

# **MALTA Theme: Developing a Growth Mindset**

Developing a growth mindset is essential to be able to manage challenges successfully and turn them into opportunities for growth and development (Seligman, Parks & Steen, 2004; Peterson, Ruch, Beerman, Park, & Seligman, 2007). The school context and its curriculum can offer the right environment for children to learn how to adapt positively to challenges (Masten, 2001). A growth mindset in this curriculum gives importance to cognitive processes such as optimistic thinking, positive self talk and the disputation of negative thoughts as well as emotional processes including the awareness, expression and regulation of positive emotions. The activities within this theme are framed within the field of Positive Psychology which emphasize positive subjective experience towards the past, present and future and positive qualities to prevent and deal effectively with psychological problems (Seligman & Csikszentmihalyi, 2000).

## **Sub-theme 1: Positive and Optimistic Thinking when facing Challenges**

The first sub-theme within the theme ‘Developing a Growth Mindset’ focuses on the development of positive and optimistic thinking, particularly during setbacks, and is divided into three sets of activities. Through the activities found in this sub-theme, children are provided with opportunities to engage in optimistic thinking, to reflect on some of their unhelpful thoughts and to then challenge these unhelpful thoughts. All these are emotional skills that help children overcome challenges with a positive attitude (Seligman, 2002; Noble & McGrath, 2008).

The first set of activities, entitled ‘Positive and Negative Thinking’ introduces positive and negative thinking to children in different ways. While younger children are taught to distinguish between upside and downside thoughts, older children are then introduced to explanatory styles i.e. how they explain events. Children are encouraged to distinguish between, reflect on, and use optimistic and pessimistic explanatory styles (Buchanan & Seligman, 1995), so that they can start to understand the difference between positive and negative thinking.

In the second set, ‘It’s good to think positive!’, children begin to understand how thoughts, feelings and actions are related to each other. Older children are taught how a bad event can be followed by particular beliefs (e.g. nobody loves me) and consequences (the feelings and actions that come about from thinking this way e.g. feeling sad or angry). In this way, children are introduced to ABC (Adversity, Beliefs, Consequences) flowcharts, and can even create one of their own (Seligman, 2006).

In the last set, 'Challenging Negative Thoughts', children develop ways of challenging these negative beliefs by for example, listing the counter-evidence against a negative thought, asking friends what they would do as to develop alternative ways of thinking, and listing the best, worst and most realistic case scenarios among others. In the end, children can also rearrange their ABC flowcharts to add Disputation (disputing the negative beliefs e.g. Mummy and daddy love me) and Energization (writing down the feeling after changing the belief) (Seligman, 2006).

## Set of Activities 1: Positive and Negative Thinking

## Set of Activities 2: It's good to think positive!

## Set of Activities 3: Challenging Negative Thoughts

# Set 1: Positive and Negative Thinking

## Learning Goals

By the end of this unit, children will be able to:

### Early Years (3-5 years)

- Recognize that we can either look at the sunny side or at the down side of life
- Identify what sunny side thinkers and down side thinkers might say
- Recognize and demonstrate how sunny side thinkers and down side thinkers might react to challenges

### Early Primary (6-8 years)

- Give examples of what sunny side thinkers and down side thinkers might say when encountering challenges
- Identify and demonstrate upside thoughts and downside thoughts to setbacks
- Break down an upside thought (Not Me/ Not Always/ Not Everything) and a downside thought into 3 parts (Me/ Always/ Everything)

### Late Primary (9-11 years)

- Break down an optimistic explanatory style (Not Me/ Not Always/ Not Everything) and a pessimistic explanatory style (Me/ Always/ Everything) into 3 parts
- Change a pessimistic explanatory style (Me/ Always/ Everything) into an optimistic explanatory style (Not Me/ Not Always/ Not Everything).

## Tips for Teachers

1. Children learn positive thinking from the adults around them. So it is important to start off with modelling a positive attitude.
2. Students can set up a scrapbook or display file of their best pieces of work. Alternatively, a part of the classroom could be reserved to display the best pieces of work from some of the students for every week.
3. If you have some free time at the end of the day, encourage the children to share what they think the best thing about that day was. It could also be the best thing about this week, what they are looking forward to the most tomorrow and so on.

- Describe a situation that includes a pessimistic explanatory style (Me/ Always/ Everything) and then change it into an optimistic explanatory style (Not Me/ Not Always/ Not Everything).

## Activity 1: Walk like a...

### *Learning Goal*

Children will be able to recognize that we can either look at the sunny side or at the down side of life.

### *Learning Outcome. By the end of this study unit, I will be able to:*

Recognize that we can either look at the sunny side or at the down side of life by role playing the walks of optimistic and pessimistic characters.

### *Age Group*

Early Years

### *Level*

Basic

### *Materials needed*

Puppets, happy music, sad music.

### *Activity Steps*

1. Start the lesson with a Mindfulness activity.
2. Read this story to the children using hand or finger puppets:

**Sam the squirrel and Helen the hedgehog lived in the forest. In the forest, there was a mountain called Sunset Mountain. Sunset Mountain was the biggest mountain in the forest. Climbing Sunset Mountain was hard work. This year it was Sam's turn to climb Sunset Mountain. But some of the animals in the forest did not think Sam could climb Sunset Mountain to the very top! "Oh you're just a tiny squirrel!", they would say, "you will never climb to the very top!" Sam felt very sad that some of the animals in the forest said these things about him. But the day had come and it was time for him to climb Sunset Mountain. He climbed, and he climbed. But in the middle of the way up, Sam got very tired. "I can't do this", said Sam, "I will never climb to the very top!" So he turned back. The next day Sam tried climbing up the mountain again. But in the middle of the way up, Sam got very tired again. "I can't do this", said Sam, "I will never climb to the very top!" So he turned back. The next day Sam asked his friend Helen to go with him. But in the middle of the way up, Sam got very tired again. "I can't do this", said Sam, "I will never climb to the very top!" Sam was**

going to turn back when he heard Helen's voice. "You can do it Sam!", she said. So he climbed and he climbed. "I can do it", said Sam with every step. Finally, after a lot of hard work, Helen and Sam reached the top of Sunset Mountain. Sam was so happy! He felt glad that he climbed to the top of the mountain even when the other animals thought that he couldn't do it. Helen and Sam watched the sunset on top of the mountain. And for doing such a good job, Helen gave Sam a special badge for climbing the mountain to the very top!

3. First, help the children to process the story by asking them:

- Did you like the story?
- What did the other animals think about Sam?
- Sam first looked at the down side and did not think he could climb up to the very top! What did he think?
- Then Sam's friend helped him to look at the sunny side. What was the name of Sam's friend?

4. Then relate the story to the children's own experiences:

- What things do you find hard to do?
- When there is something hard to do, or when there is a problem, do you think it's better to look at the sunny side or at the down side?

5. Put on some music. Tell the children that you will be practicing different ways to walk. Encourage the children to practice to change their walks first. Show the walks to the children if they cannot understand. These are some of the different changes children can give to their walks:

- Change the size (small, high, low, narrow...)
- Change the time (slower or faster)
- Change the direction

6. Now put on some happy music. Tell the children that you are going to walk like Mr Sunny, a person who always looks at the sunny side of life. (You can allow the children to act like Mrs Sunny if they wish). Coach the children with questions: "Am I walking high or low? Light or heavy? Big or small? Am I smiling?" Children can then try it out for themselves.

7. Do the same exercise with sad music and walk like Mr Grumpy, (or Mrs Grumpy) a person who always looks at the down side of life. Then ask the children to copy you. They can also add new dimensions to their walks.

8. Ask the children:

- Was it best to walk as Mr Sunny or Mr Grumpy? Why?

9. Children can draw a picture of Mr Sunny and Mr Grumpy at the end of the activity.

### ***Take Home Activity***

When reading stories, ask the children about the characters' thinking patterns. Discuss who is looking at the good parts and who is looking at the bad parts and why.

## **Activity 2: Talk the Walk**

### ***Learning Goal***

Children will be able to identify what sunny side thinkers and down side thinkers might say.

### ***Learning Outcome. By the end of this unit, I will be able to:***

Give examples of what sunny side thinkers and down side thinkers might say by role playing how optimistic and pessimistic characters walk and talk.

### ***Age Group***

Early Years

### ***Level***

Intermediate

### ***Materials needed***

Puppets, sad music, happy music.

### ***Activity Steps***

1. Start the lesson with a Mindfulness Activity.
2. Read the story in Activity 1 using hand or finger puppets.
3. First, help the children to process the story by asking them:
  - Did you like the story?
  - What did the other animals think about Sam?

- Sam first looked at the down side and did not think he could climb up to the very top! What did he think?
- Then Sam's friend helped him to look at the sunny side. What was the name of Sam's friend?
- What did Sam think when he looked at the sunny side?

4. Then relate the story to the children's own experiences:

- What things do you find hard to do?
- When there is something hard to do, or when there is a problem, do you think it's better to look at the sunny side or at the down side?
- When there is something hard to do, sometimes we look at the bad bits like Sam did. We might say "I can't do it". What other things might we say?
- When there is something hard to do, sometimes we look at the good bits like Sam did in the end. We might say "I can do it!" What other things might we say?

5. Put on some music. Tell the children that you will be practicing different ways to walk. Encourage the children to practice to change their walks first. Show the walks to the children if they cannot understand. These are some of the different changes children can give to their walks:

- Change the size (small, high, low, narrow...)
- Change the time (slower or faster)
- Change the direction

6. Now put on some happy music. Ask the children to walk like Mr Sunny, a person who always looks at the sunny side of life. (You can allow the children to act like Mrs Sunny if they wish). While they are walking ask the children, 'What would Mr Sunny say?' If kids find this difficult, show them. You could say "It's a beautiful day today!" or "I'm in a good mood today!"

7. Do the same exercise with sad music and choose a child to walk like Mr Grumpy (or Mrs Grumpy), a person who always looks at the down side of life. If kids find this difficult, show them. You could say "This is a horrible day!" or "I'm a big loser".

8. Ask the children:

- Was it better to walk as Mr Sunny or Mr Grumpy? Why?
- Which walk helped you feel better?

9. Children can draw a picture of Mr Sunny and Mr Grumpy at the end of the activity.



### ***Take Home Activity***

Together with their parents, children can discuss a challenge or a setback. What downside thinking can make them feel upset? What upside thinking can help them feel better?

## **Activity 3: What would you do?**

### ***Learning Goal***

Children will be able to recognize and demonstrate how sunny side thinkers and down side thinkers might react to challenges.

### ***Learning Outcome. By the end of this unit, I will be able to:***

Recognize and demonstrate how sunny side thinkers and down side thinkers might react to challenges by role playing how optimistic and pessimistic characters react to challenges during their day.

### ***Age Group***

Early Years

### ***Level***

Advanced

### ***Materials needed***

Puppets, sad music, happy music.

### ***Activity Steps***

1. Start the lesson with a Mindfulness activity.
2. Read the story in Activity 1 to the children using hand or finger puppets.
3. First, help the children to process the story by asking them:
  - Did you like the story?
  - What did the other animals think about Sam?

- Sam first looked at the down side and did not think he could climb up to the very top! What did he think?
- Then Sam's friend helped him to look at the sunny side. What was the name of Sam's friend?
- What did Sam think when he looked at the sunny side?
- What happened at the end of the story?

4. Then relate the story to the children's own experiences:

- What things do you find hard to do?
- When there is something hard to do, or when there is a problem, do you think it's better to look at the sunny side or at the down side?
- When there is something hard to do, sometimes we look at the bad bits like Sam did. We might say "I can't do it". What other things might we say?
- When there is something hard to do, sometimes we look at the good bits like Sam did in the end. We might say "I can do it!" What other things might we say?
- If we notice a friend looking at the down side of a problem, what can we do to help?

5. Put on some happy music. Tell the children that they are going to act like Mr Sunny, a person who always looks at the sunny side of life. (You can allow the children to act like Mrs Sunny if they wish). Start narrating Mr Sunny's day and children need to act it out **in character**. You might say "You get up and go to school". Then include challenges that Mr Sunny experiences during his day. Again children need to react to these challenges **in character**:

- Mr Sunny drops his cereal on the floor
- It's time for school but Mr Sunny doesn't like going to school
- Mr Sunny's class mates do not want to sit next to him
- Mr Sunny does not have anyone to play with during break
- Mr Sunny plays with his classmates after school but he cannot understand the game

7. Do the same exercise with sad music. Tell the children they are going to act like Mr Grumpy (or Mrs Grumpy), a person who always looks at the down side of life. Use the same challenges above.

8. Ask the children:

- How did you feel acting like Mr Sunny?
- How did Mr Sunny react to problems?

- How did you feel acting like Mr Grumpy?
- How did Mr Grumpy react to problems?
- Was it better to act like Mr Sunny or Mr Grumpy? Why?

9. Children can draw a picture of Mr Sunny and Mr Grumpy at the end of the activity.

### ***Take Home Activity***

Children can ask their parents about a time when their friends did not want to play with them, a time when they were called names, or another time that they found hard. Were they like Mr Sunny or Mr Grumpy? What did they say? What helped them feel better?

## **Activity 4: What would you do and say?**

### ***Learning Goal***

Children will be able to give examples of what sunny side thinkers and down side thinkers might say when encountering challenges.

### ***Learning Outcome. By the end of this unit, I will be able to:***

Give examples of what sunny side thinkers and down side thinkers might say when encountering challenges by role playing optimistic and pessimistic characters encountering challenges during their day.

### ***Age Group***

Early Primary

### ***Level***

Basic

### ***Materials needed***

Puppets, happy music, sad music.

### ***Activity Steps***

1. Start the lesson with a Mindfulness activity.

2. Read the following story to the children using hand or finger puppets:

Sam the squirrel and Helen the hedgehog lived in the forest. When they turn 3 years old, it was custom for all the animals of the forest to climb up Sunset Mountain. Sunset Mountain was the biggest mountain in the forest. Climbing Sunset Mountain was hard work. This year it was Sam's turn to climb Sunset Mountain. But Sam was not looking forward to it at all. Some of the animals in the forest were mean to Sam just because he was a different squirrel. He was born a different colour than the other squirrels, and he was not very good at collecting nuts. Now it was time for him to climb Sunset Mountain and the other animals did not think Sam could do it. "Oh you're just a tiny black squirrel!", they would say, laughing, "you will never climb to the very top! You're no good for anything". Sam felt very sad that some of the animals in the forest said these things about him, and sometimes he really did believe that he was a tiny black squirrel that was no good for anything.

When the time had come for Sam to climb Sunset Mountain, he thought of what the other animals said about him. "I can't do this", said Sam, "The animals were right. I will never climb to the very top!". So he turned back. The next day Sam tried climbing up the mountain again. But in the middle of the way up, Sam got very tired again. "I can't do this", said Sam, "The animals were right. I will never climb to the very top!". So he turned back. The next day Sam asked his friend Helen to go with him. But in the middle of the way up, Sam got very tired again. "I can't do this", said Sam, "The animals were right. I will never climb to the very top!" Sam was going to turn back when he heard Helen's voice. "You can do it Sam!", she said. Sam was very tired. Sam was very hungry. Sam was very cold. But he climbed, and he climbed. "I can do it", said Sam with every step. Finally, after a lot of hard work, Helen and Sam reached the top of Sunset Mountain. Sam was so happy! He felt glad that he climbed to the top of the mountain even when the other animals thought that he couldn't do it. "I did it Helen!", said Sam, happily. "I am not JUST a tiny black squirrel. I might not be good at collecting nuts like the other squirrels, but I am good at climbing mountains!" Helen and Sam celebrated Sam's birthday on top of the mountain watching the sunset. And for doing such a good job, Helen gave Sam a special badge for climbing the mountain to the very top!

3. First, help the children to process the story by asking them:

- What was Sam's problem?
- What did Sam think at first?
- **Upside thinking** is when you focus on the good bits. **Downside thinking** is when you focus on the bad bits. Was Sam using upside thinking or downside thinking in the beginning?
- What did Sam think at the end?

4. Then relate the story to the children's own experiences:

- Sam feels like he is different from the other squirrels. How can we feel different from each other?
- How might children think about these setbacks? Help the children to identify whether what they're saying helps them focus on the good bits (upside thinking) or the bad bits (downside thinking).
- Do you think it's better to use upside thinking or downside thinking?

5. Put on some happy music. Tell the children that they are going to act like Mr Sunny, a person who always looks at the sunny side of life. (You can allow the children to act like Mrs Sunny if they wish). Start narrating Mr Sunny's day and children need to act it out **in character**. You might say "You get up and go to school".

Then include challenges that Mr Sunny experiences during his day. Then ask, "What would Mr Sunny say when he drops his cereal on the floor?" If children find this difficult, give prompts. Mr Sunny could say "Oops! That's OK, I'll clean them up and cook some more."

- Mr Sunny drops his cereal on the floor
- It's time for school but Mr Sunny doesn't like going to school
- Mr Sunny's class mates do not want to sit next to him
- Mr Sunny does not have anyone to play with during break
- Mr Sunny plays with his classmates after school but he cannot understand the game

7. Do the same exercise with sad music. Tell the children they are going to act like Mr Grumpy (or Mrs Grumpy), a person who always looks at the down side of life. Use the same challenges above.

8. Ask the children:

- How did you feel acting like Mr Sunny?
- How did Mr Sunny react to problems?
- How did you feel acting like Mr Grumpy?
- How did Mr Grumpy react to problems?
- Was it better to act like Mr Sunny or Mr Grumpy? Why?

### ***Take Home Activity***

Help children focus on the good things by asking them ‘What is the best thing about today?’, ‘What is the best thing about this weekend?’, ‘What is the best thing about this family?’ and so on.

## **Activity 5: Upside Downside**

### ***Learning Goal***

Children will be able to identify and demonstrate upside thoughts and downside thoughts to setbacks.

### ***Learning Outcome. By the end of this unit, I will be able to:***

Identify and demonstrate upside thoughts and downside thoughts to setbacks by acting out and writing down examples of upside thoughts and downside thoughts about a setback.

### ***Age Group***

Early Primary

### ***Level***

Intermediate

### ***Materials needed***

Puppets, ‘Mr Sunny and Mr Grumpy’s Maths Lesson’ handout.

### ***Activity Steps***

1. Start the lesson with a Mindfulness activity.
2. Read the story in Activity 4 to the children using hand or finger puppets.
3. First, help the children to process the story by asking them:
  - What was Sam’s problem?
  - What did Sam think at first?

- **Upside thinking** is when you focus on the good bits. **Downside thinking** is when you focus on the bad bits. Was Sam using upside thinking or downside thinking in the beginning?
- What did Sam think at the end?
- Who helped him change his thinking?

4. Then relate the story to the children's own experiences:

- Sam feels like he is different from the other squirrels. How else can we feel different from each other?
- How might children think about these setbacks? Help the children to identify whether what they're saying helps them focus on the good bits (upside thinking) or the bad bits (downside thinking).
- Do you think it's better to use upside thinking or downside thinking?
- How can we use upside thinking in some of the challenges that you mentioned?

5. Introduce Mr Sunny and Mr Grumpy. You could use puppets. Tell the children that Mr Sunny always looks at the bright side of life. Mr Grumpy looks at the bad bits. Mr Sunny and Mr Grumpy have a Maths lesson but they do not feel very good at Maths. Using the puppet act out what Mr Sunny would say and do. Allow the children to put on the puppet and act out what Mr Sunny would say. Do the same with Mr Grumpy.

