

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.

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.