AMERICAN PSYCHOLOGICAL ASSOCIATION

BAM! Student/Teacher Resilience Lessons

Grades 9-12

American Psychological Association

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Overview

GENERAL LESSON FORMAT

Five lessons, minimum 10-15 minutes each

NOTE: *Optional activities are provided in each lesson so that presenters can tailor the lessons to meet the needs of their students.*

PRESENTER

Teacher, school counselor, or other school staff member

MATERIALS

- Lesson outlines
- Optional scripts for the presenter to use verbatim or as a guide with each lesson (available online)
- Worksheets
  - » "What Do You Value?" Worksheet (from Alvord & McGrath, 2023)
  - » Nine Thinking Habits Worksheet (from Alvord & McGrath, 2017)
  - » Examples of Challenge Questions Worksheet (from Alvord & McGrath, 2017)
- Web links to supporting videos
- Supporting reference list with current relevant research
- List of related resources
- Family/guardian informational letter (in English and Spanish)

NOTE: *Links to all videos, scripts, webpages, worksheets, and other materials mentioned in this lesson can be found at at.apa.org/resilience-bam.*

REFERENCES

Alvord, M.K. & McGrath, A. (2017). Conquer negative thinking for teens: A workbook to break the nine thought habits that are holding you back. New Harbinger.

Alvord, M.K., & McGrath, A. (2023). The action mindset workbook for teens: Simple CBT Skills to help you conquer fear and self-doubt and take steps toward what really matters. New Harbinger.

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BAM! Student/Teacher Resilience Lessons

Lesson 1: Values (15+ minutes)

NOTE: *Links to all videos, webpages, worksheets, and other materials mentioned in this lesson can be found here: at.apa.org/resilience-bam. A full suggested script is also available online as a guide through the material in this lesson.*

LEARNING OBJECTIVES

1. Students will be able to define resilience and understand how building resilience can help them move forward during challenging situations.
2. Students will be able to identify at least two values they hold important.
3. Students will understand that they can build resilience by using their response to stress.
4. Students will be prepared for the next four lessons by being able to use their individual values and stressors from this lesson as a springboard for discussion.

LESSON MATERIALS

- "What Do You Value?" Worksheet (Alvord & McGrath, 2023)

LESSON OUTLINE

Introduction (4-5 minutes)

Main Lesson

- Acknowledge that life has small and large stressors that impact everyone in different ways (e.g., social stressors, academic pressure, or family struggles) and define resilience as the ability to move forward from challenges. Discuss how building resilience helps us cope with difficulties including the sense of uncertainty associated with change.
- There are skills we can all learn and practice to build our resilience. (Note: Consider including a relevant example of something that has occurred in your school, city, state, or beyond, where someone or groups of people have demonstrated resilience.)
- Invite students to reflect and talk about what has happened to help them grow and what helps them thrive. In other words, how have they built their resilience as they move forward with life?
  - » Once students learn to acknowledge their challenges, they can begin to bounce forward and even learn to thrive.
- Psychologists study concepts like stress and resilience. They have learned that even though some people are more easily able to move forward from struggles and hard times than others, everyone can build resilience to help them weather tough times. (See the reference page for more resources)

Activity (10+ minutes)

"What Do You Value?" Worksheet and Personal Reflections

- Discuss how identifying their values[1] allows students to be better able to focus on what's important in their life. By identifying their values, students can build resilience and move forward to reach goals based on those values.
- NOTE: Although the focus of this lesson is to help students reflect on their stress and resilience so that they are most

1. In this resource, we are defining values as those characteristics (e.g., honesty, integrity), activities (e.g., sports, school, clubs, art, music), or people (e.g., family, friends) that are important to individual students or individuals.

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able to benefit from the skills covered in the subsequent sessions, some students might struggle more than others with these activities. Students should be reminded frequently that they don't need to share any personal information they are uncomfortable sharing. Instructors should have resources available (e.g., school counselor) for any student who needs additional support. They should also be reminded that being resilient does not mean that they should forget about their past or past losses.

- Students will complete the "What Do You Value?" Worksheet, first identifying at least three of their values and then placing those values in a pie chart, allowing them to see how important each value is to them.
- After completing the worksheet, students can discuss what values they think are important in small groups. Next, the full class can discuss and rate the values that are more often discussed.
- Teachers can also use a polling app or EdTech website to go through the values one at a time and have students anonymously indicate if they circled YES for each value. Teachers can write a tally on the board of how many responded positively to each question and students can engage in a discussion on the number of students impacted across the various areas.
- Once this activity has been completed, students can be asked to consider how their values can help them make good decisions for themselves and how these values might also drive their actions and help them cope with stressors and challenges in life.
    - » For example, let's say a student is really down about not doing well on an assignment. One of their values is friendships. They might therefore reach out to a friend to talk about how they are feeling. Talking out loud about it can often help with perspective about the situation to cope better. Perhaps with a friend they can brainstorm something they can do about it (e.g., talk with the teacher to help explain what you might not have understood or their suggestions of what you can do next time). Perhaps another value is playing music. Not only does the student enjoy it, but it helps them relax. They might put on music at home to help cope with the stress of the assignment. As time allows, call on students to share.

Closing (2-3 minutes)

Summary

Moving Forward

- By identifying and articulating their values, students are better able to adapt to future stressors or challenges based on these values and their goals. These skills can help students envision and create what they want their futures to look like.
- Explain that in the next four lessons, students will learn research-based strategies that have been proven through research to help build resilience and grow when faced with challenges.
- Tell students that they will learn tools to help them cope when stress is high. They will learn how values impact our bodies, actions, and minds, represented by this formula: Values → BAM.

Note: Optional activities and discussion questions are provided in the full suggested script to allow you to expand the discussion and engage students further.

See the resource list at the end of this document for students who may need additional help.

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This activity is confidential and will not be collected. Please only share what you are comfortable sharing.

What Do You Value? Worksheet

Our values help guide the choices we make in our lives by defining what is most important to us. Identifying and giving weight to our values can help inspire us to take action. This exercise will help you identify your values.

First, read the following example for a sense of Sofia's values and how they influence her to move toward action.