6. Hand out the worksheet to the children. Children can work in pairs to develop one downside thought and one upside thought for Mr Sunny and Mr Grumpy. Following the activity, ask the children:

- Which thought would you choose? Why?
- Is it better to think in an upside or a downside way?

### ***Take Home Activity***

Children can apply the worksheet to a setback of their own. Encourage them to listen to what their head is telling them. Is it telling them to focus on the good bits or on the bad bits? Help them turn around a downside thought into an upside thought by looking at the good bits of a problem.

## Activity 6: 3 ways to think Positive

### *Learning Goal*

Children will be able to break down an upside thought (Not Me/ Not Always/ Not Everything) and a downside thought into 3 parts (Me/ Always/ Everything).

### *Learning Outcome. By the end of this unit, I will be able to:*

Break down an upside thought (Not Me/ Not Always/ Not Everything) and a downside thought (Me/ Always/ Everything) into 3 parts by acting out and writing down examples of upside and downside thoughts using 3 parts.

### *Age Group*

Early Primary

### *Level*

Advanced

### *Materials needed*

Puppets, 'Mr Sunny and Mr Grumpy's thinking' handout.

### *Activity Steps*

1. Start the lesson with a Mindfulness activity.
2. Read the story in Activity 4 to the children using hand or finger puppets.
3. First, help the children to process the story by asking them:
  - What was Sam's problem?
  - What did Sam think at first?
  - **Upside thinking** is when you focus on the good bits. **Downside thinking** is when you focus on the bad bits. Was Sam using upside thinking or downside thinking in the beginning?
  - What did Sam think at the end?
  - Who helped him change his thinking?
  - How did Sam feel at the end?



4. Then relate the story to the children's own experiences:

- Sam feels like he is different from the other squirrels. How else can we feel different from each other?
- How might children think about these setbacks? Help the children to identify whether what they're saying helps them focus on the good bits (upside thinking) or the bad bits (downside thinking).
- Do you think it's better to use upside thinking or downside thinking?
- How can we use upside thinking in some of the challenges that you mentioned?

5. Introduce Mr Sunny and Mr Grumpy. You could use puppets. Tell the children that Mr Sunny always looks at the bright side of life. Mr Grumpy looks at the bad bits. Mr Sunny and Mr Grumpy have a Maths lesson but they do not feel very good at Maths. Give the handout to the children explaining Mr Sunny and Mr Grumpy's thinking. Using the puppet act out what Mr Sunny would say and do in the handout using the 3 factors. Allow the children to put on the puppet and act out what Mr Sunny would say. Do the same with Mr Grumpy.

6. Now following the handout ask the children to choose a setback and practice what Mr Sunny and Mr Grumpy would say. If children find this difficult, suggest setbacks (e.g. being chosen last for a sports team during P.E., getting a bad mark in a test, hearing that your friends said something bad about you behind your back) and give examples.

### *Take Home Activity*

Repeat this exercise with children at home. Ask them to choose a challenge they have went through or suggest a bad thing that can happen to. Help them process the challenge with these three points. Help them develop their upside thinking by discussing that setbacks do not happen to only them, that it will not always be like this (bad times pass), and it does not affect other areas of their life.

## Activity 7: Explanatory Styles

### *Learning Goal*

Children will be able to break down an optimistic explanatory style (Not Me/ Not Always/ Not Everything) and a pessimistic explanatory style (Me/ Always/ Everything) into 3 parts.

### ***Learning Outcome. By the end of this unit, I will be able to:***

Break down an optimistic explanatory style and a pessimistic explanatory style into 3 parts by role playing and giving examples of optimistic and pessimistic thoughts using the 3 factors

### ***Age Group***

Late Primary

### ***Level***

Basic

### ***Materials needed***

‘Mr Sunny and Mr Grumpy’s thinking’ handout.

### ***Activity Steps***

1. Start the lesson with a Mindfulness activity.
2. Introduce Mr Sunny and Mr Grumpy. You could use puppets. Tell the children that Mr Sunny always looks at the bright side of life. Mr Grumpy looks at the bad bits. Mr Sunny and Mr Grumpy have a Maths lesson but they do not feel very good at Maths. Give the handout to the children explaining Mr Sunny and Mr Grumpy’s thinking. Using the puppet act out what Mr Sunny would say and do in the handout using the 3 factors. Allow the children to put on the puppet and act out what Mr Sunny would say. Do the same with Mr Grumpy.
3. Split the children into groups of three. Tell them to choose one situation from the ones below. In a group they need to come up with the things Mr Sunny would say and the things Mr Grumpy would say using the 3 factors in the handout.
  - You studied very hard for a test but you get a very low mark.
  - You are trying to make new friends but some children do not want to play with you.
  - Your friend is saying mean things about you behind your back.
  - Your family is moving and you have to start going to a new school.
4. Following the activity the children can present their work to the rest of the class.

### ***Take Home Activity***

Discuss cartoon characters’ or TV show characters’ thoughts. Are they thinking like an optimist or a pessimist? How can they improve their thinking to be more positive?

## Activity 8: Penfriend Problems

### *Learning Goal*

Children will be able to change a pessimistic explanatory style (Me/ Always/ Everything) into an optimistic explanatory style (Not Me/ Not Always/ Not Everything).

### *Learning Outcome. By the end of this unit, I will be able to:*

Change a pessimistic explanatory style (Me/ Always/ Everything) into an optimistic explanatory style (Not Me/ Not Always/ Not Everything) by writing a letter to a friend explaining how one would go about using optimistic thinking for a setback.

### *Age Group*

Late Primary

### *Level*

Intermediate

### *Materials needed*

'Pessimistic and Optimistic Explanatory Styles' handout, 'Penfriend Problems' handout.

### *Activity Steps*

1. Start the lesson with a Mindfulness activity.
2. Go through the 'Pessimistic and Optimistic Explanatory Styles' handout with the children.
3. Start a discussion on Pessimistic and Optimistic Thinking. Use the following questions to guide you:
  - Are you usually a pessimistic thinker or an optimistic thinker?
  - Everyone goes through setbacks. What setbacks can happen to us?
  - Think of a setback you have gone through. Did you think like a pessimist or an optimist?
  - Why is it good to think like an optimist?
4. Cut out the penfriend letters from the 'Penfriend Problems' handouts. Give one to each child. The children need to write a letter to their penfriend, helping him or her use optimistic thinking. The children may work in groups if they wish.

### ***Take Home Activity***

Children can keep a journal of their thoughts and beliefs when they experience a setback. In this way they can keep track of their thoughts and see if they are thinking like an optimist or a pessimist.

## **Activity 9: Agony Aunt**

### ***Learning Goal***

Children will be able to describe a situation that includes a pessimistic explanatory style (Me/ Always/ Everything) and then change it into an optimistic explanatory style (Not Me/ Not Always/ Not Everything).

### ***Learning Outcome. By the end of this unit, I will be able to:***

Describe a situation that includes a pessimistic explanatory style (Me/ Always/ Everything) and then change it into an optimistic explanatory style (Not Me/ Not Always/ Not Everything) by writing a 'help wanted' advert and then answering it helping the person to use optimistic thinking for a setback.

### ***Age Group***

Late Primary

### ***Level***

Advanced

### ***Materials needed***

'Pessimistic and Optimistic Explanatory Styles' handout, coloured A4 papers.

### ***Activity Steps***

1. Start the lesson with a Mindfulness activity.
2. Go through the handout with the children.
3. Start a discussion on Pessimistic and Optimistic Thinking. Use the following questions to guide you:

- Are you usually a pessimistic thinker or an optimistic thinker?
- Everyone goes through setbacks. What setbacks can happen to us?
- Think of a setback you have gone through. Did you think like a pessimist or an optimist?
- Why is it good to think like an optimist?

4. Ask the children if they know what an agony aunt is. Tell the children they need to write a 'help wanted' advert on a newspaper of someone who is going through a difficulty and is thinking like a pessimist. Then they have to imagine they are an agony aunt and write a letter to help the person change his or her thinking. The students can write on the blank A4 papers and decorate it in any way they wish. The children may work in groups if they wish.

### ***Take Home Activity***

Children can keep a journal of their thoughts and beliefs when they experience a setback. In this way they can keep track of their thoughts and see if they are thinking like an optimist or a pessimist. They can then go a step further- How does the thought make them feel? How can they arrange the thought to a more positive one?

## Set 2: It's good to think positive!

### Learning Goals

By the end of this unit, children will be able to:

#### Early Years (3-5 years)

- Recognize that sunny side thinking can help us feel better while down side thinking might make us feel worse
- Recognize that upside and downside thinking can affect the way we feel and act
- Change a downside thought into an upside thought

#### Early Primary (6-8 years)

- Identify an upside or a downside thought to a setback, and demonstrate the feelings and actions that might follow
- Illustrate a thoughts → feelings → actions sequence
- Recognize how thinking about an adversity can have consequences on feelings and actions, in an ABC flowchart

#### Late Primary (9-11 years)

- Complete an ABC flowchart for a setback
- Give an example of an ABC sequence
- Produce their own ABC flowchart

### Tips for Teachers

1. Try to include optimistic thinking in your everyday school routine. You can do this by taking a 5 minute break to sing a feel-good song or by helping children look back at their day by listing what they liked most about it or what they did well.

2. When setbacks occur in the classroom and children get upset, try to help them focus on what their head is telling them. Try to help them turn a downside thought into a positive one.

3. When reading stories or watching DVDs, help children think about the ABC of one of the characters. They can also create an ABC flowchart as an activity after the story or DVD.

## Activity 1: Thoughts and Feelings

### *Learning Goal*

Children will be able to recognize that sunny side thinking can help us feel better while down side thinking might make us feel worse.

### *Learning Outcome. By the end of this study unit, I will be able to:*

Recognize that sunny side thinking can help me feel better while down side thinking might make me feel worse by role playing optimistic and pessimistic characters' thoughts and feelings.

### *Age Group*

Early Years

### *Level*

Basic

### *Materials needed*

Puppets, happy music, sad music, small ball with a smiley face drawn on it.

### *Activity Steps*

1. Start the lesson with a Mindfulness activity.
2. Read this story to the children using hand or finger puppets:

**Sam the squirrel and Helen the hedgehog lived in the forest. When the sun came out in the forest, the animals liked to play a special game. Every animal had to collect nuts from the forest. The animal who collected the most nuts would win! Then there would be a big party afterwards. Squirrels are very good at collecting nuts but Sam wasn't like the other squirrels- he wasn't very good at collecting nuts. His mummy, his daddy, and his brother were all very good at collecting nuts but Sam wasn't. Sam still took part in the game, but he didn't win. "This is HORRIBLE! I'm a squirrel who can't even collect nuts! I'm a big LOSER! I NEVER win any games! Competitions are STUPID! I'm NOT going to the party!" Sam felt so sad and went to sit on a tiny rock to cry. Then Helen helped Sam look at the sunny side. She helped him see what other things he was good at. "Well I've become very good at climbing mountains now! And I think I'm a good friend. I'm also a very young squirrel Helen. Maybe when I grow up I will be a better nut collector." Sam still felt upset that he didn't win. But**

**looking at the good bits helped Sam feel better. He decided to go to the part after all and have fun with his friends. Sam knew that everyone was different in their own special way. And even though he wasn't good at collecting nuts, he was good at many other things.**

3. First, help the children to process the story by asking them:

- Did you like the story?
- When Sam didn't win, he looked at the bad bits of the problem. What did he say?
- How did this make him feel?

4. Then relate the story to the children's own experiences:

- When Sam didn't win, he first looked at the bad bits of the problem. What else might we think when we lose a game?
- Then Sam looked at the good bits of the problem. What else might we say when we lose a game?

5. Remind the children about the previous activity where they took the role of Mr Sunny and Mr Grumpy. Put on some sad music and tell the children to get in the character of Mr Grumpy. Remind them about the character if they forget. Start going about Mr Grumpy's day and start narrating a challenge that Mr Grumpy encounters. Use the following challenges:

- Mr Grumpy drops his cereal on the floor
- It's time for school but Mr Grumpy doesn't like going to school
- Mr Grumpy's class mates do not want to sit next to him
- Mr Grumpy does not have anyone to play with during break
- Mr Grumpy plays with his classmates after school but he cannot understand the game

Ask the children "What might Mr Grumpy think?" Now stop the music and hear some of the children's suggestions. Put on the music again. Ask the children "What might Mr Grumpy feel?" Stop the music again and listen to the children's suggestions.

6. Repeat the same exercise for Mr Sunny.

7. Conclude the activity with a small exercise. Tell the children that upside thinking can help us feel happy and good about ourselves. Let's practice by thinking about the good things. While the children are sitting in a circle, start by throwing the smiley ball and asking the child to say one good thing about their day. You can change it up by asking them to mention a good thing about their school, their week, the season you are in and so on.

8. After the activity, ask the children:



- How are you feeling after looking at the good bits?

9. Children can draw a picture of how they're feeling after the activity.

### ***Take Home Activity***

Together with their parents, children can think of a bad situation they have gone through or are going through at the moment. What is one good thing about the bad situation? Through this exercise, children can learn to find the silver lining in a bad situation. Ask them: How do you feel now that you've looked at the good bits of the problem?

## **Activity 2: Thoughts, Feelings & Actions**

### ***Learning Goal***

Children will be able to recognize that upside and downside thinking can affect the way we feel and act.

### ***Learning Outcome. By the end of this unit, I will be able to:***

Recognize that upside and downside thinking can affect the way we feel and act by role playing optimistic and pessimistic characters' thoughts, feelings and actions.

### ***Age Group***

Early Years

### ***Level***

Intermediate

### ***Materials needed***

Puppets, happy music, sad music.

### ***Activity Steps***

1. Start the lesson with a Mindfulness activity.
2. Read the story in Activity 1 to the children using hand or finger puppets.
3. First, help the children to process the story by asking them:

- Did you like the story?
- When Sam didn't win, he looked at the bad bits of the problem. What did he say?
- How did this make him feel?
- What did Sam do then?

4. Then relate the story to the children's own experiences:

- When Sam didn't win, he first looked at the bad bits of the problem. What else might we think when we lose a game?
- Then Sam looked at the good bits of the problem. What else might we say when we lose a game?
- How might we feel if we look at the good bits?

5. Remind the children about the previous activity where they took the role of Mr Sunny and Mr Grumpy. Put on some sad music and tell the children to get in the character of Mr Grumpy. Remind them about the character if they forget. Start going about Mr Grumpy's day and start narrating a challenge that Mr Grumpy encounters. Use the following challenges:

- Mr Grumpy drops his cereal on the floor
- It's time for school but Mr Grumpy doesn't like going to school
- Mr Grumpy's class mates do not want to sit next to him
- Mr Grumpy does not have anyone to play with during break
- Mr Grumpy plays with his classmates after school but he cannot understand the game

Ask the children "What might Mr Grumpy think?" Now stop the music and hear some of the children's suggestions. Put on the music again. Ask the children "What might Mr Grumpy feel?" Stop the music again and listen to the children's suggestions. Put on the music again. Ask the children "What might Mr Grumpy do now?" Look at what they do in character and ask them about it.

6. Repeat the same exercise for Mr Sunny.

7. Conclude the activity with a small exercise. Tell the children that upside thinking can help us feel happy and good about ourselves. Let's practice by thinking about the good things. While the children are sitting in a circle, start by throwing the smiley ball and asking the child to say one good thing about their day. You can change it up by asking them to mention a good thing about their school, their week, the season you are in and so on.

8. After the activity, ask the children:

- How are you feeling after looking at the good bits?

9. Children can draw a picture of how they're feeling after the activity.

### ***Take Home Activity***

Children and their parents can play a game called 'What worked well today'. Everyone lists a positive thing that worked well that day. How did you contribute to that good thing happening?

## **Activity 3: Helping Mr Grumpy**

### ***Learning Goal***

Children will be able to change a downside thought into an upside thought.

### ***Learning Outcome. By the end of this unit, I will be able to:***

Change a downside thought into an upside thought by role play a pessimistic character's thoughts, feelings and actions.

### ***Age Group***

Early Years

### ***Level***

Advanced

### ***Materials needed***

Puppets

### ***Activity Steps***

1. Start the lesson with a Mindfulness Activity.
2. Read the story in Activity 1 using hand or finger puppets.
3. First, help the children to process the story by asking them:

- Did you like the story?
- When Sam didn't win, he looked at the bad bits of the problem. What did he say?
- How did this make him feel?
- What did Sam do then?
- Who helped Sam look at the good bits?

4. Then relate the story to the children's own experiences:

- When Sam didn't win, he first looked at the bad bits of the problem. What else might we think when we lose a game?
- How might we feel if we look only at the bad bits?
- Then Sam looked at the good bits of the problem. What else might we say when we lose a game?
- How might we feel if we look at the good bits?

5. Remind the children about the previous activity where they took the role of Mr Sunny and Mr Grumpy. Put on some sad music and tell the children to get in the character of Mr Grumpy. Remind them about the character if they forget. Start going about Mr Grumpy's day and start narrating a challenge that Mr Grumpy encounters. Use the following challenges:

- Mr Grumpy drops his cereal on the floor
- It's time for school but Mr Grumpy doesn't like going to school
- Mr Grumpy's class mates do not want to sit next to him
- Mr Grumpy does not have anyone to play with during break
- Mr Grumpy plays with his classmates after school but he cannot understand the game

Ask the children "What might Mr Grumpy think?" Now stop the music and hear some of the children's suggestions. Put on the music again. Ask the children "What might Mr Grumpy feel?" Stop the music again and listen to the children's suggestions. Put on the music again. Ask the children "What might Mr Grumpy do now?" Look at what they do in character and ask them about it.

6. Now tell the children that Mr Grumpy is going to try to change his grumpiness just like Sam did in the story. Repeat the same exercise and help the children change Mr Grumpy's thinking about the setback. For example, he might say: "I don't have anyone to play with. I can ask someone new to play with". If children find this difficult, provide the thought and then they can act out the feeling and the action.

7. Conclude the activity with a small exercise. Tell the children that upside thinking can help us feel happy and good about ourselves. Let's practice by thinking about the good things. While

the children are sitting in a circle, start by throwing the smiley ball and asking the child to say one good thing about their day. You can change it up by asking them to mention a good thing about their school, their week, the season you are in and so on.

8. After the activity, ask the children:

- How are you feeling after looking at the good bits?

9. Children can draw a picture of how they're feeling after the activity.

### ***Take Home Activity***

Children could speak about their day with their parents. Children can be encouraged to spot any downside thinking they had during the day. What upside thinking can they think of to fight their downside thinking?

## Activity 4: Role Play

### *Learning Goal*

Children will be able to identify an upside or a downside thought to a setback, and demonstrate the feelings and actions that might follow.

### *Learning Outcome. By the end of this unit, I will be able to:*

Identify an upside or a downside thought to a setback, and demonstrate the feelings and actions that might follow by role playing a character's thoughts, feelings and actions to a setback.

### *Age Group*

Early Primary

### *Level*

Basic

### *Materials needed*

Puppets, role play cards.

