

# **R&R Bounce Back - teachers' notes**

## INTRODUCTION

This performance seeks to introduce students to the concepts underpinning Resilience Education and the related area of Responsibility, through the lyrics of entertaining songs presented by the Rock & Roll Puppets. Different puppets and human characters present scenes in which they do not feel resilient or sometimes behave irresponsibly, and correct these situations, through comic sketches, exercises, and of course, music.

Each song represents a new concept, so that teachers can easily refer back to the song sheet and CD which will be provided at the time of the performance. Accordingly, the remainder of these notes outlines the concepts presented on a song-by-song basis.

### ***“R&R Bounce Back”***

This number introduces the prime method of describing resilience to students, ie. resilience means the ability to ‘bounce back’ after undesirable events in your life. A bounced ball is a useful demonstration of a return to one’s original frame of mind, compared a dropping another object such as a book, which remains ‘down’.

### ***“It’s All Good”***

Students should train themselves to think positively, by always looking at the positive aspects of difficult situations. Affirmations used habitually, such as “It’s All Good”, are extremely useful training tools.

### ***“I.D.”***

A sense of personal identity raises self esteem and improves a person’s ability to bounce back. By making a list of the things an individual has done in their life and the skills they have developed, students can become aware of their identity. Referring back to and making additions to this list can assist recovery in difficult times. This is a similar process to an adult revising their resume.

### ***“I Will Trust You”***

Problems always seem more difficult when they are faced alone. Students should be encouraged to discuss any issues they may be facing with someone they can trust. A responsible adult such as a teacher or parent is usually best to assist with problem solving, but if this is not possible, simply talking to a friend may help to make the problem feel less earth-shattering and thereby increase resilience.

### ***“A Right To Feel Safe”***

It is extremely difficult for individuals to be resilient, if they feel unsafe. Students need to be aware that they have a right to feel safe, whether they are at school, home, or elsewhere in the community. If they feel unsafe in any of these environments, they should discuss the matter with someone they can trust, preferably an adult, to develop a strategy to correct the situation.

### ***“Sleep On it/Aerobics”***

A lack of energy can also contribute to low resilience. It is important for students to understand the value of getting enough sleep, as well as other physical health concepts, such as the importance of maintaining an appropriate diet and regular exercise.

### ***“What Can I Do?”***

There is always something an individual can do themselves to improve a difficult situation, even if that means simply discussing the problem. As well as increasing resilience, taking some action means a student is also taking some *responsibility* for dealing with their problem. Whilst the issue in question may not actually be the individual’s fault, it is important to break the habit of looking for someone else to blame, and to get on with finding a resolution. In other words, taking responsibility solves problems faster.

### ***“Get Connected”***

Taking responsibility can be described by the phrase, “it’s up to you”. Responsibility can be developed by increasing an individual’s network or joining a group, such as a sport or special interest group. In such a group, students are responsible for turning up on time, bringing necessary clothing or equipment, and a myriad of other requirements. They may also find themselves doing things that are for the benefit of the whole group or even the entire community, rather than just themselves, thereby developing wider responsibility.

### ***“Congratulations”***

Comparing oneself to others can reduce resilience, if an individual constantly finds themselves on a lower level than their peers. Personal improvement must become more important than comparative skill levels or abilities. This requires motivation and students may find it useful to habitually congratulate themselves and others on each small improvement. This will help make immediate goals seem more achievable.

### ***“Friends Will Support You”***

As well as placing trust in a friend, individuals may require tangible assistance with the difficulties they encounter. They should understand that they don’t have to be alone. Usually, people enjoy helping others, because it increases their own sense of self esteem

and simply because they are a friend. In addition to requiring support from others, students should learn that by taking some responsibility for the problems faced by their friends, they will benefit themselves.

### ***“The Quiz”***

The show concludes with a quiz, which refreshes each of the concepts discussed above, followed by a finale number.

### **Exercises**

1. Role Play                      Look back at each of the concepts above. Ask the class to think of any common problem; eg. difficult homework, getting bullied. Ask one student to role play having the problem, and other students to be other characters; eg. a trusted friend, members of a sports group, a bully.
2. Analyse Lyrics                Replay the R&R Bounce Back CD, one song at a time, and ask the students what they think each song was about. The above notes may be used to ensure full answers are covered.

### **CONCLUSION**

Whilst different students will have different problems and range in their natural abilities to cope, resilience and responsibility may both be taught by repeating behaviours until they become habitual, eg; positive affirmations, reviewing past achievements and present skills, congratulating oneself after small improvements.

R&R Bounce Back introduces a number of these concepts which may be easily digested and recalled as song lyrics.

***Enjoy the show!***