

# Bounce Back!

NEWSLETTER # 1



SEPTEMBER, 2004

*CLASSROOM RESILIENCY PROGRAM*



## Welcome to [www.bounceback.com.au](http://www.bounceback.com.au)

This is the first edition of the BOUNCE BACK! bi-monthly newsletter. The purpose of the newsletter is to provide additional ideas to supplement the BOUNCE BACK! Classroom Resiliency program. In this first edition we have a couple of ideas on how to improve a teaching resource plus new lesson ideas linked to the Core Values unit. We also include some

extra books to support the Core Values unit

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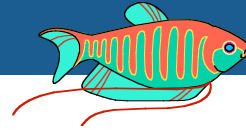


## New Teaching Resource Ideas

Consider Laminating the Ten Thinking Tracks (Level 3 Teacher Resource Book, BLM 1.3 pages 21 and 22). This can make it easier to use this strategy over time without having to continually photocopy sheets. Consider cutting out each of the ten 'tracks' in different bright coloured paper, laminating them and then laminate the information sheet in the same colour. Place a hole in each of the ten small tracks and then attach

all ten of them to a ring (of the type used in ring-binder folders). Students can then make a track of laminated feet as they work through each of the ten types of thinking. Another idea is to enlarge each track onto A4 coloured card and laminate so children can write with non-permanent overhead pens on the laminated sheet.





## New Lesson Ideas Bouncing Back!

### *New Lesson Ideas*

#### *Bouncing Back!*

Ian Thorpe's difficult time in March 2004 when he was disqualified for a false start in the 400 metre freestyle Olympic trials can be used with the BOUNCE BACK acronym. After his protest was dismissed, Ian Thorpe and 'Team Thorpe' (his coach, mother, manager and manager's wife) sat stunned. Then he said:-

*"The decision has been made. Now we really have to move on. We still have to get on the team. There is nothing we can do. Rules are rules. A decision has been made and I just have to accept it. Although it doesn't seem fair, in a lot of cases life isn't fair and you just have to deal with it. To get angry about it isn't going to achieve anything. I have had to get my emotions back in check. You can let it affect you or choose not to let it affect you."*

Over the next two days: -

He insisted on going to other events to support his fellow competitors

He told the press the story of how one fellow swimmer from another country just sent him a card which said 'Oops!'

He commented to the press: -

I dealt with it the best I could when it happened and I got over it. I have had a career with ups and downs but there have been more ups than downs.

Ask students to apply each of the BOUNCE BACK! statements to analyse how he coped.

Click here for images

<http://www.smh.com.au/photogallery/2004/03/27/1080330992921.html>



.....  
 "ALTHOUGH IT DOESN'T SEEM FAIR, IN A LOT OF CASES LIFE ISN'T FAIR AND YOU JUST HAVE TO DEAL WITH IT. TO GET ANGRY ABOUT IT ISN'T GOING TO ACHIEVE ANYTHING."  
 .....



## Honesty

The story of Adam Gilchrist's rare display of sporting honesty can be used as a discussion point for the core value of honesty. In March 2003 Adam opened Australia's innings for a berth in the World Cup against Sri Lanka. Even though South African umpire Rudi Koertzen had ruled him "not out"

after a catch by Sri Lankan player Kumar Sangakkara, Gilchrist believed that he WAS out. He shook his head at the umpire and terminated his innings (in the fifth over). Reference:

<http://www.theage.com.au/articles/2003/03/18/1047749772199.htm?oneclick=true>

## Extra Books and Videos

### Extra Books and Videos

#### Core Values Curriculum Unit (Years K-4)

A nice series of books by Norah Dooley and Peter Thornton provide a useful starting point for the teaching of the core value of Accepting Differences. They are suitable for years K-4. In these semi-fictional stories, a young girl visits her neighbours and discovers all the different ways in which the families of different cultures use the same base ingredients or food categories. Recipes are included. The four books are published by Lerner Publishing Company.

- Everybody Cooks Rice
- Everybody Bakes Bread
- Everybody Brings Noodles
- Everybody Serves Soup

#### Core Values Curriculum Unit (Years 4-9)

Nathaniel Lachenmeyer and Robert Ingpen, 2002, Broken Beaks, Michelle Anderson Publishing, Melbourne

This is a very moving older picture (Years 4-9) that can be used to teach the same core value of Acceptance of Differences. It can also be used to teach the value of Support and Compassion for others and empathy. The story follows the life of a sparrow who wakes up one morning to discover that, with no explanation, he has a broken beak. This disability makes it very hard for him to find food and the other sparrows do not help him. Eventually he manages to eat only because a homeless (and probably mentally ill) man shares his last remaining piece of dried bread with the sparrow.

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 "ACCEPTING DIFFERENCES CAN BE USED TO TEACHING THE CORE VALUE OF ACCEPTANCE OF DIFFERENCES ALSO TEACHES THE VALUE OF SUPPORT AND COMPASSION FOR OTHERS AND EMPATHY."  
 .....





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The sparrow's plight is a metaphor for the kind of catastrophic and inexplicable adversity that can strike randomly. The author's father suffered from mental illness and was homeless for a period of time. The book encourages students to empathise with those with a mental illness and people who find themselves homeless either because of mental illness or for other reasons.

The video/DVD of *Finding Nemo* can be a good one for students to analyse in terms of many of the resilience constructs such as optimism (The Bright Side), cooperation and support (Core values), persistence (Success), problem solving and resourcefulness (Success), acceptance of differences (Core Values). Here are some examples.

### ***Optimism***

Nemo's father's belief that he **COULD** locate and save his son.

### ***Cooperation***

The scene where the fish cooperate to defeat the fisherman and the scene where the fish and the pelican cooperate to help Nemo escape.

### ***Persistence***

Nemo's father never gives up and keeps trying to find Nemo.

### ***Problem solving and resourcefulness***

The animals in the fish tank try to work out how Nemo can escape.

### ***Acceptance of difference***

Nemo's father's growing acceptance of Dory's short-term memory problems.

### ***Support and Concern (compassion)***

Many of the birds and fish help Nemo's father in his quest.