



GROW YOUR MIND LESSONS & PROJECTS
FOR YEARS 1-6

INTRODUCTION

WHY GROW YOUR MIND PROJECTS FOR YEAR 1-6?

Positive education, resilience, brain health, mindfulness and more are ALL such important topics to teach. The themes need to be repeated, the story of the animals re told and YET we need to keep children and teachers engaged by offering new content and lesson ideas. Therefore this project series has been designed to be used AFTER students have been taught the introductory lessons available on our free resources section and/or after children have listened to our Grow Your Mind children's podcast (release date end of March 2020).

The projects are divided into year themes each offering an in-depth dive into a way we can look after our mental health. We know that 50% of mental health issues begin before the age of 15. Even for students who will never experience a mental health issue, the benefits of Grow Your Mind, in terms of increasing capacity to deal with challenges, changes and stressors, are endless.

THE STRUCTURE

The lessons have been inspired by the invitations from the Take Care of Your Mind poster. They can be delivered sequentially or you can choose to skip head to different lessons depending on the needs of your students. The important thing is to START with the Introductory lesson, from there it is up to you. Each lesson encourages pair and or group work so as to 'live' the practical side of wellbeing. There are take away missions for students to practice what they have learnt in different contexts and each unit encourages students to create a project reflecting their learning. There are no rubrics so as to allow for individual teacher ownership and to cater for the diversity within each classroom. The 6 core themes are:

YEAR 1 - MINDFUL ME

Emotional regulation, emotional literacy, mindfully practising gratitude,
PROJECT: Ways to be Mindful

YEAR 2 - OPERATION B.O.B

Benefit mindset and growth mindset in our classroom, playground and world.
 Inclusivity and every day kindness, class action to do something of benefit for others.
PROJECT: Spotlighting a B.O.B person

YEAR 3 - FLOURISH WITH MY FRIENDS

Healthy and unhealthy friendships, managing conflict with a calm guard dog,
 growing perspective, being friendly inside and outside of the school.
PROJECT: Unlikely friendships

YEAR 4 - SHARING STORIES, SPOTTING STRENGTHS

Spotting character strengths in literature, spotting strengths in our friends and people we know.
PROJECT: Choose your own adventure

YEAR 5 - MY DOSE OF WELLBEING

A deeper dive into each neurotransmitter with a strong focus on ENDORPHINS,
 movement is part of each lesson. D - setting goals for the term, O - setting a kindness challenge, S - setting a mindfulness practice, E - endorphins and mood.
PROJECT: My DOSE plan

YEAR 6 - DEVELOPING MY INNER COMPASS

B.O.B in action, values vs strengths, creating my compass of values.
PROJECT: Notables



LINKS TO THE CURRICULUM

Knowledge and Understanding according to NSW PDHPE syllabus

STAGE 1

Outcome PD1-9 A student: demonstrates self-management skills in taking responsibility for their own actions

Outcome PD1-10 A student: describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong

STAGE 2:

Outcome A student: explains how empathy, inclusion and respect can positively influence relationships

STAGE 3:

Outcome PD3-3 A student: evaluates the impact of empathy, inclusion and respect on themselves and others themselves and others

SKILLS: according to the NSW PDHPE syllabus

STAGE 1:

Outcome PD1-10 A student: describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong

STAGE 2:

Outcome PD2-9 A student: demonstrates self-management skills to respond to their own and others' actions

Outcome PD2-10 A student: demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations

STAGE 3:

Outcome PD3-2 A student: investigates information, community resources and strategies to demonstrate resilience and seek help

Outcome PD3-10 A student: selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections



YEAR 5:
DOSE OF WELLBEING



PROJECT: MY DOSE PLAN
LESSONS 1-8

YEAR 5

DOSE OF WELLBEING

LESSON 1

WE ARE LEARNING TO:

- The name of each neurotransmitter in the DOSE acronym
- Understand the key ways to get those neurotransmitters
- Appreciate the importance of brain health

RESOURCES:

- DOSE poster
- Flip to Flourish

ACTIVITY 1: CONNECT WITH YOUR CLASS

Invite students to close their eyes and take three deep breaths. Ask them to imagine a time when they were doing something that they really loved that did not involve screens. Direct them in thinking about the specifics of the situation, who is there, what are you doing, can you smell anything, do you feel good even when it's finished? Invite students to open their eyes, share with the person next to them and then share with the entire class if they feel comfortable. Explain that when we do things that bring us joy, it keeps our animals communicating because we are getting our DOSE of wellbeing.

