



AMERICAN  
PSYCHOLOGICAL  
ASSOCIATION

# BAM! Student/Teacher Resilience Lessons

Grades 4-8

## American Psychological Association

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# Lesson Overview

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## OVERVIEW AND OVERALL GOAL

The following three learning lessons can be used in your classroom to help students build resilience skills. The acronym BAM (body, actions, and mind) is used as the basis of the learning sessions. The primary goal of these lessons is to help students adapt and grow academically, emotionally, and socially with resilience-building skills. These skills can be used to cope with a broad range of stressors.

## GENERAL LESSON FORMAT

Three lessons, minimum 10-15 minutes each

*NOTE: The presenter is encouraged to tailor the program as needed to meet the needs of their students.*

## PRESENTER

Teacher (primary), 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
  - » *BAM! Puzzle Worksheet*
  - » *Label the Effects of Stress on the Body Worksheet*
  - » *Seven Thinking Errors Worksheet* (from Alvord, Zucker, & Grados, 2011)
  - » *Challenge Questions Worksheet* (from Alvord & McGrath, 2017)
  - » *BAM! Summary and Review of Lessons*
- Web links to supporting videos
- Supporting reference list with current relevant research
- List of related resources
- Family/guardian informational letter (in English and Spanish)
- A supplemental BAM PowerPoint is available as an additional teaching tool.

*NOTE: Links to all videos, scripts, webpages, worksheets, and other materials mentioned in this lesson can be found at [at.apa.org/resilience-bam](https://www.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., Zucker, B., & Grados, J.J. (2011). Resilience Builder for Children and Adolescents. Research Press, Champaign, IL.

# BAM! Student/Teacher Resilience Lessons

## Lesson 1: The Body (10+ minutes)

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**NOTE:** Links to all videos, webpages, worksheets, and other materials mentioned in this lesson can be found at [at.apa.org/resilience-bam](https://www.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 list at least two ways stress manifests in their bodies.
2. 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 stress.

### LESSON MATERIALS

- BAM! Puzzle Worksheet
- Label the Effects of Stress on the Body Worksheet
- Answer Keys to Activities in Lesson 1
- Just Breathe video: [youtu.be/L\\_qOORFmpRk](https://youtu.be/L_qOORFmpRk)
- BAM! Summary and Review of Lesson 1

### LESSON OUTLINE

#### Introduction (2-3 minutes)

##### Main Lesson

- Welcome students and define resilience as the ability to move forward from challenges. Discuss how building resilience helps us cope with big and small difficulties, including the sense of uncertainty associated with change. Acknowledge the ways in which change or challenges impact everyone in similar and different ways (e.g., friendships, social stress, academic pressure, tests, homework, social and family struggles or stress.)
- Ask students to consider what one difficult thing was for them or their friends in the past.
- Introduce students to BAM: Body, Action, and Mind.
  - » The acronym BAM is a helpful way for us to remember that we can develop and use skills that involve our bodies, actions, and minds to build our resilience. Today we are going to focus on a skill that reduces stress in our bodies, the first part of BAM!
- Have students write their name at the top of the BAM! Puzzle Worksheet, label one section of the sheet with "Body," color that section. Let them know they will fill in the other sections in future lessons.

## Mind-Body Connection Lesson (4-5 minutes)

- Discuss the mind-body connection and how the mind has the power to improve or worsen our physical functioning, depending on how we use it. *[The presenter can refer to the APA mind/body webpage: <https://www.apa.org/topics/stress/body> or <https://www.apa.org/topics/stress>. The PowerPoint [slides](#) can also be used here.]*
- Discuss how uncertainty, losses, and fears create or increase stress and anxiety. For example:
  - » When one's life changes suddenly, especially when it is unexpected, a typical response is an increase in stress and anxiety.
  - » Fear from any source normally creates an increase in stress and anxiety.
  - » Worrying about what might happen (called "what ifs") can increase stress and anxiety.
- Choose one of the following activities:
  - » T-chart of positive reactions to stress (how can stress help you?) and negative reactions to stress (how can stress negatively impact your body and how you feel?) An answer key with suggested responses is provided at the end of the lesson.
  - » Engage students by drawing and labeling impacts of stress on a picture of a body on a board/screen (a small group or individual activity could be to label a picture of a body; see attached handout).
  - » Using large sheets of paper, break class into small groups and have one lie down on the paper and others outline their body (please be sure the student lying down has given permission to have their body outlined and is comfortable having this done). Using this body outline, have each student mark areas where they feel stress in their own bodies. Discuss the various locations. There may be some locations where a lot of students feel stress. And there will be individual differences in where students feel stress. An answer key with suggested responses is provided at the end of the lesson.
- 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 your body?
  - » How would you know when there is stress in your body?

## Exercise (3-4 minutes)

### **Just Breathe exercise** (see **Just Breathe exercise** section in the full suggested script for added details)

- 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. When we are facing a threat, our bodies respond in different ways. Some examples might include: *[The presenter may want to display these examples on a whiteboard or on easel paper for students to see.]*
  - » Muscles feeling tight
  - » Faster heartbeat
  - » Faster breathing/holding breath
  - » Sweating
  - » Stomach feeling funny/stomachache
  - » Feeling tired
  - » Higher or lower appetite
- The easiest first step to relax 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. Repeat this exercise three times.

