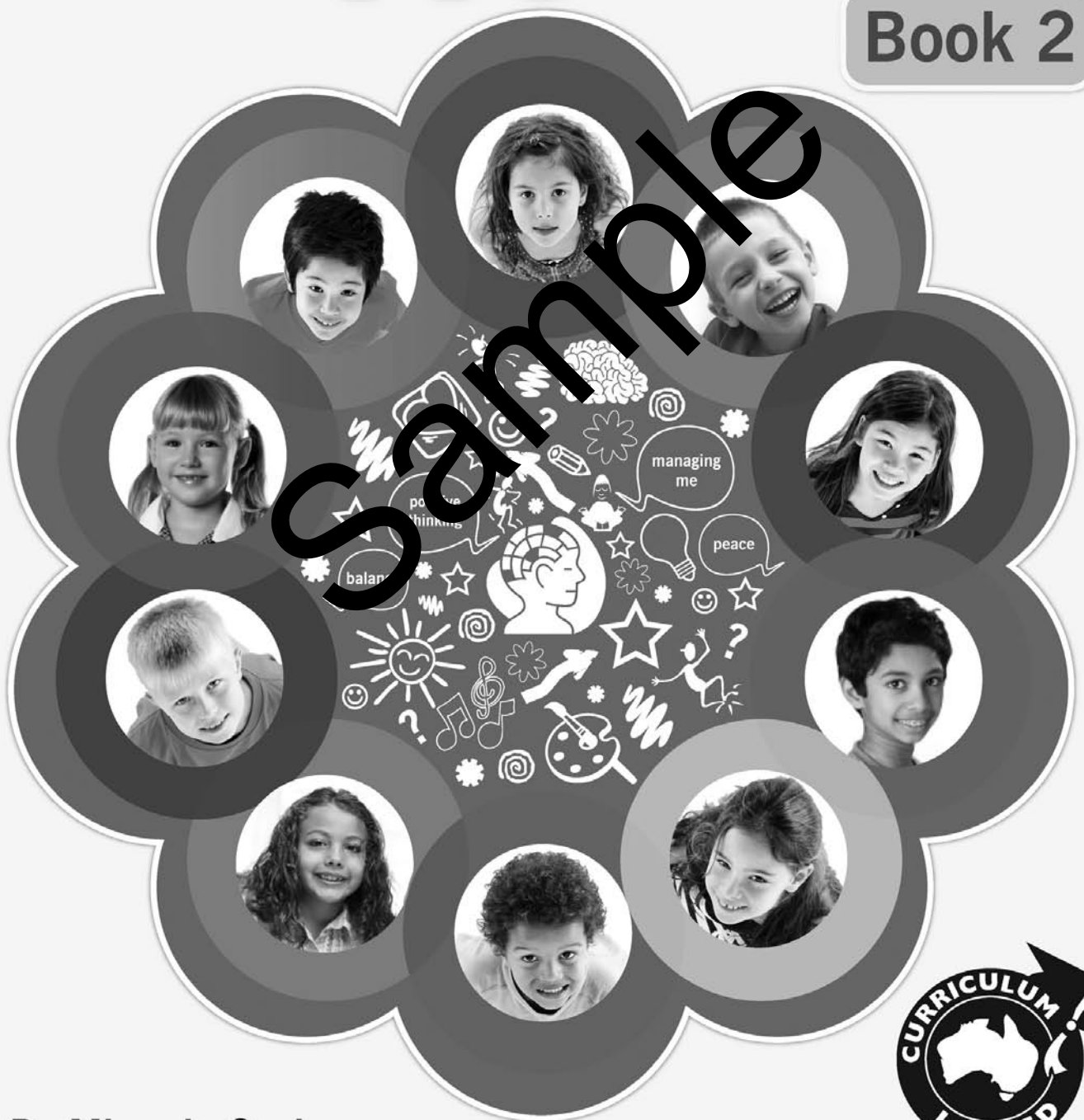


# Healthy Mind- Happy Me

Book 2



By Miranda Cooke



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## Teachers' Notes

According to the Australian Institute of Health and Welfare (2014), mental health – depression, in particular, is one of the top five chronic diseases in Australia. Treatment requires large amounts of resources and consumes 6.83 billion dollars annually; 8.6% of the total allocated health expenditure in Australia.

Mental illness is becoming more prevalent in younger generations. With this in mind, it is significantly important to help children:

- develop independence;
- develop resilience;
- understand their own emotions;
- interact with the world;
- manage and nurture positive relationships.