> Sofia values her family, friends, and health; her studies and extracurricular activities; and her creativity. Specifically, what matters most to her are her parents, having more than one good friend, getting enough sleep, dancing, and getting good grades in school. She realizes that being so shy is causing her to avoid interacting with new people at school and even making her hesitate to suggest get-togethers with classmates she does know. She decides that what she wants to focus on now is reaching out more and feeling more comfortable around a small group of other teens. She makes a plan to start by asking the friendly girl who sits next to her in math class if she's going to the soccer game after school.

Next, check the boxes next to the values that are important to you. Fill in the blanks with specific examples that you find most meaningful.

- ☐ RECREATION: _____
- ☐ ARTS/MUSIC: _____
- ☐ CHARACTER TRAITS (for example, integrity, honesty, perseverance): _____

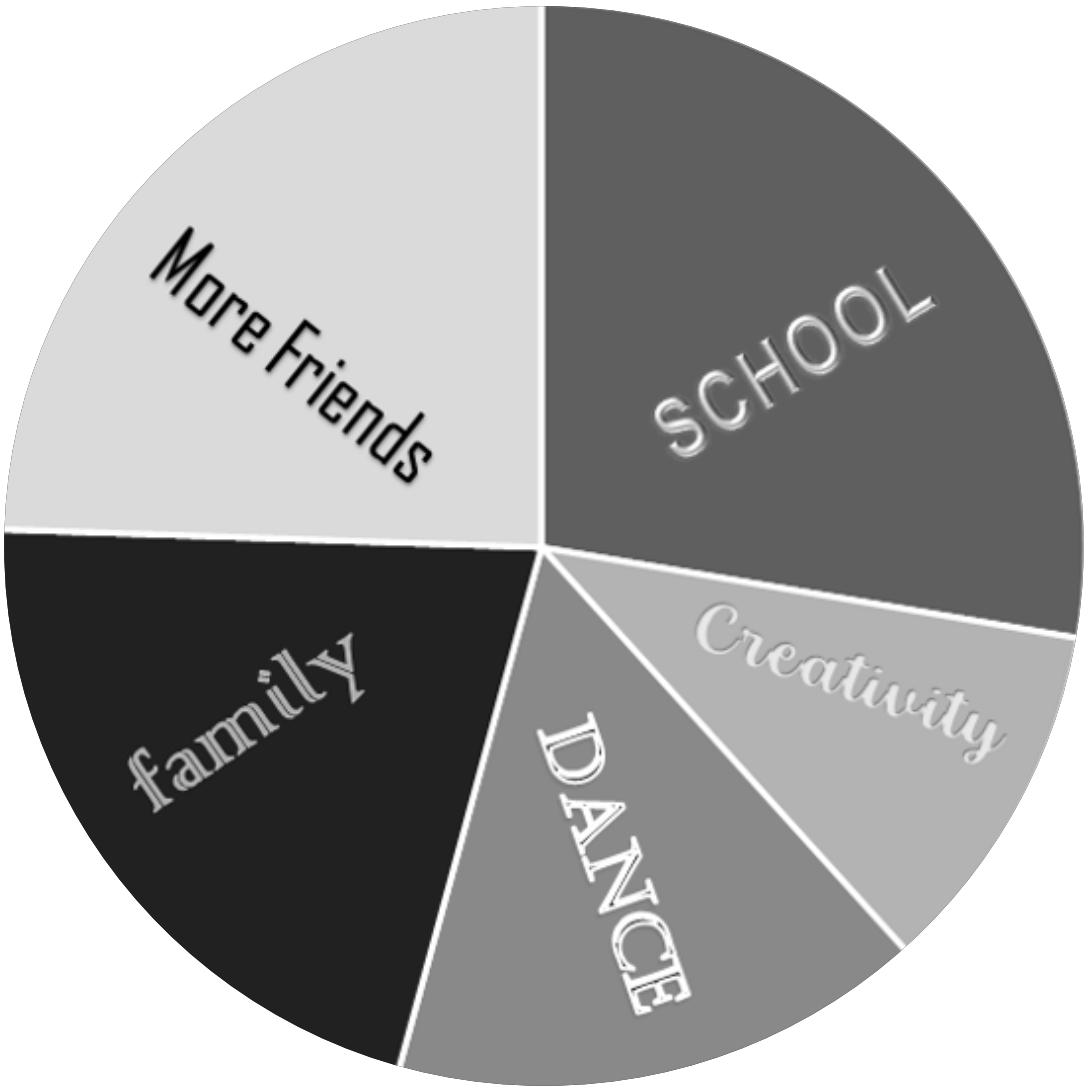
_____

- ☐ FAMILY: _____
- ☐ FRIENDSHIP(S): _____
- ☐ ACADEMIC ACHIEVEMENT: _____
- ☐ PHYSICAL ACTIVITY: _____
- ☐ INDEPENDENCE: _____
- ☐ CREATIVITY, THINKING OUTSIDE THE BOX: _____
- ☐ RELIGION, SPIRITUALITY: _____
- ☐ ADVENTURE/TRAVEL: _____
- ☐ FUN: _____
- ☐ HEALTH: _____
- ☐ NATURE: _____