### *Activity Steps*

1. Start the lesson with a Mindfulness activity.
2. Read the following story to the children using hand or finger puppets:

**Sam the squirrel and Helen the hedgehog lived in the forest. When the sun came out in the forest, the animals liked to play a special game. Every animal had to collect nuts from the forest. The animal who collected the most nuts would win! Sam was very excited about this game. He was a squirrel. Squirrels are very good at collecting nuts. But Sam was different. His mummy, his daddy, and his brother were all very good at collecting nuts but Sam wasn't. Sam was feeling very embarrassed that he would lose the competition and all the other animals would laugh at him. Sam still took part in the game, and at the end he rested and counted the nuts he had collected. "One, two, three, four, five!", counted Sam. "Oh no!", thought Sam, "This is HORRIBLE! I'm a squirrel who can't even collect nuts! I'm a big LOSER! I NEVER win any games! Competitions are STUPID!"**

Sam felt so sad and went to sit on a tiny rock to cry. He felt so different than the other squirrels. Then Helen came. “What happened Sam?”, asked Helen. “I’m a LOSER Helen. I’m a squirrel who can’t even collect nuts!” “Oh Sam”, said Helen. “I know how you feel. I’m not like other hedgehogs- some of my spikes are missing. But being different is a good thing Sam. Everyone is different and unique and special in their own way! Now tell me, what other things are you good at?” “Well I’ve become very good at climbing mountains now! And I think I’m a good friend. I’m also a very young squirrel Helen. Maybe when I grow up I will be a better nut collector.” Sam still felt upset that he didn’t win. But looking at the good bits helped Sam feel better. At the end of the day, Helen and Sam went to a party in the forest and ate all the nuts they had collected. And Sam was glad he collected just five nuts. Because his tummy wasn’t big enough to hold anymore!

4. First, help the children to process the story by asking them:

- When Sam lost the game, what did he think?
- Was he looking at the bad bits or the good bits?
- How did this make him feel?
- What did he do when he thought and felt in this way?

5. Then relate the story to the children’s own experiences:

- Give me an example of a downside thought during a setback. How would this thought make you feel?
- Give me an example of an upside thought during a setback. How would this make you feel?

6. Put the role play cards face down in the centre. One of the students picks a card and acts out the scenario on the card. Coach the children by asking “What would you think? What would you feel? What would you do?” The other children need to guess what kind of thinking the character is using and what they are feeling. The children may also try to think of ways to change the thinking to make it more positive.

### ***Take Home Activity***

Parents can continue this activity with their children at home but this time the consequences can be included win the activity. Try to encourage children to see what actions that might result from their thinking and feelings. For instance, if children forget to take their crayons to school, using downside thinking can cause them to feel embarrassed or ashamed which might make them cry and perhaps not tell anyone about what happened. On the other hand, if they use

upside thinking, children may feel encouraged to tell their teacher about it and to ask their friends for a pencil. In this way, children can see the difference even in the consequences that follow.

## Activity 5: Comic Strip

### *Learning Goal*

Children will be able to illustrate a thoughts → feelings → actions sequence.

### *Learning Outcome. By the end of this unit, I will be able to:*

Draw a comic strip of a character's thoughts, feelings and actions following a setback.

### *Age Group*

Early Primary

### *Level*

Intermediate

### *Materials needed*

Puppets, pencil colours, crayons, markers.

### *Activity Steps*

1. Start the lesson with a Mindfulness activity.
2. Read the story in Activity 4 to the children using hand or finger puppets.
3. First, help the children to process the story by asking them:
  - When Sam lost the game, what did he think?
  - Was he looking at the bad bits or the good bits?
  - How did this make him feel?
  - What did he do when he thought and felt in this way?
  - Who helped him look at the good bits?



4. Then relate the story to the children's own experiences:

- Write the thoughts → feelings → actions sequence on the board and ask the children what were Sam's thoughts feelings and actions in the story.
- Give some examples of upside or downside thinking that we can use during a setback. How can these thoughts make us feel? What consequences can follow? Write the children's ideas following the sequence so that children can see the relationship between the 3.

5. Ask the children to think of a setback and to draw a comic strip of the thoughts, feelings and actions in that scenario. The children can then present their comic strip to the rest of the class. They may also act it out if they wish.

### ***Take Home Activity***

The children can ask their parents about a setback they have experienced and together they can make a comic strip or a thoughts → feelings → actions flowchart for the setback that their parents have experienced. Later they can draw one for a setback the children have experienced themselves.

## **Activity 6: Fill in the Flowchart**

### ***Learning Goal***

Children will be able to recognize how thinking about an adversity can have consequences on feelings and actions, in an ABC flowchart.

### ***Learning Outcome. By the end of this unit, I will be able to:***

Recognize how thinking about an adversity can have consequences on feelings and actions, in an ABC flowchart, by filling in the missing actions, beliefs or consequences in an ABC flowchart.

### ***Age Group***

Early Primary

### ***Level***

Advanced

## ***Materials needed***

Puppets, 'ABC' handout.

## ***Activity Steps***

1. Start the lesson with a Mindfulness activity.
2. Read the story in Activity 4 to the children using hand or finger puppets.
3. First, help the children to process the story by asking them:
  - When Sam lost the game, what did he think?
  - Was he looking at the bad bits or the good bits?
  - How did this make him feel?
  - What did he do when he thought and felt in this way?
  - Who helped him look at the good bits?
  - How did he look at the good bits?
4. Then relate the story to the children's own experiences:
  - Write the words Adversity, Beliefs and Consequences on the board. Explain to the children that during a setback, our thinking affects what we feel and what we do. In this story, what was Sam's setback? What did his head tell him? What did he do because of this thinking?
  - Let's think of something that might upset us. What kind of downside thinking might someone use in this situation? How would this make us feel? What would we do? Now think of some upside thoughts. How would upside thoughts help us feel? What would we do?
5. Ask the children to work in pairs and fill in the missing blanks in the ABC handout.

## ***Take Home Activity***

Children can create an ABC flowchart for their own setback. Ask them to describe the setback and what happened. Now try to think about what your head is telling you. How does this make you feel? What did you do because of these thoughts and feelings? What can you do differently?

## Activity 7: Easy as ABC

### *Learning Goal*

Children will be able to complete an ABC flowchart for a setback.

### *Learning Outcome. By the end of this unit, I will be able to:*

Fill in an ABC flowchart.

### *Age Group*

Late Primary

### *Level*

Basic

### *Materials needed*

'Easy as ABC' handout, 'ABC Flowchart' handout.

### *Activity Steps*

1. Start the lesson with a Mindfulness activity.
2. Start the discussion by asking the children what they remember about the previous activity on Upside and Downside thinking.
3. Explain the ABC model using the ABC handout and the examples provided. Make sure the children understand the difference between thoughts, feelings and actions. Emphasize that what we think when we go through a bad situation actually affects how we feel. If we can identify the thought, we can change how we feel.
4. Help the children to fill in the consequences for Sue and Jenny's thoughts.
5. Explain the flowchart to the children. Split them in groups and ask them to work with each other to fill it in. Children can choose a setback of their own.

### *Take Home Activity*

Children can continue creating ABC flowcharts for other setbacks they experience. Parents can help them focus on changing downside thinking to make it more positive.

## Activity 8: ABC Play

### *Learning Goal*

Children will be able to give an example of an ABC sequence.

### *Learning Outcome. By the end of this unit, I will be able to:*

Give an example of an ABC sequence by writing and perform a skit showing the three components of the ABC model.

### *Age Group*

Late Primary

### *Level*

Intermediate

### *Materials needed*

'Easy as ABC' handout

### *Activity Steps*

1. Start the lesson with a Mindfulness activity.
2. Start the discussion by asking the children what they remember about the previous activity on Pessimistic and Optimistic Explanatory Styles.
3. Explain the ABC model using the ABC handout and the examples provided. Make sure the children understand the difference between thoughts, feelings and actions. Emphasize that what we think when we go through a bad situation actually affects how we feel. If we can identify the thought, we can change how we feel.
4. Help the children to fill in the consequences for Sue and Jenny's thoughts.
3. Split the children into groups of four or five. Ask them to write and perform a small play that shows the three components of the ABC model: a setback, the character's thoughts and the consequences for those thoughts. The other children watching the play can then discuss which was the adversity, the belief and the consequences.

### ***Take Home Activity***

Children can create an ABC flowchart of a setback they have experienced. The chart can then be discussed with their parents.

## **Activity 9: ABC flowchart**

### ***Learning Goal***

Children will be able to produce their own ABC flowchart.

### ***Learning Outcome. By the end of this unit, I will be able to:***

Produce my own ABC flowchart.

### ***Age Group***

Late Primary

### ***Level***

Advanced

### ***Materials needed***

'Easy as ABC' handout

### ***Activity Steps***

1. Start the lesson with a Mindfulness activity.
2. Start the discussion by asking the children what they remember about the previous activity on Pessimistic and Optimistic Explanatory Styles.
3. Explain the ABC model using the ABC handout and the examples provided. Make sure the children understand the difference between thoughts, feelings and actions. Emphasize that what we think when we go through a bad situation actually affects how we feel. If we can identify the thought, we can change how we feel.
4. Help the children to fill in the consequences for Sue and Jenny's thoughts.

5. Ask the children to follow the model in the handout and create an ABC flowchart of their own. Ask them to choose one setback and write two different beliefs, one showing positive and the other showing negative thinking. Then they can write the consequences arising from each thought. If children find it difficult to choose their own setback, give examples and prompt them.

### ***Take Home Activity***

Children can be given another handout and repeat this exercise at home with their parents. Choose a setback that the parents have gone through, the children have experienced, or else a challenge that can happen to children.

# Set 3: Challenging Negative Thoughts

## Learning Goals

By the end of this unit, children will be able to:

### Early Years (3-5 years)

- Identify why an object is important, and one good thing they like about themselves
- Identify and illustrate one good thing they like about themselves
- Practice talking back to negative thoughts

### Early Primary (6-8 years)

- Recognize that when we encounter a setback, there are still things in our life that are good
- Identify and list all the counter-evidence to dispute a downside thought
- Distinguish between the best, worst and most realistic case scenario for a setback, and recognize that thinking of the worst case scenario can make us feel worse

### Late Primary (9-11 years)

- Recognize that there are different ways of thinking about a problem
- Identify alternative ways of thinking about a setback (Not Me/ Not Always/ Not everything)
- Generate alternatives to their negative thoughts (Disputation), list the consequences these alternative thoughts bring (Energization), and add these to their ABC flowcharts

## Tips for Teachers

1. As a classroom activity, children can come up with a class slogan that they can remember when they go through a setback. Remind children of the slogan when their negative self-talk is getting them down.
2. Encourage children to write thank you notes to friends and family members as a way of appreciating others.
3. Model positive self-talk by giving children positive comments about their behaviour and efforts in the classroom.

## Activity 1: You can't take me!

### *Learning Goal*

Children will be able to identify why an object is important, and one good thing they like about themselves.

### *Learning Outcome. By the end of this study unit, I will be able to:*

Take up the role of an object and identify one reason why it is important, and mention one good thing I like about myself.

### *Age Group*

Early Years

### *Level*

Basic

### *Materials needed*

Puppets, music.

### *Activity Steps*

1. Start the lesson with a Mindfulness activity.
2. Read this story to the children using hand or finger puppets:

**Sam the squirrel and Helen the hedgehog loved playing games with their friends in the forest. One time they played Apples & Oranges. The animals split into teams: one team needed to collect apples and the other team needed to collect oranges. They needed to collect as many apples and oranges as they could. Mika the mole and Freddie the frog were team captains. But when Mika and Freddie started choosing their team mates, Sam ended up being one of the last animals to be chosen! Because they didn't choose him in the beginning, Sam thought Mika and Freddie hated him. "Everyone hates me", thought Sam. Sam felt very upset and started to cry. He sat in the corner, crossed his arms and didn't want to play. Whenever Sam felt upset, he liked talking to Helen about it. Helen helped Sam by showing him some photos of him with his friends. Sam looked at the photos. They were all photos of him playing with his friends. There were photos of him playing hide and seek with Mika and Freddie. There was a photo of when Mika and Freddie invited him to go on a picnic with them for Freddie's birthday. There were photos of when Sam won the tree climbing competition**



and everyone cheered for him. Sam slowly started to think that maybe not everyone hated him. He knew that Mika and Freddie picked him for other things. Just because they didn't pick him for Apples & Oranges didn't mean everyone hated Sam. Sam felt a bit better when he realized that not everyone hated him and that Mika and Freddie still like Sam as a friend. Then Sam got up and ran fast to play Apples & Oranges with Helen and his friends.

3. First, help the children to process the story by asking them:

- Did you like the story?
- What was Sam's problem?
- What did Sam think about Mika and Freddie for not choosing him?
- Did Mika and Freddie really hate Sam?

4. Then relate the story to the children's own experiences:

- Just because our head tells us something does it mean that it's true?
- When our head tells us that we're no good or that we're horrible, how might we feel?
- What can we do when our head makes us feel upset? (talk to a grown-up, do something that makes us feel better...)

5. Now play 'No you can't take me!' Split the class in groups and start with the first group while the others watch. Tell the children to act like an object in the room. Assign the objects yourself if children find this difficult. Then pretend that you want to throw away some junk from the classroom. Begin by saying "My, look at all this useless junk! I've got to get rid of it!" Then go up to a student and say "I think I don't need a trash can (or the object the child is). I'm going to throw this away!" The child responds by saying "No you can't take me!" and then gives one reason why the object is important: "If you take me there will be trash all around." The objective of the game is to enhance confidence and critical thinking, needed to challenge negative thinking.

*(Adapted from [www.childdrama.com](http://www.childdrama.com))*

6. Conclude by asking children to mention one good thing they like about themselves.

### ***Take Home Activity***

Parents and children can get together. Each one will say one good thing they like about themselves. The activity can be extended to saying one good thing you like about the others. At the end of the activity, children can draw what they like about themselves (e.g. myself helping others) or else what they like about someone else (e.g. brother playing with me).

## Activity 2: One good thing

### *Learning Goal*

Children will be able to identify and illustrate one good thing they like about themselves, and one good thing they like about someone else.

### *Learning Outcome. By the end of this unit, I will be able to:*

Identify and illustrate one good thing I like about myself, and one good thing I like about someone else.

### *Age Group*

Early Years

### *Level*

Intermediate

### *Materials needed*

Puppets, music, smiley ball.

### *Activity Steps*

1. Start the lesson with a Mindfulness activity.
2. Read the story in Activity 1 to the children using hand or finger puppets.
3. First, help the children to process the story by asking them:
  - Did you like the story?
  - What was Sam's problem?
  - What did Sam think about Mika and Freddie for not choosing him?
  - Did Mika and Freddie really hate Sam?
  - How did Sam remember that Mika and Freddie were really his friends?
4. Then relate the story to the children's own experiences:
  - Just because our head tells us something does it mean that it's true?
  - Sam's head told him he was stupid. What are some things that your head tells you that aren't true?

- What can we do when our head tells us to focus on the bad bits? (We can tell an adult, sing a song, try to do something else to distract ourselves, think of happy memories, think about the good bits instead...)

5. Now play 'No you can't take me!' Split the class in groups and start with the first group while the others watch. Tell the children to act like an object in the room. Assign the objects yourself if children find this difficult. Then pretend that you want to throw away some junk from the classroom. Begin by saying "My, look at all this useless junk! I've got to get rid of it!" Then go up to a student and say "I think I don't need a trash can (or the object the child is). I'm going to throw this away!" The child responds by saying "No you can't take me!" and then gives one reason why the object is important: "If you take me there will be trash all around." The objective of the game is to enhance confidence and critical thinking, needed to challenge negative thinking.

6. Sit the children in a circle and pass the smiley ball to each child. Ask them to mention one good thing they like about themselves. Play the game again and this time ask the children to mention one good thing about another child.

7. Children can make a drawing of what they like about themselves, and about someone else.

### ***Take Home Activity***

Children can interview parents about their downside thoughts. Children can ask their parents about what they think when a setback happens. If parents usually think in an upside way, they can give ideas to children on how to think positively when setbacks occur. If parents, on the other hand, usually think in a downside way, they can still work with the children to try and think of more positive ways of thinking during setbacks. Following the interview, children can draw one or both parents during a challenge. In a speech bubble, the parents or the children may write the upside thought they can use to help them overcome the setback.

## **Activity 3: Talking back to the brain**

### ***Learning Goal***

Children will be able to practice talking back to negative thoughts.

### ***Learning Outcome. By the end of this unit, I will be able to:***

Practice talking back to some negative thoughts I might have by identifying ways a negative thought is not true.

## ***Age Group***

Early Years

## ***Level***

Advanced

## ***Materials needed***

Puppets, music.

## ***Activity Steps***

1. Start the lesson with a Mindfulness Activity.
2. Read the story in Activity 1 using hand or finger puppets.
3. First, help the children to process the story by asking them:
  - Did you like the story?
  - What was Sam's problem?
  - What did Sam think about Mika and Freddie for not choosing him?
  - Did Mika and Freddie really hate Sam?
  - How did Sam remember that Mika and Freddie were really good friends?
  - What did Sam do in the end?
4. Then relate the story to the children's own experiences:
  - Just because our head tells us something does it mean that it's true?
  - Sam's head told him he was stupid. What are some things that our head tells us that may not be true?
  - What can we do when our head tells us to focus on the bad bits? (We can tell an adult, sing a song, try to do something else to distract ourselves, think of happy memories, think about the good bits instead...)
5. Now play 'No you can't take me!' Split the class in groups and start with the first group while the others watch. Tell the children to act like an object in the room. Assign the objects yourself if children find this difficult. Then pretend that you want to throw away some junk from the classroom. Begin by saying "My, look at all this useless junk! I've got to get rid of it!" Then go up to a student and say "I think I don't need a trash can (or the object the child is). I'm going to throw this away!" The child responds by saying "No you can't take me!" and then gives one

reason why the object is important: “If you take me there will be trash all around.” The objective of the game is to enhance confidence and critical thinking, needed to challenge negative thinking.

6. Sit the children in a circle, and get some puppets. Tell the children that back to the brain. Ask them to think of some things that children may think that aren’t true (e.g. “Nobody loves me”). What can we say back to the brain? (e.g. “It’s not true. My mummy and daddy love me a lot and they take care of me really well. My sister loves me too because she always wants to play with me.”). See what things children come up with that goes against the negative thought.

If children are stuck finding downside thoughts, suggest the following:

- “Nobody wants to play with me”
- “I’m always alone”
- “Nobody loves me”
- “Everybody makes fun of me”

7. Children can choose a downside thought and make a drawing of something that proves the thought is not true e.g. if the thought is “nobody wants to play with me”, children can draw a picture of themselves with someone who likes to play with them.

### ***Take Home Activity***

Children can interview parents about their downside thoughts. Children can ask their parents about what they think when a setback happens. If parents usually think in an upside way, they can give ideas to children on how to think positively when setbacks occur. If parents, on the other hand, usually think in a downside way, they can still work with the children to try and think of more positive ways of thinking during setbacks. Then the parents can ask children what would be an upside thought that would help them get through a bad time. If children cannot think of their own, they can make up one with their parents. Examples include “you can do it!”, “I’m a good friend” and so on. The children can then draw a picture of themselves. The parent can write the upside thought they can use near the picture.

## Activity 4: Not everything

### *Learning Goal*

Children will be able to recognize that when we encounter a setback, there are still things in our life that are good.

### *Learning Outcome. By the end of this unit, I will be able to:*

List the other bits in my life that have remained the same during a setback that I have experienced.

### *Age Group*

Early Primary

### *Level*

Basic

### *Materials needed*

Puppets.

