

Implementing BOUNCE BACK!

HOW SCHOOLS ARE USING BOUNCE BACK!

Different schools are using BOUNCE BACK! in a range of ways that fit in with their objectives and current programs. Here are some of the approaches they are taking.

Timetabling BOUNCE BACK! Dedicated Curriculum Time

Many schools are building in an extra BOUNCE BACK! session per week (usually for one hour) during which all classes undertake a similar aspect of the program. For example everyone teaches from the Emotions unit and takes a similar theme (eg Anger Management). In some schools this one hour has a title such as: Pastoral Care, Life Skills, Personal Development .

Integrating BOUNCE BACK! with a Range of Curriculum Areas

Activities from a variety of BOUNCE BACK! units are included as part of Social Studies, Health & Personal Development, Maths, Science, Technology, Religious Education etc.

Using BOUNCE BACK! Themes for Text Selection

Most schools are using the junior picture books, older picture books, poems and novels as part of their English curriculum. Resilience themes can be used as the basis of text selection

Scope and Sequence Charts for BOUNCE BACK!

Ideally, all of the *key points* in each unit of BOUNCE BACK! are covered in every class every year. This ensures that the key points are revisited many times and makes it more likely that students will begin to think and act resiliently in both the short and long term. However, different selected *activities and books* from the ten units are used at different year levels to make these key points. Teachers work together to divide up the many alternative BOUNCE BACK! activities and books and develop a Scope and Sequence chart.

Adding a Wellbeing & Resilience Dimension to Everything That is Taught

In some schools teachers are encouraged to look for the aspects of resilience that can be explored in everything they teach and discussed at every naturally-occurring relevant opportunity. These themes include: optimism, helpful thinking, bouncing back, handling strong feelings, using humour as a coping tool, courage, not mistreating others, knowing personal strengths, resourcefulness, goal setting, cooperation, support and compassion, friendliness, acceptance of difference, respect, and honesty.

Linking BOUNCE BACK! with Classroom and School Rules

Some schools are using the Core Values as the basis of classroom and school rules

Using Quotes from BOUNCE BACK! to remember Key Points

The many quotes from the units in the Level 3 Resource book are being used by some schools as a shorthand way of remembering some of the key points. They have been used in stories, illustrated, displayed or acted out.

Making BOUNCE BACK! Posters

Posters of the various acronyms (eg BOUNCE!, BOUNCE BACK!, STAR, CHAMP, and WINNERS) are being made by students and displayed in classrooms, and corridors.

Teaching the BOUNCE BACK! Acronym to Parents

Most schools are ensuring that parents are also aware of the acronym and its coping messages. Parents are provided with copies of the acronym and asked to reinforce the resilience skills and concepts at home.

THREE EXAMPLES OF SCHOOLS IMPLEMENTING BOUNCE BACK!

School A

Students make their own BOUNCE BACK! posters which are displayed around the room all year. An enlarged BOUNCE BACK! poster is displayed in the staff room, as well as posters about how the core values are reflected in the actions of the staff (eg *At Smithton primary school the teachers are committed to showing respect to all students, parents and colleagues*). An A4 sheet containing the BOUNCE BACK! acronym is sent home to all parents. Teachers are given a laminated sheet of the BOUNCE BACK! acronym and encouraged to make reference to it at every opportunity

Every class in the school, at all year levels from K-7, has a weekly one hour session on the same unit/theme from the BOUNCE BACK! program. For example, the Unit might be Emotions and the theme might be Dealing with Anger. Each year level uses different books and a different activity to work on dealing with Anger. A scope and sequence chart, developed by the classroom teachers, identifies the books and activities that are used at each year level with each unit and theme.

School B

The school asks teachers on yard duty to take a small laminated card containing the BOUNCE BACK! acronym with them so that they can refer to it when talking to students in relation to playground issues

Every year, each year level in the school covers all of the units and similar themes within each unit. However, the staff wanted to ensure that the students did not encounter repetition in the books and activities used. Therefore teachers at each of the three year level groupings that correspond to the three BOUNCE BACK! Resource books met several times and identified the books and activities that each year level would use for each Unit and theme.

- The Core Values Unit and the Bullying Unit are included as part of RE/Pastoral Care.
- Elasticity is covered as part of Science and Technology
- Several Units are covered as part of the school's language and literacy program (eg The Bright Side, Humour, Success)
- In Health, aspects of the following are incorporated: The BOUNCE BACK acronym, People Bouncing Back unit, the Emotions Unit, the Relationships Unit and the Courage Unit.
- The activities related to goal setting (Success) are used throughout the year at every opportunity
- Elements from all units are included as part of the study of Society and Environment eg Antarctica (Shackleton- People bouncing back, Bright Side and Courage) and Inventions (Thomas Edison: Success Unit)

School C

In terms one, two and three, eight units from the program are systematically implemented each week to all students during a one hour session called 'BOUNCE BACK!' Repetition of books and activities is avoided with a Scope and Sequence chart for each of the three year-level groupings. This was prepared by coordinators and given to classroom teachers for discussion. During the one hour session, the key points and some key themes are covered. Specific books and topics are then picked up during the following week in Science, English, Society and Environment. In term one the school implements these units: Core values, Success and People Bouncing Back. In term two they implement these units: Emotions, Bullying and Relationships. In term 3 they implement The Bright Side and Courage

The Elasticity unit and the Humour units are alternated between year levels so that students only receive them once every two years. However humour is still presented and briefly discussed as a coping tool in the People Bouncing Back unit.