INNER PEACE: _____

OTHER: _____

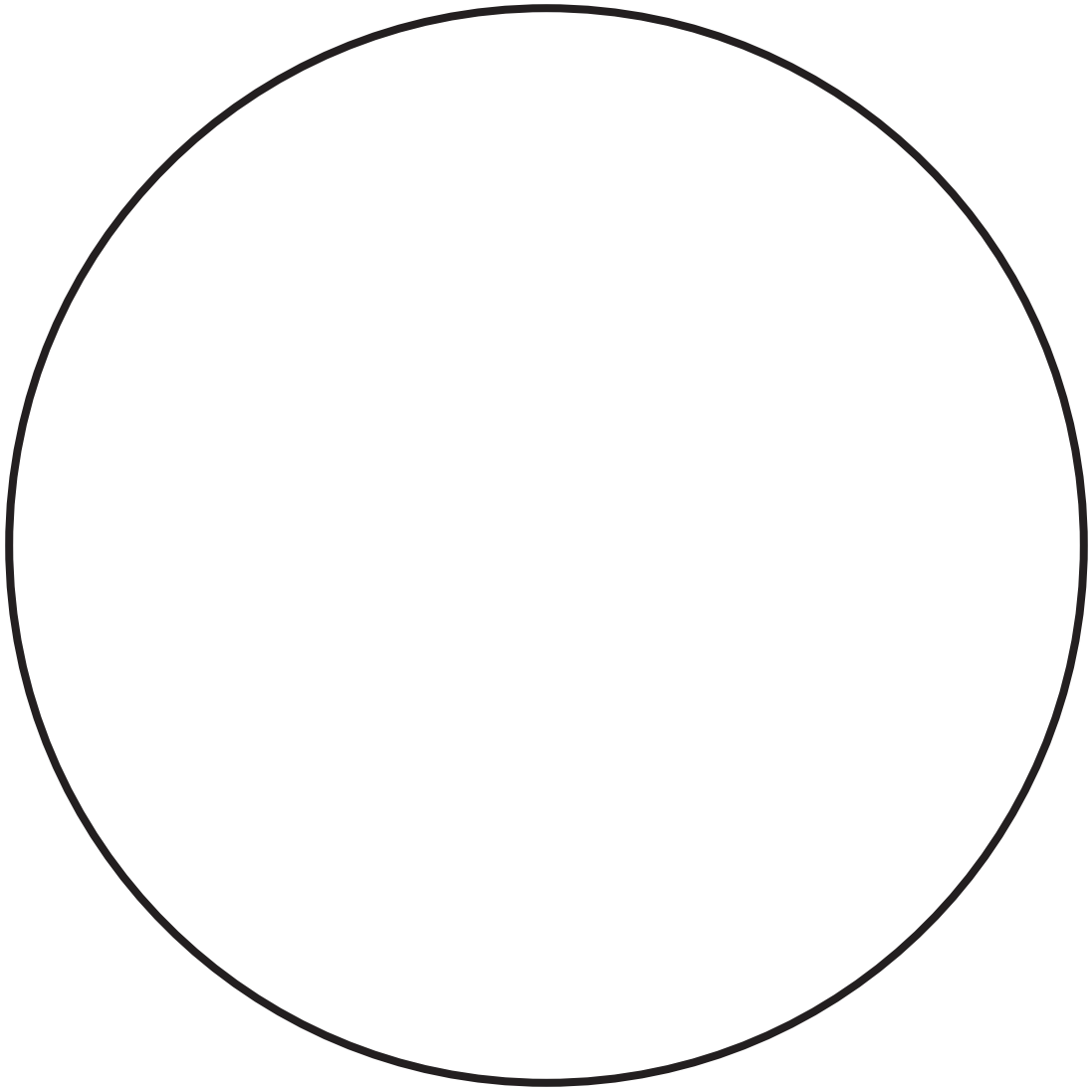
Which of these values are most important to you? Take a look at Sofia's pie chart. Then, fill in your pie chart on the next page so that the size of each slice represents how important that value is to you.



SOFIA'S PIE CHART

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YOUR PIE CHART

BAM! Student/Teacher Resilience Lessons

Lesson 2: The Body (10+ minutes)

NOTE: *Links to all videos, webpages, worksheets, and other materials mentioned in this lesson can be found at at.apa.org/resilience-bam. A full suggested script is also available online as a guide through the material in this lesson.*

LEARNING OBJECTIVES

1. Students will be able to describe the three components of body, action, and mind (BAM).
2. Students will be able to list at least two ways stress is manifested in their bodies.
3. Students will be able to demonstrate a deep breathing exercise that can be used to help center their minds and relax their bodies when they feel stressed.

LESSON MATERIALS

- Mind-body connection webpages:
  - » apa.org/topics/stress/body
  - » apa.org/topics/stress
- Just Breathe video: youtu.be/L_qO0RFmpRk
- Optional: How stress affects your body TED-Ed video: youtube.com/watch?v=v-t1Z5-oPtU

LESSON OUTLINE

Introduction (2-3 minutes)

- Remind students of the previous lesson's discussions about how their values can guide their actions to move forward.
- Invite students to consider something that was hard for them recently (invite one student to share). Share the overall BAM! (Body, Actions, and Mind) model of coping and focus on the current lesson on stress and the body. Students will learn how the mind and body are connected, and they will practice a stress-relieving breathing technique.

Mind-Body Connection Lesson (3-4 minutes)

- Discuss with students the mind-body connection and how the mind has the power to improve or worsen our physical functioning, depending on how we use it.
- [Display the APA mind/body webpage or ask students to review one or both of these pages on their own as an in-class or out-of-class assignment: apa.org/topics/stress/body or apa.org/topics/stress.]
  - » You may choose to scroll through the stress/body site to display the different body systems and have students read and discuss how each system is affected by stress. The class could be divided into small groups to each discuss a different system: musculoskeletal, respiratory, cardiovascular, endocrine, gastrointestinal, nervous, and reproductive.
- Optional discussion questions, to be used class-wide or in a small group; following an activity or on their own:
  - » When you feel nervous or worried, what do you feel in your body?
  - » Where do you feel stress in the digestive system, nervous system, etc.?
  - » How would you know when there is stress in your body?

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Just Breathe Exercise (3-4 minutes)

- Describe the physical manifestations of stress and anxiety in our bodies, including:
  - » Muscles tensing and tightening
  - » Increased heart rate
  - » Faster/shallow breathing or holding breath
  - » Sweating
  - » Loss of stamina, feeling tired
  - » Change in appetite (either increased or decreased)
- Share how stress puts our bodies "on alert" and how we may hold our breath or breathe fast and shallow breaths without noticing when stressed.
- The easiest first step to stop this cycle and calm ourselves is through a simple exercise of breathing called Just Breathe.
  - » Have students breathe in slowly and deeply for a count of four.
  - » Ask students to hold their breath for a count of four.
  - » Then, have students slowly let their breath out for a count of six.
  - » If at any moment students feel uncomfortable, encourage them to sit quietly rather than feel obligated to participate.
  - » A video is available to use to guide students through this exercise at youtu.be/L_qO0RFmpRk. You can also access this video at at.apa.org/resilience-bam.
- After doing the exercise, ask students:
  - » How did it feel to take these deep breaths?
  - » Did anyone feel like they were more tense?
  - » Did anyone feel like they were more relaxed?
- Share that with practice, this exercise gets easier and it helps us take a moment to just center ourselves. One benefit of paying such close attention to our breath is that it can take our attention away from thoughts and worries that might be swirling through our minds – even just for a few minutes.
- See the Progressive Muscle Relaxation exercise detailed in lesson 3 as an alternative here or as a supplement if time allows.