ACTIVITY 2: THE DOSE POSTER BREAKDOWN

Discuss the DOSE poster and what flower dude is doing under each invitation. Use the Flip to Flourish DOSE invitation to help teach this if need be. Invite students to stand up and walk to the part of the room that has either a D O S or E at it. Once there invite students to share when they think they last got that neurotransmitter, what were they doing. Then class change and students walk to another letter and share again. Do this until students have visited each letter.

ACTIVITY 3: MAKING A DOSE PLAN

Invite students to make a plan for how they could realistically get a DOSE of wellbeing every day.

ACTIVITY 4: REFLECTION

In their workbooks ask students to ponder these questions:

- Why are neurotransmitters good for my animals and brain health?
- Who is someone I could share this information with?



YEAR 5

DOSE OF WELLBEING

LESSON 2

WE ARE LEARNING TO:

- Understand the process of creating goals
- Understand dopamine in greater depth

RESOURCES:

- DOSE poster
- Flip to Flourish
- Student journal

ACTIVITY 1: CONNECT WITH YOUR CLASS VIA CHARADES

Invite students in pairs to come up with a salient meme with each letter of DOSE and an action that depicts how they get that neurotransmitter. E>G they make the letter D and they do an action of setting goals. The rest of the class needs to guess the action they are doing before they can move onto the next letter

ACTIVITY 2: LET'S FOCUS ON D

DOPAMINE - this is the focus for today. Discuss goals, why they work and why they fail. Explain the SMART acronym for creating goals and why this can be a helpful way of establishing and succeeding at a goal. Before getting students to come up with their SMART goal ask them to visualise a goal they have for the year/term. Next envision an obstacle they may face to succeeding it. Finally envision a way to overcome the obstacle.

ACTIVITY 3: RECORDING SMART GOALS

Ask students come up with and record their SMART goals in their student journal

ACTIVITY 4: REFLECTION

How realistic do they actually feel their goal is? If it doesn't feel achievable what could you change?



YEAR 5

DOSE OF WELLBEING

LESSON 3

WE ARE LEARNING TO:

- Understand why kindness is not only good for others but also for ourselves
- Understand what oxytocin is and how serotonin also helps to prepare us for kindness!
- Create a mindfulness ritual to get us back into this present moment

RESOURCES:

- DOSE poster
- Take Care of Your Mind poster
- Student journal

ACTIVITY 1: CONNECT WITH YOUR CLASS VIA SECRET SANTA OF KINDNESS

Write every students names in a hat. Explain explicitly that regardless of their options of that person they keep their facial expressions and feelings to themselves when receiving a name. Their job: to do one act of kindness for them before the following lesson. (set daily reminders) Brainstorm what this kindness could look like. At the start of the next lesson allow time for people to guess who was being kind to them and how they showed this kindness.

ACTIVITY 2: LET'S FOCUS ON O AND S

OXYTOCIN AND SEROTONIN are the focus for today. Explain why there are two together: it is hard to actively be kind to people when we aren't present. Serotonin can occur after practising mindfulness so by the end of the lesson each student will come up with a mindfulness meditation that works for them.

Play: The Kindness Boomerang clip. Invite students to come up a ripple effect scenario at school whereby 4 kind actions occur as a result of the initial kindness

Practice: Mindful breathing: 4 styles - finger, belly, anchor and in for 3 HOLD, out for 6 HOLD (see FLIP)

Practice: saying to yourself: 1 thing I can touch, see, smell, hear and taste

Practice: Saying. Mantra/quote to yourself: *This is the moment, don't miss the main event - NOW, Breathe - Pause - Think (with the traffic light) what are 5 things I am thankful for right now*

Practice: mindful listening - play some music and invite students to lie down and listen to it with their eyes closed or half closed.

ACTIVITY 3: MY MINDFULNESS PRACTICE

Ask students come up with and record a mindfulness practice they intend on trying in the next week, will it be breathing, meditating, using the traffic light, gratitude, a mantra, listening to music etc.

ACTIVITY 4: REFLECTION AND PLAN

Which name did you pull from the hat? How do you plan on being kind the week?



