives and negatives of working in a team and learn to lean on others when necessary. At the end there is a small teamwork activity that will help them before they attempt the main activity in 8b.

Lesson 8b: Cup Towers

Page 78

This session includes the activity: Cup Towers. Cup Towers is a problem solving activity which requires the children to work in teams. The children will have already identified good teamwork in session 8a. Now it is time to see if they can apply themselves. The activity's aim is to be able to work with each other and be resilient as a team.

The aim is to build a pyramid tower of cups without using their hands. So they can use any of the other equipment that you will leave on their table: blu-tac, a piece of string, 4 straws, 2 pieces of cotton wool and a piece of tinfoil folded up. They have 10 cups also. You give the five minutes to plan the activity, everyone in the team has to have a role: team leader, builders, time-keeper and resource manager. Some teams may alternate their roles as they do the activity and some teams may keep to their roles. In the planning time, they decide some strategies and who will be doing what. Then the children will have 10 minutes to start building. Once they have built their tower, you or any adult will go over and knock their tower down. Take away only one of the resources they have used. They then have to build their tower again. They keep going until they have no resources left.

Sometimes, children may disengage during the teamwork activity if things are not going their way. But this is a chance to put their resilience skills into place, can they overcome that? Can the other members of the team encourage that member to join in or get help?

It is an interesting activity and one that often surprises!

Lesson 8a: Teamwork

Time: 30 mins

Materials: Booklets or activity sheets, Madagascar video link: <https://www.youtube.com/watch?v=DI4zp7yeuMU>

Links to Curriculum: E1, E2, E4, E8, M2, BV1, BV2, SL2, SL3, SL5, SMSC1, SMSC3

Aims

- To be able to identify their strengths and use them to solve problems.
- Identify good teamwork

Links to Resilience Framework

Basics	Belonging	Learning	Coping	Core Self
Not being judged	Keep relationships going. Get together people the child can count on. Responsibilities and obligations. Make friends and mix with other children.	Develop life skills. Organise yourself	Be brave. Solving problems. Lean on others when necessary. Have a laugh.	Instil a sense of hope. Know and understand yourself Understand other people's feelings There is existing solutions to problems

Steps

1. Discuss and complete Resilient Moves from the week and fill in records.
2. Introduce the theme and aims of the session. Look at the relevant portions (mainly Coping/Core Self/Belonging). Ask the children to find the ingredients.
3. Discuss problem solving and where it fits into the framework.
4. Watch the Madagascar clip. Discuss teamwork – what makes for good teamwork. What did the penguins do well as a team? Communicated well, well planned, organised, practised their routine, they all had a role to play, there was a leader who wasn't bossy but clear and precise, they were brave, they were creative etc. Maybe make a list of these teamwork qualities. What would we see if there was bad teamwork going on?
5. Share ideas and explain how teamwork can help them to be more resilient.
6. Activity: Co-operation Ball (see instructions on page 77 of this pack)

Extra Activities

- Get the children to evaluate a team task that they have completed.
- Discuss the strengths the children are using as part of the challenges of teamwork – compare with the strength they identified previously. Have these changed?
- Do a blindfold challenge in pairs. Discuss how they found this activity.

Teacher Notes

Use the space below to write any notes or evaluate your session:



Co-operation Ball

Equipment

- * Large space e.g. hall
- * Large ball

Instructions

1. Get the children to sit in a circle on the floor (close together).
2. Give the ball to a child to put on their legs.
3. The children must pass the ball around the circle without it touching the floor by only using their legs.

Lesson 8b: Cup Towers

Time: 30 mins

Materials: Booklets or activity sheets, party cups x10, string, blu tack, foil, elastic bands, straws, cotton wool

Links to Curriculum: E1, E2, E4, E8, M2, BV1, BV2, SL2, SL3, SL5, SMSC1, SMSC3

Aims

- To be able to identify their strengths and use them to solve problems.
- To think creatively and use persistence when solving problems.
- Understand that asking for help can help during tough times.