- » 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\\_qOORFmpRk](https://youtu.be/L_qOORFmpRk). You can also access this video at [at.apa.org/resilience-bam](https://at.apa.org/resilience-bam).
- After doing the exercise, ask students how they feel and share with students how this exercise will let their bodies begin to relax.
- Share that when we pay close attention to our breath, we take our thoughts away from our worries that might be swirling through our minds—even just for a few minutes. Sometimes getting that little bit of space can help prepare us to cope with whatever challenge we might be facing.

## **Closing** (1 minute)

### **Summary**

- Remind students how stress impacts the body and that our minds are connected to our bodies.
- End lesson by encouraging students to practice the deep breathing at least once a day.

*Note: Additional extension activities are provided in the full suggested script available online to allow you to expand discussion and engage students further.*

*Use the BAM! Summary and Review of Lesson 1 to create a visual summary for students on a whiteboard or on easel paper.*

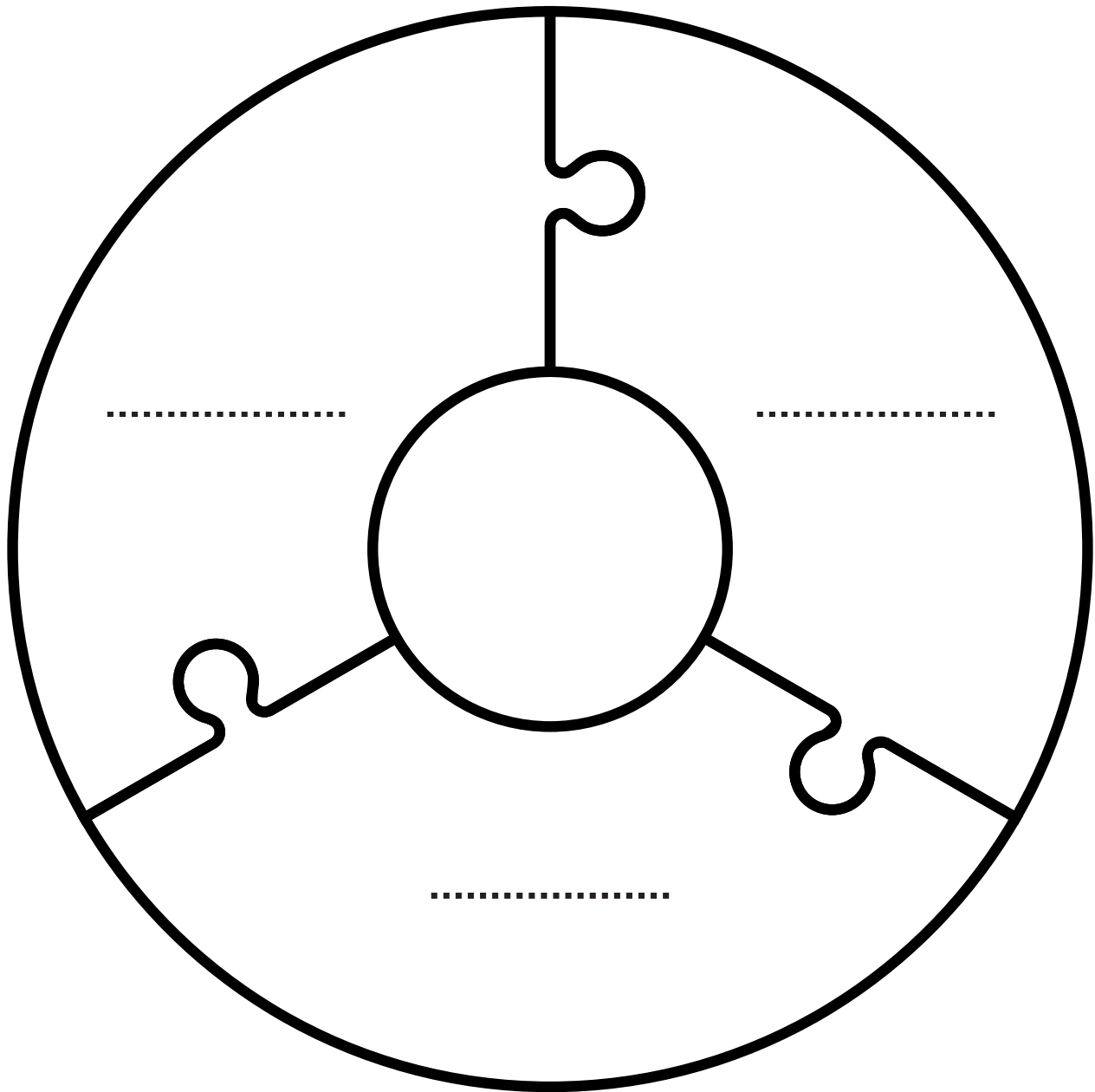
*See the resource list at the end of this document for students who may need additional help.*



NAME: \_\_\_\_\_

## The BAM! Puzzle Worksheet

Add the labels for each piece of the BAM! Puzzle on the dotted lines. Color each section a different color.