Importantly, we need to encourage young children to engage in activities that foster positive mental health. Worksheets in this book focus on the key areas listed below, with consideration of the educational curriculum.



Activity pages have been designed to be photocopied and given to students. *Teachers' Notes* also provide additional guidance, information and ideas to facilitate implementing activities into the classroom. Additional resources and answers are included in this section.

There are a number of activities throughout this workbook that may provide opportunities for students to disclose personal and potentially sensitive information. Please keep this in mind and guide discussions with some forethought and be sure to handle disclosures appropriately.

# Curriculum Focus

## Self-awareness

Level 3 - typically by the end of Year 4, students:

Recognise emotions: describe the influence that people, situations and events have on their emotions

Recognise personal qualities and achievements: describe personal strengths and challenges and identify skills they wish to develop

Understand themselves as learners: identify and describe factors and strategies that assist their learning

Develop reflective practice: reflect on personal strengths and achievements, based on self-assessment strategies and teacher feedback

## Self-management

Level 3 - typically by the end of Year 4, students:

Express emotions appropriately: identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations

Develop self-discipline and set goals: explain the value of self-discipline and goal-setting in helping them to learn

Work independently and show initiative: consider, select and adopt a range of strategies for working independently and taking initiative

Become confident, resilient and adaptable: persist with tasks when faced with challenges and adapt their approach when first attempts are not successful

## Social awareness

Level 3 - typically by the end of Year 4, students:

Appreciate diverse perspectives: discuss the value of diverse perspectives and describe a point of view that is different from their own

Contribute to civil society: identify the various communities to which they belong and what they can do to make a difference

Understand relationships: describe factors that contribute to positive relationships, including with people at school and in their community

## Social management

Level 3 - typically by the end of Year 4, students:

Communicate effectively: identify communication skills that enhance relationships for particular groups and purposes

Work collaboratively: describe characteristics of cooperative behaviour and identify evidence of these in group activities

Make decisions: contribute to and predict the consequences of group decisions in a range of situations

Negotiate and resolve conflict: identify a range of conflict resolution strategies to negotiate positive outcomes to problems

Develop leadership skills: discuss the concept of leadership and identify situations where it is appropriate to adopt this role

# Empathy

Feeling sad and upset is an unpleasant but normal part of life. It is important to understand this and to be sensitive to others if they are feeling a little down. Remember that even though feeling blue at times is a normal part of life, sometimes it can take a few hours, a few days or a few weeks for people to start to work through their feelings and feel happy again.



1. Discuss the point below in groups of 3 or 4. Choose one person to be the scribe. You will need a big sheet of paper and a marker pen for the scribe to jot down your group's thoughts.

*What types of things can make people feel sad?*

2. Discuss what sadness looks like, sounds like and feels like. Complete the table.

SADNESS		
Looks like:	Sounds like:	Feels like:

While it is important to look after our own mental health in a positive way, it is important to know that we can help other people to be happy too. This helps us to make new friends and to be a better friend. It helps to make our social spaces happier places for everyone.



3. Think of a time when someone has done something for you that made you feel good. Explain it below.

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4. What types of things can you do to bring happiness to other people?

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≧ **Extra: create a little box of happiness** ≦

Create a box filled with goodies to lift someone that you know.

Grab a shoebox or other box from home or the classroom.

Decorate the outside of the box with photographs, drawings, materials, uplifting text.

Place 5 to 10 things inside that you think will take away their sadness.



## A Positive Me 2

Research shows that positive thinking helps to support good mental and physical health. People with a positive attitude feel more hopeful and are better at devising plans to achieve their goals and finding helpful ways of overcoming difficulties. What does positive thinking look like in daily situations?

1. Study the images below. They are great examples of how positive thinking and positive words can make potentially bad situations into good ones!



2. Draw your own example like the ones above.



3. Look at the pictures below. Identify who is not thinking positively. Why? How is this person feeling? Jot down ways that this person can feel happier by thinking and acting positively.



# Time Capsule

Time capsules were initially created as a way of collecting information to communicate with people in the future. There are many time capsules buried around the world and some have even been sent to outer space and scheduled to come back to Earth at a future date.

## ≧ Create Your Own Time Capsule ≦

- You are going to make your very own time capsule! Follow the steps below to communicate with your future self.