### *Activity Steps*

1. Start the lesson with a Mindfulness activity.
2. Read the following story to the children using hand or finger puppets:

**Sam the squirrel and Helen the hedgehog loved playing games with their friends in the forest. Last time that Sam was playing he thought of a new game that everyone could play. The animals had to collect all the apples that fall from the trees. Those animals that can put the most apples in the baskets win! All the animals liked the new game that Sam invented and wanted to play it. Since apples were a bit too heavy to carry for some animals, everyone had to work in teams. There were two teams: Mika the mole's team and Freddie the frog's team. But when Mika and Freddie started choosing their team mates, Sam ended up being one of the last animals to be chosen! As soon as this happened, Sam's head started telling him things that made him feel bad: "Mika and Freddie hate me!", it said, "They don't want me on their teams. Everyone in the forest must think I'm stupid. No one is ever going to want me on their team again." Sam felt hurt and started to cry.**

Sam knew that if he told someone about his feelings he would feel better. So Sam decided to explain to Helen what his head was saying and how it made him feel. Helen helped Sam by telling him that not everything our head tells us is true. Just because Mika and Freddie didn't pick Sam for this game, didn't mean they were not his friends. And just because Sam got picked last didn't mean that he was stupid. Sam tried to talk back to his head. Sam remembered how Mika and Freddie pick him for tree climbing since he was a squirrel. Sam also remembered how he had invented this game and that everybody liked it. Sam still wanted to be good at collecting nuts and apples. But he got to know he was very good at other things. "Everybody's good at something", said Sam, "Mika and Freddie don't really hate me. We're actually really good friends." Helen also helped Sam talk back to his head by adding another thing! Helen told Sam how he was a really good friend because he had always been a good friend to her. Then Sam and Helen ran after each other to catch as many apples as they could!

3. First, help the children to process the story by asking them:

- What was Sam feeling?
- What was making him feel this way?
- What was Sam saying to himself in his head?
- Were the thoughts Sam was thinking true? Why not?
- What did Sam do to help feel better?

4. Then relate the story to the children's own experiences:

- Just because our head tells us something does it mean that it's true?
- Sam's head told him he was stupid. What are some things that your head tells you that aren't true?
- What can we do when our head tells us to focus on the bad bits? (We can tell an adult, sing a song, try to do something else to distract ourselves, think of happy memories, think about the good bits instead...)
- So when your head tells you these things, how can you talk back to it?

5. To start the activity have the children mention all the persons, things and activities in their life (mum, dad, brother, sister, pets, school, friends, ballet, football, riding my bike, going out with my family and so on). Ask the children to think of a setback. Then help children tick all those areas that remain the same if this setback happens.

6. Children can do it with a setback they have gone through. Tell them to list the setback on the top of the page and then list all the areas in their life that remain the same even though the

setback happened. This activity is done to show children that one setback in life doesn't mean that everything else is ruined.

### ***Take Home Activity***

Help children to continue challenging their negative self-talk by encouraging them to find alternative causes to setbacks. Help them to list all the evidence they can think of to prove that the setback does not happen to only them (Not Me), that it was not always like this (Not always), and that it does not affect everything else in their lives (Not everything).

## **Activity 5: Detective Work**

### ***Learning Goal***

Children will be able to identify and list all the counter-evidence to dispute a downside thought.

### ***Learning Outcome. By the end of this unit, I will be able to:***

Identify and list all the counter-evidence to dispute a downside thought by asking my classmates for counter-evidence to dispute my negative thought.

### ***Age Group***

Early Primary

### ***Level***

Intermediate

### ***Materials needed***

Puppets, coloured papers, markers, decorations.

### ***Activity Steps***

1. Start the lesson with a Mindfulness activity.
2. Read the story in Activity 4 to the children using hand or finger puppets.
3. First, help the children to process the story by asking them:



- What was Sam feeling?
- What was making him feel this way?
- What was Sam saying to himself in his head?
- Were the thoughts Sam was thinking true? Why not?
- What did Sam do to help feel better?

4. Then relate the story to the children's own experiences:

- Just because our head tells us something does it mean that it's true?
- Sam's head told him he was stupid. What are some things that your head tells you that aren't true?
- What can we do when our head tells us to focus on the bad bits? (We can tell an adult, sing a song, try to do something else to distract ourselves, think of happy memories, think about the good bits instead...)
- So when your head tells you these things, how can you talk back to it?

5. Ask the children 'How does a detective solve a mystery?' The answer is 'by searching for evidence'. Tell the children that one way of talking back to the brain is by looking for evidence of how our downside thoughts aren't true. Ask the children to write a downside thought that makes them feel upset at the top of the paper. It could be "I'm stupid", "I'm a bad friend" or "I'm not good at anything". Then children list all the evidence they can think of that goes against this belief. They can ask their teachers and friends to think of other ways the belief is not true.

6. To conclude the activity, ask the children:

- How do you feel now that you have listed all the evidence against the belief?
- Do you still think the belief is true?

### ***Take Home Activity***

Encourage the children to look for alternatives when thinking about a problem. Ask "is there another way of looking at this?", "What would a friend think?", and "What would a friend do?". From these questions, children can get an idea of other ways of thinking about a problem to develop more flexible thinking. Children can interview family members on what they would do to deal with a particular challenge. They can then draw what a family member or a friend would do to deal with one of the problems they have experienced.

## Activity 6: Best, Worst & Most Realistic Case Scenarios

### *Learning Goal*

Children will be able to distinguish between the best, worst and most realistic case scenario for a setback, and recognize that thinking of the worst case scenario can make us feel worse.

### *Learning Outcome. By the end of this unit, I will be able to:*

List the best, worst, and most realistic case scenarios when encountering a challenge.

### *Age Group*

Early Primary

### *Level*

Advanced

### *Materials needed*

Puppets, 'Best, Worst, & Most Realistic Case Scenarios' handout.

### *Activity Steps*

1. Start the lesson with a Mindfulness activity.
2. Read the story in Activity 4 to the children using hand or finger puppets.
3. First, help the children to process the story by asking them:
  - What was Sam feeling?
  - What was making him feel this way?
  - What was Sam saying to himself in his head?
  - Were the thoughts Sam was thinking true? Why not?
  - What did Sam do to help feel better?
4. Then relate the story to the children's own experiences:
  - Just because our head tells us something does it mean that it's true?
  - Sam's head told him he was stupid. What are some things that your head tells you that aren't true?

- What can we do when our head tells us to focus on the bad bits? (We can tell an adult, sing a song, try to do something else to distract ourselves, think of happy memories, think about the good bits instead...)
- So when your head tells you these things, how can you talk back to it?

5. Tell the children that one unhelpful way of thinking is when we think about the worst thing that could happen. Ask the children to think of times when they believed the worst possible thing was going to happen. Did the worst thing really happen in the end? How did thinking of the worst thing that could happen make them feel?

6. Give the handout to the children and work out the first example with them to help them understand the best, worst, and most realistic case scenarios. Children can write down the best, worst and most realistic case scenarios for every setback. Children can work in groups if they wish, and may present their scenarios to the rest of the class at the end.

### ***Take Home Activity***

Parents can repeat this activity in the form of a game. Discuss together some problems and challenges that children and adults can go through and write down a list. Cut these out in strips and place into a bowl. Someone picks out and reads the problem out loud. The person then acts out a best, worst, or most realistic case scenario. The other players need to guess what type of case scenario the actor is thinking of.

## **Activity 7: What would a friend do?**

### ***Learning Goal***

Children will be able to recognize that there are different ways of thinking about a problem.

### ***Learning Outcome. By the end of this unit, I will be able to:***

List alternative ways of thinking about a setback.

### ***Age Group***

Late Primary

## ***Level***

Basic

## ***Materials needed***

‘Helpful & Unhelpful Thinking’ handout.

## ***Activity Steps***

1. Start the lesson with a Mindfulness activity.
2. Look at the ‘Helpful & Unhelpful Thinking’ handout. Go through each point and encourage children to come up with some examples of setbacks and how we might think in a helpful or unhelpful way in these setbacks. Ask the children to think of examples of how *they* think in helpful and unhelpful ways.
3. Tell the children that one way of helping us feel better is by thinking in different ways.
4. Ask the children to think of a setback and write what happened at the top of a paper. Next write down what you think about that problem. Write down what you did. Next children can go round the class and ask their friends what *they* would think, say and do. In this way, children can realize there’s more than one possibility of going about or thinking about a problem.
5. Ask the children: what did you learn from today’s activity?

## ***Take Home Activity***

Children can take some examples of their own thinking and change them into more helpful thoughts. Parents can also contribute to this by writing down their own thoughts. By following the points on the handout, parents and children can work together to change their unhelpful thinking into helpful thinking.

# **Activity 8: Generating Alternatives**

## ***Learning Goal***

To identify alternative ways of thinking about a setback (Not Me/ Not Always/ Not everything)

## ***Learning Outcome. By the end of this unit, I will be able to:***

Write down alternative ways of thinking about a setback (Not Me/ Not Always/ Not Everything)

## Age Group

Late Primary

## Level

Intermediate

## Materials needed

‘Helpful and Unhelpful Thinking’ handout, coloured papers.

## Activity Steps

1. Start the lesson with a Mindfulness activity.
2. Look at the ‘Helpful & Unhelpful Thinking’ handout. Go through each point and encourage children to come up with some examples of setbacks and how we might think in a helpful or unhelpful way in these setbacks. Ask the children to think of examples of how *they* think in helpful and unhelpful ways.

3. Ask someone to read out loud Emma’s situation:

*Hi. I’m Emma. Recently, my family and I moved here from another country. We already moved another time. It’s always like this, and these things always happen to me. I’m really worried that I won’t know anyone in my new school. I’m sure no one will like me and no one will ever want to play with me. I know I will never manage to make friends. I’m so unhappy that I don’t even want to go to school anymore. I wish I never moved.*

4. Ask the children:

- Is Emma thinking in a helpful or in an unhelpful way? What makes you think this?
- How is Emma thinking in an unhelpful way? Help children find the thoughts that show Emma is thinking in a Me/ Always/ Everything way.
- How can Emma change her thinking? Help children change Emma’s thinking by generating alternative causes by thinking of the nonpersonal (Not Me), the changeable (Not Always) and the specific (Not Everything) causes.

5. Discuss with the children other setbacks that we can experience. Ask the children to choose one and to work in groups to list the different causes for the setback they have chosen by writing down Not Me/ Not Always/ Not Everything thoughts. Children can present their work to the rest of the class.

### ***Take Home Activity***

Children can continue practicing the activity at home with their parents by choosing a setback that they or their family members have experienced.

## **Activity 9: ABCDE**

### ***Learning Goal***

Children will be able to generate alternatives to their negative thoughts (Disputation), list the consequences these alternative thoughts bring (Energization), and add these to their ABC flowcharts.

### ***Learning Outcome. By the end of this unit, I will be able to:***

Add two other columns, Disputation and Energization, to my ABC flowchart.

### ***Age Group***

Late Primary

### ***Level***

Advanced

### ***Materials needed***

‘Helpful and Unhelpful Thinking’ handout.

### ***Activity Steps***

1. Start the lesson with a Mindfulness activity.
2. Look at the ‘Helpful & Unhelpful Thinking’ handout. Go through each point and encourage children to come up with some examples of setbacks and how we might think in a helpful or unhelpful way in these setbacks. Ask the children to think of examples of how *they* think in helpful and unhelpful ways.

3. Ask the children what they remember from the last activity about the ABC model. Remind the children about the difference between beliefs and consequences. Tell the children to create an ABC flowchart or to use the one they may have created in the previous activity.

4. Next explain the other two columns that should be added to their flowchart- Disputation and Energization. Under 'Disputation' children should try to prove their beliefs aren't true by giving evidence and by generating alternatives. Under 'Energization' children should write how they feel now about the setback and what they would do now they have changed their thinking.

### ***Take Home Activity***

Since the concept of the ABCDE model may be difficult for children to understand, it is important that children continue creating other ABC and ABCDE flowcharts at home.

## **Sub-theme 2: Using emotions to promote growth and wellbeing including Hope, Happiness and Humour.**

This sub-theme gives children the opportunity to become aware of, identify, and regulate positive emotions. Positive emotions such as hope, happiness, and humour broaden awareness, build children's personal and social resources and buffer against psychological problems (Fredrickson, 2001). In the first set of activities, children will take part in activities that promote hope. Although the belief that things will get better can be considered to be an emotion, activities are also focused on hope as a cognitive process in which persons actively pursue their goals. The activities are built on hope as a process by which individuals engage in *pathways thinking* i.e. the ability to set goals and develop routes to reach them, and *agency thinking*, the motivation and belief that one can reach these goals (Snyder, 1994). In the set of activities that are focused on the emotion of happiness, children will be supported to further explore this emotion and what makes *them* happy. Children will also be taught how they can turn a bad mood into a good mood and explore ways of how they can do this. In the last set on humour, children will get a chance to laugh but also to use humour in positive ways.

**Set of Activities 1: Using hope to promote growth and wellbeing.**

**Set of Activities 2: Using happiness to promote growth and wellbeing.**

**Set of Activities 3: Using humour to promote growth and wellbeing.**



# Set 1: Using HOPE to promote growth and wellbeing

## Learning Goals

By the end of this unit, children will be able to:

### Early Years (3-5 years)

- Recognize that bad times do not last forever
- Recognize that bad times are usually followed by better times
- Identify new goals to help make a bad time get better

### Early Primary (6-8 years):

- Practice remaining hopeful when trying to reach a goal
- Practice remaining hopeful when making a plan on how to reach a goal
- Practice remaining hopeful when their first attempt to reach a goal is unsuccessful

### Late Primary (9-11 years):

- Practice remaining hopeful during a setback
- Experience and demonstrate a hopeful mindset when setting a personal goal
- Experience and demonstrate a hopeful mindset when reflecting about the future

## Tips for Teachers

1. When children feel discouraged about their goals, help them break them down into smaller steps.

2. Give opportunities for children to reach a specific goal or learning objective in different ways.

3. Come up with a symbol that the class can remember to remain hopeful during bad times. It could be a rainbow, a sunflower or a resilient animal that perseveres during bad times.

## Activity 1: From a Seed to a Tree

### *Learning Goal*

Children will be able to recognize that bad times do not last forever.

### *Learning Outcome. By the end of this study unit, I will be able to:*

Recognize that bad times do not last forever by role playing growing from a tiny seed into a tree, and drawing a picture of a better time.

### *Age Group*

Early Years

### *Level*

Basic

### *Materials needed*

Puppets, music.

### *Activity Steps*

1. Start the lesson with a Mindfulness activity.
2. Read the following story to the children using hand or finger puppets:

**Helen the hedgehog lived in the forest. She lived in a very beautiful part of the forest full of tall and short trees. However, one day a big fire started burning the trees of this forest. Helen could not put it out and so she ran away leaving everything behind. She had to go to live in another side of the forest far far away. Everything was different on this side of the forest. It always rained. There were no other hedgehogs and Helen felt very lonely. She was very scared because she didn't know what was going to happen. She felt everything was going to come to an end. One day Helen sat on a tiny mushroom feeling very sad. As she was crying, a squirrel passed. His name was Sam. Sam wanted to help the hedgehog. "I know this is a different place", said Sam, "but I hope things will get better for you even if you don't know how", said Sam. Helen never heard about this word *hope* before. But she understood Sam. She too could believe things could get better. Hoping that things will get better already made her feel better. She tried to think of the good things that could happen instead of the bad ones. Thinking of the good things helped Helen try to make it better. "I know!", said Helen, "I can build myself a new house so that this place feels more like home."**

Sam helped Helen build her new house. They started building the house with leaves, but after a whole day working, “Wwwhooooossh!!”, the wind swept away all of the leaves! Helen felt very disappointed but she didn’t give up. She hoped she could build a stronger house. So Helen and Sam built a new house with rocks. But after a whole day working, “Bboooooomm!!”, a big hippo hit against the rocks and they wobbled and fell! Helen felt very disappointed but she didn’t give up. She hoped she could build a stronger house. So Helen built her house with twigs. Helen waited, hoping that this time the house will not break up. She waited for the wind. She waited for the big hippo to pass. But the house stayed where it was. “Yes!” said Helen to herself. “Using twigs worked! It’s a good thing we didn’t give up. We did it Sam!” After three days of rain, Helen opened the window of her new house and looked up into the sky. The sky was filled with different colours. She had never seen something so beautiful before. “Sam could you tell me what that is in the sky?” “Why it’s a rainbow!”, said Sam, “it comes out after it rains!” “Wow”, said Helen, “this place is beginning to feel a lot more like a new home”.

3. First help the children process the story by asking them:

- Did you like the story?
- How did Helen feel in the new place?
- What made things better?
- What did Helen see in the sky?

4. Then relate the story to the children’s own experiences:

- Has anyone ever seen a rainbow?
- Why do you think rainbows make us feel good and hopeful? (Rain is over and the sun has come out)
- Helen felt very scared because she didn’t know what was going to happen in the new place. Did anyone ever feel like Helen? Did you hope things get better after a while?

5. Put on some music and explain the following activity called ‘A Tree Grows’. Narrate the following story slowly while the children act it out:

Everyone find your own personal space on the floor and make yourself as small as possible. You are a tiny seed, crammed very tight in your pod. You are buried under the cold ground. It is winter, and you are asleep. Under the ground it’s very dark.

Now it is spring. The earth around you is growing a little warmer, and you start to feel more awake. Water starts to seep through the soil. It feels good. The earth feels warmer, and you’re getting food out of the soil.

It is time to come out of your seed pod. You feel strong. Using all your strength, you push up against your seed pod and break through, like a bird breaks out of the egg. You start to

grow upwards into the warm earth. Finally, with one great push, you emerge from the soil and see, for the first time, the SUN!

The sun's energy makes you feel stronger and stronger. You stretch upwards and outwards until you are a healthy seedling. The rain gives you more energy.

Now let's move ahead a few years. You have grown into a strong young sapling--a tree about the size of a young person. You have beautiful green leaves that soak up the sun and make you strong. But you want to grow taller. You want to be a tree. So you summon all your energy and you push out and up. As the years go by you become a strong, handsome tree. You stand proud in the sun and enjoy your own strength and beauty.

6. Ask the children the following questions:

- How did you feel as a tiny seed? Was anyone afraid?
- How did it feel growing out of your pod?
- What was it like when you first saw the sun?
- How did it feel to become a big strong tree?

(Adapted from [www.childdrama.com](http://www.childdrama.com))

7. Ask the children to imagine the time when things got better for Helen. Remind them about her new home, her new friend, Sam, and the rainbow that she saw in the sky that helped her believe things were going to get better. Then, ask the children to draw Helen and her new home in the new part of the forest. The children can present their drawings to the rest of the class.

### **Take Home Activity**

At home children can discuss with their families symbols that help them remember that things get better, such as rainbows, sunflowers, springtime, a swan and so on, and draw a picture of their favourite one.

## **Activity 2: Before and After**

### **Learning Goal**

Children will be able to recognize that bad times are usually followed by better times.

### **Learning Outcome. By the end of this study unit, I will be able to:**

Recognize that bad times are usually followed by better times by role playing growing from a tiny seed into a tree, and drawing a 'before and after' picture.

## ***Age Group***

Early Years

## ***Level***

Intermediate

## ***Materials needed***

Puppets, music, A3 charts.

