



# 7 OUT OF 7 KIDS HAVE MENTAL HEALTH



GROW  
YOUR™  
MIND

Let's teach them how to look after it!

FOR SCHOOL STAFF, PRIMARY SCHOOL STUDENTS AND THEIR FAMILIES



## A NOTE FROM THE CO-FOUNDERS ABOUT THESE LESSONS

Hello and welcome to 10 free introductory lesson plans to the Grow Your Mind program. These have been created by an NSW accredited teacher, who also happens to be one of the founders of Grow Your Mind.

The lessons are a basic guide for how you might like to start talking about social and emotional wellbeing with your students, from ages 5 to 12. They aim to give a simple overview of our key mental health topics. They also offer suggestions for ways you can use our physical and digital resources. The majority of links referenced here will only work if you are logged into your digital and/or free resources section of the website.

The lessons have been designed for teachers to use in a way that feels right for them. We recommend beginning with the first lesson but after this feel free to skip ahead, to cut them shorter and to deliver them in a way that feels right for you and your students.

We wrote these lessons because we passionately believe ALL children, regardless of socio economic background should have access to playful and engaging wellbeing lessons. We also wrote these lessons because we passionately believe that ALL teachers, regardless of time pressures should have EASY access to free lesson plans linked to curriculums, both nationally and internationally.

We believe that everyone has mental health, so if we all have it, we can all learn to look after it. We are not a mindfulness program, not a yoga program, not a friendship program, not a growth mindset program. Instead, we offer a number of invitations for flourishing and we encourage students, parents and teachers to try these invitations out and find the ones that help them.

We have numerous student reflection journals as part of the Just Digital for Teachers resource. It may be worthwhile printing these out or waiting for instructions that link you to particular pages.

[Student Self Paced Journals - F-6](#)

[Student Animation Reflection Journals - F-6](#)

[Student Podcast Reflection Journals - 2-6](#)

Since writing this, we have released a [Grow Your Mind Podcast](#) that features children delivering key mental health lessons. This podcast has been listened to in 65+ countries and if you are a digital subscriber, has accompanying [student reflection journals](#) for each stage. The podcast can be listened to on [multiple platforms](#). There are [free colouring in sheets](#) that go with each episode and there are student reflection journals to further enrich the messaging. The podcast could be a way to introduce Grow Your Mind and/or reengage students who are familiar with the content. We recommend it for ages 6 and up. Series 2 of the podcast launches February 2021.

We have also created a [Guess Who Character Strength Video Series](#). Ten of these lessons are also FREE on our youtube channel. There are currently, as of late 2020, 25 video lessons available for our digital subscribers. These come with suggested learning activities and reflection activities. We have interwoven some of these offerings in these introductory lessons, we highlight these resources now as evidence for the rich continuum of learning Grow Your Mind provides schools.

[The Guess Who series](#) has around 8 videos appropriate for 5-7 year olds and the remaining majority are for upper primary school students. If you are looking for an engaging way to familiarise students with character strengths, hope and resilience, then we recommend using this series.

Grow Your Mind is a certified B Corp, this means we value the environment, humanity and wellbeing hugely. You can support us by investing in an individual teacher subscription or a whole school digital subscription. You can also support us by investing in our beautiful physical resources. If you are not in a position to do this, no worries, we have your back and a mountain of wellbeing resources you can start using today.

Wishing you all the best with your own mental health too!

Alice and Kristina  
Co-founders of Grow Your Mind



## WE LIKE SCHOOLS TO CHOOSE

## HOW THEY DELIVER GROW YOUR MIND

However, here is the gold standard should you wish to follow:

## Step 1:

All school staff complete our [2 hour NESA accredited teacher wellbeing course](#). We have options for a pre - recorded version, an in person course and a live course delivered remotely. This course lays the foundation for school staff living the program. We know that there is little effective student wellbeing without staff wellbeing. We therefore strongly encourage schools to invest in their own wellbeing before embarking on delivering Grow Your Mind to their students.

## Step 2\*:

Receive 1 hour of implementation training, either in person or watch a pre recording video AND as a staff watch our digital tour to get a strong understanding of how Grow Your Mind can be delivered as well as the basics of each resource.

## Step 3:

The whole school uses these introductory lessons for a term. This means setting aside 30-45 minutes a week to explicitly teach Grow Your Mind.

PLUS: Monday-Friday schools follow our weekly planner for grabbing under 5 minutes of wellbeing a day.

PLUS: As a school you focus on a common character strength for each week.

## Step 4:

Organise a parent talk, or webinar. Use our slides as a talking point to explain the theory behind Grow Your Mind and tips for embedding wellbeing at home. Encourage families to sign up to one of our free parenting webinars (6 a year on different wellbeing topics)

## Step 5:

Continue under 5 minutes of wellbeing a day plus make a plan for another term to teach one of our units of work, listen to Series 1 or 2 of the podcast, watch a weekly Guess Who video lesson and spotlight a [weekly strength](#) etc. See continuum of learning in [our manual](#) to get ideas for this.

