

**THIS LESSON PLAN
IS AS AN EXAMPLE**

DO NOT

**SHARE THIS WITH
ANYONE ELSE**

**TEACH THIS AS A
SINGLE LESSON**

RESILIENCE SKILLS CURRICULUM LESSON PLANS



**bounce
forward**

Introduction

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In the context of this curriculum, resilience means the ability to feel good and function well in everyday life and the capacity to cope, even thrive, when things get tough. It does not mean being happy all the time because real life is much messier than that.

Increasingly, we are concerned about the mental health of young people, and we take the responsibility of preparing young people with skills for life seriously. At Bounce Forward, we know from our research that resilience skills enable young people to improve life satisfaction, general, physical and emotional health. It also helps with better education, attainment and can prevent mental illness. All good reasons to teach resilience as part of a broad curriculum.

This six lessons series is developed from sound research and designed to engage students in learning specific skills in a fun and practical way. The idea is that they will go on a journey of discovery that will help them express themselves and be able to empathise with others.

The lessons are designed to be delivered in order, together and cover the following content:

- Lesson 1: What is resilience and harnessing emotions
- Lesson 2: Connecting the Brain, Emotions and Thoughts
- Lesson 3: Introducing the Gremlins
- Lesson 4: Optimism and Evidence
- Lesson 5: WoBbLe - Calming the Catastrophising Gremlin
- Lesson 6: Resilience Planning

Each lesson is timed to 55 minutes. While it is important for lessons to be pacy, it is equally important to notice your students. More may be gained from spending longer on a discussion if you feel that the students are progressing towards the lesson outcomes.

Alongside this guide is a full set of slides and teaching resources. Everything is provided electronically so you can decide what you need to print as part of your planning.

Please note that the videos included within the materials:

- Are, or have been, available to the public or were either published, broadcast, or posted on YouTube
- Are for use within the classroom in educational settings and for education purposes only
- Are only used in the course of instruction and for instructional purposes within an educational setting for educational purposes

It is strictly prohibited for anyone to deliver these lessons without the proper training from Bounce Forward. If you have any questions about the lessons, then feel free to contact us:

info@bounceforward.com

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Teaching & Learning Environment

You will set up a **Safe Learning Agreement** with the class in the first lesson that will set out the guidelines for how the class will work together. You should follow the school guidelines and use your intuition and judgment, and your role as a teacher should include developing the agreement.

SMALL EVERYDAY BOUNDRIES

It is essential to create suitable boundaries for class discussions. The lessons have been written to encourage the use of small, everyday situations to learn the skills. You can encourage and model this in the questions you ask and the examples that you choose to share. The lessons are interactive, and there will be many opportunities for you to redirect the conversation. The Safe Learning Agreement can be referred to when the discussion is heading in an unhelpful direction.

MANAGING THE GROUP DYNAMICS

Each class will be unique. Some students will be quieter than others in the discussions which does not necessarily mean they are not engaged or learning. You will want to check that they are involved in the exercises done in pairs or individually. If you have an unusually quiet class, you can adapt many of the activities to allow for more individual work, but the overall aim is to create connection and discussion. It is essential to recognise that individuals engage with this material in different ways and at different times.

GROUP RESPECT

The aim is for open, respectful discussion and debate. The class will need time to feel comfortable to express authentic, personal views as they learn and discover together that we can agree to disagree, and that is healthy.

CONFIDENTIALITY

There should be a shared agreement about confidentiality, ensuring that individuals know the lessons are not able solving individual. Personal problems and no one will be asked to share anything that makes them uncomfortable. It is hoped the learning is shared beyond the class, but that can be achieved without disclosing specific or personal information – also see discussion of problems below. The limits of confidentiality should also be made clear. The class need to recognise where there is concern about the risk to their safety or the safety of others, and then appropriate action will be taken. Please refer to the school Safeguarding and Child Protection Policy for a procedure.

DISCUSSION OF PROBLEMS

Agree on the type of situations or problems that are appropriate for discussion and the things that are not upfront, is vital to maintain a safe space. The purpose is to build learning, rather than to solve individual problems. The sessions are not therapy or counselling. The best way to learn is to use small everyday difficult situations that are common for the age group, at least to begin with. Using 'real' examples will allow for richer understanding, but always recognising the purpose is on learning, not solving the problem. It would not be appropriate to discuss any severe issues where someone's safety is/or could be compromised. The skills can be applied to more complex situations as an understanding of the skills develop over the lessons, but examples shared in the group should not extend to severe issues. It is essential to be clear how the group might seek support outside of the lessons.