## ***Activity Steps***

1. Read the story in Activity 1 to the children using hand or finger puppets.
2. First help the children to process the story by asking them:
  - How do you think Helen felt when she moved to the other side of the forest? Why?
  - What did Sam tell Helen?
  - How do you think Helen felt when the houses fell down?
  - What did Helen do when the house fell down?
3. Then relate the story to the children's own experiences:
  - Helen felt very scared because she didn't know what was going to happen in the new place. Did anyone ever feel like Helen? Did things get better after a while?
  - Helen's houses kept falling but she didn't give up hope. What could happen if we give up?
  - What did you learn from the story?
4. Carry out the activity 'A Tree Grows' (explained in Activity 1).
5. Ask the children to draw a 'before and after' picture of Helen in the story. The first part of the picture will be of Helen during the bad time (in a new place, no friends, lots of rain, no house) and after the bad time (a new house, Sam as a friend, rainbow). The children can then present their pictures to the rest of the class.

## ***Take Home Activity***

At home children may draw 'before' and 'after' pictures of good things happening after a bad time. Examples may include, a caterpillar turns into a butterfly, an ugly duckling turns into a swan, sunshine comes after a storm, or a seed turns into a plant. Children may be encouraged

to come up with their own examples. They may even choose times that they have gone through themselves.

## Activity 3: New Goals for Helen

### *Learning Goal*

Children will be able to identify new goals to help make a bad time get better.

### *Learning Outcome. By the end of this study unit, I will be able to:*

Identify new goals to help make a bad time get better by drawing what Helen can do to help make things better in the new place.

### *Age Group*

Early Years

### *Level*

Advanced

### *Materials needed*

Puppets, handout

### *Activity Steps*

1. Read the story in Activity 1 to the children using hand or finger puppets.
2. First help the children to process the story by asking them:
  - Sam tells Helen to have hope. What does having hope mean?
  - What did Helen do when the house fell down?
  - Can you imagine what might have happened had Helen given up?
  - What helped Helen to continue to build new houses?
3. Then relate the story to the children's own experiences:

- Helen felt very scared because she didn't know what was going to happen in the new place. Did anyone ever feel like Helen? Did things get better after a while?
- Helen's houses kept falling but she didn't give up hope. Why is this important?
- Imagine you had the same thing that happened to Helen happen to you. Would you have built another house or would you have given up?

4. Carry out the activity 'A Tree Grows' (explained in Activity 1).

5. Ask the children:

- What other goals can Helen set for herself so that things get better in the new place? (Examples may include: make new friends, plan a party, talk to her friends when she misses the other part of the forest etc.)

6. Then the children can draw what Helen can do to help make things better in the new place. The children can then present their ideas and pictures to the rest of the class.

### ***Take Home Activity***

Children may develop a realistic goal for themselves with the help of their family. They may then come up with a list of how to help them achieve that goal. The focus should be on children achieving their goals; so goals should be small and workable at first. Examples may include saving up money to buy a toy, completing a craft project, or finishing a book.

## **Activity 4: Helping Helen**

### ***Learning Goal***

Children will practice remaining hopeful when trying to reach a goal.

### ***Learning Outcome. By the end of this study unit, I will be able to:***

Practice remaining hopeful when trying to reach a goal by performing a play about a character's attempts to reach a goal.

### ***Age Group***

Early Primary

## Level

Basic

## Materials needed

Puppets.

## Activity Steps

1. Read the following story to the children using hand or finger puppets:

Helen the hedgehog lived in the forest. She lived in a very beautiful part of the forest full of tall and short trees. It was always sunny in this side of the forest. There were plenty of other hedgehogs that she could play with. However, one day a big fire started burning the trees of this forest. Helen could not put it out and so she ran away leaving everything behind. She had to go to live in another side of the forest far far away. Everything was different on this side of the forest. It always rained. There were no other hedgehogs and Helen felt very lonely. She was very scared because she didn't know what was going to happen. She felt everything was going to come to an end.

One day Helen sat on a tiny mushroom feeling very sad. As she was crying, a squirrel passed. His name was Sam. Sam wanted to help the hedgehog. "I know this is a different place", said Sam, "but I hope things will get better for you even if you don't know how", said Sam. Helen never heard about this word *hope* before. But she too could believe things could get better. Hoping that things will get better already made her feel better. She tried to think of the good things that could happen instead of the bad ones. Thinking of the good things helped Helen try to make it better. "I know!", said Helen, "I can build myself a new house so that this place feels more like home." But Helen didn't know how she was going to build a house. Helen thought long and hard and came up with a list that would help her reach her goal: "Number 1: Choose where the new house will be. Number 2: Collect some leaves to build it with. Number 3: Collect some mud so that the leaves can stick together. Number 4: Put them together to make a house!"

Helen began to slowly cross off things off the list. She found a nice place to build her new house. "Number 1: Choose where the new house will be. Check!", said Helen happily. Then Helen and Sam collected some leaves. "Number 2: Collect some leaves. Check!" Next Helen and Sam collected some mud. "Number 3: Collect some mud. Check!" Sam helped Helen build her new house. They started building the house with leaves, but after a whole day working, "Wwwhooooossh!!", the wind swept away all of the leaves! "Oh no", said Helen, "my house fell down after all this work!" Helen felt very disappointed but she didn't give up. She hoped she could build a stronger house. "That's OK I can try something else", said Helen. So Helen and Sam built a new house with rocks. But after a whole day working, "Bboooooomm!!", a big hippo hit against the rocks and they wobbled and fell! "Oh no", thought Helen, "my house fell down again after all this work". Helen felt very disappointed but she



didn't give up. She hoped she could build a stronger house. "That's OK I can try something else", said Helen. So Helen built her house with twigs. Helen waited, hoping that this time the house will not break up. She waited for the wind. She waited for the big hippo to pass. But the house stayed where it was. "Yes!" said Helen to herself. "Using twigs worked! It's a good thing we didn't give up. We did it Sam!" After three days of rain, Helen opened the window of her new house and looked up into the sky. The sky was filled with different colours. She had never seen something so beautiful before. "Sam could you tell me what that is in the sky?" "Why it's a rainbow!", said Sam, "it comes out after it rains!" "Wow", said Helen, "this place is beginning to feel a lot more like a new home".

2. First help the children to process the story by asking them:

- What is the story about?
- After hearing the story, can you tell me what *hope* means?
- What did Helen do to help things get better?

3. Then relate the story to the children's own experiences:

- Do you remember a bad day or a bad time you had? What happened?
- Did things get better after the bad time?
- Did you ever want something and worked really hard for it?

4. Tell the children that Helen made a **goal** to help things get better in the new place. She wants to make new friends. Children may think of other goals that Helen may set for herself to help things get better in the new place. Split the class into groups and each group needs to make a plan for Helen to reach her goal/s. Then the children need to role play how Helen is going to reach her goals, which they may do through puppets. Guide the children during the role play by asking them questions about their goals, how will they reach them, who they will ask to help them, what can they say to themselves to help them remain hopeful, and so on. Children can also think of what Helen's friends can do to help things get better for her.

### **Take Home Activity**

Children can interview their parents on a bad time they have gone through. Children can ask their parents about how they felt and if they thought things were going to get better. Some questions the children may ask are: What did you think? What did you do? What did you say to yourself to help you not to give up?

## Activity 5: Helen the Hedgehog makes a To-do list

### *Learning Goal*

Children will practice remaining hopeful when making a plan on how to reach a goal.

### *Learning Outcome. By the end of this study unit, I will be able to:*

Practice remaining hopeful when making a plan on how to reach a goal by breaking down a large goal into smaller sub-goals.

### *Age Group*

Early Primary

### *Level*

Intermediate

### *Materials needed*

Puppets, 'To Do List' handout.

### *Activity Steps*

1. Read the story in Activity 4 to the children using hand or finger puppets.
2. First help the children to process the story by asking them:
  - After hearing the story, can you tell me what *hope* means?
  - Can you imagine what would have happened if Helen gave up after the first house they built fell?
  - What helped Helen achieve her goal?
3. Then relate the story to the children's own experiences:
  - Do you remember a bad time you had? Did you believe things were going to get better?
  - Did things get better after a while?
  - Did you ever want something and really worked hard for it?
  - Does anyone have important goals they want to achieve like Helen did? What do you need to do to achieve those goals?
4. Tell the children that Helen made a **goal** to help things get better in the new place. She wants to make new friends. Children may think of other goals that Helen may set for herself to help

things get better in the new place. Then split the class into groups and each group has to choose a goal, and fill in the 'to do' list with ways of how Helen can reach her goal. Tell the children that it's OK if we ask for help or learn a new skill in order to achieve a goal.

5. Children can then present their main goal, and sub-goals, to the rest of the class. Children can give hints on what else they can do to reach the goal. In this way, children can see there are many ways of reaching a goal.

### ***Take Home Activity***

With the help of their parents, children may choose a goal of their own. The goal should be realistic and small for now. Children should be encouraged to make a to do list just like they did with the character. They may then set about achieving that goal by completing the things on the list one by one.

## **Activity 6: Helen the Hedgehog deals with the Setbacks**

### ***Learning Goal***

Children will practice remaining hopeful when their first attempt to reach a goal is unsuccessful.

### ***Learning Outcome. By the end of this study unit, I will be able to:***

Practice remaining hopeful when their first attempt to reach a goal is unsuccessful by identifying a different way of achieving a goal.

### ***Age Group***

Early Primary

### ***Level***

Advanced

### ***Materials needed***

Puppets, 'Dealing with Setbacks' handout.

## Activity Steps

1. Read the story in Activity 4 to the children using hand or finger puppets.
2. First help the children to process the story by asking them:
  - After hearing the story, can you tell me what *hope* means?
  - Can you imagine what would have happened if Helen gave up after the first house they built fell?
  - What helped Helen achieve her goal?
3. Then relate the story to the children's own experiences:
  - Do you remember a bad time you had? Did you believe things were going to get better?
  - Did things get better after a while?
  - Did you ever want something and really worked hard for it?
  - Does anyone have important goals they want to achieve like Helen did? What do you need to do to achieve those goals?
  - What will you do to achieve them?
4. Explain the task to the children. Helen and his friends really wanted some things to happen and they worked hard for them. But sometimes things don't work out. Could you imagine what the animals might be feeling? Could you then help them by writing a thought or a belief that might help them remain hopeful and suggesting a Plan B for them to try out?

## Take Home Activity

Children can ask their parents about a time when something they planned did not work out. It could be something they worked hard for but didn't get, for example. Children can ask parents: How did you feel when something you really wanted didn't happen? What did you think to help you remain hopeful? Parents can also ask their children if they had ever wanted something but it didn't work out. The parents and children can come up with a Plan B that might help them achieve the same goal. If the goal doesn't work out, they can also discuss other goals they could work for.

## Activity 7: Keeping Hopeful during Challenges

### *Learning Goal*

Children will practice remaining hopeful during a setback.

### *Learning Outcome. By the end of this study unit, I will be able to:*

Practice remaining hopeful during a challenge through discussing scenarios in groups, and listing different goals they can work towards to get through the setback.

### *Age Group*

Late Primary

### *Level*

Basic

### *Materials needed*

‘Tips to Keep Hopeful’ handout, ‘Scenarios’ handout (cut out).

### *Activity Steps*

1. Review the ‘Tips to Keep Hopeful’ handout with the children and use the questions on the handout to start a discussion on hope.
2. Next split the class into groups and give each group a scenario to discuss from the ‘Scenarios’ handout. Children need to answer the following questions:
  - What thinking can help you remain hopeful?
  - What goal can you set to help things get better?
  - How would you go about achieving the goal?
  - Try to make a Plan B if the first goal doesn’t work out.
3. When the children are ready, they can present their answers to the class and discuss the scenarios.

### *Take Home Activity*

Together with their parents, children can identify a bad time they have gone through. What thoughts would have helped them remain hopeful? What goal could they set for themselves to try and make things get better? How could they go about achieving the goal?

## Activity 8: My Goal

### *Learning Goal*

Children will be able to experience and demonstrate a hopeful mindset when setting a personal goal.

### *Learning Outcome. By the end of this study unit, I will be able to:*

Experience and demonstrate a hopeful mindset when setting a personal goal by describing how I will achieve it.

### *Age Group*

Late Primary

### *Level*

Intermediate

### *Materials needed*

‘Tips to Keep Hopeful’ handout, ‘My Goal’ handouts

### *Activity Steps*

1. Review the ‘Tips to Keep Hopeful’ handout with the children and use the questions on the handout to start a discussion on hope.
2. Next give each child a ‘My Goal’ handout with an example. Explain it to the children and see if they have any questions.
3. Children fill in a blank handout with their own personal goal.

### *Take Home Activity*

Children should go about achieving the goal they planned for themselves.

## Activity 9: My Future

### *Learning Goal*

Children will experience and demonstrate a hopeful mindset when reflecting about the future.

### *Learning Outcome. By the end of this study unit, I will be able to:*

Experience and demonstrate a hopeful mindset when reflecting about the future by reflecting on and discussing where I imagine myself to be in five years' time.

### *Age Group*

Late Primary

### *Level*

Advanced

### *Materials needed*

'Tips to Keep Hopeful' handout, soft music.

### *Activity Steps*

1. Review the 'Tips to Keep Hopeful' handout with the children and use the questions on the handout to start a discussion on hope.
2. Next turn on the music and tell the children to go to a safe place in the room where they feel comfortable. Tell them to close their eyes. Tell the children to imagine where they will be in five years' time. Where are they? What are they doing? What are they wearing? Is someone with them or are they alone? How are they feeling? [Be aware that some children might be experiencing a bad time and imagine a sad or terrible future]

3. After the exercise tell the children to take out a blank piece of paper and write the answers to the following questions to help them reflect on what they have just imagined:

- Describe how you imagined yourself in five years' time. You may draw the image instead.
- (If children draw a bad future, try to set them to reflect that there could also be an alternative – maybe with help also from peers).
- What is different about that person from you today?
- Do you think you can become the person you imagined? Why or why not?
- What can you do today that will help you get to that image of yourself?

4. When the children are ready with their answers they may share them and discuss them with the group.

### *Take Home Activity*

To help children think further about their future, they can be encouraged to look at their assets and strengths to see if the goals they set are realistic and appropriate. To help them reflect further, they can use the following questions to think about their goals: What positive qualities do you have? (e.g. I'm kind, I'm a good friend). What can you do? (e.g. I can write well, I can sing). Now try to make realistic goals. Try to make different goals so that you can have different options if things don't work out.



## Set 2: Using HAPPINESS to promote Growth and Wellbeing

### Learning Goals

By the end of this unit, children will be able to:

#### Early Years (3-5 years):

- Discuss and illustrate their experience of happiness
- Identify and discuss a time when they felt happy
- Children will be able to illustrate an activity or a person that makes them happy

#### Early Primary (6-8 years):

- Recognize that bad feelings can be turned into good feelings
- Identify and act out different things we can do to turn a bad mood into a good mood
- Apply the 'flipping the feeling' strategy to change bad feelings into good feelings

#### Late Primary (9-11 years):

- Discuss happiness and their experience of it
- Apply the 'flipping the feeling' strategy to change bad feelings into good feelings
- Identify and illustrate a person, place, object or event that makes them happy
- Identify 3 things that make them happy and write down how they have contributed to them

### Tips for Teachers

1. Take five minutes to let the children sing and dance to songs that are happy and joyous.

2. Leave a camera in class and use it to capture special moments that show children at their happiest times. It might be a student's birthday or a competition they have won. Children can then make a class scrapbook of the times they felt happy at school.

3. Organize a 'Make Someone Smile' day. Encourage children to share their happiness with someone else by doing, saying or writing something nice to another student. Examples can include showing interest in and listening to another child's concerns, telling a person something positive about themselves, making a present, playing with them or writing a special note.

4. One way of incorporating this topic into an English lesson is by having the students learn as many different words used for happiness as possible. They can be encouraged to use these when describing their feelings and in their creative writing.

5. When students feel down or are having a bad day, organize a walk or a hunt where they can look for something that makes them feel better. It could be a toy, a reading book, or a friend they may talk to.

## Activity 1: Helen the Hedgehog Feels Happy

### *Learning Goal*

Children will be able to discuss and illustrate their experience of happiness.

### *Learning Outcome. By the end of this study unit, I will be able to:*

Discuss their experience of happiness by talking, singing, and drawing about it.

### *Age Group*

Early Years

### *Level*

Basic

### *Materials needed*

Puppets, Song- 'If You're Happy and You Know it'.

### *Activity Steps*

1. Start the lesson with a Mindfulness activity.
2. Read this story to the children using hand or finger puppets:

Helen the hedgehog and Sam the squirrel lived in the forest. Helen and Sam were very good friends. One day Helen rolled down a hill and bumped into a rock. She broke some of her spikes. With her broken spikes, Helen couldn't roll down the hill with her friends anymore. She had to stay where her mummy could see her and this made Helen very angry. "It's not fair! Why do I have to stay here when all the other hedgehogs are playing out in the forest?! I'm feeling very angry!", said Helen grumpily to Sam. Sam could see Helen was feeling angry. When she felt angry her spikes stood up tall and she could hurt other animals if she wasn't careful. Sam knew that when Helen felt angry she needed to go to a quiet place to calm down. "I'm sorry that you can't join the others to play Helen", said Sam. "But what about if you go to your quiet place to deal with the angry feelings?" Helen didn't want to hurt anyone with her angry feelings so she decided to go to her quiet place for a time-out.

In her quiet place, Helen could calm down and think more clearly. "I really would like to go outside to play with my friends", thought Helen, "but I can still find something fun to do here instead". Helen loved exploring. "Hhhmm", thought Helen, "maybe exploring can help

me feel better.” “Sam, would you like to go exploring with me?”, asked Helen. “Oh! That’s a brilliant idea!”, said Sam. So Helen and Sam went exploring nearby. They dug their heads under the soil. They scurried under the trees. They searched through the grass. Helen found many exciting things: two colourful bird feathers, different kinds of leaves she hadn’t seen before, an interesting animal track and a spider web! By the end of the day, Helen’s bad mood had turned into a good mood. “Look, Sam!”, said Helen excitedly, “my spikes are becoming flat! I’m feeling happy again!” Having broken spikes didn’t mean Helen couldn’t play with her friends anymore. They just had to play a different game. From that day on, Helen realized that SHE could turn a bad mood into a happy mood and that she had a good friend that could help her do it.

3. First, help the children to process the story by asking them:

- Did you like the story?
- How did Helen feel when she could not join her friends?
- What did she do to change her bad mood?

4. Then relate the story to the children’s own experiences:

- What happens when we feel happy? (we smile more, we have more energy, we laugh, we would want to play with our friends)
- Where do you feel happiness in your body?
- What colour do you imagine the happy feeling to be?
- Can you mention a time when you felt happy?

5. Children can then sing and dance to ‘If You’re Happy and You Know It’. They may also add in their own lyrics at the end (e.g. If you’re happy and you know it jump with joy (hey hey)/ turn around (ol-eh)/ nod your head (nod nod)/ slap your knees (slap slap)...

### **If You’re Happy and You Know It**

**If you're happy and you know it, clap your hands (clap clap)**

**If you're happy and you know it, clap your hands (clap clap)**

**If you're happy and you know it, then your face will surely show it**

**If you're happy and you know it, clap your hands. (clap clap)**

**If you're happy and you know it, stomp your feet (stomp stomp)**

**If you're happy and you know it, stomp your feet (stomp stomp)**

**If you're happy and you know it, then your face will surely show it**

**If you're happy and you know it, stomp your feet. (stomp stomp)**

If you're happy and you know it, shout "Hurray!" (hoo-ray!)  
If you're happy and you know it, shout "Hurray!" (hoo-ray!)  
If you're happy and you know it, then your face will surely show it  
If you're happy and you know it, shout "Hurray!" (hoo-ray!)