\* You can combine Step 1 and 2 together.



# PERSONAL DEVELOPMENT/ HEALTH UNIT (P.1 OF 2)

## RATIONALE:

According to the current Australian Curriculum, in an increasingly complex, sedentary and rapidly changing world it is critical for every young Australian to not only be able to cope with life's challenges but also to flourish as healthy, safe and active citizens in the 21st century. This is a strong investment in the future of the Australian population.

## AIMS

### The Australian Curriculum:

Health and Physical Education (F-10) aims to develop the knowledge, understanding and skills to enable students to:

- Access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, well-being, safety and physical activity participation across their lifespan.
- Develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and well-being and to build and manage respectful relationships  
Grow Your Mind develops student's awareness of mental health and every day practices they can harness to keep their minds healthy.

## FOCUS AREA:

### Mental health and well-being

This Australian Curriculum focus area addresses how mental health and well-being can be enhanced and strengthened at an individual and community level. The content supports students to develop knowledge, understanding and skills to manage their own mental health and well-being and to support that of others.

The Grow Your Mind lesson plans cover the following areas from the Australian Curriculum for years Foundation to 6:

- Mental health and well-being, and mental health promotion
- The impact of physical, social, spiritual and emotional health on well-being
- Resilience, and skills that support resilient behaviour
- Coping skills, help-seeking strategies and community support resources
- Networks of support for promoting mental health and well-being

## PHYSICAL LITERACY CONTINUUM F-10:

The following lesson plans support the development of

1. Conflict Resolution
2. Inclusion
3. Cooperation and Communication

Key: **F-6** Blue

**F-2** Purple

**3-6** Green

 [Link to Web](#)

## YEAR: FOUNDATION - YEAR 6

Duration: 10 lessons

*\*Grow Your Mind lessons are for F-6 and as such each teacher can modify learning activities based on year level.*





# PERSONAL DEVELOPMENT/ HEALTH UNIT (P.2 OF 2)

## CURRICULUM GOALS:

### SUB STRAND:

**Communicating and interacting for health and well-being**

### FOUNDATION:

Practise personal and social skills to interact positively with others (ACPPS004)

### YEAR 1-2:

Describe ways to include others to make them feel they belong (ACPPS019)

### YEAR 3-4:

Describe how respect, empathy and valuing diversity can positively influence relationships (ACPPS037)

### YEAR 5-6:

Practise skills to establish and manage relationships (ACPPS055))

### SUB STRAND:

**Understanding Emotions**

### FOUNDATION:

Identify and describe emotional responses people may experience in different situations (ACPPS005)

### YEAR 1-2:

Identify and practise emotional responses that account for own and others' feelings (ACPPS020)

### YEAR 3-4:

Investigate how emotional responses vary in depth and strength (ACPPS038)

### YEAR 5-6:

Examine the influence of emotional responses on behaviour and relationships (ACPPS056)

## KEY INQUIRY QUESTIONS:

- **F-6** What do you currently do to take care of your mental health?
- **F-6** Are all emotions normal?
- **F-6** Are we always good and bad at things? Can we get better?
- **3-6** What are the key ingredients to feeling good?



# LESSON 1- 2:

## FOUR KEY HELPERS ARE INTRODUCED \*

### LEARNING INTENTION

We are learning that we all have mental health and that the first step to looking after it is knowing about our brain.

We are meeting 4 animals that represent the brain.

### F-6

#### INTRODUCE:

The concept that we all have mental health and we can all look after it. The first way we learn to look after it is by understanding our brain. Introduce each animal helper, explaining what they do for us. You can do this in a number of ways.

- Watch the [Grow Your Mind animal animation](#)
- Watch co-founder Alice role play [introducing each animal with an amygdala jar](#) (you can adapt this with your students)
- Read the Welcome to Grow Your Mind story
- Watch a number of the [mini video lessons](#) run by teachers where the concept of mental health and brain parts are introduced see side bar
- Refer to the [brain poster](#) and [cheat sheets](#) on the wall/in your digital resource. Explain that the posters serve to remind us about each animal and ways we can keep them healthy and communicating with each other.

#### ACTIVITY:

Move each animal to different parts of the room. Give instructions: *“Go to the animal that helps us remember things.... go to the animal that keeps us safe but can be quite bossy”*.

#### EXPLAIN:

That there are many ways to wake up our animal helpers and calm down our guard dog. Grow Your Mind is about exploring all of these ways and over time finding the things that work for you, your body and your mind. Today, we will be exploring breathing.

#### BREATHE:

Digital users, make use of the [breathing styles resource](#) or you may have a physical breathing wheel. Alternatively you can try these 2 styles:

#### ANCHOR:

Introduce children to their anchor spot (belly or chest) where they can easily notice their breath and return to it at any moment. The anchor on a boat stops it from getting lost at sea, the boat can rock sideways, up and down but it's anchor keeps it grounded. This is an analogy for life, things can throw us, ups and downs can come and go, but our anchor spot is always there to keep us grounded.