Closing (1 minute)

Summary

- Remind students how stress impacts the body and that our mind is connected to our body and that we can control some aspects of our body by using our mind.
- End the session by encouraging students to practice the deep breathing exercise at least once a day.

Note: Optional activities and discussion questions are provided in the full suggested script to allow you to expand the discussion and engage students further.

See the resource list at the end of this document for students who may need additional help.

BAM! Student/Teacher Resilience Lessons

Lesson 3: Actions (10+ minutes)

NOTE: *Links to all videos, webpages, worksheets, and other materials mentioned in this lesson can be found at at.apa.org/resilience-bam. A full suggested script is also available online as a guide through the material in this lesson.*

LEARNING OBJECTIVES

1. Students will be able to consider how their values inform their actions.
2. Students will be able to explain helpful actions they can take to reduce stress.
3. Students will be able to apply deep breathing and/or muscle relaxation to relax their bodies when they feel stress.

LESSON MATERIALS

- Optional: Progressive Muscle Relaxation Video (youtube.com/watch?v=rQVpkZACGCE)

LESSON OUTLINE

Introduction (2-3 minutes)

Welcome and Recap

- Welcome everyone back to the lesson.
- Remind them about the impact of stress on the body and how their values inform their choices and can help them better cope with stress.
- Ask who remembers the Just Breathe exercise.
  - » Remind students of the basics and practice with three sets of deep breathing:
  - » Breathe in for 4 seconds, hold for 4 seconds, and breathe out for 6 seconds.
  - » See the Progressive Muscle Relaxation exercise detailed below as an alternative here or if time allows, practice both techniques.

Actions Activity (3-4 minutes)

- Discuss with students the way we respond to stress and anxiety through our actions.
- A little bit of stress can help us and motivate us to take action. Too much, however, leads to distress. The things we do when we are in distress are called our "coping mechanisms."
- Introduce the Actions part of the BAM! model and ask students to consider the ways that the actions that we take when stressed can be unhelpful or helpful. Have students list examples of both unhealthy/unhelpful actions and healthy/helpful actions on whiteboards or discuss them in groups.
  - » Examples of unhelpful actions: withdrawing from friends and family; laying in bed all day; putting off responsibilities like homework or chores; drug or alcohol use, etc.
  - » Examples of helpful actions: connecting with friends; taking a walk, running, or engaging in some other movement; talking to someone about our challenges; engaging in problem-solving; engaging in an action you value or an action consistent with your personal values, etc.
  - » Ask students to keep in mind how their personal values can help inform healthy and helpful actions. For example, they can use their personal values to make decisions about what they want to do and how they want to spend their time.

PROGRESSIVE MUSCLE RELAXATION ACTIVITY

Optional Activity (5 minutes)

- Introduce a progressive muscle relaxation (PMR) technique and have students practice it.
- The key to PMR is noticing what the muscles feel like when they are tense, and slowly relaxing the muscles so that you begin to notice the difference in how they feel when they are relaxed. The more you practice this, the more quickly your body can relax. When muscles are tense, they might even hurt.
- Students can start by clenching their right fist as tight as they can without hurting themselves. They should be instructed to make a fist and hold it for 10 seconds and then slowly relax for 6 seconds, noticing the difference. Next, they can bend their arms at the elbow and tighten without clenching their fist, working through other muscle groups next (i.e., neck, stomach, face, legs, toes).
- If at any moment students feel uncomfortable, encourage them to sit quietly rather than feel obligated to participate.
- A step-by-step description on how to do this is provided in the full suggested script. You may also use this video link to a one-minute relaxation practice for additional support: youtube.com/watch?v=rQVpkZACGCE

Discussion (3 minutes)

Ask students:

- Who would like to share their thoughts about the activity/activities, or about healthy and helpful or unhealthy or unhelpful actions you or others have taken in response to stress?
- How can being active relieve stress and improve mood?
- What is causing you the most stress today/this week?
- What activities are you doing to reduce that stress? What actions have you seen other people do to relieve their stress (helpful or unhelpful)?
- How do your values inform your actions?

Closing (2 minutes)

Summary

- Remind students how helpful actions can reduce stress.
- Discuss how students can evaluate if their actions are helpful or not. It can often be hard to tell if our actions are helpful or unhelpful at the moment. Something you can ask yourself is, "When I did that, did it work, or did it not work?" Some unhealthy coping activities may work in the short term but not in the long term. In other words, ask yourself if your actions helped you work through your stress/solve your problem, or did it do the opposite? Helpful actions can allow us to get through whatever situation we may be facing.

Practice

- Have the class engage in deep breathing or progressive muscle relaxation exercises.
- Encourage students to:
  - » Practice deep breathing and/or PMR at least once a day
  - » If time allows for a discussion about gratitude, have students thank a person who has supported them in the past or consider starting a gratitude journal or writing a gratitude letter. A lesson on a gratitude journal can be found here: apa.org/ed/precollege/topss/teaching-resources/practicing-gratitude-lesson.

Note: Optional activities and discussion questions are provided in the full suggested script to allow you to expand the discussion and engage students further.

See the resource list at the end of this document for students who may need additional help.

BAM! Student/Teacher Resilience Lessons

Lesson 4: The Mind (10+ minutes)

NOTE: *Links to all videos, webpages, worksheets, and other materials mentioned in this lesson can be found at at.apa.org/resilience-bam. A full suggested script is also available online as a guide through the material in this lesson.*

LEARNING OBJECTIVES

1. Students will identify two "self-talk" thinking habits that sometimes worsen their stress and prevent them from taking helpful action.
2. Students will be able to identify how values affect their thoughts.
3. Students will be able to demonstrate a "self-talk" strategy that can be used to challenge unhelpful thoughts, reduce stress, and help them be more effective.