Links to Resilience Framework

Basics	Belonging	Learning	Coping	Core Self
	Keep relationships going. Get together people the child can count on. Responsibilities and obligations. Make friends and mix with other children.	Develop life skills. Organise yourself	Be brave. Solving problems. Lean on others when necessary. Have a laugh.	Instil a sense of hope. Help the child to know themselves. Understand other people's feelings There is existing solutions to problems

Steps

1. Discuss and complete resilient moves and write in their records.
2. Recap on Session 8a and the teamwork they were exploring. Explain they will need to use that today to see if they can be resilient with solving a problem in a team.
3. Activity: Cup Towers. Read the rules (see page 80 of this pack)
4. Complete the 'One Step at a Time' Activity on page 25 of the Pupil Booklet/ Page 81 of the Teacher Pack. This is a reflection worksheet to fill in after the activity.
5. Share ideas and explain how this can help them to be more resilient. How does solving problems and working as a team help you to be resilient? Have they learnt anything from the teamwork experience? Do they need to get better at anything? Fill in the feedback part of the session.

Extra Activities

- Set the children as many activities as possible where they have to work as a team, e.g. team games in PE.
- Maths: Problem solving activities
- Work together to do a team presentation.

Teacher Notes

Use the space below to write any notes or evaluate your session:



Cup Towers—Instructions

- Class is split into teams of min 6 pupils.
- Equipment for each team – stack of 10 plastic cups, 4 drinking straws, piece of blue tack, 2 cotton wool balls, 2 elastic bands, piece of tin foil

Task:

Each team must build the cups into a pyramid tower, 4 cups on the bottom row, then 3 above, then 2 then remaining 1 on the top. **No one** is allowed to touch any of the cups with their hands or **anything** other than the equipment they have been provided with. Each team has 5 mins to decide who will do a set job for the task.

Team Leader: Keeps everyone on task, makes sure everyone sticks to their roles and encourages everyone to do their best. Is the only who can ask the teacher a question.

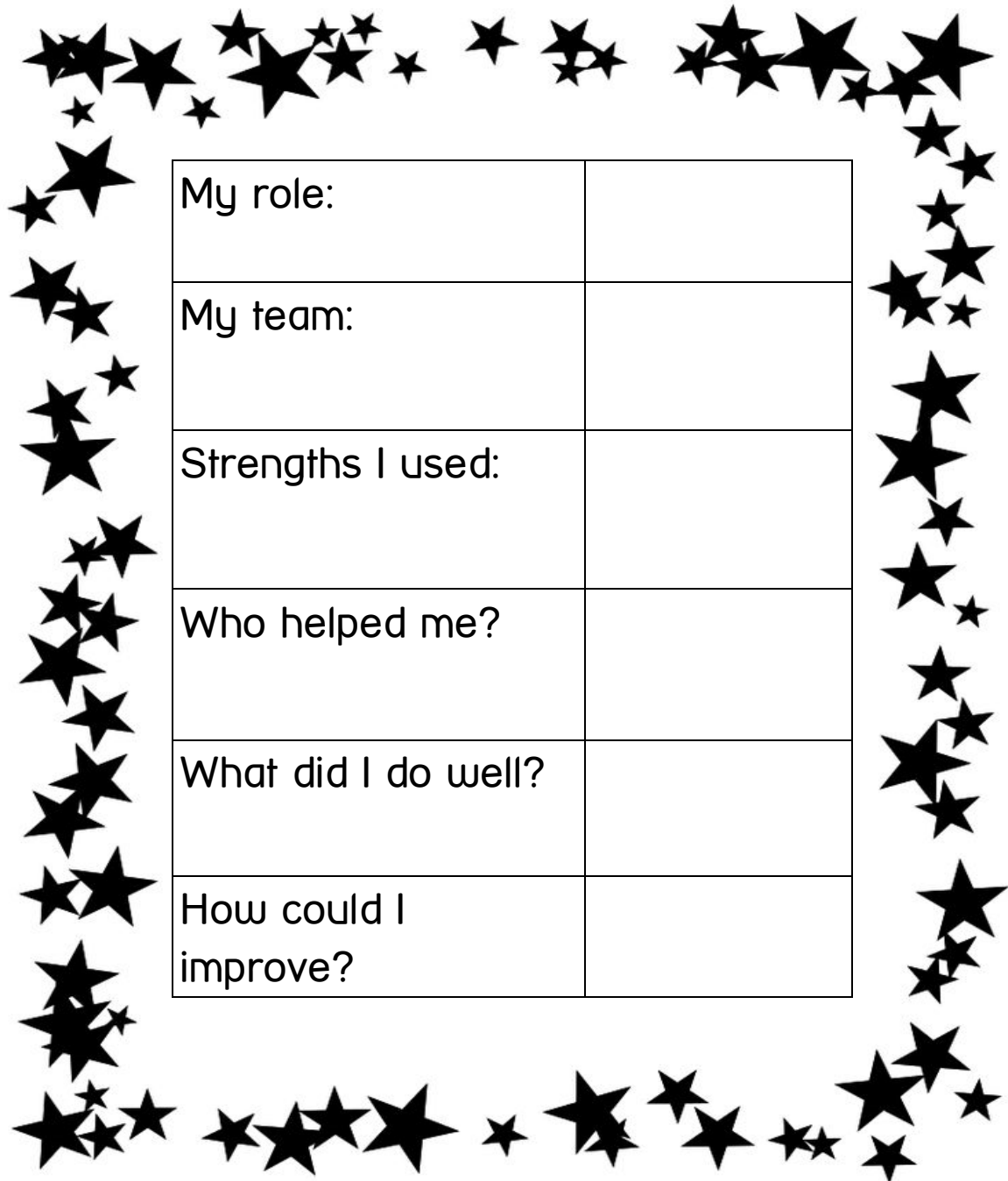
Materials Manager: In charge of collecting and returning all supplies. Checking if anything is missing and if anything breaks.