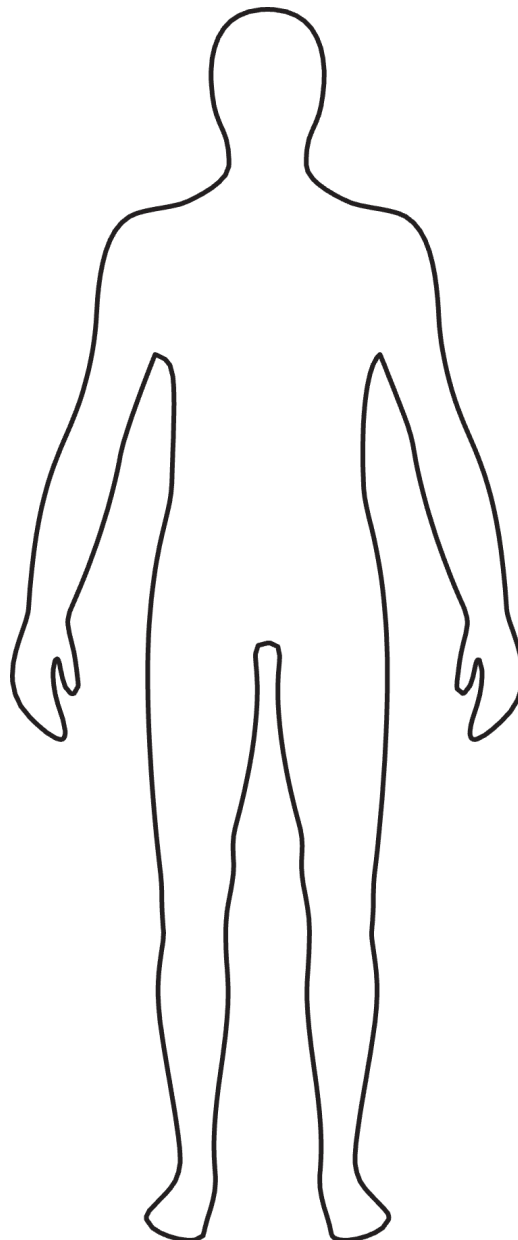




NAME: \_\_\_\_\_

# Label the Effects of Stress on the Body Worksheet

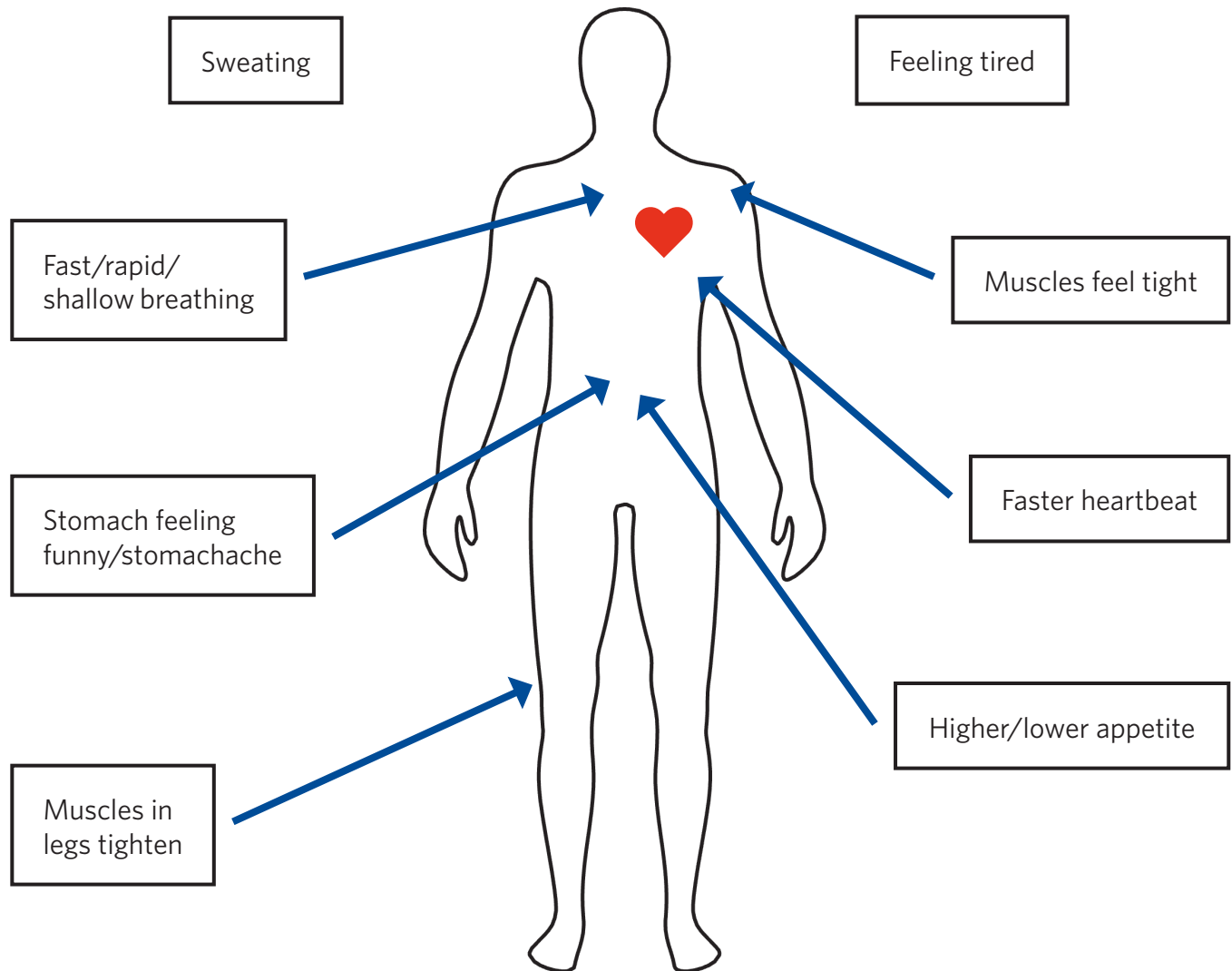
Students can use the outline below to draw and label the impacts of stress on the body. The presenter may want to display this on a board or screen and can use this as a small group or individual activity to label a picture of a body.



