

Healthy Mind- Happy Me

Book 1

Sample



By Miranda Mason



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Teachers' Notes

We all want the best for our young people. We want them to make the most of their opportunities. To help them on their journeys into adulthood, they need a variety of different skills. This resource is written to support students develop personal and social capabilities. These capabilities will enhance their interactions with others and their own connections to learning. Students can use the skills that they learn from the activities in this resource to help them overcome challenges and develop creative solutions to social problems they might face.

Healthy Mind - Happy Me is written for students in Years F-2. It is a flexible resource and you can choose to follow the sections chronologically or use the topic pages in no particular order.

As well as the student activities in this book you will find:

- **Quirky Quotes** – use these as discussion starters with the class. Ask children to explain what they mean, illustrate them or even act them out. Write one on the board daily to function as a thought of the day.
- **Boosters** – fast activities that boost positivity and help consolidate skills discussed.

This resource is linked to General Capabilities included in the Australian Curriculum and includes some links to the Health and Physical Education learning area. The four sections in this book focus on the four key ideas of the Personal and Social Capability section (General Capabilities):

Self awareness

In this section, students will develop an understanding of their own emotions and needs. They will begin to recognise their strengths and what influences their emotions. This helps children to know themselves as learners. Helping students to reflect on their learning and identify what has impacted their success or failure is a vital life skill.

Self management

This section encourages students to develop strategies to regulate their emotions. It helps students to seek solutions to challenges that arise. Learning how to develop organisational skills and strategies to handle different situations is developed in this part of the book.

Social awareness

The activities in this section will help students to learn how to recognise others' feelings and how to show respect for individual perspectives and emotions in a positive manner. Learning how relationships are impacted by showing initiative and taking responsibility is important.

Social management

The focus in this section of the book is being able to interact respectfully with a range of people. Learning how to negotiate, cooperate and make decisions in a positive way are the skills covered.

Teachers' Notes

When using this resource, it is important to set up conditions in your classroom to allow students to feel safe and secure. Discuss etiquette for respecting each other and only encourage personal disclosure about ideas, or sharing things about children's families, if students feel comfortable to share, and the conditions for good listening are applied.

Classroom activities about social and emotional learning can be tricky. It is important to consider the best way to deliver the lesson and know how to find extra support for your students if required (School Guidance Officer or Principal).

Useful picture books

The Dot by Peter H Reynolds

How Are You Feeling Today? by Molly Potter

Friendship is like a Seesaw by Shona Innes

The Playground is like a Jungle by Shona Innes

Find further useful literature at: ▶ www.cbce.org.au

Useful digital resources

Australian Primary Schools Mental Health Initiative ▶ www.kidsmatter.edu.au

Australian Parenting website ▶ www.raisingchildren.net.au/

Smart videos for curious minds – useful for inspiration ▶ www.thekidshouldseethis.com

Office of the Children's Safety Commissioner ▶ www.esafety.gov.au

Please note that web links are not always permanent and you may have to seek alternatives if those listed above are no longer available.

Further professional reading

Melbourne Declaration on Educational Goals for Young Australians

Mindsets in the Classroom by Mary Cay Ricci

Mindset by Carol Dweck

The Ripple Effect by Tony Ryan

Emotional Intelligence by Daniel Goleman

Empathetic Intelligence by Roslyn Arnold

Teachers are masters of adaptation. Please feel free to modify tasks and activities provided in this resource to suit your students as you know them best in a school environment. Above all, have fun with the topic!

"People will forget what you said, people will forget what you did, but people will never forget how you made them feel." Maya Angelou

Teachers' Notes

Below are a number of suggested extended activities to complete on the topic of mental happiness. They can be given to fast finishers or used at the start of any class to kick start the lesson or throughout the unit at a time that suits your planning.

Class mural: Use magazines to cut out colours/images that the students associate with different emotions.

Class cheer: As a class write a cheer or a song that you can use to encourage and motivate students to do their best.