### RESOURCES

#### GROW YOUR MIND:

[The Brain Poster](#)

[Animal Cheat Sheets](#)

[Animal finger puppets](#)

(If not possible, toy versions of each animal helper otherwise simply use images of each)

[Flip to Flourish - anchor breathing invitation](#)



[Brain chant words:](#)

amygdala – I can run so far. I can fight, flight or freeze etc.

Glass Jar, glitter and water

[Story of the 4 helpers](#)



[Animal colouring worksheets](#)

#### YOUTUBE MINI VIDEO LESSONS:



[MEET THE ANIMALS, ANIMATION FOR STUDENTS](#)



[WAKE UP AND CALM DOWN THE ANIMALS VIDEO LESSON](#)



[JUST BREATHE \(NOT PEARL JAM!\)](#)

#### LEARNING INTENTIONS:

- F-6** • Understand that mindfulness can help to calm down our Guard Dog
- F-3** • Are able to name four animal characters and how they help us to function
- They can get into their mindful bodies and can feel where they are breathing in and out
- 4-6** • Can chant the brain parts and explain to their partners what each part of the brain does to help them



INTENTIONS MET

\* A fifth animal will be unveiled in 2021! Representing the insula cortex



# LESSON 1- 2:

FOUR KEY HELPERS  
ARE INTRODUCED.

## CONNECT BEFORE CONTENT

Stand in a circle, invite each person to say their name and come up with a funny or creative gesture to go with it. Depending on the size of the class get students to try and remember the student before them with their gesture. F-1 don't need to remember but can still complete the first part.

## LEARNING ACTIVITIES:

**F-2** Colour in and label each animal character using [the animal colouring in worksheets](#)

Digital users: Alongside these colouring in sheets, make use of the student journal for

Foundation [Introducing Grow Your Mind](#).

Year 1 [Animation Reflection Grow Your Mind](#)

Year 2 [Animation Reflection Grow Your Mind](#)

## 3-6 INTRODUCE:

Students to the real names of the brain with the brain chant

Guard Dog - amygdala

Wise Owl - prefrontal Cortex

The Elephant who tries to remember - hippocampus

Sifting Sooty - reticular activating system (RAS)

Digital users: Make use of the student reflection journal for

Year 3 and 4 [Animation Reflection Grow Your Mind](#)

Year 5 and 6 [Animation Reflection Grow Your Mind](#)

## WRITE:

Down one thing the animal helps us to do.

## COMPLETE:

[Wake up me and calm me down worksheet](#)

## RESOURCES

### GROW YOUR MIND:

[The Brain Poster](#)

[Animal finger puppets](#)

( If not possible, toy versions of each animal helper otherwise simply use images of each)

Flip to Flourish - anchor breathing invitation



[Brain chant words:](#)

amygdala – I can run so far. I can fight, flight or freeze etc.

Glass Jar, glitter and water

Story of the 4 helpers

[Animal colouring worksheets](#)

[Wake me up and calm me down](#)

## YOUTUBE MINI VIDEO LESSONS:



[MEET THE ANIMALS, ANIMATION FOR STUDENTS](#)



[WAKE UP AND CALM DOWN THE ANIMALS VIDEO LESSON](#)



[JUST BREATHE \(NOT PEARL JAM!\)](#)

## LEARNING INTENTIONS:

- F-6** • Understand that mindfulness can help to calm down our Guard Dog
- F-3** • Are able to name four animal characters and how they help us to function
  - They can get into their mindful bodies and can feel where they are breathing in and out
- 4-6** • Can chant the brain parts and explain to their partners what each part of the brain does to help them



INTENTIONS MET



# LESSON 3

## MENTAL HEALTH - LEARNING HOW TO LOOK AFTER IT

### CONNECT BEFORE CONTENT

Simon says: Find your anchor spot

Simone says: Hop on one foot

STOP

Simon says: Make the noise of the animal that keeps you safe

Simon Says: Make the noise of the animal that helps you make good decisions

Simone Says: Make the noise of the animal that helps you remember things

Simon Says: Smile

LAUGH

Simon Says: Name the animal that helps you to focus

### LEARNING INTENTION

We are learning that there are many ways to look after your mental health.

### F-6 INTRODUCE

Each invitation on the take care of your mind poster. Briefly describe each one. Focus on know and grow a strength. Show students the character strength poster and explain that the words in the balloon are character strengths. We all have them, and knowing what our strengths are can help us to take care of our mental health. Explain that each week as a school or class we will discuss a new character strength so that we can start to get to know them and understand how different ones can help us. Knowing our strengths is one of many ways to take care of our mental health.

### BRAINSTORM:

How does each student currently look after their mental health? Create a big mind map

### ACTIVITY:

Role play doing a particular invitation or something entirely different that takes care of your mental health. This is a silent role play that students needs to guess.