### What you need:

- empty water bottle or a similar container that will not decompose
- scissors
- sticky label or sticky tape and paper
- something to write with

### Steps:

1. Choose one of your dreams or goals from the previous page (A Positive Future - page 18). It could be a short-term or long-term dream or goal.
2. Write this dream or goal on a piece of paper. Date the paper. Put your name on the top, roll up and place into an empty water bottle or other similar container.
3. Place a sticky label on the outside of the bottle. Write on this label when this bottle is to be opened by yourself. This date is the date that you believe you will have achieved your dream or goal. It might be in the short term future or long term future depending on your goal or dream.
4. Find a place to bury your time capsule. You must create a map to remind you of where your capsule is hidden.
5. Make a note of the date. When it arrives - dig up your buried time capsule!



## ≧ Extra: internet activity ≦

Conduct some research of time capsules that have been created around the world. What types of things were stored in these?

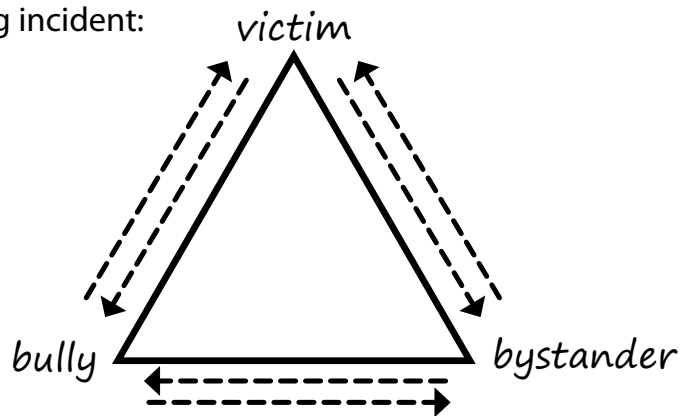
# The Bully Triangle 1

There are often three people in a bullying incident:

**a bully:** is someone who means to threaten, hurt, scare or pressure another person.

**a victim:** is the person who a bully does these things to.

**a bystander:** is anyone who sees the bully doing these things to another person.



Someone who is a bystander in a bullying incident and doesn't take action to protect or support a victim may be seen by the bully as a supporter of the bullying. The bully may do more bullying to show-off to others watching. The victim of bullying may see the bystander as being on the side of the bully, making the experience for him/her even more traumatising. If you see bullying happen, then you need to make a decision about how you are going to react. Research shows that if a bystander supports the victim in some way, (by intervening directly if safe to do so or by reporting the incident), the bullying is usually effectively stopped.

- It is often hard to know what to do when bullying happens. In pairs, think about and suggest some different ways of how to deal with bullying incidents.

1. What can the victim do? Brainstorm positive and negative ways.

BRAIN  
STORM!  
CHALLENGE  
①

2. What can the bystander do? Brainstorm positive and negative ways.

BRAIN  
STORM!  
CHALLENGE  
②

3. What do you think bullies look like? Explain your response.

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# Keeping Safe 1

Sometimes we find ourselves in situations that may feel unsafe. It is important to pay attention to our feelings – they are early warning signs. In an unsafe situation you need to think about what you can do to get yourself to safety and feel better.

Study the following story-board scenario. The character is in an unsafe situation.



1. Is there a better way that the victim could handle the situation that he is in? List two things that he should do.

- \_\_\_\_\_
- \_\_\_\_\_

2. How is bullying affecting the boy? Name at least three ways.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# Keeping Safe 3

Around 23,000 children go missing in Australia each year. Most of these are found within a short period of time and only small number of these are as a result of abduction. Statistics indicate that around 140 children are abducted each year in Australia with around half of these being taken by a stranger. Stranger danger is a real thing and it is important that young people know how to protect their safety.

Study the following storyboard scenario. The character is in an unsafe situation.



1. What mistakes does the girl make? Name at least two.

- \_\_\_\_\_
- \_\_\_\_\_

2. What should the girl have done? Name at least two things.

- \_\_\_\_\_
- \_\_\_\_\_

# Helping Hand Board Game

**Game rules:** roll the dice to determine how many spaces forward you move. Take it in turns. Follow the instructions on the spaces you land on. First to the finish wins.

21	22	23 You push in line at the school canteen. Move back 4 spaces. 	24	25 <i>Finish</i>
20 	19 You hear a rumour you think is untrue. You don't repeat it. Go to number 22.	18	17 You turn a bad situation into a good one with some positive thoughts. Move forward 2 spaces.	16
11 You help with chores at home. Take the helping hand to the box above.	12	13 You befriend a stranger online. Return to start.	14	15 You keep an unsafe secret. Return to number 4.
10	9 You laugh at someone when they fall over – move back 3 spaces. 	8	7 	6 You set yourself a goal and achieve it. Move to number 18.
1 <i>Start</i>	2	3	4 You stick up for someone being bullied. Take the helping hand to the box above.	5