Time Keeper: Encourages everyone to stay on task and keeps track of the time the group has left to work.

Builders: Make the tower following the instructions given

1. Materials manager collects the equipment, places it in the centre of table. Cups must be in a stack of 10.
2. Teacher puts timer on board for 5 min.
3. Start timer and pupils have 5 mins to plan their problem and decide roles.
4. Start timer for 10 mins and then let them start.
5. Walk round, if a group is struggling get them to think how they can work as a team with the equipment. They can tamper with the equipment to help them e.g. split the foil, divide the blue tack up.
6. Then go to each group that completed the task and ask which equipment they thought had helped them the most. When they have told you – take that piece of equipment away from them & then knock the cup tower down.
7. The teams then rebuild the tower again but with only the remaining equipment.
8. Continue this cycle of removing equipment and knocking the tower down until they have no equipment left to complete the task.
9. Discuss after how the teams had worked together to complete the task and how they had been resilient throughout the task. Highlight achievements in teams where they had shown their resilience.
10. Complete feedback section #cuptowers #teamworkmakesthedreamwork

One Step at a Time



My role:	
My team:	
Strengths I used:	
Who helped me?	
What did I do well?	
How could I improve?	

Session 9 - Resilience Recap

Lesson 9a/9b: My Bounce Forward Journey

Page 83

This session is all about reflecting on what they have learnt in the programme. It aims to support the children in identifying when they might need to use potions and to have the confidence to do so. We are aiming to further embed the strategies they have learnt over the programme, so they can Bounce Forward from tough times.

You really want the children to be leaving this session having at least one strategy they are going to carry on to be resilient. Are they going to keep a gratitude journal? Are they going to wear their glasses? Etc.

Lesson 9a: My Bounce Forward Journey

Time: 30 mins

Materials: Booklets or activity sheets, Clip from Monster's University, surveys

Links to Curriculum: E1, E2, E7, BV3, BV4, SL2, SL3, SL16, SMSC1

Aims

- To consolidate learning and encourage pupils to continue to use what they have learnt.

Links to Resilience Framework

Basics	Belonging	Learning	Coping	Core Self
All	All	All	All	All

Steps

1. Discuss and complete resilient moves and fill in their records.
2. Introduce the theme and aim of the session.
3. Recap everything we have learned using the booklet/exercise book/folder to help prompt the children and any displays, etc.
4. Activity: Complete the surveys for the final time.
5. Watch the Monster's University clip – How is Mike resilient? Note around Mike all the resilient moves Mike made to help him do well in his tests. Complete Page 26 in the booklet/ Page 85 in the Teacher Pack.