### EXPLAIN:

That there are many ways to look after your mental health. No one way is the RIGHT Way, it is about finding out and taking notice of what is RIGHT for you. One simple way is to move your body.

### F- 6 OPTIONAL, WATCH:

[K-6 Movement and Mental health and discuss](#) (5-12 years )

[To Do Movement Challenge](#) ages 8-12

### F-2 WATCH:

GYM breathing styles clip. Which breathing style do you like?

### BREATHE IN PAIRS

Practice the different breathing styles together

### DRAW

**A** picture of you doing something that you currently do that is good for your mental health

## RESOURCES

### GROW YOUR MIND:

[The Take Care of Your Mind Poster](#)

[The Brain Poster](#)

[Character Strength Poster](#)

[Strength discussion pointers](#)

[Episode 1, Meet the Animals of the Grow Your Mind podcast](#)


Podcast Reflection Journals:


[7-9 year olds](#)

[10- 12 year olds](#)

### YOUTUBE MINI VIDEO LESSONS:

 [Breathing Styles for GYM](#)

 [K-6 Movement and Mental health and discuss](#) (5-12 years )

 [To Do Movement Challenge](#) ages 8-12

### LEARNING INTENTIONS:

- F-6** • Understand that mindfulness can help to calm down our Guard Dog
- F-3** • Are able to name four animal characters and how they help us to function
  - They can get into their mindful bodies and can feel where they are breathing in and out
- 4-6** • Can chant the brain parts and explain to their partners what each part of the brain does to help them



INTENTIONS MET



# LESSON 4

## EMOTIONAL REGULATION

### CONNECT BEFORE CONTENT

Find someone in the room who is born in the same month of you. Once you find them with your partner come up with your own creative way to mindfully breathe and share with the class

### LEARNING INTENTION

We are learning about emotions and how the traffic light poster can help us to make good choices when we have strong feelings.

#### F-6

#### BRAINSTORM:

All of the emotions that the children are aware of. Ask are any of these emotions bad? Or good? Explain that no emotions are good or bad. In fact all emotions are important. Even the BIG uncomfortable ones are clues to tell us that we don't feel ok about something and perhaps we need to change it.

#### ACTIVITY:

Using either the physical or digital feeling cards ask all students to guess what flower dude may be feeling in each. Start brainstorming what we can do when we feel certain things.

#### ASK:

Students about the weather. If it is sunny today, does that mean it will be sunny tomorrow? Link connection to our emotions, that they come and go. When we are mindful of our emotions we can observe them first, before we react.

#### SHOW:

Students the TRAFFIC LIGHT poster. Explain that without mindfulness we skip straight to green which means we act first. E.g. we hit, we refuse, we scream. With mindfulness we notice we are having a feeling and we breathe first. Get students to lift one finger on each hand, name one finger ANGER and one finger REACTION. Explain: that without mindfulness our fingers are stuck together, but when we mindfully breathe we give ourselves space (spread fingers) to make a good choice. *\*the traffic light really helps us when we are having an argument with a friend, why do you think that is?*

#### REVISIT:

Different breathing styles from the breathing wheel or digital breathing styles. Explain that we need to practice breathing when we are calm so that it becomes a habit when we feel uncomfortable to stop and do first.

#### F-2 COLOUR IN:

[The Traffic Light Poster](#)

#### 3-6 REFLECT:

Students reflect on a time they felt scared, angry or sad and they went straight to green. What happened? What WOULD have happened if they had made themselves breathe first? Students can also make their own personal traffic lights.

#### EARLY FINISHERS:

[Feelings word search](#) Grow Your Mind.

### RESOURCES

#### GROW YOUR MIND:

[Traffic light poster](#)

[Feeling Cards - Guess the Feeling](#)

[Guard dog catastrophe magnets](#)

[Internal Weather](#)

[Colouring-in Traffic Light Poster](#)

[Feeling Cards Word Finder](#)

#### 3-6 GROW YOUR MIND:



[Feelings Word Search](#)

DOSE activity sheet

Mystery bags and secret objects e.g. paint brushes, shells blindfolds

#### GROW YOUR MIND EXTRA VIDEO RESOURCES:

[Naming your emotions](#) 5- 7 year olds

[Lesson on JOY](#) 8-12 year olds

[Lesson on DOSE poster](#) 8- 12 year olds

[Catastrophe Scale lesson](#) - 5- 12 year olds

[Animal Breathing and Breathing Wheel](#) - 5- 12 year olds



# LESSON 5

## PUTTING IT IN PERSPECTIVE

### CONNECT BEFORE CONTENT

Find someone in the room who has different coloured hair to you or different eye colour. Share with your partner what you have done this week to look after your mental health (refer to Take Care of Your Mind poster).

### LEARNING INTENTION

We are learning that even when we have big emotions we don't need our reaction to be huge.