Project kind: Make a list of activities that students could do to show kindness at school. Cut out the ideas and place them in a jar. Draw one out each day to try.

Amazing me interviews: In pairs, ask students to tell each other the things they really have noticed and appreciate about their partner. Use an iPad voice recorder to keep and play back.

Playlists: Music in the classroom can be used to inspire, relax and motivate. As a class compile a playlist of positive songs to play while the children work.

Fast 2: Promote reflection in the classroom. After each activity ask students to identify two things they discovered (one that worked, one that was unexpected).

Disaster wall: Create a display of students' work or famous people stories showing failures that led to greater success.

Act it out: Use the scenario cards at the back of this book to practise acting out different real life scenarios. Discuss how each group solved the problems.

Challenge cards: Use the challenge cards at the back of this book for fast finishers. These cards will encourage children to take learning risks.

Curriculum Focus

This resource is linked to General Capabilities included in the Australian Curriculum and addresses some links from the Health and Physical Education learning area. General Capabilities help students to have a strong sense of personal worth and to understand themselves and others. This area of the curriculum assists them to explore emotions, relationships, empathy and learn skills to make effective decisions, handle themselves and relate to others. General Capabilities can be woven into all aspects of learning at school and at home.

For a more detailed overview, go to : <http://www.australiancurriculum.edu.au/generalcapabilities/personal-and-social-capability/introduction/introduction>

Self awareness	
By the end of Foundation Year students should:	By the end of Year 2 students should:
<p>Recognise emotions identify a range of emotions and describe situations that may evoke these emotions</p> <p>Recognise personal qualities and achievements identify their likes and dislikes, needs and wants, and explore what influences these</p> <p>Understand themselves as learners identify their abilities, talents and interests as learners</p> <p>Develop reflective practice reflect on their feelings as learners and how their efforts affect skills and achievements</p>	<p>Recognise emotions compare their emotional responses with those of their peers</p> <p>Recognise personal qualities and achievements identify and describe personal interests, skills and achievements and explain how these contribute to family and school life</p> <p>Understand themselves as learners discuss their strengths and weaknesses as learners and identify some learning strategies to assist them</p> <p>Develop reflective practice reflect on what they have learnt about themselves from a range of experiences at home and school</p>

Self management	
By the end of Foundation Year students should:	By the end of Year 2 students should:
<p>Express emotions appropriately express their emotions constructively in interactions with others</p> <p>Develop self-discipline and set goals follow class routines to assist learning</p> <p>Work independently and show initiative attempt tasks independently and identify when and from whom help can be sought</p> <p>Become confident, resilient and adaptable identify situations that feel safe or unsafe, approaching new situations with confidence identify their abilities, talents and interests as learners</p>	<p>Express emotions appropriately describe ways to express emotions to show awareness of the feelings and needs of others</p> <p>Develop self-discipline and set goals set goals in learning and personal organisation by completing tasks within a given time</p> <p>Work independently and show initiative work independently on routine tasks and experiment with strategies to complete other tasks where appropriate</p> <p>Become confident, resilient and adaptable undertake and persist with short tasks, within the limits of personal safety</p>