## Stress and the Body T-chart: Answer Key

| POSITIVE (HELPFUL)                      | NEGATIVE (HURTFUL)                     |
|-----------------------------------------|----------------------------------------|
| Talking to trusted friends or adults    | Try not to think about it              |
| Sleeping well, healthy food, & exercise | Criticize ourselves                    |
| Positive thinking                       | Blame other people                     |
| Mindfulness                             | Thinking about all the negative things |
|                                         | Procrastinate                          |
|                                         | Pretend it's not true                  |

## Label the Effects of Stress on the Body: Answer Key



# BAM! Student/Teacher Resilience Lessons

## Lesson 2: Actions (10+ minutes)

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**NOTE:** Links to all videos, webpages, worksheets, and other materials mentioned in this lesson can be found at [at.apa.org/resilience-bam](https://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 explain two helpful actions they can take to reduce stress.
2. Students will be able to apply deep breathing or muscle relaxation and deep breathing to relax their body when they feel stress.

### LESSON MATERIALS

- BAM! Puzzle Worksheet
- Optional: Progressive muscle relaxation video: <https://www.youtube.com/watch?v=rQVpkZACGCE>
- BAM! Summary and Review of Lesson 2

### LESSON OUTLINE

#### Introduction (2-3 minutes)

##### Welcome and Recap

- » Welcome everyone back to the session.
- » Remind students about the impact of stress on our body discussed in the previous session (the “B” in BAM).
- » 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, breathe out for 6 seconds.
- » Use the BAM! Summary and Review of Lesson 1 on a whiteboard or on easel paper to help students remember the previous lesson.
- » Have students label another section of their BAM! Puzzle Worksheet with “Actions” and color that section.

#### Main Lesson (3-4 minutes)

##### Actions Activity

- Introduce the Actions part of the BAM! model and consider the ways that the actions we take when stressed can be helpful or unhelpful.
  - » Share that a little bit of stress can help us and motivate us to take action (e.g., study for a quiz), but too much stress can lead to distress. The things we do when we are in distress are called our “coping mechanisms.”
  - » Some of these actions really help us to cope with our stressors, some may sort of help us feel better in the short-term, but they don’t help so much in the long-term, and others can be completely unhelpful.
- Discuss with students the ways we respond to stress and anxiety through our actions.
- Ask students: What are some examples of actions that people take to cope with stress that may not be particularly healthy or helpful?
  - » [Teachers/presenters can use the [attached slides](#) to prompt students to discuss with a partner if they think each action

would be healthy or unhealthy. Students could be asked to discuss each slide with a partner and then as a whole class.]

- » Have students list these on whiteboards or discuss them in groups. Allow students to share unhealthy coping behaviors like withdrawing from friends/activities/schoolwork; avoiding tasks that need to be done; yelling (at siblings, friends, parents); watching too much television or mindlessly scrolling through social media; sleeping to avoid people/feelings/activities; or isolating themselves.
- » Note that some of these actions are very normal, common reactions that most of us have experienced at some point in time when we have been in distress. They may help us feel better for a short time, however, they often don't help us feel better in the long run.
- Next ask students: Now, let's think about some healthy and helpful actions people can take when they are anxious or stressed.
  - » *[Have students list these on whiteboards or discuss them in groups. Allow students to share helpful coping behaviors like spending time with friends; talking to someone they trust; going for walks; exercising; video chatting with family and friends; writing; drawing; finding a new hobby; listening to to/playing music; helping others; asking for help; or brainstorming ways to solve whatever problems are on their mind.]*
- Discuss the impact of our actions when we are stressed and worried. Ask students:
  - » How can being active relieve stress and improve mood?
  - » What is the one thing causing you the most stress today/this week?
  - » What activities are you doing to reduce that stress?
  - » What are some actions you have seen other people do to relieve their stress (helpful or unhelpful)?
  - » What is one action you can take to reduce your stress based on what we have learned today?

### **Progressive Muscle Relaxation 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).
  - » 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: <https://www.youtube.com/watch?v=rQVpkZACGCE>

### **Closing (2 minutes)**

#### **Summary**

- Remind students how helpful actions can reduce stress.
- Discuss how students can evaluate if their actions were helpful or not. It can often be hard to tell if our actions are helpful or unhelpful in the moment. Something students can ask themselves is, "When I did that, did it help me feel less stressed? Did it help me work through my problems? Did it cause additional problems?" Some unhealthy coping activities may work in the short term but not in the long term. In other words, students should consider if their actions actually helped them work through their stress/solve their problem, or did they do the opposite? Helpful actions can allow us to get through whatever situation we may be facing.