#### F-6

##### INTRODUCE:

The Guard dog catastrophe scale (magnets or digital poster)

##### BRAINSTORM:

All of the things that could go wrong in one day at school. As you do this ask students what level of problem they should be assigned to. Place the problem on the level and move them around to allow students to change their mind. Make sure you throw in a few serious problems like broken leg, fire, allergy.

##### EXPLAIN:

Just because something FEELS like a HUGE problem, doesn't mean our reaction needs to BE huge. Carefully explain that students are allowed to feel whatever they want to feel, but if they aren't in danger, they don't need a MASSIVE reaction. We don't want our Guard Dog to look like it does when there is a HUGE problem, when we are actually only facing a teeny tiny problem. It is ok to feel like it is a huge problem but we don't need our reaction to look like it. We can train our Guard Dog to ask the question: Is this a THREAT, a CHALLENGE or an OPPORTUNITY? More often than not, problems are challenges or opportunities.

##### ASK:

What are some things that might help a student get back to teeny tiny reaction when they have just reacted like it is a HUGE problem?

##### SHOW:

The Take Care of your Mind poster. What invitation on here might help you to keep things in perspective? (*take three mindful breaths*)

#### F-2

##### PAIR WORK

In pairs take turns to ask each other to do a different mindful breathing style from the breathing wheel or digital slides.

#### 3-6

##### INTRODUCE:

The digital perspective poster. Ask the question, who is right? Who is wrong? Explain that when we treat arguments as though they are huge problems it can make it difficult to understand someone else's perspective. The Catastrophe scale enables us to put problems *into* perspective and a calm guard dog allows us to *see another person's* perspective.

##### COMPLETE:

Think of a recent argument you had and re tell it through:

[My thoughts/their thought worksheet \(p23 podcast journal\)](#) or [page 6 and 7 of self paced journal](#)

[My thoughts/their thoughts worksheet \(p27 of 10-12 podcast journal\)](#) or [page 10 of self paced journal](#)

### RESOURCES

#### GROW YOUR MIND:

[Guard dog catastrophe magnets](#) (physical or digital)

[Traffic light poster](#)

[The Take Care of Your Mind Poster](#)

[Perspective Poster](#)

Physical or [Digital](#)

[Breathing Wheel](#)

[My thoughts/their thought worksheet \(p23 podcast journal\)](#)

or [page 6 and 7 of self paced journal](#)

[My thoughts/their thoughts worksheet \(p27 of 10-12 podcast journal\)](#)

or [page 10 of self paced journal](#)





# LESSON 6:

## GROWTH MINDSET

### CONNECT BEFORE CONTENT

Find someone in the room who you have never spoken to! Once you find them share 1 truth and 1 lie. They need to guess your truth and lie.

### LEARNING INTENTION

What mindset means and the different ones we can adopt throughout life. We are also learning that trying new things can be uncomfortable AND that our Guard Dog sometimes stops us from trying new things, just in case we fail.

### LOOK:

At the growth mindset tree poster. Introduce students to each branch. Explain that every branch has either a growth mindset statement (a sentence that helps us to learn and understands this takes effort) or a fixed mindset statement (a statement that stops us from learning or doing our best because we give up too easily and become frustrated). A Mindset is a collection of thoughts and beliefs that shape your habits. In this class we are trying to be growth mindset learners. This is because growth mindset helps us to learn new things and learning new things is one of the invitations on our Take Care of Your Mind poster.

### ANSWER:

Instruct the students to say either growth or fixed when I read out the statements from the branches.

### ASK:

Why do you think growth mindset statements are on the higher branches? And fixed mindset statements are on the lower branches?

Which animal do you think sometimes stops you from trying something just in case you make a mistake? (Guard Dog)

### REMINDE:

Students that The Guard Dog asks the question, is this a THREAT, a CHALLENGE or an OPPORTUNITY. Sometimes our Guard Dog gets its wrong and thinks mistakes are a THREAT. We can train our Guard Dog to remember that mistakes are an opportunity and a challenge and we are safe.

### EXPLAIN:

To be open to learning new things we need to get comfortable with making mistakes. From now on when I hear a fixed mindset statement, like I can't do it, or its too hard I am going to get you to point to the tree and show me where your thinking will take you. Get everyone to repeat: practice makes progress!

### F-2 WATCH:

Power of Yet - Sesame Street.

### WRITE OR DRAW:

Two simple sentences. I can't do....and then writing in capital letters YET.

### 3-6 WATCH:

You can learn anything (1.20 minutes). "What is the main message from this clip?" Learn something new GYM video lesson. (Get students to discuss their plans in pairs)

### WRITE:

Six sentences on I can't do..... and then write in capital letters YET (use Grow Your Mind worksheet 'Add yet'. And/or complete the blank Growth Mindset tree with the statements you usually say to yourself or could say to yourself to face set backs and new learning opportunities.