LESSON MATERIALS

- Nine Thinking Habits Worksheet
- Challenge Questions Worksheet

Optional:

- Mind-body connection webpages:
  - » apa.org/topics/stress/body
  - » apa.org/topics/stress

LESSON OUTLINE

Introduction (2-4 minutes)

Welcome and Recap

- Welcome everyone back to the lesson.
- Remind students about the connection between personal values and the impact of stress on our bodies and actions. Today's lesson will focus on the mind.
- Have everyone practice the Just Breathe exercise with one set of deep breathing.
- Introduce how our mind gets stressed and what thoughts or cognitions we come up with when we are nervous, stressed, or anxious.
- An important part of being resilient is something called "self-efficacy." This means we have the belief that, while we can't control everything in our lives, there are a lot of situations in which we can take control and make choices that reflect what matters most to us.
- When we get stressed, nervous, irritable, or sad, our minds can come up with thoughts that can make us feel worse. The thoughts we have about ourselves and our situations are called "self-talk." Self-talk is what we say to ourselves in our minds. It can be positive, neutral, or negative.
  - » A thought is just a thought, which means it's not always true or realistic.

Worksheet Activity (3-5 minutes)

Nine Thinking Habits and Challenge Questions Worksheets: These activities focus on self-talk and thinking habits.

- Using the Nine Thinking Habits Worksheet, have students consider the nine listed thinking habits.
  - » As you go through the habits, ask students to reflect on how frequently they fall into these habits. Ask them to put one checkmark next to the habits they sometimes fall into, two checks if they fall into the habit a moderate amount of time, and three checks if a thinking habit describes how their mind typically works. They should keep their answers to themselves and try to mark them as honestly as possible.
- Next, using the Challenge Questions Worksheet, have students write their responses to the various challenge questions and/or come up with their own challenge questions.
- Lead a discussion on how thoughts are just thoughts (that are not always accurate or reasonable) and ways to challenge thoughts that may not be entirely accurate or helpful. By challenging inaccurate or unhelpful thoughts, we can redirect our minds to think more realistically and helpfully.
- Lead a discussion on how catastrophizing thoughts contribute to stress and ways to challenge these types of thoughts with more realistic thoughts.
  - » Invite students to think about a catastrophic or other hurtful thought habit they have and then to think of one challenge question to counter this thought habit. A quick way to become more realistic is by asking what you would tell a friend who is thinking the same thing.
  - » Students can be invited to share a challenge question with the class.
  - » Note: If students get stuck trying to challenge a particular thought, they can always question whether focusing significant attention on that thought is helping the student with their stress and/or letting them engage in their own valued actions or if it is causing distress and/or holding them back from their own valued actions.
- See the full suggested script for a guide on using these worksheets in class.

Closing (3-5 minutes)

Summary

- Remind students about the three components of BAM! and how this helps them to be more resilient when they practice the activities they've learned in these lessons and think about the discussions they have had.
- Remind students about their "self-efficacy" – their belief in themselves that they can make changes.

Note: Optional activities and discussion questions are provided in the full suggested script to allow you to expand the discussion and engage students further.

See the resource list at the end of this document for students who may need additional help.

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Nine Thinking Habits Worksheet

Reflect on how frequently you fall into these habits. Put one checkmark next to the habits you sometimes fall into, two checks if it happens a moderate amount, and three checks if a thinking habit describes how your mind typically works. Keep your answers to yourself and try to mark as honestly as possible.

_____ 1. **The "I can't!" habit.** You automatically conclude that you're not capable of meeting a new challenge or solving a tough problem, which often makes you give up before you even try and leaves you feeling anxious and sad.

_____ 2. **The catastrophizing habit.** You expect disaster and think *What if … ?* whenever you're faced with uncertainty, and you spend a lot of energy feeling needlessly panicky and anxious.

_____ 3. **The all-or-nothing habit.** You see life in extremes. For example, if your performance isn't perfect, it's a total failure. Or any event that doesn't happen one 'right" way is all wrong. This makes you feel down on yourself or upset and irritated with others.

_____ 4. **The zooming-in-on-the-negative habit.** You get stuck thinking over and over about your disappointing or embarrassing experiences and filter out everything positive or even just neutral that also happened. Blowing the negative moments way out of proportion results in pessimism about the present and future.

_____ 5. **The "I should, you should" habit.** You hold yourself or other people to a set of rigid and unreasonable rules. When your expectations are not met, you feel disappointed in yourself or frustrated with others.

_____ 6. **The fortune-telling habit.** You jump to the conclusion that you're certainly going to mess up or that a future event will be a disappointment. You tend to either get really down on yourself and feel unmotivated and depressed, or feel cheated and resentful.

_____ 7. **The mind-reading habit.** You jump to the conclusion that someone else is thinking about you and that the thought is critical. This makes you feel unsure of yourself and anxious.

_____ 8. **The blaming habit.** You either think, *It's all my fault!* and feel guilty or *It's all his fault!* and feel angry and resentful.

_____ 9. **The "It's not fair!" habit.** You get upset when you feel that you've been unjustly treated, even though fairness is an unrealistic expectation.

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Challenge Questions Worksheet

These are examples of questions to ask ourselves when we fall into thinking habits that can be harmful. These questions help us with our positive self-talk so we can build ourselves up to be the best we can be. What are other challenge questions that can combat thought habits?

The "I Can't" Habit

What is the evidence that I can't do it?

What steps can I take to tackle the problem?

What steps have I taken in the past to learn new skills or tackle other problems?

Is it possible to ask someone for help?

The Catastrophizing Habit

How likely is the worst-case scenario?

Is there any evidence that it's likely to happen?

What are five other things more likely to happen?

If something bad does happen, how would I cope?

What would I tell a friend who had the same thought?

The All-or-Nothing Habit

Is my thought at one extreme?

Is there evidence to support my thought?

Is there evidence against it?

What are some possibilities that fall in between the extremes?

What are other challenge questions you can think of that can combat other thinking habits?