### **Practice**

- Have the class engage in a deep breathing or progressive muscle relaxation exercise for a minute or two.
- Encourage students to:
  - » Practice deep breathing and/or progressive muscle relaxation at least once a day.
  - » Thank one person a day for supporting them.

*Use the BAM! Summary and Review of Lesson 2 to create a visual summary for students on a whiteboard or on easel paper.*

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

# BAM! Student/Teacher Resilience Lessons

## Lesson 3: The Mind (10+ minutes)

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**NOTE:** Links to all videos, webpages, worksheets, and other materials mentioned in this lesson can be found at [at.apa.org/resilience-bam](https://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 at least one “thinking error” that sometimes worsens their stress and prevents them from taking helpful action.
2. 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

- *Seven Thinking Errors Worksheet*
- *Challenge Questions Worksheet*
- *BAM! Puzzle Worksheet*
- *BAM! Summary and Review of Lesson 3*

### LESSON OUTLINE

#### Introduction (2-4 minutes)

##### *Welcome and Recap*

- Welcome everyone back to the session.
- Review what the “B” and “A” in “BAM!” stands for and remind students about the impact of stress on our bodies and the impact of our actions when we are anxious or stressed -- all that was discussed in previous sessions.
- Use the BAM! Summary and Review of Lessons 1 and 2 on a whiteboard or on easel paper to help students remember the previous lesson.
- Have students label the last empty section of their BAM! Puzzle Worksheet with “Mind” and color that section.
- Have everyone practice the Just Breathe exercise with one set of deep breathing.

#### Introduction (2-4 minutes)

- Introduce how our mind gets stressed and what thoughts or cognitions we come up with when we are nervous, stressed, or anxious. Share that an important part of being resilient is something called “self-efficacy,” which is our perception of being able to control parts of our lives and make choices that reflect what matters most to us.
- Share that when we get stressed, nervous, irritable, or sad, our mind can come up with thoughts that can make us feel worse. These thoughts about our situations seem real and accurate but sometimes they are actually “thinking errors.”
- Define self-talk as what we say to ourselves in our minds. It can be helpful, neutral, or unhelpful. Ask students to take a moment and become aware of what kind of thoughts they are having right now. [If time permits, students can share these thoughts in a class discussion.]

## **Worksheet Activity** (3-5 minutes)

### **Seven Thinking Errors and Challenge Questions Worksheets:** *These activities focus on self-talk and thinking habits:*

- Share that our minds are usually pretty busy and it can be helpful to sometimes check in and notice what we are thinking, especially in those moments when our self-talk isn't so helpful. We all have different self-talk and thinking habits. Getting to know which ones come up the most for students and cause them problems can really help.
- Using the Seven Thinking Errors worksheet, have students consider two of the seven listed thinking errors. Focus on "Catastrophizing"; option to go over "Filtering" as time permits
  - » Go through the worksheet and invite students to think about how often they have these types of thoughts. They should put one checkmark next to the types of thinking habits they sometimes fall into, two checkmarks next to thinking habits that come up pretty often, and three checkmarks next to thinking habits that describe how their mind typically works. Students should keep their answers to themselves and try to mark as honestly as possible.
  - » [Option: Ask students to share personal examples related to the Seven Thinking Errors.]
- 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 catastrophizing thoughts contribute to stress and ways to challenge these types of thoughts with more realistic thoughts.
- 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. See full script for a guide on using these worksheets in class.
- Direct students to consider challenge questions to combat their catastrophic thinking as a way to reinforce the concepts they've learned from the worksheets and discussions.

## **Closing** (3-5 minutes)

### **Summary**

- Remind the students about the three components of BAM and how this helps them to be more resilient when they practice the activities and think about the discussions they have had.
- Remind students that they will move forward as the world continues to change and evolve around them. Congratulate them on being resilient. Encourage them to use the principles of BAM they just learned because these are there to help.

*Use the BAM! Summary and Review of Lesson 3 to create a visual summary for students on a whiteboard or on easel paper.*

*Additional activities and discussion questions are provided in the full suggested script to allow you to expand discussion and engage students further.*

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



# Seven Thinking Errors

Here is a list of common off the mark thinking errors. Use this handout to “catch your self-talk” and examine the evidence to get more realistic, on the mark thoughts. Put one checkmark next to the types of thinking habits you sometimes fall into, two checkmarks next to thinking habits that come up pretty often, and three checkmarks next to thinking habits that describe how your mind typically works.

## \_\_\_\_\_ **All-or-Nothing Thinking**

Thinking in extremes. It’s either right or wrong, perfect or a complete failure. For example, you missed a shot in the basketball game, and you feel you’ve failed.

## \_\_\_\_\_ **Filtering**

Magnifying the negatives of a situation and minimizing the positives; thinking about the bad things that happened and not much about the good things. For example, the day in school goes fairly well overall, but one negative thing happens. When someone asks you how the school day went, your answer is “Terrible!”