If you're happy and you know it, do all three (clap-clap, stomp-stomp, hoo-ray!)  
If you're happy and you know it, do all three (clap-clap, stomp-stomp, hoo-ray!)  
If you're happy and you know it, then your face will surely show it  
If you're happy and you know it, do all three. (clap-clap, stomp-stomp, hoo-ray!)

6. Ask the children:

- How do you feel after the song?
- How does singing make you feel?
- What other things make you feel happy?
- What persons make you feel happy?
- What can you do to make another person happy?

7. Children can draw a picture of themselves doing something that makes them happy.

### ***Take Home Activity***

Children can discuss with their parents how different animals show they are happy. For example, dogs wag their tails, cats purr, elephants flap their ears, birds sing. Children may even develop a picture book made from magazine cut-outs, photos or drawings of the different ways animals show they are happy. Animals show they are happy in different ways and so do people.

## **Activity 2: Helen the Hedgehog Lowers her Spikes**

### ***Learning Goal***

Children will be able to identify and discuss a time where they felt happy.

### ***Learning Outcome. By the end of this unit, I will be able to:***

Identify and discuss a time where they felt happy by showing and talking about a photo of them at their happiest.

### ***Age Group***

Early Years

## *Level*

Intermediate

## *Materials needed*

Puppets, children's photo of a happy time

## *Activity Steps*

1. Start the lesson with a Mindfulness activity.

2. Read the story in Activity 1 to the children using hand or finger puppets.

3. First, help the children to process the story by asking them:

- Did you like the story?
- How did Helen feel when she could not join her friends?
- What was happening in her body?
- What did she do to change her bad mood?
- Who helped her to change her mood?

4. Then relate the story to the children's own experiences:

- When Helen couldn't go play with her friends, she felt angry. What other bad feelings can we feel?
- When you have bad feelings, how do you usually deal with them? Do you tell someone about them? Do you go to a quiet place like Helen?
- Helen went exploring with Sam to cheer herself up. What cheers you up when you're in a bad mood?
- Everybody shows happiness in different ways. When Helen feels happy, her spikes go flat. Some children laugh, some children play, some children jump and clap. How do you show that you're happy?

5. Children can then talk about the photo they brought with them: what they are doing in the photo, why they like it and other things that make them happy.

6. Ask the children: What can we do to make someone else happy?

### ***Take Home Activity***

Children can flip through some photo albums with their parents and talk about the happy times and the happy feelings in the photos. In this way, children can be supported in identifying those activities that make them happy and become more aware of what happiness feels and looks like.

## **Activity 3: Helen the Hedgehog Goes Exploring**

### ***Learning Goal***

Children will be able to illustrate an activity or a person that makes them happy.

### ***Learning Outcome. By the end of this unit, I will be able to:***

Illustrate an activity or a person that makes me happy by drawing, painting or making a collage of this activity or person.

### ***Age Group***

Early Years

### ***Level***

Advanced

### ***Materials needed***

Puppets, A3 charts or papers, paints, magazine cuttings, crayons, decorations.

### ***Activity Steps***

1. Start the lesson with a Mindfulness Activity.
2. Read the story in Activity 1 using hand or finger puppets.
3. First, help the children to process the story by asking them:
  - How did Helen feel when she could not join her friends?
  - Why did Helen feel angry when she couldn't play with her friends?

- What did she do to change her bad mood?

4. Then relate the story to the children's own experiences:

- When Helen couldn't go play with her friends, she felt angry. What other things can make you feel bad?
- How could thinking only of the bad make us feel?
- When you have bad feelings, how do you usually deal with them? Do you tell someone about them? Do you go to a quiet place like Helen?
- Helen became happy by doing something she really liked. And she asked a friend to help her change her mood. Can you think of something that makes you feel happy, just like Helen did? Can you think of someone special that can help you change a bad mood into a good mood?

5. Children can then draw or paint a picture or make a collage of this activity or person that makes them feel happy. They can then share this with the rest of the class and say why they feel happy doing this activity or being with this person.

6. Ask the children: what can we do to make someone else happy?

### ***Take Home Activity***

Children may choose something from home that makes them feel happy. They can talk about the happy feelings this object generates and why it does so with family members, who may also choose an object of their own. These objects can also be presented in class during circle time and a chart entitled "I can change a bad mood into a good mood by..." may be set up.

## **Activity 4: Helen the Hedgehog Changes her Mood**

### ***Learning Goal***

Children will recognize that bad feelings can be turned into good feelings.

### ***Learning Outcome. By the end of this unit, I will be able to:***

Recognize that bad feelings can be changed into good feelings by singing a happy song.

### ***Age Group***

Early Primary

## *Level*

Basic

## *Materials needed*

Puppets, Song- 'Shake My Sillies Out' (<http://www.youtube.com/watch?v=6MUxZPC1TEU>)

## *Activity Steps*

1. Start the lesson with a Mindfulness activity.
2. Read the following story to the children using hand or finger puppets:

Helen the hedgehog and Sam the squirrel lived in the forest. Helen and Sam were very good friends. One day Helen rolled down a hill and bumped into a rock. She broke some of her spikes. With her broken spikes, Helen couldn't roll down the hill with her friends anymore. She had to stay where her mummy could see her and this made Helen very angry. "It's not fair! Why do I have to stay here when all the other hedgehogs are playing out in the forest? These things always happen to me!", said Helen grumpily to Sam. Whenever Helen's angry feelings got out of control, Sam always told her that she could be the boss of her feelings. She could do something about them. Sam knew that when Helen felt angry she needed to go to a quiet place to calm down. "I'm sorry that you can't join the others to play Helen", said Sam, "but what about if you go to your quiet place to deal with the angry feelings?" Helen didn't want to hurt anyone with her angry feelings so she decided to go to her quiet place for a time-out.

After a few minutes, Helen already started thinking more clearly. "I really would like to go outside to play with my friends", thought Helen, "and I really feel disappointed that I cannot go. But I can still find something fun to do on my own." Helen loved exploring. "Hhhmm", thought Helen, "maybe exploring can help me feel better." "Sam, would you like to go exploring with me?", asked Helen. "Oh! That's a brilliant idea!", said Sam. So Helen and Sam went exploring nearby. They dug their heads under the soil. They scurried under the trees. They searched through the grass. They explored every place they could think of and by the end of the day Helen had found two colourful bird feathers, different kinds of leaves she hadn't seen before, an interesting animal track and a spider web! During their exploring time, Helen noticed her spikes becoming flat again. "Look, Sam!", said Helen excitedly, "my spikes are becoming flat again! I'm feeling better!" Helen realized that she could be the boss of her feelings. "I'm glad I didn't stay grumpy all day. Choosing something fun to do made me feel a whole lot better!", said Helen. Exploring was something Helen loved to do and it made her feel happy again.

That evening Sam the squirrel wasn't feeling so good. When he was exploring with Helen, he lost the lucky pebble his mummy had given him when he was born. Sam decided to tell Helen about it. Helen listened and wanted to cheer Sam up, just like he helped her feel



**better. “Here”, said Helen gently, “you can have the bird feather I found in the forest today. It won’t be the same as the lucky pebble but it’s special because I gave it to you.” Sam felt so happy and grateful that he had a friend like Helen. Doing something nice for a friend helped Helen feel happy too. “I did a good job at being the boss of my feelings today”, thought Helen as she lay on her bed feeling sleepy, “I cannot wait to see where I’m going to explore tomorrow!”**

3. First, help the children to process the story by asking them:

- What was your favourite part of the story? Why?
- Sam always tells Helen that she could be the boss of her feelings. What does he mean by this? How was Helen the boss of her feelings?
- How did Helen’s thinking change when she went to think in her quiet place?
- What did exploring help Helen to do?
- What might have happened if Helen didn’t deal with her bad feelings? Can you imagine how her day would have been like?

4. Then relate the story to the children’s own experiences:

- When Helen couldn’t go play with her friends, she felt angry. What other things can make you feel bad?
- When you have bad feelings, how do you usually deal with them? Do you tell someone about them? Do you go to a quiet place like Helen?
- Do you remember a time where you were the boss of your feelings? What happened? What did you do?

5. Tell the children that just like Helen, we can change a bad feeling into a good feeling.

6. Ask the children to stand and sing ‘Shake My Sillies Out’:

### **Shake My Sillies Out**

**I gotta Shake, Shake, Shake, my sillies out!**

**Shake, Shake, Shake my sillies out**

**Shake, Shake, Shake my sillies out**

**And wiggle my waggles away**

### **Other verses:**

**Clap, Clap, Clap my crazies out!**

**Jump, Jump, Jump my jiggles out!**

**Yawn, Yawn, Yawn my sleepies out!**

**Stretch, Stretch, Stretch my stretchies out!**

Ask the children if anyone felt sad, worried or angry before the song. Tell the children that it's normal and OK to have these feelings. Now, ask the children to put their hands up if they feel happier after the song. Why do we feel happier? (doing something fun makes us feel better, singing together makes us feel happy).

7. Ask the children: what can we do to make someone else happy?

*Adapted from Bounce Back! (McGrath & Noble, 2011)*

### ***Take Home Activity***

Children can explore with their parents different ways of changing a bad mood into a good mood. Different family members may discuss what they prefer doing if they are in a bad mood and they want to cheer themselves up. Following some exploration of ideas, children can start a scrapbook filled with ways of changing a bad mood into a good mood using photos, drawings, magazine cut-outs and even contributions from family and friends.

## **Activity 5: Helen the Hedgehog Uses her Thinking**

### ***Learning Goal***

Children will identify and act out different things we can do to turn a bad mood into a good mood.

### ***Learning Outcome. By the end of this unit, I will be able to:***

Identify and act out different things we can do to turn a bad mood into a good mood through a role playing game.

### ***Age Group***

Early Primary

## *Level*

Intermediate

## *Materials needed*

Puppets, Miming Cards.

## *Activity Steps*

1. Start the lesson with a Mindfulness activity.
2. Read the story in Activity 4 to the children using hand or finger puppets.
3. First, help the children to process the story by asking them:
  - Sam always tells Helen that she could be the boss of her feelings. What does he mean by this? How was Helen the boss of her feelings?
  - Let's look at Helen's thinking when she was feeling very upset: "It's not fair! Why do I have to stay here when all the other hedgehogs are playing out in the forest? These things always happen to me!" How does this thinking make Helen feel? Why?
  - How did Helen's thinking change when she went to think in her quiet place? How did this thinking make her feel then?
  - What did exploring help Helen to do?
  - What might have happened if Helen didn't deal with her bad feelings? Can you imagine how her day would have been like?
4. Then relate the story to the children's own experiences:
  - Helen had to stay at home until she felt better. Sometimes when bad things happen we might think that **everything** is bad or that these bad things **always** happen to us. Can you think of a bad thing that happened? Explore with the children other good things that remained there in their lives even when this bad thing happened.
  - When you have bad feelings, how do you usually deal with them? Do you tell someone about them? Do you go to a quiet place like Helen?
  - Do you remember a time where you were the boss of your feelings? What happened? What did you do?
5. Tell the children that Helen changed her bad feelings into good feelings by doing things that made her happy: she went exploring. She also did something nice for a friend. There are many things we can do that make us happy.

6. Play charades using the Miming Cards found in the resource pack. Choose a student to mime the action that can create happiness and the other children need to guess what that action is. After the activity is over, ask the children:

- Can you think of any more activities that can make us feel happy?
- What makes *you* happy?
- What can we do to make someone else happy?

### ***Take Home Activity***

Together with their parents, children may choose a photo of their happiest time. They may stick the photo on a coloured paper and write a sentence beginning with “The happiest I ever felt was when...” The photos may be brought to class and hung on the wall.

## **Activity 6: Helen the Hedgehog Chooses to be Happy**

### ***Learning Goal***

Children will be able to apply the ‘flipping the feeling’ strategy to change bad feelings into good feelings.

### ***Learning Outcome. By the end of this unit, I will be able to:***

Apply the ‘flipping the feeling’ strategy to change bad feelings into good feelings by completing a flowchart.

### ***Age Group***

Early Primary

### ***Level***

Advanced

### ***Materials needed***

Puppets, ‘Flipping the Feeling’ handout.

### ***Activity Steps***

1. Start the lesson with a Mindfulness activity.
2. Read the story in Activity 4 to the children using hand or finger puppets.
3. First, help the children to process the story by asking them:
  - Sam always tells Helen that she could be the boss of her feelings. What does he mean by this? How was Helen the boss of her feelings?
  - Let's look at Helen's thinking when she was feeling very upset: "It's not fair! Why do I have to stay here when all the other hedgehogs are playing out in the forest? These things always happen to me!" How does this thinking make Helen feel? Why?
  - How did Helen's thinking change when she went to think in her quiet place? How did this thinking make her feel then?
  - What did exploring help Helen to do?
  - What might have happened if Helen didn't deal with her bad feelings? Can you imagine how her day would have been like?
4. Then relate the story to the children's own experiences:
  - Helen had to stay at home until she felt better. Sometimes when bad things happen we might think that **everything** is bad or that these bad things **always** happen to us. Can you think of a bad thing that happened? Explore with the children other good things that remained there in their lives even when this bad thing happened.
  - When bad things happen how do you think about them? Do you look more at the good things or at the bad things?
  - Do you remember a time where you were the boss of your feelings? What happened? What did you do?
  - What things make you feel happy and cheer you up when you're in a bad mood? Is there a special person that can help you change your mood?
  - Have you ever given something special for a friend like Helen did? How did you feel afterwards?
  - At the end of the day Helen felt proud of herself for being the boss of her feelings. Mention something that **you** did today or this week that you feel good about.
5. Tell the children that everyone has different feelings and this is normal and OK. Everyone has bad feelings but we can choose to deal with these bad feelings and become happier. Of course not all bad feelings go away as quickly as Helen's did but we can still do something to sort the feelings out and cheer ourselves up.

6. Explain the 'Flipping the Feeling' handout found in the resource pack to the children and ask them to complete it with a partner or on their own. The children may share some of their ideas with the rest of the class if they wish.

### ***Take Home Activity***

The children may be given an extra blank handout to teach the 'flipping the feeling' strategy to an adult family member. The children will have fun teaching the strategy to their family. Afterwards, the children and the family member/s may even try the fun activity and see how they feel.

## **Activity 7: Celebrating Life**

### ***Learning Goal***

- Children will discuss happiness and their experience of it.
- Children will identify and illustrate a person, place, object or event that makes them happy.

### ***Learning Outcome. By the end of this unit, I will be able to:***

- Discuss happiness and my experience of by talking about some true and false statements about happiness.
- Identify and illustrate person, a place, an object or event that makes me happy by making a collage about it.

### ***Age Group***

Late Primary

### ***Level***

Basic

### ***Materials needed***

'Fact or Fiction strips', hat or bowl, colourful charts, magazine cut-outs, photos, drawings, decorations, scissors, glue.

### **Activity Steps**

1. A few days before the activity, ask the children to choose a photo or draw a picture of a person, a place, an object or event that makes them happy. They can bring this to school on the day of the activity.
2. Start the lesson with a Mindfulness activity.
3. Now start the lesson by placing the 'Fact or Fiction strips' found in the resource pack in a hat or bowl. Choose a student to pick a statement and read it aloud. Discuss the statement using the discussion points handout if needed (also found in the resource pack).
4. After the activity tell the children that one of the ways we can increase our happiness is by looking at our life and seeing what is good about it, what we are thankful for and what makes us happy. Tell the children to make a collage about the person, object, place or event that they have chosen and write why that person, object, place or event is special for them.
5. The children may then present and talk about their own collages with the rest of the class.

### **Take Home Activity**

At the end of the day, children and their family members may share together what they are most thankful or happy about for that day. To emphasize the control they have over their own happiness, children may be further encouraged to speak about how they contributed to what makes them happy. For example, "I am happy that I got a good mark on my dictation today. I worked hard for it and made an effort to write neatly."

## **Activity 8: Three Things**

### **Learning Goal**

- Children will discuss happiness and their experience of it.
- Children will identify 3 things that make them happy and write down how they have contributed to them.

### **Learning Outcome. By the end of this unit, I will be able to:**

- Discuss happiness and my experience of it.
- Identify 3 things that make me happy and write down how I have contributed to them.

## ***Age Group***

Late Primary

## ***Level***

Intermediate

## ***Materials needed***

‘Fact or Fiction’ handout, ‘Three Things’ handout.

## ***Activity Steps***

1. Start the lesson with a Mindfulness activity.
2. Distribute the Fact or Fiction handout found in the resource pack and ask the children to complete it on their own. Then ask the children to form a circle and start discussing the handout. You can use the discussion points found in the resource pack as a guide.
3. Following the discussion, distribute the ‘Three Things’ handout found in the resource pack and ask children to think of three things they are happy about in their lives. They then should write how they have contributed to these things happening in their lives. For example, “I am happy about my talent. I am very good at running and have won some competitions. Running makes me happy. I have become better at running because I practice really hard, I train three times a week and I try to do my best.” Children can work in twos and discuss their ‘three things’ with their partner.

## ***Take Home Activity***

Together with the help of their family, children can identify a bad time in their lives and talk about how they dealt with it. The emphasis should be on what the child did to deal with the bad time and the bad feelings, and on what he or she did to feel happy again. The aim is to empower children to know they can deal with bad situations and are able to bounce back and create happiness by the things they think and do.



## Activity 9: My Choice

### *Learning Goal*

- Children will discuss happiness and their experience of it.
- Apply the 'flipping the feeling' strategy to change bad feelings into good feelings.

### *Learning Outcome. By the end of this unit, I will be able to:*

- Discuss happiness and my experience of it.
- Apply the 'flipping the feeling' strategy to change bad feelings into good feelings.

### *Age Group*

Late Primary

### *Level*

Advanced

### *Materials needed*

'Fact or Fiction' handout', 'My Choice' handout.

### *Activity Steps*

1. Start the lesson with a Mindfulness activity.
2. Distribute the 'Fact or Fiction' handout found in the resource pack and ask the children to complete it on their own. Then ask the children to form a circle and start discussing the handout. You can use the discussion points in the resource pack as a guide.
3. Following the discussion, distribute the 'My Choice' handout found in the resource pack and explain it to the children.

### *Take Home Activity*

Children can be given other 'My Choice' handouts and continue practicing the strategy with their family.

## Set 3: Using HUMOUR to promote growth and wellbeing

### Learning Goals

By the end of this unit, children will be able to:

#### Early Years (3-5 years):

- Recognize that looking at the funny bits can help us feel better
- Identify and illustrate something that they can do to laugh
- Identify and illustrate what they can do to make someone else laugh

#### Early Primary (6-8 years):

- Talk about makes them laugh and make a collage about it
- Identify and write about what makes them laugh
- Identify and write about what makes them laugh and what they can do to ensure their humour is helpful and not harmful

#### Late Primary (9-11 years):

- Identify and list the benefits of humour
- Talk about what makes them laugh and create a 'humour first aid kit'
- Make a campaign about the do's and don'ts of humour

### Tips for Teachers

1. Instead of practising 'Thank God it's Friday' (TGIF), practice 'Be Glad it's Monday' (BGIM) as part of your school routine. Start Monday with a funny song or a funny story to help children look forward to the coming week (Cornett, 1986).
2. Set up a 'funny corner' in the class where students can bring those things that make them laugh and share these with their friends.
3. At the end of the day, encourage children to look back at and share the funny bits of the day.
4. As part of their creative writing, ask children to write a funny story. The children can then perform it in front of the class.