All the texts used in the BOUNCE BACK! program have a yellow smiley face sticker on the front plastic cover and are kept in a separate resource cupboard in the staffroom with a teacher-borrowing book.

Embedding BOUNCE BACK! Teaching Strategies in the Classroom

Most of the teaching and learning strategies in the program that are used to teach the skills and understandings about resilience and wellbeing also contain elements of resilience. A great many schools have found that the strategies themselves can be used in many different curriculum areas. Most of them are based on cooperative learning. Circle time is a commonly used strategy in the program. There are several good examples of educational games that encourage the use of higher order thinking skills. There are some effective thinking tools as well. Most include opportunities for practising social skills. Some examples are:

- The Ten Thinking Tracks (Thinking tool)
- Cooperative Controversy (Cooperative learning strategy)
- TEAM Coaching Cooperative learning strategy)
- Mystery Square (Educational game that includes higher order thinking skills)
- Word Mastermind (Educational game that includes higher order thinking skills)
- Circuit Brainstorm (Cooperative learning strategy)
- Before or After? (Educational game that includes higher order thinking skills)

Examples of the Integration of BOUNCE BACK! Content with Specific Topics

	Level One: Yrs K-2	Level 2: Yrs 3-4	Level 3: Yrs 5-8
Celebrations	Easter eggs	Birthdays	
Animals	Bees Cats Echidna Snails Pets Meerkats RSPCA Sheep Spiders Starfish	Chameleons Fleas Frogs Grasshoppers Guide dogs Spiders Meerkats Kangaroos Stick Insects RSPCA	Anaconda Quokka Predators and defence Marsupial Hopping Mouse Springbok
Energy	Springs Tyres	Springs Tyres and air pressure Elastic band music	Springs Elastic forces
Environmental issues	Scarecrows	Bush regeneration	Clean Up Australia
Flight		John Flynn	Janine Shepherd Amelia Earhart Charles Kingsford Smith
Materials and properties	Stretchiness	Elastic clothing	Fabric wrinkle experiments Making stress balls Making balls that bounce
Machines and toys	Toaster Toys that move	Jack in the box Elastic devices	Lie detector test Catapults Jack in a Box
World War two		The United Nations	Simpson and his donkey Nancy wake Weary Dunlop The Holocaust
Maths processes	Probability	Measuring bounce Joke survey	Elastic range Angles of bounce Joke survey
Antarctica			Earnest Shackleton
Australian History			Caroline Chisholm
People who help us	Doctors and dentists Fire officer life saver		
Sport and leisure		James Hird	
Plants	How plants grow Sunflowers and Roses	Sunflowers	
Inventions		Thomas Edison	
Me	How family helps us Illness and recovery	Illness and recovery	
The Law			Bullying Sledging
Planet earth		Natural disasters Drought	Earthquakes

Themes in the Years K-2 Program

<p>Core Values Honesty and cheating Being fair Being responsible Supporting others, including people we don't know How teachers and family support us People who help us Caring for pets Cooperation It's okay to be different and to think differently Including others Respect and good manners Being friendly</p> <p>People Bouncing Back The acronym in detail Everyone has unhappy times sometimes Other people can help if you talk to them Learning from your mistakes and problems Bouncing back from illness and injury\Plants can bounce ba Nobody is perfect Helpful thinking makes you feel better</p> <p>Courage What is fear and what is courage? Fear and courage are different for different people Making yourself feel less scared Being a hero Being foolish Feeling scared when you first come to school Being scared of the dark Dangerous creatures How do doctors and dentists help us feel braver? The courage to love a pet</p> <p>Looking on the Bright Side What it means to look on the bright side Positive tracking Symbols of hope</p>	<p>Emotions Pleasant and unpleasant feelings What happens in our bodies when we have pleasant and unpleasant feelings Having mixed feelings Surprises Angry feelings and how to be the boss of them Sadness Worried feelings Embarrassment Jealous feelings Empathy</p> <p>Relationships Shyness What do you like about other children? Listening well Including others Finding good ways to be noticed How to disagree well Apologising and being friends again Friendship</p> <p>Humour Humour is healthy What makes you laugh? Clowns and the circus Humour can be hurtful</p> <p>Bullying What is bullying How it feels to be bullied Peer pressure Putdowns Dobbing or asking for support? How animals protect themselves Getting rid of 'pick me signals</p> <p>Success Our strengths Setting and achieving your goals Not giving up, working hard and solving problems Being organised</p>
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Themes in the Years 3-4 program