STUDENT SELF DISCLOSURE

Allowing students to be honest and open is critical. As they are learning, guide them to focus on small events from everyday life rather than large or complex situations that will not be appropriate for disclosure in the group. Monitor stories that are shared in the lesson, balancing authentic expressions of their viewpoints and the delicate nature of the material. If a student is disclosing too much, stop the conversation. Explain that you can pick this up one to one with the student later.

TEACHER SELF-DISCLOSURE

Your full participation in lessons is crucial to build trust. Prepare your personal stories beforehand, avoiding topics that are too emotionally loaded. Your own stories should not cross boundaries, but it is powerful to use your examples where relevant and when it will clarify a concept or demonstrate a skill. When providing feedback, you have the opportunity to model optimism in your responses by acknowledging the positive in a student's contribution. Encourage participation – the content relies heavily on discussions and student participation, so the way that you behave in these lessons will set the tone for an engaged and open conversation.



Ground Rule Ideas

OPENESS

We will be open and honest, and as we discuss general situations. We will not put anyone 'on the spot'.

NON-JUDGEMENTAL

It is okay for us to disagree with another person's point of view, and we will not judge, make fun of, or put anybody down. We can 'challenge the opinion, not the person'.

LISTEN TO OTHERS

We will listen to the other person's point of view and expect to listen too.

MAKE NO ASSUMPTIONS

We will not make assumptions about people's values, attitudes, behaviours, life experiences or feelings.

ASK QUESTIONS

We know that there are no stupid questions. We do not ask questions to try to embarrass anyone else deliberately. There is a question box for anonymous questions.

KEEP CONVERSATIONS IN THE ROOM

We feel safe discussing general issues in this lesson as we know our teacher will not repeat what is said unless they think we are at risk, in which case, they will follow the school's safeguarding policy.

LANGUAGE

We will use the correct terms for the things we will be discussing rather than the slang terms, as they can be offensive. If we are not sure what the correct term is we will ask our teacher.

SEEK HELP & ADVICE

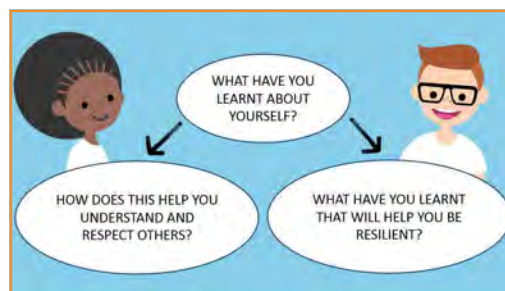
If we need further help or advice, we know how and where to seek it confidentially, both in school and in the community. We will encourage friends to seek help if we think they need it.

Reinforce These

Communication skills and the capacities for resilience are implicit throughout and explicitly referred to in some lessons. Please use opportunities to reinforce these with students within each lesson.

Communication Skills

- What have I learnt about myself?
- How will it help me be resilient?
- How will it help me understand and respect with others?



Capacities for Resilience

SELF-AWARENESS & COMPASSION

Understanding of self in the context of others. Being kind and having compassion for self and others.

FLEXIBLE & REALISTIC THINKING

Open and curious to try different ideas, looking for evidence for different ways of doing things.

HUMAN CONNECTION

Connected to others, listening, looking at things from different perspectives, empathy, willing to reach out.

SELF REGULATION

Understanding the impact and range of emotions on self and others. Impulse control, calm and focused.

HOPE & OPTIMISM

The belief that the realistic goal can be met, thinking optimistically, focused and upbeat.



Lesson 1

LEARNING OUTCOMES

- Understand that life is a journey with challenges (big and small) and it is our resilience that helps us overcome these
- Discover that emotions can be helpful and unhelpful, and we can learn to regulate them
- Know we ALL have resilience

OUTLINE

- Introduction to resilience
- Environment for the lesson – safe space
- Why resilience is essential to navigating the journey of life
- Activity – building a tower in teams
- An opportunity for students to use ‘resilience skills’
- The role of emotions in resilience

RESOURCES

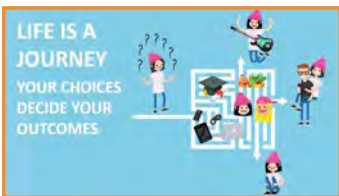
- Materials to build a tower in groups
- You can use three packets of spaghetti and six packets of marshmallows (based on six groups of 5)
- Alternatively, and you can use pipe cleaners and blue tac or something similar