Extra Activities

- Let the children complete the extra activities at the back of the booklet.
- Spend time reflecting on previous sessions and encourage the children to share their resilience stories.
- Challenge the children to make a resilient move they've not done before.

Teacher Notes

Use the space below to write any notes or evaluate your session:

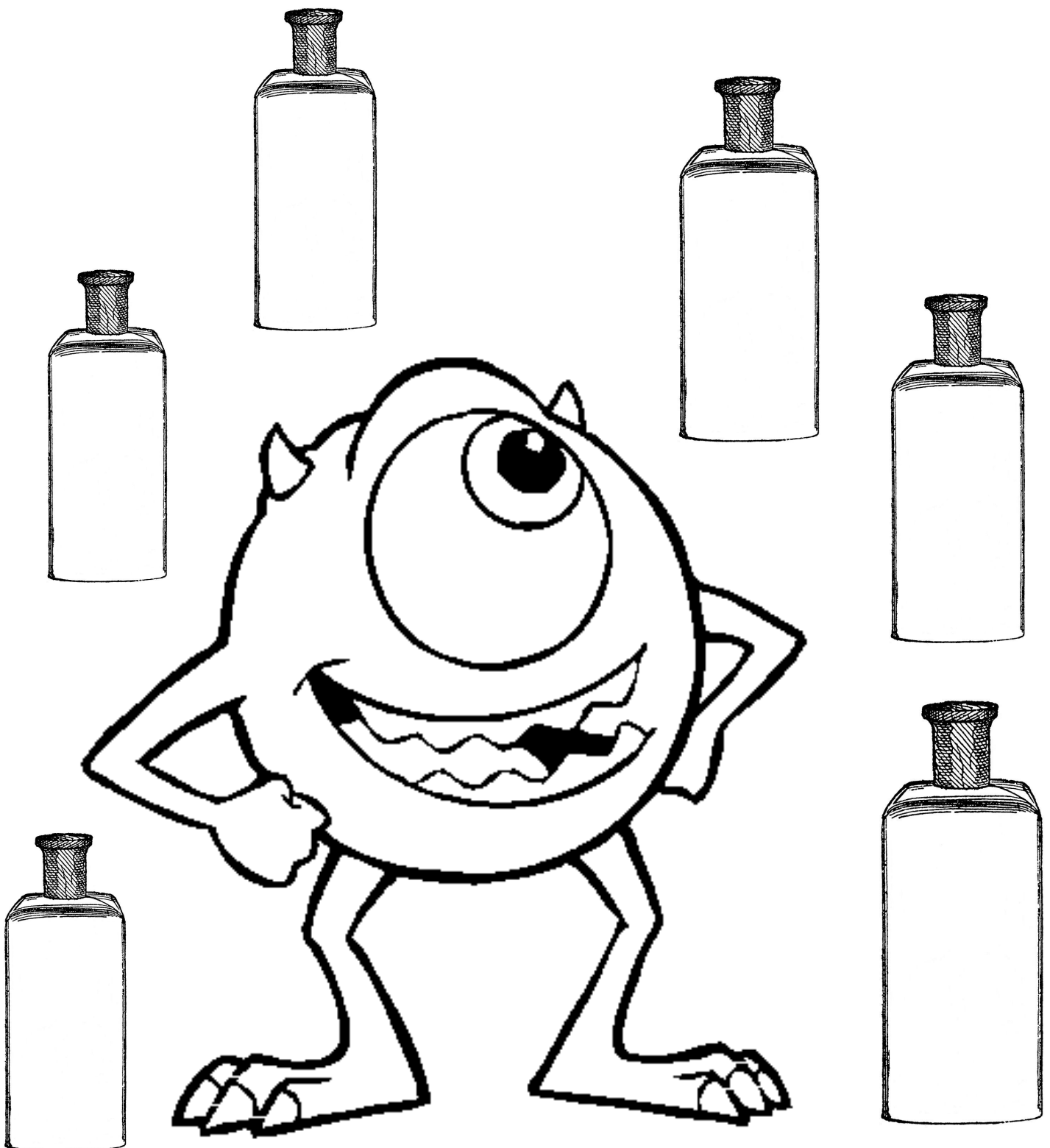


Lesson 9a

Resilience Recap

Over the past 9 weeks, you have learnt a lot about resilience and how to use different strategies to become more resilience and bounce forward through tough times.

