

NEW in 2023

AGES 7-10



Emotional Literacy for the Classroom

Free Sample

www.mindtoolsforkids.com.au

BY PAMELA NOBLE

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First Published July 2023

Perth Western Australia

AUTHOR Pamela Noble

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Emotional Literacy for the Classroom

This complimentary sample is Module 1 of 9.

Your free sample



- Sad
- Frustrated
- Speak up
- Anxious
- Overwhelmed
- Reach out
- Scared
- Confused
- Angry



- Routine care
- Small cracks
- Strengths
- Big cracks
- Crisis
- Recovery
- Beware
- Change
- Toolbox

The full program includes...



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About the program

Australian Curriculum links

Years 1 and 2

- Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015).
- Practise strategies they can use when they feel uncomfortable, unsafe, or need help with a task, problem, or situation (ACPPS017).
- Recognise situations and opportunities to promote health, safety, and wellbeing (ACPPS018).
- Identify and practise emotional responses that account for their own and others' feelings (ACPPS020).

Years 3 and 4

- Explore how success, challenges, and failure strengthen identities (ACPPS033).
- Explore strategies to manage physical, social, and emotional change (ACPPS034).
- Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035).
- Identify and practise strategies to promote health, safety, and wellbeing (ACPPS036).
- Investigate how emotional responses vary in depth and strength (ACPPS038).
- Participate in outdoor games and activities to examine how participation promotes a connection between the community, the natural and built environments, and health and wellbeing (ACPPS041).

How it works

MINDTOOLS FOR KIDS uses many strategies to discover what works best for each child. Learning experiences include, the latest best practice skills and strategies, self reflection, prompting, discussions and more. Children create an individualised management plan that comes in the form of a Toolbox. Each toolbox is personalised to cater for the child's own requirements and needs, making it suitable for all children as they grow.

Why an egg?

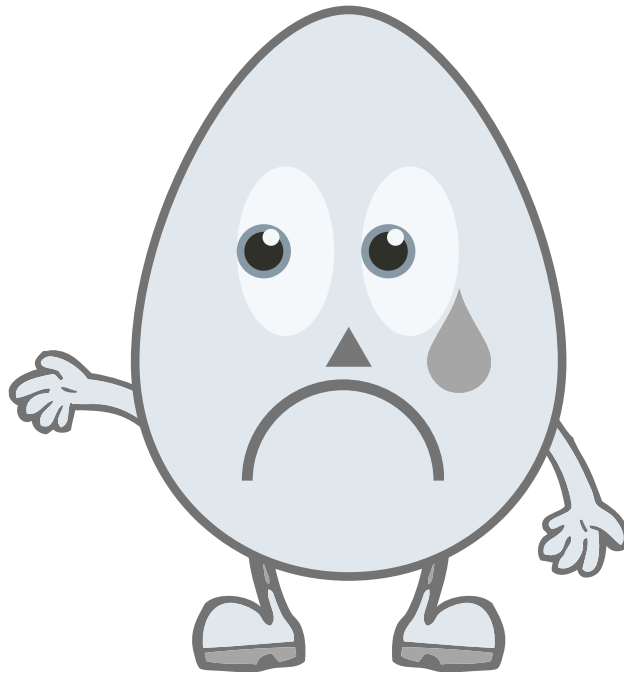
An egg was chosen because it is gender-neutral at the beginning of its existence. It has a fragile shell that represents the need for the care of the body. The liquid inside the egg represents the mind and the non-solid state of our emotions. An egg is an object known to almost everyone. An egg is usually seen as a positive object, full of potential and wonder. Eggs are also simple to draw.

IMPORTANT POINTS

- NO JUDGEMENT.
- A SAFE, NEUTRAL ENVIRONMENT IS ESSENTIAL.
- NO RIGHT OR WRONG, JUST 'BEST FOR ME'.
- GENDER-NEUTRAL LANGUAGE.
- NOT FOR ANY ONE CHILD BUT ALL CHILDREN.
- DOESN'T HELP IDENTIFY MENTAL ILLNESS.
- NOT A TREATMENT PROGRAM.
- FUTURE TRAUMA MAY HAPPEN TO ANYONE.
- IT'S IMPORTANT TO COMPLETE EACH STAGE.
- EVERY LESSON ENDS ON A POSITIVE NOTE.