## \_\_\_\_\_ **Catastrophizing**

Expecting the worst to happen and that you won’t be able to handle a situation. This type of thinking is a common cause of anxiety. We call these thoughts “What ifs?” For example, you think “What if I mess up on this writing assignment?” and automatically jump to the conclusion that you will fail and never be able to write well.

## \_\_\_\_\_ **Personalization**

Thinking that everything people do or say is some kind of reaction to you. This involves not considering other reasons that could explain why someone is whispering or laughing or looking at you, for example.

## \_\_\_\_\_ **Shoulds**

You have certain beliefs or expectations about how you and other people should act or how the world should work. For example, you think that there is only one way to play a game and believe that someone else should play the same game with the exact same rules. People who break the rules upset and may even anger you.

## \_\_\_\_\_ **It’s Not Fair!**

You assume things will happen a certain way and, when they don’t, you feel like you’ve been mistreated. For example, your parents say it’s time to clean up and go out with them when you’d rather not. Another example might be that a friend gets to go the movies, but your family has planned something else.

## \_\_\_\_\_ **Blaming Others**

When bad things happen, you assume it’s someone else’s fault and react with anger or upset feelings. For example, someone said something mean to you and you hit them. You blame them for what they said and say it’s the cause for your hitting them.



## Challenge Questions Worksheet

Write down one **Catastrophizing** thought you might have (could be real or made up); something like “My friend didn’t call me but they said they would so they must not like me.”

Next, answer these Challenge Questions:

What is the worst thing that can happen?

What are the chances the worst thing will happen?

What are more realistic possibilities of what would happen?

If that happens, does it really mean [what your catastrophizing thought is?].

What can I do to make it better?

What would I suggest my friend do if they were worried about this?

Write down one **Filtering** thought you might have (could be real or made up); something like “I didn’t know that answer when the teacher called on me so my whole day is ruined.”

Next, answer these Challenge Questions:

Am I only focusing on one part of my day or the experience?

Am I looking at the whole picture?

Is there another way to think about the situation?

What would I tell my friend who was focusing on what didn’t go well?

**What other challenge questions can you come up with for *Catastrophizing* or *Filtering* thoughts?**

## BAM! Summary and Review of Lesson 1

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|              | STRESS                                                                                                                                                                      | BAM!                                                                                                              |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| <b>B</b> ody | <ul style="list-style-type: none"><li>▪ Tense muscles</li><li>▪ Fast heartbeat</li><li>▪ Breathing fast/holding your breath</li><li>▪ Stomachache</li><li>▪ Tired</li></ul> | <ul style="list-style-type: none"><li>▪ Just breathe</li><li>▪ (Optional) Progressive Muscle Relaxation</li></ul> |
| <b>A</b>     |                                                                                                                                                                             |                                                                                                                   |
| <b>M</b>     |                                                                                                                                                                             |                                                                                                                   |

## BAM! Summary and Review of Lesson 2

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|               | STRESS                                                                                                                                                                      | BAM!                                                                                                                                              |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Body</b>   | <ul style="list-style-type: none"><li>▪ Tense muscles</li><li>▪ Fast heartbeat</li><li>▪ Breathing fast/holding your breath</li><li>▪ Stomachache</li><li>▪ Tired</li></ul> | <ul style="list-style-type: none"><li>▪ Just breathe</li><li>▪ (Optional) Progressive Muscle Relaxation</li></ul>                                 |
| <b>Action</b> | <ul style="list-style-type: none"><li>▪ Arguing, yelling</li><li>▪ Avoiding people</li><li>▪ Procrastinating</li><li>▪ Too much TV/ Social Media</li></ul>                  | <ul style="list-style-type: none"><li>▪ Asking for help</li><li>▪ Hanging out with friends/having fun</li><li>▪ Being active/exercising</li></ul> |
| <b>M</b>      |                                                                                                                                                                             |                                                                                                                                                   |

## BAM! Summary and Review of Lesson 3

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|               | STRESS                                                                                                                                                                      | BAM!                                                                                                                                              |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Body</b>   | <ul style="list-style-type: none"><li>▪ Tense muscles</li><li>▪ Fast heartbeat</li><li>▪ Breathing fast/holding your breath</li><li>▪ Stomachache</li><li>▪ Tired</li></ul> | <ul style="list-style-type: none"><li>▪ Just breathe</li><li>▪ (Optional) Progressive Muscle Relaxation</li></ul>                                 |
| <b>Action</b> | <ul style="list-style-type: none"><li>▪ Arguing, yelling</li><li>▪ Avoiding people</li><li>▪ Procrastinating</li><li>▪ Too much TV/ Social Media</li></ul>                  | <ul style="list-style-type: none"><li>▪ Asking for help</li><li>▪ Hanging out with friends/having fun</li><li>▪ Being active/exercising</li></ul> |
| <b>Mind</b>   | <ul style="list-style-type: none"><li>▪ What ifs? (Catastrophizing)</li><li>▪ Filtering</li></ul>                                                                           | <ul style="list-style-type: none"><li>▪ Challenge questions and answers</li></ul>                                                                 |

## SAMPLE PARENT/GUARDIAN LETTER

### ENGLISH

Dear Families and Guardians:

Many students and families have experienced (and continue to experience) varying degrees of stress due to many reasons, such as moving schools, social or family stressors, academic pressure, or trauma and loss. With that in mind, today we are starting the first of three lessons focused on resilience. These lessons are drawn from the best available research on resilience, stress, and effective methods of coping. Resilience is the ability to cope with, and persevere through, hardships and challenges. The goal of this series of lessons is to help students recognize their existing strengths and support them in building new resilience skills. For more information on the science behind these lessons and about resilience, several book and journal references are included below.