Here is Mike from the clip, which resilient moves has he used? Write them in the bottles around him.



Lesson 9b: My Bounce Forward Journey

Time: 30 mins

Materials: Booklets or activity sheets, cauldron template, arts/crafts, bottle templates

Links to Curriculum: E1, E2, E7, BV3, BV4, SL2, SL3, SL16, SMSC1

Aims

- To consolidate learning and encourage pupils to continue to use what they have learnt.

Links to Resilience Framework

Basics	Belonging	Learning	Coping	Core Self
All	All	All	All	All

Steps

- Discuss and complete resilient moves.
- Recap last session - that we are thinking about how we can move forward and remember strategies we have learnt.
- Talk about what they have learnt over the last 9 weeks. Which potions will you find useful moving forward? How can these potions help you push forward in tough times? Which resilient moves do you still need to work on? Could do this in partners/groups.
- Activity: Children to write the most important piece of learning from Bounce forward to add to their own potion bottle. (Use the booklets to help them). Add their bottles to a group cauldron. Decorate the cauldron together. You could use this for a class display or even the showcase.
- Remind the children that they must continue to build on the work done and keep building up and using all the potions that they have learned about, so that they continue to be resilient.

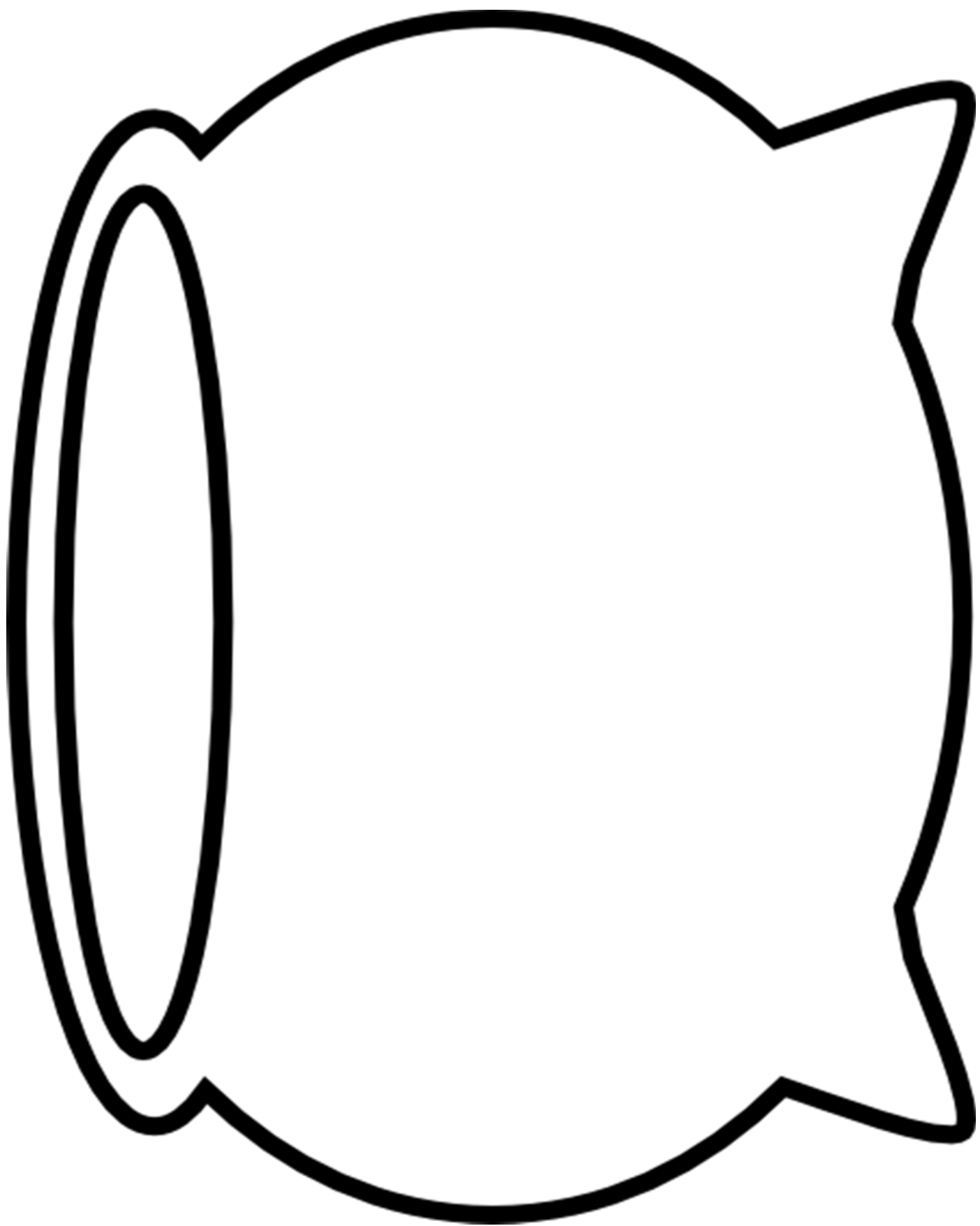
Extra Activities

- Use a copy of the framework to identify how many resilient moves they have made – look for common moves that are less used and invent an activity to promote this move.
- In groups make posters of their learning since session 1.
- Literacy – write to a friend telling them what resilience is and how it has helped them.
- Start to come up with ideas for their showcase.

Teacher Notes

Use the space below to write any notes or evaluate your session:







Session 10: Spreading the Magic

This session gives children the opportunity to share the resilience skills they have learnt during the programme with others. The aim is to share the resilience message by spreading magic around school and home. The class work together to create a 'Showcase' event of their learning and some examples have been included on Page 92.

