

BAM! Student/Teacher Resilience Lessons

Lesson 3: 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 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.