Curriculum Focus

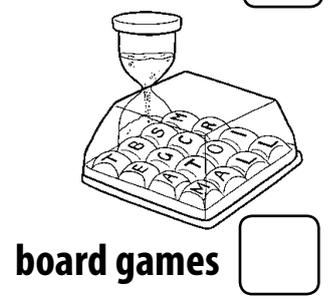
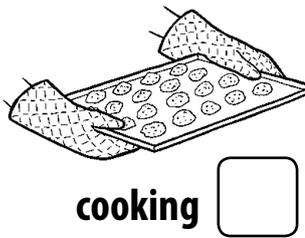
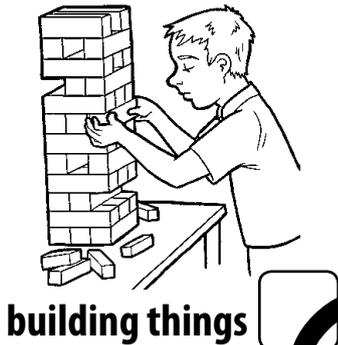
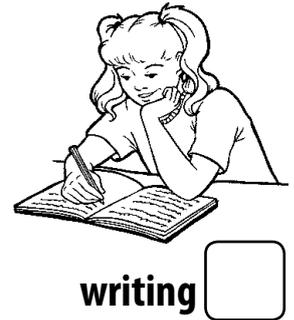
Social awareness	
By the end of Foundation Year students should:	By the end of Year 2 students should:
<p>Appreciate diverse perspectives acknowledge that people hold many points of view</p> <p>Contribute to civil society describe ways they can help at home and school</p> <p>Understand relationships explore relationships through play and group experiences</p>	<p>Appreciate diverse perspectives describe similarities and differences in points of view between themselves and people in their communities</p> <p>Contribute to civil society describe how they contribute to their homes, classrooms and local communities, and how others care for and assist them</p> <p>Understand relationships identify ways to care for others, including ways of making and keeping friends</p>

Social management	
By the end of Foundation Year students should:	By the end of Year 2 students should:
<p>Communicate effectively identify positive ways to initiate, join and interrupt conversations with adults and peers</p> <p>Work collaboratively share experiences of cooperation in play and group activities</p> <p>Make decisions identify options when making decisions to meet their needs and the needs of others</p> <p>Negotiate and resolve conflict listen to others' ideas, and recognise that others may see things differently to them</p> <p>Develop leadership skills identify ways to take responsibility for familiar tasks at home and school</p>	<p>Communicate effectively discuss the use of verbal and nonverbal communication skills to respond appropriately to adults and peers</p> <p>Work collaboratively identify cooperative behaviours in a range of group activities</p> <p>Make decisions practise individual and group decision making in situations such as class meetings and when working in pairs and small groups</p> <p>Negotiate and resolve conflict practise solving simple interpersonal problems, recognising there are many ways to solve conflict</p> <p>Develop leadership skills discuss ways in which they can take responsibility for their own actions</p>

Super Hero Strengths

Everyone has different strengths. They are part of what makes us who we are. Talents do not have to be big and showy. Being able to speak another language, being helpful or making a great breakfast are just as important as being able to play a sport or singing well.

- What are your super hero strengths? Look at the pictures below. Tick and colour your strengths. Add some more on the back of this sheet.



*"Today you are you, that is truer than true.
There is no one alive who is Youer than you." Dr. Seuss*

Wants And Needs

There are some things that we must have in order to survive - these are needs. There are other things that we would really like to have but aren't essential - these are wants. Knowing how to tell the difference helps us to be thankful for what we have and to focus on what is really important.

Tick and colour all of the needs below.



shelter



water



manicure



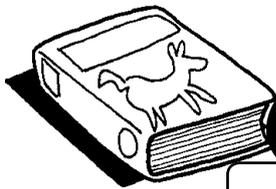
pets



food



soccer



books



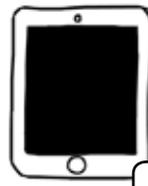
mobile phone



clothing



sunshine



iPad



friends

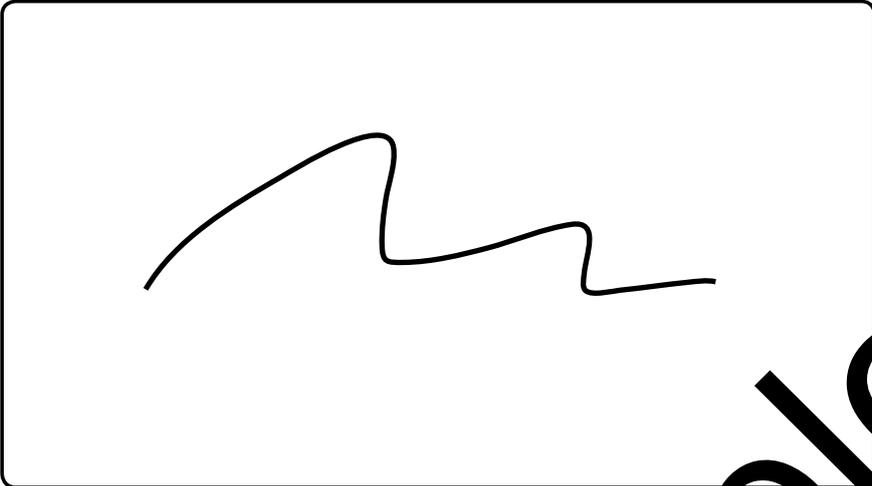
Trace around your own hand on the back of this sheet. Draw or write a *want* inside each finger. Compare your responses to your classmates! We all think differently and that is great!