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BAM! Student/Teacher Resilience Lessons

Lesson 5: Putting It Together: Values → Body, Action, and Mind

NOTE: *This lesson is designed to be a summary where students can bring what they have learned through these lessons together and apply the concepts to their own lives. Several optional approaches and activities are provided that can be used, based on the amount of time and activity/activities the instructor wants for this lesson. A full suggested script is also available online at at.apa.org/resilience-bam as a guide through the material in this lesson.*

LEARNING OBJECTIVES

1. Using the **Values → Body, Action, and Mind** tools learned in the previous lessons, students will apply these concepts through writing a letter to their younger selves.
2. Students will be able to demonstrate two or more stress reduction strategies to new situations they face.
3. Students will begin to generalize the **Values → Body, Action, and Mind** tools to different areas of their lives.

LESSON MATERIALS

- Writing tool of choice
- Example Letter (See Appendix)

Optional:

- Large sheet of poster board or chart paper
- Small post-it notes
- A visual reminder of BAM is available for this lesson

LESSON OUTLINE

Introduction (2-3 minutes)

Welcome and Recap

- Welcome everyone back to the session.
- Remind students that "BAM" stands for how stress impacts our Bodies, Actions, and Minds. Ask students to provide several strategies they have learned in the previous lessons.
- Have everyone practice the Just Breathe exercise with one set of deep breathing, if time allows.

Values Formula (3 minutes)

- Introduce the formula Values → Body, Action, and Mind (V → BAM).
- We can use our values to help motivate us to take actions that will affect our mind and body. Provide an example, such as: You are stressed about not having enough good friends. Combine two of your values (music and in-real-life friendships) to motivate you to invite a new friend to play music together or see a musical show/event.

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Activity and Discussion (8-9 minutes)

Writing a Letter

- A Challenge to Yourself: Have students write a letter (1/2 page or longer) to their past selves, reflecting on what advice they may provide to their younger selves during a difficult time or challenge. The letter should describe how they could have managed the situation, emotions, thoughts, and/or actions differently, using the additional tools and strategies they have learned through these lessons (see Appendix for an example).
- This letter is designed to be kept with the student and easily accessible.
- Make sure students include the following items in their letters:
  - » How old is your past self?
  - » What difficult time were you going through?
  - » What have you learned that may have helped your past self with their challenge?
  - » What is some advice as your past self moves on to new challenges?

Optional Activities

- **Think-Pair-Share:** Have students share their letters in small groups or with the whole class. Once they have done this, ask them to share what they have learned that they can now apply to their lives. When you bring students together as a class, you might ask for volunteers to share one of their struggles. Remind students that they can choose what information—if any—they want to share.
- **Independent Video Memory:** Allow students to privately video themselves reading the letter aloud for their future reference.

Discussion

- Ask students to provide an example of how harnessing their values can be incorporated into helpful thoughts, actions, and physical strategies to reduce stress.
- Ask students how they plan to use their letters in the future. Will they reread them on occasion? Will they share their letters?
- Ask students to volunteer one or two strategies or tools they learned that they would incorporate when they face a stressor.

Closing (2 minutes)

Summary

- Thank students for participating in these lessons and briefly review what each letter of BAM! stands for.
- Remind students how harnessing their values can be incorporated into helpful thoughts and actions and physical strategies to reduce stress.
- Conclude with a final round of the "Just Breathe" exercise: breathe in for 4 seconds, hold for 4 seconds, breathe out for six seconds.

See the resource list at the end of this document for students who may need additional help.

Appendix

EXAMPLE LETTER TO SELF

Dear self at ____ age,

I'm writing to you from the future to provide you with some tools for when you have hard times. There are some strange and difficult times ahead, but don't worry, I have some great advice. I remember when we were twelve years old and we had that huge fight with Jim. I know you're feeling like everything is falling apart and that nothing will ever go right again. It's easy to think things like, "What if I never have friends again" or "What if everyone hates me". It feels horrible! I'm writing to you to give you great tools so that you can bounce forward from anything.

I just learned that resilience is about using your values and the support around you to help guide your body, actions, and mind. It's easy to remember, it's V→BAM. We can use our values to help motivate us to take actions that will affect our mind and body.

First, you can Just Breathe! When you're stressed out or worried, stop what you're doing, inhale slowly to the count of four, hold it in for four seconds, then release slowly to the count of six. Now do that three times. It works!

Also, when you start thinking that you'll never have friends or that nothing will ever be right, you can challenge those negative thoughts because they're not always true! You can ask yourself what you would tell a friend who is thinking the same thing. Now does it seem realistic? Just so you know - you have friends now. and you're not alone! Every time you think a negative thought, try to replace it with one positive thought.

You're going to face some challenges, but also remember to speak kindly to yourself and use strategies that will help you bounce forward.

Love, Me.

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SAMPLE PARENT/GUARDIAN LETTER

ENGLISH

Dear Families and Guardians:

Today we are starting the first of five lessons focused on resilience. Resilience is the ability to cope with and persevere through hardships and challenges. Our students show considerable resilience across many parts of their lives. The goal of this series of lessons is to help students recognize their existing strengths and support them in building new resilience skills.

Stress is an unavoidable part of life and we know that students today are facing a wide variety of stressors. For many years psychologists have been studying concepts like stress and resilience. They have learned that even though some people are more easily able to move forward from struggles and hard times than others, everyone can build resilience to help them weather tough times. These lessons draw from the best available research on stress, resilience, and effective methods of coping. Several book and journal references are listed on the following pages for more information on the science behind these lessons.

Our first lesson has students identify their own personal values and reflect on how these values can impact their actions to move forward during times of stress. (Please note that in these lessons, the term "values" is defined as those characteristics (e.g., honesty, integrity), activities (e.g., sports, school, clubs, art, music), or people (e.g., family, friends) that are important to individual students or individuals.) The next four lessons will focus on how stress impacts the body, actions, and mind (BAM) and the skills that can build resilience. Specifically, students will practice a calming breathing exercise; identify positive, helpful actions to take in response to stress; and learn strategies to challenge unhelpful thoughts. We will discuss ways to better manage our stress and at the same time, build our ability to bounce back from difficulties.