### MAKE:

A recipe for 'Growing Your Brain'. E.g. 1 cup of courage, a dose of mistakes, 3 mindful breaths a day, 30 minutes of exercise in the morning.

### RESOURCES

#### F-6 GROW YOUR MIND:

[Growth Mindset Tree Poster](#)

[Video Lesson: Learn something new](#)

[Take care of your mind poster](#)

#### F-2 YOUTUBE CLIP:

 [Power of Yet Sesame Street song](#)

#### 3-6 GROW YOUR MIND:

[Worksheet: Add YET](#)

[Worksheet: Growth Mindset Blank](#)

[Tree](#)

#### YOUTUBE CLIP:

 [You can Learn ANYTHING](#)

#### BOOK:

*My Fantastic Elastic Brain*

JoAnn Deak

### LEARNING INTENTIONS

- F-2 • Develop an understanding of embracing mistakes
- Can try adding yet to their sentences
- 3-6 • As above
- Plus, can make a plan for embracing mistakes and learning from them



INTENTIONS MET



# LESSON 7:

## SHARK AND DOLPHIN THINKING

### CONNECT BEFORE CONTENT

Find a partner who ate a different breakfast to you. Share a mistake you made lately, how did it help you to learn?

### LEARNING INTENTION

We are learning that thoughts aren't facts. And that some thoughts are helpful and some thoughts are harmful.

#### F-6 REVISIT:

Which part of your brain helps you if hail starting falling from the sky? Which part of the brain reminds you of the things you love? Which part of your brain helps you make a good decision? Which part of your brain allows you to really focus?

#### EXPLAIN:

There are always different ways to look at a situation. Introduce SHARK vs DOLPHIN thoughts with the Flip to Flourish.

#### ASK:

Which style of thinking would help you to have a growth mindset? Which would usually end up in fixed mindset thinking? The way we think determines which branch we reach. Our thoughts have great power. Shark thoughts means we are always on the lower branch or possibly not even on the tree.

#### REASSURE STUDENTS:

There are obviously times, when things really are AWFUL or SAD but other times we can challenge our thinking. There are health benefits of DOLPHIN thinking which is known as OPTIMISTIC thinking. When we think like a dolphin our Wise Owl receives clearer information and feelings from our calm Guard Dog and therefore works better.

#### ACTIVITY:

A dolphin sees the good in most situations. Give students a set of scenarios and ask them to work out if it is a dolphin thought or a shark thought. E.g. It is raining this is going to be the worst day ever. It is raining, that's a shame but at least it will help the flowers.

#### F-6 REFRAME:

Come up with a list of problems. Students in pairs have to quickly think of a dolphin way of thinking about it and share with the rest of the class.

#### COMPLETE

F - complete page 14 of the [Student Self Paced Journal](#)  
1-2 complete page 14 of the [Student Self Paced Journal](#)

#### 3-6 LISTEN:

To [Episode 3 Stuff Ups Take Courage](#)  
Complete podcast reflection journal  
[7-9 year olds](#)  
[10-12 year olds](#)

### RESOURCES

#### F-6 GROW YOUR MIND:

[Growth Mindset Tree](#)  
[Flip to Flourish - Shark and Dolphin thinking](#) (page 7)  
[Episode 3 Stuff Ups Take Courage](#)  
Podcast reflection journal  
[7-9 year olds](#)  
[10-12 year olds](#)

Dolphin statements and Shark statements - use your own or find examples in Grow Your Mind

### LEARNING INTENTIONS

- F-2 • Can tell the difference between an optimistic and pessimistic sentence
- 3-6 • As above
- Plus understand that we can train our brain to be optimistic
- Understands that making mistakes feels uncomfortable but that is not a reason to give up.

INTENTIONS MET



# LESSON 8: CHARACTER STRENGTHS.

## CONNECT BEFORE CONTENT

Play whole body scissors paper rock (come up with your own body representations for each). Divide 3 sections of the room, bronze, silver and gold. If you beat your partner you go to silver, then to gold.

## LEARNING INTENTION

We are learning that character strengths can help us to feel resilient

### F-6 EXPLAIN:

Resilience is like a muscle that we can build upon and strengthen. Resilience means that we can get through hard times, mistakes, set backs, sadness. But we don't do resilience alone. We need good people around us we can trust. We also need to know what strengths we have within us that can help us. Let's look at the strength balloon, which character strength do you think you have a lot of? How do you know?

### REMIND:

Students that we are all capable of being resilient, and in fact, humans are made to be resilient. History shows us examples of this.

### WATCH:

[A Guess Who character strength lesson](#), if you don't have a digital account use one of the lessons on our youtube account. If you do, choose from a vast array of incredible people

### F-2 WRITE:

I am \_\_\_\_\_ I am growing \_\_\_\_\_

### 3-6 EXPLAIN:

Use the analogy of the LOTUS to reaffirm that sometimes going through hard times can actually make us stronger. No Mud, no Lotus. (the lotus only grows from the mud). Knowing our character strengths can help us be more resilient when times are tough. Even if they are not your character strengths – e.g. you may not be forgiving yet...perhaps you could try growing forgiveness to allow you to move on from whatever you have been going through.