## Activity 1: Make a funny face

### *Learning Goal*

Children will be able to recognize that looking at the funny bits can help us feel better.

### *Learning Outcome. By the end of this study unit, I will be able to:*

Recognize that looking at the funny bits can help me feel better by doing something funny and checking how I feel after.

### *Age Group*

Early Years

### *Level*

Basic

### *Materials needed*

Puppets, camera.

### *Activity Steps*

1. Some days before the activity take a photo of each child making a funny face.
2. On the day of the activity, start the lesson with a Mindfulness activity.
2. Read this story to the children using hand or finger puppets:

**Oh no! Helen the hedgehog was having a topsy-turvy day! Everything was going wrong! Helen woke up very late. Instead of grabbing toothpaste to brush her teeth with, she grabbed the shampoo! Oh dear. Then she wore her trousers on her head instead of her legs! Oh dear. Instead of taking her reading glasses to school, she took her sunglasses! Oh dear. Instead of taking her lunch to school, she took her dog's lunch instead! Oh dear. Helen was having a topsy-turvy day indeed. Helen told Sam all about her bad day. "So I woke up late, brushed my teeth with shampoo, wore my trousers on my head, wore my sunglasses in class and brought my dog's lunch to school! What else can go wrong? What a bad day!" Helen pictured herself with trousers on her head wearing sunglasses and eating her dog's food! And she began to giggle. Sam and Helen thought it wasn't really a bad day. It was a funny day! All**

**the things that happened made them laugh. Looking at the funny bits of the day turned a topsy-turvy day into a funny day.**

3. First, help the children to process the story by asking them:

- Did you like the story?
- What were the funny bits of the story for you?
- What made Helen feel better?

4. Then relate the story to the children's own experiences:

- Do you remember something funny that happened to you?
- Have you ever looked at the funny bits in a problem?

5. Ask the children to make a funny face and take a photo of each child making their own funny face. Put the photos on a 'Funny Face' wall. Ask the children how they feel now that they did something funny.

### ***Take Home Activity***

Explore with children what makes them laugh. What cartoons? What TV characters? What friend or family member makes them laugh? Do they have a favourite joke?

## **Activity 2: I can do something funny**

### ***Learning Goal***

Children will be able to identify and illustrate something that they can do to laugh.

### ***Learning Outcome. By the end of this unit, I will be able to:***

Identify and illustrate something that I can do to laugh.

### ***Age Group***

Early Years

### ***Level***

Intermediate

## ***Materials needed***

Puppets, magazine cut outs of parts of faces (mouths, eyes, noses etc.), A4 papers, crayons, markers.

## ***Activity Steps***

1. Start the lesson with a Mindfulness activity.
2. Read the story in Activity 1 to the children using hand or finger puppets.
3. First, help the children to process the story by asking them:
  - Did you like the story?
  - Why was Helen feeling upset?
  - What was the funny bit of Helen's problem?
  - So what helped Helen feel better?
4. Then relate the story to the children's own experiences:
  - Do you remember something funny that happened to you?
  - Do you remember a setback you had (or someone you know) had where you looked at the funny bits?
  - Do you think it's better to look at the sad bits or the funny bits of a problem?
5. Put the face parts in the middle of the table. Tell the children to create a 'funny face' collage of a face made up of different parts. Ask the children if they feel better now they're looking at the funny bits of a situation.
6. Ask the children to identify other ways we can make ourselves laugh if we're going through a bad time. Children can draw a picture of what they can do to make themselves laugh.

## ***Take Home Activity***

Try to compile a collection of those things that the child finds funny. It could be a TV character, a specific joke or an activity he or she likes to do. Place these reminders in a special box and encourage the child to explore the box whenever they need to cheer up.

## Activity 3: I can do something funny for a friend

### *Learning Goal*

Children will be able to identify and illustrate what they can do to make someone else laugh.

### *Learning Outcome. By the end of this unit, I will be able to:*

Identify and illustrate what I can do to make someone else laugh.

### *Age Group*

Early Years

### *Level*

Advanced

### *Materials needed*

Puppets, A4 papers, crayons, markers.

### *Activity Steps*

1. Start the lesson with a Mindfulness Activity.
3. Read the story in Activity 1 using hand or finger puppets.
4. First, help the children to process the story by asking them:
  - Did you like the story?
  - Why was Helen feeling upset?
  - What was the funny bit of Helen's problem?
  - What helped Helen feel better? Why?
4. Then relate the story to the children's own experiences:
  - Do you remember something funny that happened to you?
  - Do you remember a setback you had (or someone you know) had where you looked at the funny bits?
  - Do you think it's better to look at the sad bits or the funny bits of a problem?

- How can we turn bad days into funny days? (By telling funny jokes, by listening to funny stories, by watching funny cartoons, by laughing with our friends...)

5. Ask the children to mention some of the things they can do to help a friend smile or laugh. Help them see how their ideas can be funny or offensive (e.g. pulling a funny face during play time to make a friend smile is ok but being too silly during work time is not funny).

6. Ask the children to draw a picture of themselves doing something for a friend to make him/her smile or laugh.

### ***Take Home Activity***

Children can ask family members about a time when something sad or worrying happened but they were able to find something to laugh about in this bad time.

## **Activity 4: What makes me laugh**

### ***Learning Goal***

Children will be able to talk about makes them laugh and make a collage about it.

### ***Learning Outcome. By the end of this unit, I will be able to:***

Talk about makes me laugh and make a collage about it.

### ***Age Group***

Early Primary

### ***Level***

Basic

### ***Materials needed***

Puppets, charts, markers, crayons, magazine cut-outs, jokes, pictures, photos.

## Activity Steps

1. Before the activity, ask the children to discuss with their parents what makes them laugh. Children can bring examples of what makes them laugh e.g. a funny joke, a tongue twister, a picture of a cartoon, a funny story, a game...
2. On the day of the activity, start the lesson with a Mindfulness activity.
3. Read the following story to the children using hand or finger puppets:

**Helen the hedgehog was a very friendly hedgehog. But because she had long spikes on her body, lots of other animals thought she was dangerous. Some of the animals in the forest were afraid of her and thought she would hurt them with her spikes. The animals wouldn't play with her or include her in any of their games. They wouldn't invite her to any of their parties in the forest, and when they did see her they would run away. Helen could not understand why all the animals thought she could hurt them when she was such a friendly hedgehog. Helen couldn't find a way of getting the other animals to understand that she wasn't the way they thought she was and this made her feel very very sad. Although the animals in the forest were afraid of Helen, she had two friends who knew that she wasn't dangerous- Sam and Mika. Sam and Mika loved how Helen made them laugh with the funny faces she did, and the funny masks and costumes she liked to put on. One day Sam and Mika decided to do something for Helen to cheer her up. Sam and Mika dressed up in silly costumes and made a funny little dance for Helen. When Helen saw them being silly, she burst out laughing. She forgot all about how her troubles and smiled for the first time in a long while! Helen realized it would be nice for the other animals in the forest to care about her too- but for now she was thankful and happy that she had two very good friends who made her laugh in a bad time!**

3. First, help the children to process the story by asking them:

- Did you like the story?
- What was Helen's problem?
- Who made Helen laugh?

4. Then relate the story to the children's own experiences:

- Do you remember a setback you had (or someone you know) had where you looked at the funny bits?
- Do you think it's better to look at the sad bits or the funny bits of a problem?



5. Ask the children to present the materials they brought with them and talk about why they find these funny.
6. Help the children make a 'funny wall' i.e. a poster or a collage of all the things they find funny.

### ***Take Home Activity***

Discuss with children their own sense of humour. Discuss as well the difference between humour that helps and humour that harms and help children come up with strategies to use humour that helps instead of humour that harms.

## **Activity 5: I like to laugh at...**

### ***Learning Goal***

Children will be able to identify and write about what makes them laugh.

### ***Learning Outcome. By the end of this unit, I will be able to:***

Identify and write about what makes me laugh.

### ***Age Group***

Early Primary

### ***Level***

Intermediate

### ***Materials needed***

Puppets, 'I like to laugh at...' handout 1, passport photos.

### ***Activity Steps***

1. Start the lesson with a Mindfulness activity.
2. Read the story in Activity 4 to the children using hand or finger puppets.
3. First, help the children to process the story by asking them:

- Did you like the story?
- What was Helen's problem?
- Who made Helen laugh?
- What did Mika and Freddie do to make Helen laugh?

4. Then relate the story to the children's own experiences:

- Do you think it's better to look at the sad bits or the funny bits of a problem?
- What do you find funny? Who likes funny stories? Who likes funny TV shows? Who likes cartoons? Who likes funny jokes?
- Mention a time when you laughed the most. What happened? Why was it so funny?
- Does laughing help you feel better?

7. Tell the children to stick their passport photo on the handout and fill it in by listing all the things that make them laugh.

### ***Take Home Activity***

Discuss the things the children listed in their handout. Now ask them how they can use that humour but in a way that helps instead of harming. List these at the bottom.

## **Activity 6: Humour is Individual but Respectful**

### ***Learning Goal***

Children will be able to identify and write about what makes them laugh and what they can do to ensure their humour is helpful and not harmful.

### ***Learning Outcome. By the end of this unit, I will be able to:***

Identify and write about what makes me laugh and how my sense of humour can be helpful and not harmful.

### ***Age Group***

Early Primary

## *Level*

Advanced

## *Materials needed*

Puppets, 'I like to laugh at...' handout 2.

## *Activity Steps*

1. Start the lesson with a Mindfulness activity.
2. Read the story in Activity 4 to the children using hand or finger puppets.
3. First, help the children to process the story by asking them:
  - Did you like the story?
  - What was Helen's problem?
  - Who made Helen laugh?
  - What did Mika and Freddie do to make Helen laugh?
  - Did Helen feel better? Why?
4. Then relate the story to the children's own experiences:
  - Do you think it's better to look at the sad bits or the funny bits of a problem?
  - What do you find funny? Who likes funny stories? Who likes funny TV shows? Who likes cartoons? Who likes funny jokes?
  - Mention a time when you laughed the most. What happened? Why was it so funny?
  - Does laughing help you feel better?
  - How can we make sure that we use humour that helps?
  - Why is it important to use humour that helps?
5. Tell the children to stick their passport photo on the handout and fill it in by listing all the things that make them laugh and how they can make sure their sense of humour is respectful.

### ***Take Home Activity***

Children can come up with a slogan about humour that shows people that humour needs to be used to help me and others and not to harm. Children can make a poster of this slogan and bring it to class to present it to their classmates.

## **Activity 7: Benefits of Humour**

### ***Learning Goal***

Children will be able to identify and list the benefits of humour.

### ***Learning Outcome. By the end of this unit, I will be able to:***

Identify and list the benefits of humour.

### ***Age Group***

Late Primary

### ***Level***

Basic

### ***Materials needed***

Internet connection, charts, markers, decorations, glue, scissors.

### ***Activity Steps***

1. Start the lesson with a Mindfulness activity.
2. Start by telling a joke or asking children if they would like to tell a funny story.
3. Start a discussion on humour. Use the following questions to guide you:
  - Do you think it's better to look at the sad bits or the funny bits of a problem?
  - What do you find funny? Who likes funny stories? Who likes funny TV shows? Who likes cartoons? Who likes funny jokes?
  - Mention a time when you laughed the most. What happened? Why was it so funny?

- Does laughing help you feel better?
- How can we make sure that we use humour that helps?
- Why is it important to use humour that helps?

3. Split the children in groups and ask them to look up the benefits of humour on the internet. As a group they need to create a chart of a boy/girl or a man/woman and the benefits of humour on the body. The children can then present their chart to the rest of the class.

### ***Take Home Activity***

Children can compile a collection of all those things they find funny including funny stories, tongue twisters, riddles, jokes and so on.

## **Activity 8: Humour First Aid Kit**

### ***Learning Goal***

Children will be able to talk about what makes them laugh and create a 'humour first aid kit'.

### ***Learning Outcome. By the end of this unit, I will be able to:***

Talk about what makes me laugh and create a 'humour first aid kit'.

### ***Age Group***

Late Primary

### ***Level***

Intermediate

### ***Materials needed***

The things that make children laugh.

### ***Activity Steps***

1. A few days before the activity, tell the children to think about and prepare some of the things that make them laugh. They could be funny stories, jokes, tongue twisters, and so on.
2. Start the lesson with a Mindfulness activity.

3. Start by asking one or two children to tell a joke or funny story they have collected.

4. Start a discussion on humour. Use the following questions to guide you:

- Do you think it's better to look at the sad bits or the funny bits of a problem?
- What do you find funny? Who likes funny stories? Who likes funny TV shows? Who likes cartoons? Who likes funny jokes?
- Mention a time when you laughed the most. What happened? Why was it so funny?
- Does laughing help you feel better?
- How can we make sure that we use humour that helps?
- Why is it important to use humour that helps?

4. Ask the children to present and talk about the things that make them laugh to the rest of the class.

5. Children can put copies of these in a box. This 'humour first aid kit' can help them when they need to cheer up.

### ***Take Home Activity***

Children can make a leaflet about what children can do to make sure their humour is helpful and not harmful.

## **Activity 9: The Do's and Don'ts of Humour**

### ***Learning Goal***

Children will be able to make a campaign about the do's and don'ts of humour.

### ***Learning Outcome. By the end of this unit, I will be able to:***

Make a campaign about the do's and don'ts of humour.

### ***Age Group***

Late Primary

### ***Level***

Advanced

## ***Materials needed***

‘Make a campaign about...’ handout, charts, markers, glue, scissors, crayons, decorations.

## ***Activity Steps***

1. Start the lesson with a Mindfulness activity.
2. Start by telling a joke or asking children if they would like to tell a funny story.
3. Start a discussion on humour. Use the following questions to guide you:
  - Do you think it’s better to look at the sad bits or the funny bits of a problem?
  - What do you find funny? Who likes funny stories? Who likes funny TV shows? Who likes cartoons? Who likes funny jokes?
  - Mention a time when you laughed the most. What happened? Why was it so funny?
  - Does laughing help you feel better?
  - How can we make sure that we use humour that helps?
  - Why is it important to use humour that helps?
3. Get the ‘Make a campaign about...’ handout and cut out each campaign title. Split the class into groups and give each group a title to make a marketing campaign about. Children discuss the questions provided and come up with a market campaign to teach children about humour. At the end children present their campaigns to the rest of the class.

## ***Take Home Activity***

Children can further explore their sense of humour by creating some things that are funny such as a funny story, a joke, a difficult tongue twister, a funny character, a funny play and so on.

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# **MALTA Theme: Developing a Growth Mindset**

## **Resource Pack**

## Sub-theme 1: Positive and Optimistic Thinking when facing Challenges

### Set 1: Positive and Negative Thinking

#### *Mr Sunny and Mr Grumpy's Maths lesson*

Mr Sunny and Mr Grumpy have a Maths lesson but they do not feel they are good at Maths.	
 <b>Upside Thinking</b>	 <b>Downside Thinking</b>
<b>Mr Sunny would think:</b>	<b>Mr Grumpy would think:</b>
That's OK! .....	Oh no! .....
.....	.....
.....	.....

### *Mr Sunny and Mr Grumpy's Thinking*

Mr Sunny and Mr Grumpy have a Maths lesson but they do not feel they are good at Maths.



#### **Upside Thinking**

**Mr Sunny would think:**

**NOT ME:** I am not the only one who finds Maths difficult.

**NOT ALWAYS:** I do not always find Maths difficult. Sometimes I do well in Maths. I find the times tables difficult but I can add numbers pretty well.

**NOT EVERYTHING:** I am not bad at everything. I am very good at sports and English.



#### **Downside Thinking**

**Mr Grumpy would think:**

**ME:** I am the only one in class who is bad at Maths!

**ALWAYS:** I am always like this in Maths. I never do well!

**EVERYTHING:** I am bad at everything!

## ***Pessimistic & Optimistic Explanatory Styles***

### **What is an Explanatory Style?**

An Explanatory Style is the way you explain to yourself things that happen. There are 2 types. You can explain events using a **Pessimistic Explanatory Style** – which means you focus on the bad bits of a situation. You can also explain events using an **Optimistic Explanatory Style**- which means you focus on the good bits of a situation.

Imagine you are in a P.E. lesson and the P.E. teacher chooses Christina and Jeremy to be captains for the game. The others have to line up and get picked by one of them. You are the one before the last to be picked.

### **How would a Pessimist think?**

- A Pessimist might think the bad situation happened because of them and only to them

***“Christina and Jeremy hate me. They think I’m stupid. I really am stupid. It’s no surprise no one wants to pick me”***

- A Pessimist might think the bad situation is always like this

***“I always get picked last in everything. I never get picked first.”***

- A Pessimist might think the bad situation affects everything else

***“Now everyone in the whole class thinks I’m stupid”***

### **How would an Optimist think?**

- An Optimist might think the bad situation did not happen because of them and not only to them

***“Cristina and Jeremy don’t really hate me. They just want to have the best players on the team. They’re not mean to me.”***

- An Optimist might think the bad situation is not always like this

***“When the teacher tells us to split into groups for a group project, all the kids want to be in my group.”***

- An Optimist might think the bad situation does not affect other things

***“Although I’m not good at sports, I’m good at other things like Maths and English”***

## *Penfriend Problems*

<p><i>Dear penfriend,</i></p> <p><i>I have a big problem! Last week I overheard two friends of mine whispering about me. I think they were saying some mean things about me and laughing. I know they think I'm not cool because I don't know how to read. I try very hard but when I read out loud in class I just think that everybody will burst out laughing at me. Now I'm really scared to talk to them ever again because they will make fun of me. Please help!</i></p> <p><i>Yours sincerely,</i></p> <p><i>Diane</i></p>	<p><i>Dear penfriend,</i></p> <p><i>How are you? I am writing this letter because I need your help! Last Monday during a Maths lesson, Ms Kathy yelled at me in front of the whole class for not getting my homework with me, and everybody laughed at me. I'm sure she hates me. I know that everybody thinks I'm forgetful for not bringing my homework to school. Now everytime I think she is going to yell at me again for doing something wrong. Please help! Yours sincerely,</i></p> <p><i>Matthew</i></p>
<p><i>Dear penfriend,</i></p> <p><i>I have just moved here from Germany with my parents. It's really tough because my family moves around a lot and I need to start a different school each time. I am trying to make friends but my class mates do not understand me and do not play with me. I feel like I'm different and I feel so alone. I think no one wants to play with me and no one wants to ever be my friend here. I need your help! Yours sincerely,</i></p> <p><i>Donald</i></p>	<p><i>Dear penfriend,</i></p> <p><i>I hope you're OK. I have a problem that I need to share with you. Ever since I was little I was very good at school. But every time I get a good mark in a test, two of my friends get jealous and call me a "nerd". They always make fun of me. All the children in my class think I'm a nerd now. I'm scared to talk to anyone because they will think I'm a loser. Can you help me?</i></p> <p><i>Yours sincerely,</i></p> <p><i>Claire</i></p>

## Set 2: It's good to think positive!

### Role Play Cards

- ✓ During break you play a game. When you lose, some of your classmates make fun of you.
- ✓ You are during an English lesson, but you have not understood the task. You are afraid of telling your teacher.
- ✓ You wanted to sing in the school play but your friend gets chosen instead of you.
- ✓ Some children in your class are having a sleepover. But you and some of your friends are not invited.
- ✓ You have just started a new school. Everyone in your class likes to play with playing cards. You never played with playing cards at your other school. You're finding it difficult to make new friends.
- ✓ You have started a new scholastic year. You don't know anyone in your new class.