<p>Core Values Honesty and cheating and being tactful What is fair? Social justice Being responsible Loyalty Supporting others and families supporting us Cooperation Acceptance of difference Accepting and including others Respect and good manners Being friendly</p> <p>People Bouncing Back The acronym in detail Life has ups and downs but you can bounce back; People who have bounced back Bouncing back from illness and injury Animals and plants bounce back too Other people can help if you talk to them Unhelpful thinking makes you feel more upset Nobody is perfect Concentrate on the good and funny things Blame fairly Accept what you can't change Catastrophising exaggerates your worries Keeping things in perspective</p> <p>Courage What are fear and courage? Fear and courage are different for different people Becoming braver Who's a hero? Brave or stupid? The many different kinds of courage Animals and courage</p> <p>Looking on the Bright Side Positive tracking Being thankful Hope Making your own good luck Bad times don't last</p>	<p>Emotions What are feelings? Good feelings Uncomfortable and unpleasant feelings Mixed feelings Angry feelings and how to manage them Disappointment, jealousy, and embarrassment Loneliness and rejection Sad feelings Worry Empathy</p> <p>Relationships Getting to know each other and get along with others Listening and conversational skills Popularity Shyness and rejection Handling disagreements Apologising and building bridges Friendship</p> <p>Humour Laughter is healthy and helps us to cope Humour shouldn't hurt others How to tell a joke well Humour helps us be friends What makes you laugh?</p> <p>Bullying What is bullying and why do some children bully others? When people get bullied; how does it happen and what's going on What can we do about bullying? Peer pressure Putdowns Dobbing, acting responsibly or asking for support? Animal predators Getting rid of 'pick me signals'</p> <p>Success Our strengths and limitations Setting and achieving your goals Being resourceful and solving problems Self-acceptance Self discipline and willpower Managing time and being organised</p>
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Themes in the Years 5-8 program

<p>Core Values Integrity: Acting honestly, fairly and responsibly Support, kindness and compassion Cooperation Acceptance of diversity and not judging others Respect and good manners Being friendly</p> <p>People Bouncing Back The acronym in detail Life has ups and downs but you can bounce back; people who have bounced back Bouncing back from physical damage Animals and plants bounce back too Other people can help if you talk to them: get a reality check Unhelpful thinking makes you feel more upset Nobody is perfect Concentrate on the good and funny things Everybody experiences sadness, hurt, failure, rejection and setbacks Blame fairly Accept what you can't change Catastrophising exaggerates your worries</p> <p>Courage What are fear and courage? Fear and courage are different for different people What's a hero? Brave, stupid or thrill seeking? The many different kinds of courage Finding your own courage and becoming braver</p> <p>Emotions Why do we have feelings? Pleasant and enjoyable feelings Unpleasant feelings (eg disappointment, jealousy, embarrassment, and loneliness) Feeling worried or nervous Sadness Ambivalent feelings Angry feelings and how to manage them Empathy</p> <p>Success The WINNERS acronym Our strengths and limitations Setting and achieving goals</p>	<p>Success Interesting mistakes happen The importance of hard work Being resourceful and solving problems Persistence and taking some risks Behaving ethically in pursuit of your own goals Being organised and managing yourself</p> <p>Looking on the Bright Side Positive tracking Hope Optimism Making your own good luck Bad times don't spoil everything (keep things in perspective)</p> <p>Relationships Getting along with others Popularity Friendship Listening and conversational skills Shyness and feeling self-conscious Handling rejection Managing disagreements Leadership and love</p> <p>Humour Why do we laugh and what do we laugh at? Humour is healthy and helps us to cope better Humour shouldn't hurt others: Negative and putdown humour How to tell a joke well</p> <p>Bullying What is bullying and why do some people bully others? Self protection and self-defence; dealing with being bullied What can we do about bullying? Peer pressure Putdowns Dabbing, acting responsibly or asking for support? Human predators Rumours and bullying Mobbing and bullying Bullying, sport and the law Bullying in history</p>
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BOUNCE BACK! ASSESSMENTS

The TARFIC

At the beginning of the year all teachers can complete the TARFIC (*See Teacher's Handbook pages 141-146*). This is a self-reflective tool which will help teachers to reflect on how well they are putting into place those classroom factors that contribute to resilience and where they might place extra emphasis in the coming year. This instrument can also be used to obtain an overall picture of how well all the teachers in the school are doing in this regard and where extra professional development could be useful.

PRASE

Students can complete the PRASE questionnaire (*See Teacher's Handbook pages 122-135*) in term one and then again in term four. The PRASE is a measure of students' resilient thinking and self-reported resilient behaviour. This helps teachers to identify specific areas of non-resilient thinking and behaviour that specific students or groups of students need help with. It can also assist the school in documenting the improvements in resilient thinking that occur as a result of their involvement with the BOUNCE BACK! Program

TOCC and SPOCC

In term two, teachers can complete the TOCC checklist and also ask students to complete the SPOCC checklist (*See Teacher's Handbook pp 137-139*). These two checklists measure the teacher's and students' perceptions of how much their classroom is characterised by connectedness and cohesion. The results enable the teacher to make plans to further develop specific aspects of connectedness and cohesion.