Complete either the Strengths worksheet and/or the No Mud No lotus worksheet

## RESOURCES

### GROW YOUR MIND:

[Strengths poster](#) and [discussion pointers](#)

[Guess Who Video Series](#)

5-6 Sam Bloom

3-4 Anh Do

1-2 - Eddie Woo

F - Florence Nightingale

### 3-6

[Knowing and growing your strengths worksheet](#)

[Strengths word search](#)

[No mud no lotus worksheet](#)

## LEARNING INTENTIONS

- F-2 • Can verbalise that setbacks are a part of life
- Can name one strength that might help them the next time they go through a tricky moment
- 3-6 • Can identify setbacks in real people and how these tricky moments helped them to flourish
- Can identify a strength they hold and a strength they will grow



INTENTIONS MET



# LESSON 9:

## KINDNESS AND BENEFIT MINDSET

### CONNECT BEFORE CONTENT

Start with everyone sitting down.

Stand up if you have moved your body today? (sit back down)

Stand up if you have learnt something new? (sit back down)

Stand up if you have shown kindness to someone today? (sit back down)

Stand up if you had to calm your guard dog down already today? (sit back down)

### LEARNING INTENTION

We are learning that kindness is excellent for our mental health and that one way of practising kindness is to be of benefit to those around you.

#### EXPLAIN:

The power and health benefits of being kind to others. See FLIP for more information about this. Essentially kindness is contagious and there are many long term health benefits with being kind. We wake up our Wise Owl, our Elephant that tries to remember and our Sifting Sooty when we practice being kind. We also calm our Guard Dog.

#### BRAINSTORM:

Create a class mind map full of ideas and drawings of ways we can be kind. Explain the fact that helping is an act of kindness. Introduce B.O.B acronym, be of benefit. Explain that our class is going to ask ourselves every day how we can BOB it up and at the end of the day if we did BOB it up. Add BOB examples to the mind map.

#### F-2 READ:

Have you filled a bucket today? (NB older students can still be read this OR can read it to the younger students)

#### ACTIVITY:

Draw ways to fill buckets at school - use the [self paced student reflection](#) journals for this

#### 2-6 WATCH:

Kindness Boomerang (4 minutes)

#### DISCUSS:

*Why do you think the clip is called kindness 'boomerang'?*

*What do you think the main message is from the clip?*

*What is something kind you could do for someone at school today?*

*Do you think kindness could be contagious? If yes, how?*

#### LISTEN:

To [Episode 2: B.O.B it up of the podcast](#)

Complete student podcast journals for this episode

[7-9 year olds](#)

[10-12 year olds](#)

### RESOURCES

#### GROW YOUR MIND:

[The Take Care of Your Mind Poster](#)

[Self paced student reflection](#)

Flip to Flourish - any kindness invitation

[Episode 2: B.O.B it up of the podcast](#)

Podcast reflection journals for BOB:

[7-9 year olds](#)

[10-12 year olds](#)

#### F-2 BOOK:

*Have you filled a bucket today?*

Carol McCloud

#### 3-6 YOUTUBE CLIP:

 [Kindness Boomerang](#)

### LEARNING INTENTIONS

- F-3** • Are able to re-tell what kindness to others can do for our own well-being
- 4-6** • Develop an awareness of the health benefits of kindness
- Can set an intention of doing something kind in the week.



INTENTIONS MET



# LESSON 10:

## GRATITUDE (F-2)

### CONNECT BEFORE CONTENT

Close your eyes, take a big mindful breath in and out. Think about an animal you love or a person you love. Take another big mindful breath in and out. Open your eyes and share your person or animal with the person next to you.

### LEARNING INTENTION:

We are learning to notice the good things in our life. This is called gratitude.

### INTRODUCE:STUDENTS TO GRATITUDE INVITATION

Highlight the 'think of what you are thankful for' invitation in the take care of your mind poster (use teacher notes below this invitation to further explain it). Tell the students that when they thought about someone they cared about, that was practicing a thing called gratitude. Gratitude means you are thankful and aware of the good things in your life.

### ASK:

Why do you think gratitude might be good for our mental health? Why is knowing what is good in our lives helpful?

### READ:

Three by Stephen king. Discuss, what things was three the dog thankful for? How did being thankful help three?

### BRAINSTORM:

There are so many ways to feel thankful about. food, clean water, clothes, school, chocolate!  
Lets come up with as many things as we can think of now.

### LOOK AT YOUR HAND:

Instruct each student to look at one of their hands. Can they name something they are thankful for on each finger? Invite students to touch their thumb and each finger and silently name someone or something they are thankful for. Explain that this is their secret super power. When they next feel sad, or that something is unfair, or they are frustrated, they can look at their hand and remember they still have things that re good in their life.  
[See page 12 of self paced journals](#) and/or [complete podcast journal on gratitude](#)

### PRACTICE:

There are many ways to practice gratitude, because it does take practice! We could start a gratitude journal, a gratitude jar etc. We could also mindfully eat our food every now and then at school.