1 INTRODUCTION

2 minutes

1. There are life skills that can be learnt to help manage everyday obstacles and to help make the most of opportunities. We call them resilience skills. Explain that these lessons are about exploring the skills to achieve the best outcome in any situation.
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2 LIFE IS A JOURNEY

3 minutes & 1 animation

1. In pairs, ask students to discuss briefly, what the life journey image means to them.
 2. Then **animate the slide** and explain that everyday life is not easy; there are many obstacles to overcome. The way we navigate these decides our outcome.
 3. Ask students to briefly discuss what skills might help them on their journey through life.
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3 SAFE SPACE

10 minutes

1. To get the most from these lessons, it is important to be kind to each other in all discussions. We can do this by creating a Safe Learning Agreement.
 2. Capture the ideas under the heading **Safe Learning Agreement** using the guidance provided on **page 1**. Encourage contribution from the whole class. Check that everyone agrees and knows that this will be the reference point for all lessons.
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4 LIFE SKILLS

2 minutes

1. Each lesson in the programme is a journey of discovery for students to learn something useful to use daily. The lessons will all end with skills to practise.



5 BUILD A TOWER

15 minutes

1. This exercise is like life, a challenge to try and complete.
2. In groups challenge the students to create the tallest tower possible out of [spaghetti & marshmallows] provided.
3. During the activity, circulate between the groups and make notes of their behaviour. Look specifically for examples of resilient behaviours, such as working together, sharing ideas,
4. trying different ways, failing and trying again. Have they already got some of the skills that they will be learning?



6 DEBRIEF DISCUSSION

5 minutes

1. De-brief the activity in groups using the questions on the slide.
2. During the discussion, look for opportunities to develop their points relating to the **resilience capacities** on **page 4** that they will be learning.
3. Explore whether the students think they used resilience in the activity and how they would describe resilience. What is it?
4. Read out the examples of resilience you noted down during the activity.

For example:

- Human connection = working together and listening to each other's ideas.
- Self-regulation = being calm as they considered different ways of doing things.
- Hope and optimism = being optimistic about the result.
- Flexible and realistic thinking = trying different ways, starting again.



7 SUCCESSFUL BUILDERS

2 minutes & 1 animation

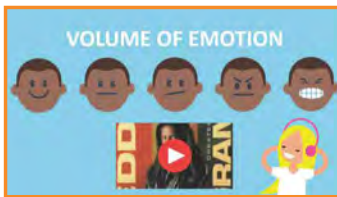
1. Ask who they think is best at the building activity and why.
2. **Animate the slide** to reveal that students are the best builders, this is because students are naturally curious, open-minded, try different ways, enjoy and have fun with the task.



8 GUESS THE EMOTION

5 minutes & 11 animations

1. Extend the discussions from the activity to explore emotions.
2. We are all feeling things. There will have been different emotions experienced during the activity. Excited, worry, embarrassed, bored. We experience things differently, which is part of what makes us unique.
3. Animate the slide Ask the students in pairs to identify the emotions on the slides as they appear on the screen. Do this slowly to allow time for a brief discussion with a partner.
4. We have different ideas about the emotional expressions that we think we see. We try and read people, but the truth is that we do not know what other people are feeling. Ask them if they can see any potential issues with this.
5. Summarise the discussion with the importance of not jumping to conclusions. We express emotions in different ways. One happy or worried might look very different from another. Explain that it is better to ask how someone is feeling, rather than to guess or judge.



9 VOLUME OF EMOTIONS

4 minutes

1. Discuss with the students that not only is there a range of different emotions; there are also different strengths of emotions.
2. We can learn to control the strength of emotions just like we can control the volume of music that we listen to.
3. Turn the volume as high as possible and click play.

Note: You might want to warn the teacher in the class next door before the lesson!

4. Extremely high-volume music can be uncomfortable, and so are high volume emotions. Anger at a lower strength can be useful, but when it is out of control, it can be uncomfortable for the people around us and us. It is also very difficult to be resilient and make good choices when we are in a furious outburst. (More on emotions next lesson).



10 YOU ARE RESILIENT

5 minutes

1. Ensure the students understand that we all have the resilience and that practising the skills enable us to have the tools at our fingertips when we most need them.
2. Ask students in pairs to explain to each other what they think resilience is.
3. Ask students for examples.



11 SUMMARY & PRACTISE

2 minutes

1. Summarise the lesson by repeating the learning outcomes.
2. Read out the advice for practising resilience.