## ABC

Fill in the blanks with either beliefs or consequences:

**A. You get chosen last for teams in the Science lesson.**

**B. You think \_\_\_\_\_.**

**C. You feel sad and do not want to play with your friends during break.**

**A. You always do very well in your spelling tests and the other day one of your classmates called you a 'nerd'.**

**B. You think "Oh no, now everyone thinks I'm a nerd. I'm such a wierdo!"**

**C. You feel (or do) \_\_\_\_\_.**

**A. You get chosen last for teams in the Science lesson.**

**B. You think "Maybe I got chosen last because I'm not that good in Science. But I get chosen first for P.E. because I'm very good at sports".**

**C. You feel (or do) \_\_\_\_\_.**

**A. You always do very well in your spelling tests and the other day one of your classmates called you a 'nerd'.**

**B. You think \_\_\_\_\_.**

**C. You tell your classmate that it's not ok that she calls you a 'nerd'.**



## Easy as ABC

Our feelings do not come out of nowhere. When something bad happens (We call it an **ADVERSITY**), we usually first think about what happened (We call it a **Belief**). That thought will affect how we feel and what we do (We call it the **CONSEQUENCE**).

Here's an example:

	Sue	Jenny
<b>Adversity</b>	Sue and Jenny have just moved to a new place and started a new school. They don't know anyone. During break no one comes to talk to them and they stay alone eating their lunches.	
<b>Belief</b>	"No one is talking to me. They must not like me very much. Probably I will never get to make friends in this school."	"Of course no one is talking to me. It's still my first day and I'm still new. Maybe they're shy. Maybe if I smile and say hello I can let them know I'm friendly."
<b>Consequence</b>		

- How would Sue's thought make her feel?
- How would Jenny's thought make her feel?
- What do you think Sue would end up doing?
- What do you think Jenny would end up doing?

## ABC Flowchart

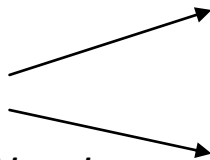
### Action

*What is the setback?*



### Belief

*What are the upside and  
downside thoughts about  
the setback?*

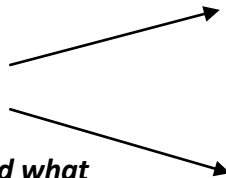


Upside thought

Downside thought

### Consequence

*How do you feel and what  
do you do because of the upside  
and downside thoughts?*



Of upside thought

Of downside thought

## Set 3: Challenging negative thoughts

### Best, Worst & Most Realistic Case Scenarios

For each of the following examples write the best, worst & most realistic case scenarios:

**1. You have 'show and tell' tomorrow but you are afraid of talking in front of the whole class.**

Best case scenario: \_\_\_\_\_

Worst case scenario: \_\_\_\_\_

Most realistic case scenario: \_\_\_\_\_

**2. Your friend promised you could play with her in break but you can't find her.**

Best case scenario: \_\_\_\_\_

Worst case scenario: \_\_\_\_\_

Most realistic case scenario: \_\_\_\_\_

**3. You are going to join a new football club this year but you don't know anyone and tomorrow is your first day.**

Best case scenario: \_\_\_\_\_

Worst case scenario: \_\_\_\_\_

Most realistic case scenario: \_\_\_\_\_

**4. You and your friends had a fight and you don't know what's going to happen now.**

Best case scenario: \_\_\_\_\_

Worst case scenario: \_\_\_\_\_

Most realistic case scenario: \_\_\_\_\_

## Helpful and Unhelpful Thinking

### Helpful Thinking

- Accepting that everyone makes mistakes. It's normal.
- Looking at the good bits of a problem.
- Accepting that setbacks happen to everyone- not just me.
- Accepting the things we can't change in a problem.
- Understanding that if something happens once, it does not mean it will happen again.
- Seeking others for help

### Unhelpful Thinking

- Believeing that you are the only one who makes mistakes and that making mistakes means you are dumb and stupid.
- Looking at the bad bits of a problem.
- Believing that setbacks happen only to me.
- Not accepting the things we can't change in a problem.
- Thinking that if something happens once, it will happen again.
- Keeping a problem inside without looking for help from others.

(Adapted from Government of Western Australia, Promoting Resilience).

**Sub-theme 2: Using emotions to promote growth and wellbeing  
including Hope, Happiness and Humour**

**Set 1: Using Hope to promote growth and wellbeing**

*Activity 5: To Do List*

What character did you choose? .....

What is the goal? .....

TO DO LIST

- ☐ .....
- ☐ .....
- ☐ .....
- ☐ .....
- ☐ .....
- ☐ .....
- ☐ .....

### Activity 6: Dealing with Setbacks

Animal	Setback	Could you imagine how they must be feeling?	What thinking can help them remain hopeful?	Could you come up with a Plan B that may also help them achieve their goals?
Helen the Hedgehog	Helen wanted things to get better in the new place so she decided to build a house. But using leaves didn't work.	Disappointed and upset.	"It's OK. Using leaves didn't work. I can still manage to build a house with something else."	Use rocks to build the house instead of leaves.
Oliver the Owl	Oliver the Owl wanted to make new friends. He planned a party but only two friends came.			
Harry the Hippo	Harry wanted to say sorry to Helen for making her house fall. But she was so angry that she didn't listen to him.			

## *TIPS to keep HOPEFUL*

### What is HOPE?

- 🌈 Hope means that we believe things will get better even if we might not understand how.
- 🌈 There are many symbols in nature and in our lives that prove to us that bad times are followed by good times. For example, in nature thunderstorms are followed by sunshine and rainbows. Can you think of any more? Can you think of a bad time you might have gone through (that you feel comfortable enough to share) which was followed by a better time? What helped you get through the bad time?

### Setting GOALS

One way of remaining hopeful is to set goals and work to achieve them. To ensure we achieve our goals, we need to:

- 🌈 Set realistic ones
- 🌈 Make a plan A, B, and C in case things don't work out
- 🌈 Break down big goals into smaller goals. One way of doing this is to make a 'to do' list.
- 🌈 When we want something to happen, it might not happen straight away. We might need to try different plans and ideas for it to work but it's important that we don't give up.
- 🌈 Think positive. "I can do this" and "keep going" are examples of ways we could think to encourage ourselves. Can you think of any more?

## *Scenarios*

1. You've recently started a new school. You don't know anyone in the new class and you feel very lonely.

-----

2. Your best friend has just told you that she is going to move to a different country. You realize that you will not see her so much any more. You feel very upset because she has been your best friend for a long time.

-----

3. You are finding Maths very difficult. You feel very embarrassed and ashamed about this and so prefer not telling anyone about your problem. A test is coming up soon and you are very worried that you won't do well.

-----

4. You've worked very hard to win the football trophy with your team this year. But your team lost. You feel disappointed that your team keeps on losing.

-----

5. Your friends are jealous because you always win first place in the sports games during break. You feel like no one wants to play with you now.

-----



### Activity 8: My Goal (Example)

Do you want some things in your life to be better? One way that can help us feel hopeful that things are going to get better is if we set a goal and try to achieve it. Look at this example and then try to make your own:

1. The area of my life I want to change is my reading

2. I want to improve my reading

3. OK...now try to be more specific! I want to read a book every week

4. The good things about achieving this goal are...

- I won't be bored when I have free time
- I can improve my reading and my spelling
- I can swap books with my friends

5. I can achieve this goal by...

a) Choosing a book from the school library

b) Reading when I'm finished from my school work

c) Reading 10 minutes every day after I come home from school

6. Who will help you achieve your goal? My mum and dad, my teacher

7. What could you say to yourself to encourage yourself?

I can do this! I can read a book every week if I try.

### Activity 8: My Goal

1. The area of my life I want to change is \_\_\_\_\_

2. I want to \_\_\_\_\_

3. OK...now try to be more specific!

\_\_\_\_\_

4. The good things about achieving this goal are...

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

5. I can achieve this goal by...

a) \_\_\_\_\_

b) \_\_\_\_\_

c) \_\_\_\_\_

6. Who will help you achieve your goal? \_\_\_\_\_

7. What could you say to yourself to encourage yourself?

\_\_\_\_\_

Set 1: Using Happiness to promote growth and wellbeing

*Miming Cards*

Jumping

Smiling

Laughing

Dancing

Singing

Relaxing

Reading

talking to a  
friend

giving a  
hug

cheering a  
friend up

giving a a  
gift

Exercising

playing  
with  
friends

helping  
each other

Painting

going for a  
walk

smelling a  
flower

Gardening

phoning a  
friend

walking the  
dog

Sharing

visiting my  
grandma

writing a  
letter to a  
friend

riding my  
bike

### *Flipping the Feeling*

1. Mention a bad thing that has happened to you. It could be a fight with a friend, a bad day at school, or something that you wanted but didn't get.

2. What feeling or feelings did you have ?

3. How could you deal with the bad feeling next time?

4. How could you make yourself feel happier?

### *Fact or Fiction Strips*

Exercise makes you feel happier.
The way you look at life affects your happiness.
Having more money makes you happier.
Being kind to others will not make you happy.
We can become really happy when something we have wished for a long time happens, like we earn a lot of money, or we move to a nicer place.
Happiness relies on what you behave and think and on the things you can control.
Using my strengths and talents will not make me feel happy.
Happy people are healthier people.
Comparing myself with others will make me feel better about myself.
We can create feelings of happiness ourselves.



### *Fact or Fiction Handout*

Read these sentences about happiness and then tick if you think the sentence is true or false.

	True	False	Don't Know
1. Exercise makes you feel happier.			
2. The way you look at life affects your happiness.			
3. Having more money does not make you happier.			
4. Being kind to others will not make you happy.			
5. We can become really happy when something we have wished for a long time happens, like we earn a lot of money, or we move to a nicer place.			
6. Happiness relies on what you behave and think and on the things you can control.			
7. Using my strengths and talents will not make me feel happy.			
8. Happy people are healthier people.			
9. Comparing myself with others will make me feel better about myself.			
10. We can create feelings of happiness ourselves.			

### *Fact or Fiction Handout- Teacher's Copy*

Read these sentences about happiness and then tick if you think the sentence is true or false.

	True	False	Don't Know
1. Exercise makes you feel happier.	✓		
2. The way you look at life affects your happiness.	✓		
3. Having more money makes you happier.		✓	
4. Being kind to others will not make you happy.		✓	
5. We can become really happy when something we have wished for a long time happens, like we earn a lot of money, or we move to a nicer place.		✓	
6. Happiness relies on what you behave and think and on the things you can control.	✓		
7. Using my strengths and talents will not make me feel happy.		✓	
8. Happy people are healthier people.	✓		
9. Comparing myself with others will make me feel better about myself.		✓	
10. We can create feelings of happiness ourselves.	✓		

## *Discussion Points- Teacher's Copy*

### Discussion Points

#### **1. Exercise makes you feel happier- True**

Exercise releases endorphins which make us feel happy. Exercise also gives us more energy to do things. In general, living a healthy life will make us feel happier and is good for us. *What do you think? How does exercise make you feel?*

#### **2. The way you look at life affects your happiness- True**

Happy people generally look at the bright side of life and think good things will happen to them. People who look at the bad side of life and expect bad things to happen do not feel as happy. *What about you? Do you look at the positives or at the negatives?*

#### **3. Having more money makes you happier- False**

People who have the basic needs in life, like a safe place to live and proper food are happier. But having a lot of money, having an expensive car or a really big house do not really make people much happier. Being thankful for what you have and appreciating the good things in your life will make you happier than having a lot of money. *Let's practice. What are you most thankful for in your life? Try not to choose material things.*

#### **4. Being kind to others will not make you happy- False**

Helping others and making them happy will make *us* happy. *Have you ever done something kind or helpful to another person or animal that made you feel good about yourself?*

#### **5. We can become really happy when something we have wished for a long time happens, like we earn a lot of money, or we move to a nicer place- False**

If we think that we will be happy when something in the future happens, like when we'll get a really nice toy, we lose sight of what makes us happy at the moment. We need to learn to be happy now. *Let's practice. What are you the happiest about today?*

**6. Happiness relies on what you behave and think and on the things you can control- True**

When we tie our happiness with things we can control, like managing our feelings, doing things that we love, and thinking about the good things in life the chance is we will feel happier. *What do you think? Can you think of things you can control that will make you feel happy?*

**7. Using my strengths and talents will not make me feel happy- False**

People who use their strengths and talents are happier. *What are your strengths? What are your talents? How can you use them in a good way?*

**8. Happy people are healthier people- True**

Happiness reduces stress. Happy people also live longer and healthier lives. *How does happiness make you feel?*

**9. Comparing myself with others will make me feel better about myself- False**

Happiness is different for everyone. To be happy, we need to look at ourselves. *Can you think of a time when you wanted something somebody else had? How did this make you feel?*

**10. We can create feelings of happiness ourselves- True**

We can increase our own happiness by what we think and believe, how we manage our feelings and how we act. Thinking about the good things in life, dealing with the bad feelings we have and doing more of what makes us happy are things we can control.

*How can we deal with bad feelings? How can we change the bad feelings into good feelings?*

### *Three Things*

Think of three things that you are happy about in your life. Mention them and then say what **you** did to make them happen.

What makes you really happy?

What did/do you do to make it happen?

1.

A purple rounded rectangle box with a double-line border, intended for writing the first thing that makes you happy.A blue rounded rectangle box with a single-line border, intended for writing what you did to make the first thing happen.

2.

A purple rounded rectangle box with a double-line border, intended for writing the second thing that makes you happy.A blue rounded rectangle box with a single-line border, intended for writing what you did to make the second thing happen.

3.

A purple rounded rectangle box with a double-line border, intended for writing the third thing that makes you happy.A blue rounded rectangle box with a single-line border, intended for writing what you did to make the third thing happen.

## *My Choice*

We all go through bad times and this is normal and OK. Managing our feelings, our thinking and what we do during and after the bad time can make a difference in our happiness. Look at how Sandra dealt with the bad time and the bad feelings she had, and how she flipped the bad feelings into good feelings. Then choose a bad time you have gone through or are going through and see how you can deal with it.

### **Sandra**

#### **What is the bad time or situation?**

My bad time happened when I had a really important football match and couldn't play because I had hurt my knee. I had to stop playing for a while.

#### **What did/do you feel?**

I felt really sad that I had to stop playing for some time. I also felt bored and lonely when I wasn't at football practice.

#### **Helpful thinking**

"Sometimes people who take part in sports get injuries. Even great footballers sometimes hurt themselves so it's not my fault. After I recover, I can play football again."

#### **How can you deal with the bad feelings?**

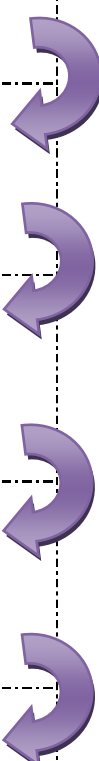
I talk to a close friend or a trusted adult.

#### **How can you flip the bad feelings into good feelings?**

Instead of staying at home, I could go to the football match to support my friends. During the time I usually go to football practice I can do other things that I like doing.

Now try it out for yourself:

**Me**

<b>What is the bad time or situation?</b>	
<b>What did/do you feel?</b>	
<b>Helpful thinking</b>	
<b>How can you deal with the bad feelings?</b>	
<b>How can you flip the bad feelings into good feelings?</b>	



## Set 1: Using Humour to promote growth and wellbeing

*I like to laugh at ...*

Stick your photo here.

.....

.....

.....

.....

.....

.....

.....

Stick your photo here.

I like to laugh at ...

.....

.....

.....

.....

I can make use of good  
humour by...

.....

.....

.....

# Make a campaign about...

**Make a campaign about 'Humour and Friendship'. Use these questions to help you think:**

- What are the good things about sharing laughter with friends?
  - What can happen if you use bad humour with your friends?
  - How can you make sure good humour is used in your friendships? How can you avoid bad humour in your friendships?
- .....

**Make a campaign about 'The Difference between Good Humour and Bad Humour'. Use these questions to help you think:**

- What are the signs of good humour?
  - What are the signs of bad humour?
  - What are some examples of bad humour?
  - Provide some hints on how students can recognize and understand the differences between good humour and bad humour.
- .....

**Make a campaign about 'Coping with Bad Humour'. Use these questions to help you think:**

- What are the signs of bad humour?
  - What are some examples of bad humour?
  - Why do some children use mean humour?
  - What could students do to make sure there is no mean or bad humour?
- .....

**Make a campaign about 'Laughter can help us cope'. Use these questions to help you think:**

- Could laughing help us cope in a bad time?
  - How can laughing and humour be used to help us cope in a bad time?
  - Mention some places and times when laughter should not be used.
- .....

# Make a campaign about... (Teacher's copy)

**Make a campaign about 'Humour and Friendship'. Use these questions to help you think:**

- What are the good things about sharing laughter with friends? *(e.g. it feels good, we feel more relaxed with each other, we share what makes us laugh, we see if we laugh at the same things)*
  - What can happen if you use bad humour with your friends? *(e.g. they might feel hurt, we might lose our friendship)*
  - How can you make sure good humour is used in your friendships? *(e.g. by not laughing at my friends, by stopping the joke if I know my friends is uncomfortable, by not embarrassing them on purpose, by respecting them if they don't find something funny)*
- 

**Make a campaign about 'The Difference between Good Humour and Bad Humour'. Use these questions to help you think:**

- What are the signs of good humour? *(e.g. EVERYONE laughs at the joke, it makes us feel closer to others as we share the same joke, it is respectful of others, we apologize if we hurt someone by mistake with our humour)*
  - What are the signs of bad humour? *(e.g. it hurts others on purpose, it embarrasses others, we laugh at others not with others, the joke is on the person and it may be offensive, the other person may not be laughing)*
  - What are some examples of bad humour? *(e.g. name-calling, mean practical jokes, mimicking, laughing when someone makes a mistake, laughing to make fun of others, using humour to avoid dealing with a problem)*
- 

**Make a campaign about 'Coping with Bad Humour'. Use these questions to help you think:**

- What are the signs of bad humour? *(e.g. it hurts others on purpose, it embarrasses others, we laugh at others not with others, the joke is on the person and it may be offensive, the other person may not be laughing)*
- What are some examples of bad humour? *(e.g. name-calling, mean practical jokes, mimicking, laughing when someone makes a mistake, laughing to make fun of others, using humour to avoid dealing with a problem)*
- Why do some children use mean humour? *(e.g. to show off, to make others think they are tough, to make someone look stupid, they don't realize they are hurting others' feelings)*
- What could students do to make sure there is no mean or bad humour? *(e.g. don't laugh if someone hurts themselves, don't laugh at someone who uses bad humour, make classroom*

*rules, stand up to someone who uses bad humour on you or someone else by saying, 'Stop. I don't like that.', if the laughing is really bothering you, tell a teacher or an adult)*

---

**Make a campaign about 'Laughter can help us cope'. Use these questions to help you think:**

- Could laughing help us cope in a bad time?
  - How can laughing and humour be used to help us cope in a bad time?
  - Mention some places and times when laughter should not be used.
-