YEAR 5

DOSE OF WELLBEING

LESSON 4

WE ARE LEARNING TO:

- Understand why movement effects our mood and mental health
- Focus on endorphins and a plan to MOVE our body in a way we LOVE

RESOURCES:

- DOSE poster
- Take Care of Your Mind poster
- Student journal

ACTIVITY 1: CONNECT WITH YOUR CLASS VIA DANCE AND/OR GIANT SCISSORS PAPER ROCK

ACTIVITY 2: LET'S FOCUS ON E

Endorphins - feel good neurotransmitters. Spotlight 3 or 4 famous people who move their bodies because it brings them joy e.g. Ash Barty, Mary Kom (boxer), Pearl Johnson (young rock climber) Flying Squirrel. (Quincy Simmons) - (young Aussie surfer and skateboarder). Then spotlight and share how you like to move your body and why. Emphasising again the love of it - not necessarily the skill! Ask students to share the ways they like to move their bodies.

ACTIVITY 3: RESEARCH MOVEMENT AND MOOD

In pairs students look up Beyond Blue or Black Dog institute - and take down 5 notes about movement and mood. Share with the class, what did you find out?

ACTIVITY 4: REFLECTION AND PLAN FOR MOVING ME

Write down how you can make movement part of your every day. Why it is important and be specific about when and who might be there. (N.B. sometimes you have students who state they don't have time to exercise - the message here is we don't have time NOT to do it) Extension: invite students to recall a time when movement helped them to get rid of a bad mood!



YEAR 5

DOSE OF WELLBEING

LESSON 5-8

WE ARE CREATING A PROJECT/PRESENTATION

- On our personal plan to take care of our mental health this week/term and year.

PROJECT OVERVIEW

Over the next 4 lessons we will be creating our own project to showcase how we plan on taking care of our mental health with the DOSE poster as the framework to base this on. This project is designed to go into the detail of what taking care of your mind looks like. Students will need to not just come up with a list of ideas of what they dream to do for their mental health. Instead they need to predict obstacles and create solutions for overcoming these obstacles. They need to nominate two people who will check to see if they are following through with their plan. The project is designed to spark curiosity and for students to express their learning in a style that suits their needs. At the end of the 4 lessons, students will have an opportunity to showcase their work to family/students and other teachers. The work on this project is to be done primarily at school although further work can be continued at home e.g. photos and further research.

GUIDELINES

Students are to display their work in a multimedia presentation lasting for 4 minutes with times to address questions at the end.

- How am I going to take care of my mind ticking off on each letter of the DOSE acronym on a daily and weekly basis?
- What bigger ideas do I have this year, outside of the daily habits, that will nurture and protect my mental health?
- Why have I chosen these activities?
- What obstacles can I see getting in the way of me doing these activities on a regular basis or long term basis?
- How can I overcome these obstacles?
- Who are the two people I nominate to check in to see if I am carrying out my plan of taking care of my mind?
- How can I remind myself to keep looking after my mental health?



APPENDIX

CONVERSATION STARTERS

1. If you had to do something for an entire day, without stopping, what would it be? Why?
2. If you could click your fingers and be anywhere in the world right now, where would you be?
3. If you could have four people, dead or alive, famous or not, to come for dinner, who would you choose? Why?
4. If you could have a super power, just for one day, which one would you choose? Why?
5. If the classroom could have anything in it - what you put in here? Why?
6. If you had the power to change one thing about that world that would help it, what would you change?
7. Would you rather go to school for an entire year without a day off and then have a full year off? Or stick to the way things are? Why?
8. If it could rain food on you, what would you choose it to be?
9. Would you rather be able to breathe under water or fly, why?
10. If you could be of benefit without any limitations, what would you choose to do for others? Why?
11. If you could turn back time, what would you change?
12. Would you rather eat worms or spiders? Why?
13. If you could change two things about the school, what would they be?
14. Are you more terrified of sharks or crocodiles. Why?
15. If you were a piece of ham and you were trying to escape from a plate so as to avoid being eaten, how would you do it?
16. Would you rather swim in the waters off Antarctica in your bathers or walk through the Sahara desert in a winter jackets you couldn't take off? Why?
17. If you had a glass of water that was filled half way - would you say it was half full or half empty? Why?
18. If you lived inside the story of a book would it be Harry Potter or The Lion the Witch and the Wardrobe?
19. If you won 1 million dollars tomorrow how would you spend it?
20. If you had the power to make either kindness or humour compulsory for all students, which one would you choose? Why?