"Yesterday is history, tomorrow is a mystery, today is a gift. That's why we call it the present." Winnie the Pooh

Think Outside The Box

Be brave and try things a different way. It is a good way to discover something that you didn't know. Some of the greatest successes have happened by people thinking "outside of the box".

Look at the squiggle below. Turn it in to something.



Now turn the page upside down. Turn it into something else.



Can you think of different ways to do these things?

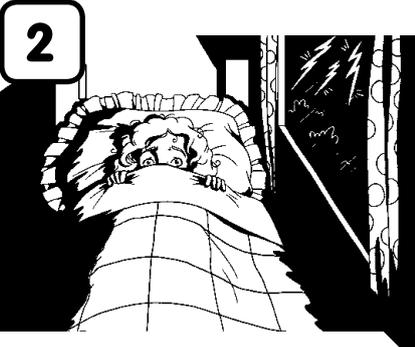
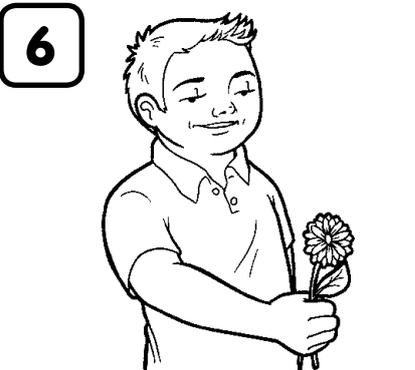
Ways to celebrate a birthday		
Ways to show 100		
Ways to draw a map of your school		

"It is better to know *how* to learn, than to know." Dr. Seuss

Detective Feelings

Feelings are the way we react inside to something. Some are good, some are bad. We have lots of them everyday. Feelings are like waves on the beach. They come and go. You will experience lots of different emotions in any one day.

Have a look at the images below. What might these people be feeling? Write down your thoughts.

<p>1</p>  <p>_____</p>	<p>2</p>  <p>_____</p>	<p>3</p>  <p>_____</p>
<p>4</p>  <p>_____</p>	<p>5</p>  <p>_____</p>	<p>6</p>  <p>_____</p>

Look around the classroom. Tally when you observe a feeling in someone else.

happiness	worry	sadness	anger
			

Fall seven times, stand up eight – Chinese Proverb

Finding The words...

When somebody isn't behaving well, it can be hard to find the words to encourage them to stop their behaviour and deal with the situation well.

- Come up with words that one of the children in each picture can say to change the bad behaviour. Write the words in the thought bubbles.

1



2



3



4



- Get into groups and act out the solutions to these problems. Did they work?

Meeting Someone New

There are over 7 billion people in the world. That's a lot of possible new friends out there.

- Cut out the pictures below and paste in the correct order to tell the story of a new friendship.



Booster!