The three 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 student, and your family:

- For adults:
  - » Building your resilience ([apa.org/topics/resilience/building-your-resilience](https://www.apa.org/topics/resilience/building-your-resilience))
  - » APA Topics: Resilience ([apa.org/topics/resilience](https://www.apa.org/topics/resilience))
- For parents, guardians, and teachers: Resilience guide for parents and teachers ([apa.org/topics/resilience/guide-parents-teachers](https://www.apa.org/topics/resilience/guide-parents-teachers))

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 how stress impacts their body, actions, and mind and then develop a coping plan. If you or your child find yourself in a stressful situation, we hope you will find the exercises taught in these lessons helpful. Another resource would be your school counselor.

Sincerely,

*[add teacher's name]*

## RESOURCES FOR TEACHERS AND FAMILIES

APA website  
[apa.org](https://apa.org)

### Resilience (General)

APA Building Your Resilience  
[apa.org/topics/resilience/building-your-resilience](https://apa.org/topics/resilience/building-your-resilience)

Resilience Across Borders  
[resilienceacrossborders.org](https://resilienceacrossborders.org)

Resilience Across Borders: What is Resilience?  
[youtube.com/watch?v=TZh2kow5wjK](https://youtube.com/watch?v=TZh2kow5wjK)

APA RESilience: Uplifting Youth Through Healthy Communication About Race  
[apa.org/res](https://apa.org/res)

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

FYI: Building Your Resilience [PDF]  
[apaservices.org/practice/good-practice/building-resilience.pdf](https://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](https://apa.org/topics/resilience-guide-parents)

Teach Resilience: Resilience Builder Program  
[teachresilience.org](https://teachresilience.org)

APA Resilience: Parent Tip Tool  
[apa.org/topics/parenting/tip-tool-brochure.pdf](https://apa.org/topics/parenting/tip-tool-brochure.pdf)

APA Practicing Resilience: Lesson Plan for Teachers  
[on.apa.org/3ihUOEt](https://on.apa.org/3ihUOEt)

Teaching Children About Resilience  
[apa.org/monitor/oct03/teaching](https://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](https://apaservices.org/practice/update/2009/03-30/fostering-resilience)

APA Building Resilience to Manage Indirect Exposure to Terror  
[apa.org/topics/terrorism/exposure](https://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](https://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](https://apa.org/topics/stress/manage-stress-tools)

APA Writing About Trauma Reduces Stress, Aids Immunity  
[apa.org/topics/trauma/writing-benefits](https://apa.org/topics/trauma/writing-benefits)

APA Students Experiencing Stress  
[apa.org/ed/schools/primer/stress](https://apa.org/ed/schools/primer/stress)

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

### Mindfulness

Mindfulness Coach (VA Mobile)  
[mobile.va.gov/app/mindfulness-coach](https://mobile.va.gov/app/mindfulness-coach)

Mindfulness in the Classroom  
[childmind.org/article/mindfulness-in-the-classroom](https://childmind.org/article/mindfulness-in-the-classroom)

25 Lessons in Mindfulness  
[apa.org/pubs/books/4441018](https://apa.org/pubs/books/4441018)

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

Headspace for Educators  
[headspace.com/educators](https://headspace.com/educators)

Calm for Teachers (Free for Schools)  
[calm.com/schools](https://calm.com/schools)

Stop, Breathe, Think Mindfulness App  
[stopbreathethink.org.uk](https://stopbreathethink.org.uk)

Woop Exercise  
[youtube.com/watch?v=yBaVSJ6zq4c](https://youtube.com/watch?v=yBaVSJ6zq4c)

Child Mind Mindfulness Activities for Parents and Teachers  
[childmind.org/healthyminds](https://childmind.org/healthyminds)

- Middle School Program for Teachers  
[childmind.org/healthyminds/complete-series-teachers-middle](https://childmind.org/healthyminds/complete-series-teachers-middle)
- High School Program for Teachers  
[childmind.org/healthyminds/complete-series-teachers-high-school](https://childmind.org/healthyminds/complete-series-teachers-high-school)

Mindfulness Coach app (US Department of Veterans Affairs)  
[mobile.va.gov/app/mindfulness-coach](https://mobile.va.gov/app/mindfulness-coach)

### 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](https://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?language=en](https://ted.com/talks/lucy_hone_3_secrets_of_resilient_people/transcript?language=en)

TedX Video: Resilience, The Up Side of Down (David Donaldson)  
[ted.com/talks/david\\_donaldson\\_resilience\\_the\\_up\\_side\\_of\\_down](https://ted.com/talks/david_donaldson_resilience_the_up_side_of_down)

## SAMPLE PARENT/GUARDIAN LETTER

### SPANISH

Estimadas familias y tutores:

Muchos estudiantes y familias han experimentado (y continúan experimentando) diversos grados de estrés debido a muchas razones, como cambios de escuela, factores estresantes sociales o familiares, presión académica o trauma y pérdida. Con eso en mente, hoy iniciamos la primera de tres lecciones centradas en la resiliencia. Estas lecciones se extraen de las mejores investigaciones disponibles sobre resiliencia, estrés y métodos eficaces para afrontarlo. La resiliencia es la capacidad de afrontar y perseverar a través de dificultades y desafíos. 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. Para obtener más información sobre la ciencia detrás de estas lecciones y sobre la resiliencia, a continuación se incluyen varias referencias de libros y revistas.