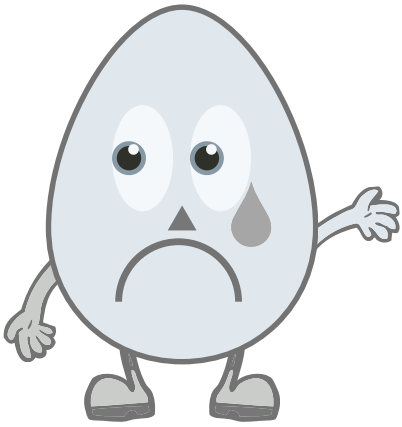
MODULE

1



Focus

- Sad
- Routine care



SAD

Eggy felt sad.

Eggy cried.

Eggy used WATER.

Eggy talked to someone friendly.

Eggy used CHANGE-ACCEPT.

Eggy asked to be comforted.

Eggy planned enjoyable activities.

Teaching Guide - SAD

Purpose and considerations

Students learn to identify, understand and manage SAD feelings.

- Grief can be an all-consuming sadness.
- Sadness is a base emotion of depression.
- Sadness can be deep-rooted or fleeting.
- Different people experience and react to sadness differently.
- The aim is to manage the emotion, not the situation.

SAD

Eggy felt sad.

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Eggy planned enjoyable activities.

Synonyms for SAD

unhappy, upset, sorrowful, down, glum, gloomy, blue, depressed, low-spirited, down in the dumps, miserable, cheerless, downhearted, dismal, crying, despondent, forlorn, woeful, downcast, grief-stricken, emotional distress

Sample questions

EGGY FELT SAD.

- What does it mean to be sad?
- What are other words for sad?
- What can make you feel sad?
- When were you last sad?
- What do you do when you are sad?
- What helps you feel better when you're sad?
- Who can help when you are sad?

EGGY USED WATER.

- See WATER in the Mind Skills section.
- How can you use water to feel better?
- Do you have access to; cold water, ice, a shower, bath, pool, lake, river or beach?
- How can you enjoy water alone?
- How can you enjoy water with others?

EGGY CRIED.

- What does it feel like to cry?
- Why do you think humans cry?
- What can make you cry?
- How does your body feel when you cry?
- How do you feel after you cry?
- What changes do you see in your body when you cry?

EGGY TALKED TO SOMEONE FRIENDLY.

- Who can you talk to when you are sad?
- What might you talk about?
- What do you enjoy talking about?
- Who do you enjoy talking to?
- What would you say to someone feeling sad?

Teaching Guide - SAD

EGGY USED CHANGE-ACCEPT.

See Change-Accept in the Mind Skills section.

What is CHANGE-ACCEPT?

What are things you can change?

What are things you cannot change?

What does it mean to accept something?

What is something you have changed?

What is something you accepted?

EGGY ASKED TO BE COMFORTED.

What does it mean to be comforted?

What makes you feel comforted?

Who can you ask to be comforted?

When were you last comforted?

How would you comfort someone sad?

EGGY PLANNED ENJOYABLE ACTIVITIES.

What does enjoyable activity mean?

What activities do you find enjoyable?

What was the last enjoyable activity you did?

What can you plan that is enjoyable?

Who can help you with enjoyable activities?

Example answers

• Example Reasons

Separation (short or long term), loss or death (person or animal), sick loved one, dashed hopes, sad anniversary...

• Crying Reasons

Expressing our emotions, to feel better, distressed, emotional release...

• CHANGE-ACCEPT

Change: opinions, habits, behaviour...

Accept: others, facts, past...

• People who can help

Parent, sibling, friend, family member, teacher, chaplain, trusted adult...

• Comforted

When someone helps you feel better, calm, less distressed, safe...

Mind Skills

WATER

- Wash your face and have a drink of cold water.
- Swim or paddle.
- Shower or bath.
- Water the garden.
- Go to the beach.
- Watch the rain.



CHANGE OR ACCEPT

Accept the things you cannot change and concentrate on the things you can.

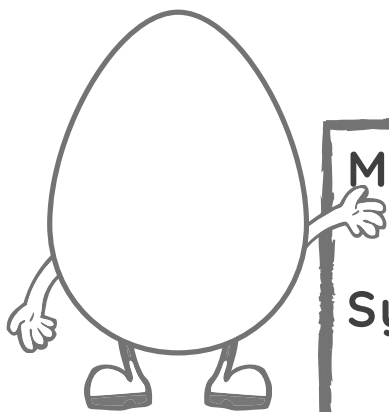
I can change...

I CANNOT change...