Introduce concept of mindful eating. Take a moment to notice the colour, smell and texture of your food. Invite students to practice it by savouring different foods there and then. Invite students to get their crunch and sip and mindfully eat their food. (smell it, notice if the food has a colour, a texture, chew it super slowly before eating it)

## RESOURCES

### GROW YOUR MIND: \_

[The Take Care of Your Mind Poster](#)  
[Student Reflection Journals](#)

Podcast reflection journals

[7-9](#)

[10-12](#)

Book: Three by Stephen King

### LEARNING INTENTIONS

- F-3** • Can name different emotions
- Can identify where they feel these in their body
- 4-6** • As above AND can understand the positive impact JOY on their body and the basics of neurotransmitters
- Can explain what things they are thankful for



INTENTIONS MET



# LESSON 10:

## D.O.S.E OF WELLBEING + GRATITUDE (3-6)

### CONNECT BEFORE CONTENT

Close your eyes, take a big mindful breath in and out. Keep your eyes closed and imagine doing something you love outside. Open your eyes and share with a partner.

### LEARNING INTENTION:

We are learning to notice the activities and behaviours that bring us joy and other positive emotions and try and make more of these happen.

### INTRODUCE: STUDENTS TO DOSE POSTER:

Show students the DOSE poster. Read the words, get your DOSE of wellbeing. Explain that part of taking care of your mental health is making sure every day you get some positive emotions. Remember that we discussed all feelings are welcome, this is true! However, we should still aim to feel positive emotions during the day as it helps us learn, be a better friend and think more creatively.

### NAME OR WRITE:

Three things that bring them joy – explain that just like we brush our teeth and eat our vegetables doing things that bring us joy, makes us feel better.

Introduce students to neurotransmitters. Explain that we have billions of neurons in our brain that are chemical messengers. These neurons pass messages at lightening speed. However there is a gap between them and neurotransmitter fill this gap and make communication even better. There are lots of neurotransmitters and our poster focuses on 4 of them: dopamine, oxytocin serotonin and endorphins

### GUESS:

Based on the pictures under each neurotransmitter, how do you think you can get these into your body? In pairs students are to complete the [DOSE worksheet](#).

### A SUPER POWER FOR POSITIVE EMOTIONS

Ask students to guess what they think one of the super powers of positive emotions is? Give them a hint that this particular thing also makes us more resilient AND it is on our Take Care of Your Mind poster and the character strength poster: gratitude

### EXPLAIN:

Gratitude means we are aware of the good things in life. There are loads of ways to practice gratitude. And the only way for gratitude to work is for it to be authentic. We can't pretend to be thankful! Also, humans are not necessarily wired for being thankful, however by challenging negative thoughts AND by practicing it we can get better at it. When we have an attitude of gratitude we appreciate what is good in our life, and being able to do that is a super power of positive emotions.

### INVITE:

Students to create their own DOSE poster, next to each letter write the correct word and a way they plan on getting it.

E.g. D – Dopamine, you can get this by practising gratitude.

### LISTEN:

[Episode 5: This too shall pass](#)

### COMPLETE PODCAST REFLECTION JOURNALS

[7-9](#)  
[10-12](#)

### AND/OR COMPLETE GRATITUDE EXERCISES IN SELF PACED JOURNALS

[Page 12 and 13](#)

## RESOURCES

### GROW YOUR MIND: \_

[The Take Care of Your Mind Poster](#)

[DOSE poster](#)

[DOSE worksheet.](#)

[Student Reflection Journals](#)

Podcast reflection journals

[7-9](#)

[10-12](#)

### LEARNING INTENTIONS

Students can understand the positive impact JOY on their body and the basics of neurotransmitters

- Can explain what things they are thankful for



INTENTIONS MET





# GROW YOUR MIND SUPPORTS THE FOLLOWING SEQUENCE OF ACHIEVEMENT ACCORDING TO THE AUSTRALIAN CURRICULUM:

## FOUNDATION YEAR

By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active.

## YEAR 1 AND 2:

By the end of Year 2, students recognise how strengths and achievements contribute to identities. They identify how emotional responses impact on others' feelings. They examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities.

## YEAR 3 AND 4:

By the end of Year 4, students recognise strategies for managing change. They identify influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in a variety of situations. They understand the benefits of being healthy and physically active. They describe the connections they have to their community and identify local resources to support their health, well-being, safety and physical activity.

## YEAR 5 AND 6:

By the end of Year 6, students recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and well-being. They describe the key features of health-related fitness and the significance of physical activity participation to health and well-being. They examine how physical activity, celebrating diversity and connecting to the environment support community well-being and cultural understanding.