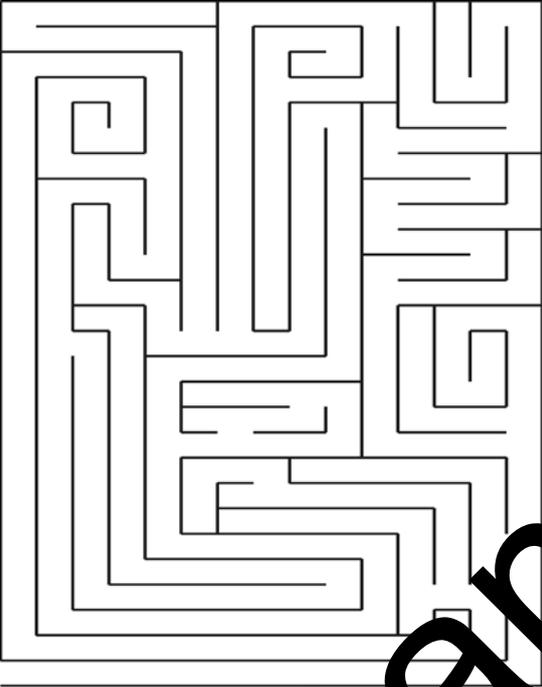
Tell the class about a time when you made a new friend. How did you do it?

Let's Cooperate

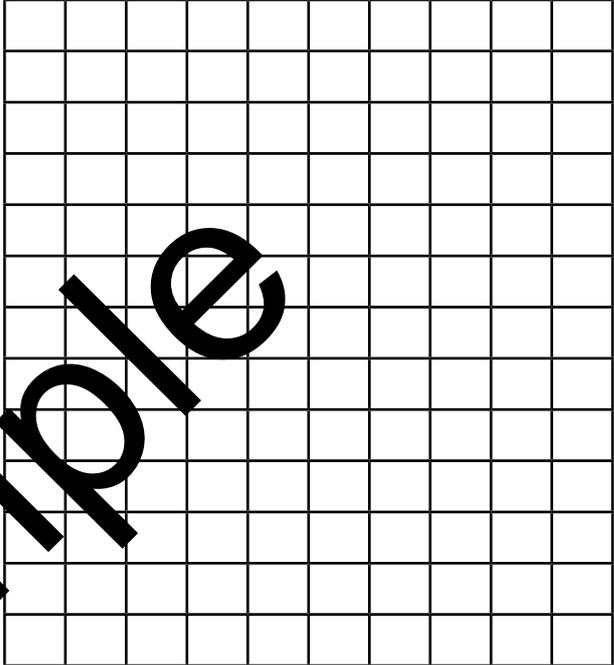
When we work together we can solve puzzles faster and dream up creative ideas.

Work with your partner to complete these challenges.

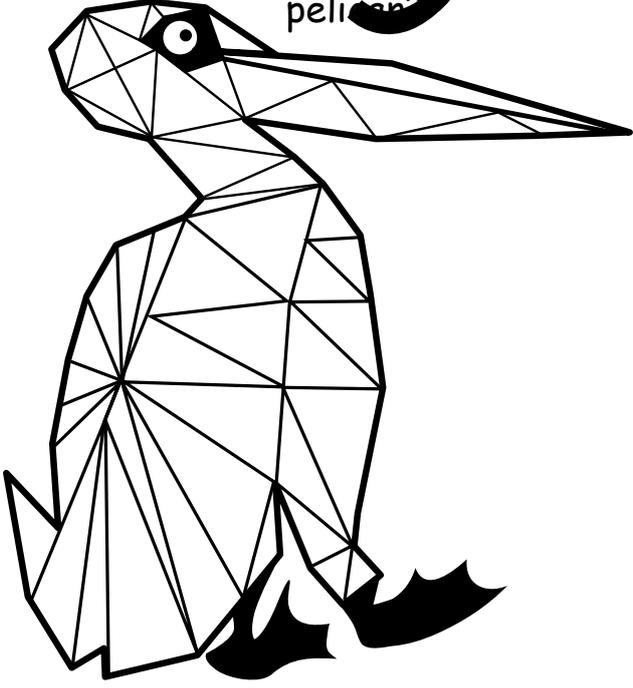
1 Find the shortest way through the maze.



2 Design a colourful pattern.



3 How many triangles have been used to create the pelican?



4 Create as many little words as you can from the bigger word 'wombat'.