The American Psychological Association has developed several guides to resilience that may be of interest to you, your teen, and your family:

- For adults:
  - » Building your resilience (apa.org/topics/resilience/building-your-resilience)
  - » APA Topics: Resilience (apa.org/topics/resilience)
- For parents, guardians, and teachers: Resilience guide for parents and teachers (apa.org/topics/resilience/guide-parents-teachers)
- For teens: Resilience for teens: 10 tips to build skills on bouncing back from rough times (apa.org /topics/resilience/bounce-teens)

You and your family can also learn how to keep calm through breathing and muscle relaxation exercises. There are free apps that promote Stress Management, such as one developed by the National Center for Telehealth & Technology called Breathe2Relax. More information can be found here: Breathe2Relax on the App Store. Additional resources include these APA resources (https://www.apa.org/topics/stress) as well as the resources provided on the next pages for families and teachers.

These lessons invite students to reflect on recent stressors, notice their reactions, and then develop a coping plan. If you or your teen find yourself in a stressful situation, we hope you will find the exercises taught in these lessons helpful.

Sincerely,

[add teacher's name]

RESOURCES FOR TEACHERS AND FAMILIES

APA website
apa.org

Resilience (General)

APA Building Your Resilience
apa.org/topics/resilience/building-your-resilience

Resilience Across Borders
resilienceacrossborders.org

Resilience across borders: What is resilience?
youtube.com/watch?v=TZh2kow5wjk

APA RESilience: Uplifting Youth Through Healthy Communication About Race
apa.org/res

Resilience for teens: 10 tips to build skills on bouncing back from rough times
apa.org/topics/resilience/bounce-teens

FYI: Building Your Resilience [PDF]
apaservices.org/practice/good-practice/building-resilience.pdf

Resilience for Parents and/or Teachers

APA Resilience Guide for Parents and Teachers
apa.org/topics/resilience/guide-parents-teachers

Teach Resilience: Resilience Builder Program
teachresilience.org

APA Resilience: Parent Tip Tool
apa.org/topics/parenting/tip-tool-brochure.pdf

APA Practicing Resilience: Lesson Plan for Teachers
apa.org/ed/precollege/topss/teaching-resources/practicing-resilience-lesson

Teaching Children About Resilience
apa.org/monitor/oct03/teaching

Resilience during Economic Hardship, Terror, War

Tips on Fostering Resilience in Economic Tough Times
apaservices.org/practice/update/2009/03-30/fostering-resilience

APA Building Resilience to Manage Indirect Exposure to Terror
apa.org/topics/terrorism/exposure

APA Resilience in a Time of War: Tips for Parents and Teachers of Teens
apa.org/topics/resilience/teen-war

Stress

APA Managing Stress: Use These 5 Quick Videos Based in Science to Center Yourself
apa.org/topics/stress/manage-stress-tools

APA Writing About Trauma Reduces Stress, Aids Immunity
apa.org/topics/trauma/writing-benefits

APA Students Experiencing Stress
apa.org/ed/schools/primer/stress

Stress Less: A Teen's Guide to a Calm Chill Life
apa.org/pubs/magination/stress-less

Mindfulness

Mindfulness Coach (VA Mobile)
mobile.va.gov/app/mindfulness-coach

Mindfulness in the Classroom
https://childmind.org/article/mindfulness-in-the-classroom/

25 Lesson in Mindfulness
apa.org/pubs/books/4441018

Activity 6.1: Mindful Walking [PDF]
apa.org/ed/precollege/topss/lessons/activities/activity-mindful-walking.pdf

Headspace for Educators (Free for K-12 schools)
headspace.com/educators

Calm for Teachers (Free for Schools)
calm.com/schools

Stop, Breathe, Think Mindfulness App
stopbreathethink.org.uk

Woop Exercise
youtube.com/watch?v=yBaVSJ6zq4c

Child Mind Mindfulness Activities for Parents and Teachers
childmind.org/healthyminds

- Middle School Program for Teachers
  childmind.org/healthyminds/complete-series-parents-middle
- High School Program for Teachers
  childmind.org/healthyminds/complete-series-parents-high-school

Suicide Hotlines

SAMHSA National Helpline (English and Spanish) 988

Trevor Project Lifeline 1-866-488-7386

National Suicide Prevention Hotline (800) 272-8255 Crisis Text Line - Text HOME to 741741

Video Links

TedX Video: How to build resilience as your superpower (Denise Mai)
ted.com/talks/denise_mai_how_to_build_resilience_as_your_superpower

TedX Video: 3 Secrets of Resilient People (Lucy Hone)
ted.com/talks/lucy_hone_3_secrets_of_resilient_people/transcript

TedX Video: Resilience, The Up Side of Down (David Donaldson)
ted.com/talks/david_donaldson_resilience_the_up_side_of_down

SAMPLE PARENT/GUARDIAN LETTER

SPANISH

Estimadas familias y tutores:

Hoy comenzamos la primera de cinco lecciones centradas en la resiliencia. La resiliencia es la capacidad de afrontar y perseverar a través de dificultades y desafíos. Nuestros estudiantes muestran una resiliencia considerable en muchos aspectos de sus vidas. El objetivo de esta serie de lecciones es ayudar a los estudiantes a reconocer sus fortalezas existentes y apoyarlos en el desarrollo de nuevas habilidades de resiliencia.

El estrés es una parte inevitable de la vida y sabemos que los estudiantes de hoy enfrentan una variedad de factores estresantes. Desde hace muchos años los psicólogos estudian conceptos como el estrés y la resiliencia. Han aprendido que, aunque algunas personas pueden superar más fácilmente las luchas y los momentos difíciles que otras, todos pueden desarrollar resiliencia para ayudarlos a superar los momentos difíciles. Estas lecciones se derivan de las mejores investigaciones disponibles sobre el estrés, la resiliencia y los métodos eficaces para afrontarlo. En las páginas siguientes se enumeran varias referencias de libros y revistas para obtener más información sobre la ciencia detrás de estas lecciones.