Las tres 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 estudiante y su familia:

- Para adultos:
  - » Construyendo tu resiliencia ([apa.org/topics/resilience/building-your-resilience](https://www.apa.org/topics/resilience/building-your-resilience))
  - » Temas APA: Resiliencia ([apa.org/topics/resilience](https://www.apa.org/topics/resilience))
- Para padres, tutores y docentes: Guía de resiliencia para padres y docentes ([apa.org/topics/resilience/guide-parents-teachers](https://www.apa.org/topics/resilience/guide-parents-teachers))

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 ([apa.org/topics/stress](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 cómo el estrés afecta su cuerpo, sus acciones y su mente, y luego a desarrollar un plan para afrontarlo. Si usted o su hijo se encuentran en una situación estresante, esperamos que los ejercicios que se enseñan en estas lecciones le resulten útiles. Otro recurso sería su consejero escolar.

Atentamente,

[añadir el nombre del profesor]

## RECURSOS PARA MAESTROS Y FAMILIAS

APA sitio web  
[apa.org](https://www.apa.org)

### Resiliencia (general)

APA Construyendo su resiliencia  
[apa.org/topics/resilience/building-your-resilience](https://www.apa.org/topics/resilience/building-your-resilience)

Resiliencia a través de la frontera  
[resilienceacrossborders.org](https://resilienceacrossborders.org)

Resiliencia a través de las fronteras: ¿Qué es la resiliencia?  
[youtube.com/watch?v=TZh2kow5wjK](https://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](https://apa.org/res)

Resiliencia para adolescentes: 10 consejos para desarrollar habilidades para recuperarse de tiempos difíciles  
[apa.org/topics/resilience/bounce-teens](https://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](https://apa.org/topics/resilience-guide-parents)

Enseñar resiliencia: programa de creación de resiliencia  
[teachresilience.org](https://teachresilience.org)

Resiliencia APA: herramienta de consejos para padres  
[apa.org/topics/parenting/tip-tool-brochure.pdf](https://apa.org/topics/parenting/tip-tool-brochure.pdf)

APA Practicando Resiliencia: Plan de Lección para Maestros  
[on.apa.org/3ihUOEt](https://on.apa.org/3ihUOEt)

Enseñar a los niños sobre la resiliencia  
[apa.org/monitor/oct03/teaching](https://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](https://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](https://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](https://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](https://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](https://apa.org/topics/trauma/writing-benefits)

Estudiantes de la APA que experimentan estrés  
[apa.org/ed/schools/primer/stress](https://apa.org/ed/schools/primer/stress)

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

## Consciencia

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

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

25 Lecciones de Atención Plena  
[apa.org/pubs/books/4441018](https://apa.org/pubs/books/4441018)

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

Espacio de cabeza para educadores  
[headspace.com/educators](https://headspace.com/educators)

Calma para los maestros (gratis para las escuelas)  
[calm.com/schools](https://calm.com/schools)

Aplicación Detente, Respira, Piensa Mindfulness  
[stopbreathethink.org.uk](https://stopbreathethink.org.uk)

Ejercicio Woop  
[youtube.com/watch?v=yBaVSJ6zq4c](https://youtube.com/watch?v=yBaVSJ6zq4c)

Actividades de atención plena de la mente infantil para padres y profesores  
[childmind.org/healthyminds](https://childmind.org/healthyminds)

- Programa de secundaria para maestros  
[childmind.org/healthyminds/complete-series-teachers-middle](https://childmind.org/healthyminds/complete-series-teachers-middle)
- Programa de secundaria para maestros  
[childmind.org/healthyminds/complete-series-teachers-high-school](https://childmind.org/healthyminds/complete-series-teachers-high-school)

Aplicación Mindfulness Coach (Departamento de Asuntos de Veteranos de EE. UU.)  
[mobile.va.gov/app/mindfulness-coach](https://mobile.va.gov/app/mindfulness-coach)

## 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

## Vínculos de video

Video TedX: Cómo desarrollar la resiliencia como tu superpoder (Denise Mai)  
[ted.com/talks/denise\\_mai\\_how\\_to\\_build\\_resilience\\_as\\_your\\_superpower](https://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?language=en](https://ted.com/talks/lucy_hone_3_secrets_of_resilient_people/transcript?language=en)

Video de TedX: Resiliencia, el lado positivo de lo bajo (David Donaldson)  
[ted.com/talks/david\\_donaldson\\_resilience\\_the\\_up\\_side\\_of\\_down](https://ted.com/talks/david_donaldson_resilience_the_up_side_of_down)

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Note: Pitzer & Skinner (2017), and Malhi, Das, Bell, Mattingly, & Mannie (2019) are available as open access publications. Gillham et al. (2013) is available through <https://works.swarthmore.edu/fac-psychology/537/>.