APPENDIX

CHOOSE YOUR OWN ADVENTURE

Jake loves the usual things a kid his age loves. Minecraft, soccer, a bit of Fortnite when he is allowed, his dog and above it all, he loves his friends. They make him laugh. One of his mates is a boy called George, who he has been friends with since he was in preschool. Their mums are friends, they go on holidays together. They have always had each others backs. Lately though, for no real reason, everyone seems to be finding George annoying. Tim, a boy in their group pulled everyone aside while George was out of the room the other day and suggested that they start ignoring George, ghosting him a little until he gets the hint that they don't want to hang out with him anymore. Jake has a question:

"What do you mean by ghosting?" Jake asks

Tim: *" You know, like we all just completely cut him out, ignore him, walk past him, when he speaks look the other way until he gets the hint he doesn't belong with us anymore. Either do it with us, or don't. But if you don't you can't really hang out with us either"*

Jake feels really torn, friends are everything, he really likes George but he doesn't want to loose his other five friends. He decides he has no choice.

For the next 3 days, Jake ghosts George along with the other boys. When George tries to speak they walk away, if George cracks a joke they don't smile, at play time they keep moving away from him not acknowledging anything he has said. After the third day George directly walks up to Jake and in desperation says:

"Jake, why won't you talk to me anymore? What have I done? What can I do to make this stop? I don't get it."

Tim is watching this interaction and Jake can feel the other boys also staring at him. He doesn't respond, and walks away to join the other boys who give him a cheer and get on with playing.

While Jake likes getting the admiration from his mates, he feels a little sick too. That night he can't sleep. When he wakes in the morning his mum asks him directly about George, explaining that she had spoken with his mother and that George had stopped eating and was desperately sad. Jake snaps at his mum and rolls his eyes throughout the conversation:

Mum says finally with exasperation:

"Whatever George has done or not done. The least you can do, is tell him. Ignoring someone is one of the highest forms of school cruelty"

Remorse smacks Jake in the face, he knows what he has to do. At the school gate he sees George, he runs up

"George, Im sorry, I've been a jerk, it was Tim's idea to ghost you, but it was really mean, I will stop doing it ok?"



APPENDIX

CHOOSE YOUR OWN ADVENTURE

George looks at him and then immediately looks past him and away, saying nothing and making it clear, it is not ok.

You get to choose what Jake does next out of these two options

Option a) Jake chases after George and repeats the apology

Option b) Jake walks away, shrugs his shoulders and thinks, well I tried.

Option a)

Jake chases after George and repeats the apology, this time pleading a little bit

"Please George, I really stuffed up, it was so mean. Please can we be friends again, I really am sorry"

This time George looks directly at him and says *"Leave me alone, friends are meant to be loyal to each other, I can't trust you again"*

Meanwhile, the other boys see this all unfold and have a quick meeting

"Let's ghost Jake too, he can't be trusted"

Jake spends the rest of the day being ghosted by the friends he was trying to fit in with. George ignores him and Jake feels utterly rubbish, he also feels something else though, shame. He now knows exactly how George felt. And he doesn't even care about his other friends anymore. He doesn't know how to make things right again. He also feels so bad about himself. He decides he has two options, you get to choose one of them:

- Try to apologise again in person to George and if that fails write him a letter. Commit to being a better person, forgiving himself and letting George know that he made mistake but does have his back.
- Forget about George, he will probably never forgive you, you may as well continue on this road with the cool kids and see where it takes you. Do everything in your power to get back in with their group.

Option b)

Jake walks away, shrugs his shoulders and thinks, well I tried. He joins his other friends but he feels strange for the rest of the day. He agrees with everything Tim and the other boy say, he pretends to find things they do funny. George meanwhile seems more confident and uninterested in them. Jake goes home, his mum tries asking him about it but he snaps at her and said "I tried". That night, Jake realises he has two options. You can choose what he does next:

He can:

a) Write George a letter AND also tell the boys he isn't going to be ghosting anyone anymore. He knows he risks losing their friendship but he can't keep pretending to be someone he isn't. While he might be alone, it kind of feels lonely fitting in to a group that makes him feel rubbish.

b) Commit to being friends with the boys and ignoring George, that way he will at least have people to be around. He doesn't want to be alone.

* What do you think happens next?!