En nuestra primera lección, los estudiantes identifican sus propios valores personales y reflexionan sobre cómo estos valores pueden afectar sus acciones para avanzar en momentos de estrés. (Tenga en cuenta que en estas lecciones, el término "valores" se define como aquellas características (p. ej., honestidad, integridad), actividades (p. ej., deportes, escuela, clubes, arte, música) o personas (p. ej., familia, amigos) son importantes para estudiantes o individuos individuales.) Las próximas cuatro lecciones se centrarán en cómo el estrés afecta el cuerpo, las acciones y la mente (BAM) y las habilidades que pueden desarrollar la resiliencia. Específicamente, los estudiantes practicarán un ejercicio de respiración relajante; identificar acciones positivas y útiles a tomar en respuesta al estrés; y aprender estrategias para desafiar pensamientos inútiles. Discutiremos formas de manejar mejor nuestro estrés y, al mismo tiempo, desarrollar nuestra capacidad para recuperarnos de las dificultades.

La Asociación Estadounidense de Psicología ha desarrollado varias guías sobre resiliencia que pueden ser de interés para usted, su hijo adolescente y su familia:

- Para adultos:
  - » Construyendo tu resiliencia (apa.org/topics/resilience/building-your-resilience)
  - » Temas APA: Resiliencia (apa.org/topics/resilience)
- Para padres, tutores y docentes: Guía de resiliencia para padres y docentes (apa.org/topics/resilience/guide-parents-teachers)
- Para adolescentes: Resiliencia para adolescentes: 10 consejos para desarrollar habilidades para recuperarse de tiempos difíciles (apa.org /topics/resilience/bounce-teens)

Usted y su familia también pueden aprender a mantener la calma mediante ejercicios de respiración y relajación muscular. Hay aplicaciones gratuitas que promueven el manejo del estrés, como una desarrollada por el Centro Nacional de Telesalud y Tecnología llamada Breathe2Relax. Puede encontrar más información aquí: Breathe2Relax en la App Store. Los recursos adicionales incluyen estos recursos APA (https://www.apa.org/topics/stress), así como los recursos proporcionados en las páginas siguientes para familias y maestros.

Estas lecciones invitan a los estudiantes a reflexionar sobre factores estresantes recientes, notar sus reacciones y luego desarrollar un plan de afrontamiento. Si usted o su hijo adolescente se encuentran en una situación estresante, esperamos que los ejercicios que se enseñan en estas lecciones le resulten útiles.

Atentamente,

[agregue el nombre del maestro]

RECURSOS PARA MAESTROS Y FAMILIAS

APA sitio web
apa.org

Resiliencia (general)

APA Construyendo su resiliencia
apa.org/topics/resilience/building-your-resilience

Resiliencia a través de la frontera
resilienceacrossborders.org

Resiliencia a través de las fronteras: ¿Qué es la resiliencia?
youtube.com/watch?v=TZh2kow5wjk

RESiliencia de la APA: animando a los jóvenes a través de una comunicación saludable sobre la raza
apa.org/res

Resiliencia para adolescentes: 10 consejos para desarrollar habilidades para recuperarse de tiempos difíciles
apa.org/topics/resilience/bounce-teens

Resiliencia para padres y / o maestros

Guía de resiliencia APA para padres y profesores
apa.org/topics/resilience/guide-parents-teachers

Enseñar resiliencia: programa de creación de resiliencia
teachresilience.org

Resiliencia APA: herramienta de consejos para padres
apa.org/topics/parenting/tip-tool-brochure.pdf

APA Practicando Resiliencia: Plan de Lección para Maestros
apa.org/ed/precollege/topss/teaching-resources/practicing-resilience-lesson

Enseñar a los niños sobre la resiliencia
apa.org/monitor/oct03/teaching

Resiliencia durante las dificultades económicas, el terrorismo y la guerra

Consejos para fomentar la resiliencia en tiempos económicos difíciles
apaservices.org/practice/update/2009/03-30/fostering-resilience

APA fomenta la resiliencia para gestionar la exposición indirecta al terrorismo
apa.org/topics/terrorism/exposure

Resiliencia de la APA en tiempos de guerra: consejos para padres y maestros de adolescentes
apa.org/topics/resilience/teen-war

Estrés

APA Manejo del estrés: use estos 5 videos rápidos basados en ciencia para centrarse
apa.org/topics/stress/manage-stress-tools

Los escritos de la APA sobre el trauma reducen el estrés y ayudan a la inmunidad
apa.org/topics/trauma/writing-benefits

Estudiantes de la APA que experimentan estrés
apa.org/ed/schools/primer/stress

Menos estrés: una guía para adolescentes para una vida tranquila y relajada
apa.org/pubs/magination/stress-less

Consciencia

Entrenador de atención plena (VA Mobile)
mobile.va.gov/app/mindfulness-coach

Atención plena en el aula
https://childmind.org/article/mindfulness-in-the-classroom/

25 Lección de Atención Plena
apa.org/pubs/books/4441018

Actividad 6.1: Caminar conscientemente (PDF)
apa.org/ed/precollege/topss/lessons/activities/activity-mindful-walking.pdf

Espacio de cabeza para educadores
headspace.com/educators

Calma para los maestros (gratis para las escuelas)
calm.com/schools

Aplicación Detente, Respira, Piensa Mindfulness
stopbreathethink.org.uk

Ejercicio Woop
youtube.com/watch?v=yBaVSJ6zq4c

Actividades de atención plena de la mente infantil para padres y profesores
childmind.org/healthyminds

- Programa de secundaria para maestros
  childmind.org/healthyminds/complete-series-parents-middle
- Programa de secundaria para maestros
  childmind.org/healthyminds/complete-series-parents-high-school

Aplicación Mindfulness Coach (Departamento de Asuntos de Veteranos de EE. UU.)

Líneas directas de suicidio

Línea de ayuda nacional SAMHSA (inglés y español) 988

Línea de vida del proyecto Trevor 1-866-488-7386

Línea directa nacional para la prevención del suicidio (800) 272-8255 Línea de texto en caso de crisis: envíe un mensaje de texto con HOME al 741741

Enlaces de vídeo

Video TedX: Cómo desarrollar la resiliencia como tu superpoder (Denise Mai)
ted.com/talks/denise_mai_how_to_build_resilience_as_your_superpower

Video de TedX: 3 secretos de la resiliencia de las personas (Lucy Hone)
ted.com/talks/lucy_hone_3_secrets_of_resilient_people/transcript

Video de TedX: Resiliencia, el lado positivo de lo bajo (David Donaldson)

ted.com/talks/david_donaldson_resilience_the_up_side_of_down

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