This event is a celebration of the children's success and a reminder that by being resilient they can Bounce Forward in tough times. It is really important to get everyone on board and to try and involve as many people as you can.

Lesson 10: Spreading the Magic

Time: 30 mins/ 1 hour/ morning or afternoon

Materials: Booklets or activity sheets

Links to Curriculum: E1, E2, E7, BV3, BV4, SL2, SL3, SL16, SMSC1,

Aims

- To share the learning of the programme with others, highlight achievements and develop life skills.

Links to Resilience Framework

Basics	Belonging	Learning	Coping	Core Self
All	All	All	All	All

Steps

- Discuss what is possible for the showcase. What do you think is possible, what assets are available within the school? Think about the best routes to share the learning from the programme. Do you want to include other classes, parents/carers, school staff? Think about some resilient moves you can teach the audience that they can start doing immediately.

Questions to help facilitate this may include:

What is resilience? What is Bounce Forward? What have we learned? How can we share this with people outside of our class? Who do we want to share our learning with? Which points should we share and why? What is good about Bounce Forward? How has Bounce Forward helped me? What they would like to do/what is possible. What can we keep doing as a school/class to be resilient?

- Plan, prepare and deliver the showcase, eg. brainstorming, group work, reviewing previous sessions, etc

Showcase Ideas

- Assembly to younger classes/parents.
- The children deliver mini Bounce Forward sessions to other children/parents.
- Create a Bounce Forward display for the school.
- Create a page on the website to showcase the children's learning.
- Create a play about resilience and then talk about the message of resilience to the audience.
- Get the children to vlog/blog their learning and share it within the school, you could also get other children within the school involved with this.
- Make a Bounce Forward video to show the rest of the school about Bounce Forward.
- Create a resilience buddy for the other students who need some support with their resilience.
- Create a resilient move box where every Friday the students and teachers pick a random move and do it over the weekend. Make sure to check up on them on Monday.

Teacher Notes

Use the space below to write any notes or evaluate your session:



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