SAD

Name _____

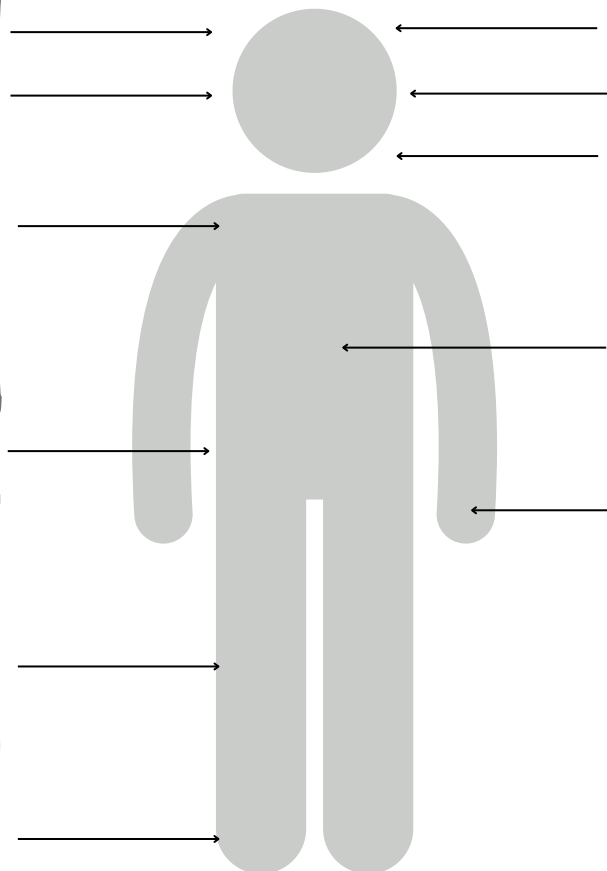


Meaning

Synonyms

OUTSIDE FEELINGS

Label feelings as seen on the body.



blushing, frowning, shaking, pale, tears, fists, pouting, hands on hips, flared nostrils, stomping, slumped

WATER

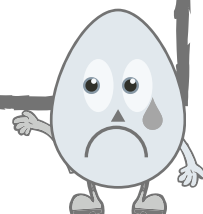
List positive ways to use water.

- 1
- 2
- 3
- 4
- 5
- 6

SAD

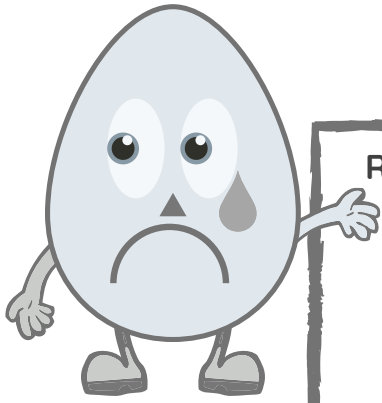
- Eggy felt sad.
- Eggy cried.
- Eggy used **WATER**.
- Eggy used **CHANGE-ACCEPT**.
- Eggy talked to someone friendly.
- Eggy asked to be comforted.
- Eggy planned enjoyable activities.

DRAW a picture of yourself crying.



SAD

Name _____



Recount a time someone comforted you when you were sad.

CHANGE-ACCEPT ↻

CHANGE means-

ACCEPT means-

When and why could you use Change-Accept?

Circle things you can change.

Underline things you can accept.

- opinion past parents jobs
- habits death understanding
- taxes age parents behaviour
- clothes nationality knowledge

Add 2 more for each change and accept.

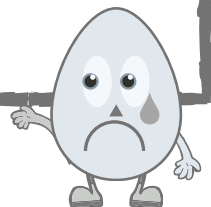
_____ ○ _____ ○

Write a plan for comforting someone who is feeling sad.

List

Group activities.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



Teaching Guide - ROUTINE CARE

Background, aim, and purpose

- Understand, identify, and improve routine Mind and Body care.

Routine care refers to what we do daily, weekly, monthly, yearly, that is routinely, to care for our body and mind. Examples of routine body care include eating, sleep, exercise, haircare, teeth and skincare etc. Routine mind care examples include eating, sleeping, and exercise, as well as engaging with others, positive thinking, mindfulness, group activities, learning a special interest subject or skill etc.

The aim is to understand the things we do and use and the people who can help with our ongoing care. To stay healthy we need to be aware of the routine care needs of both the body and mind. Students will have some similarities, but routine care records may look quite different. This is NOT done to judge the student's routines, but rather to identify each individual child's routine.

Teaching considerations

Though discussions, students learn to not only identify their own routines, but also hear ideas from other students. The worksheets help students explore their routine care and identify any personal strengths and desires for improvement. The importance of the student identifying any want or need for change is imperative, not only for the judgement-free environment created, but also so students are encouraged to be responsible for managing themselves, including their mind and body health.

ROUTINE CARE

Mind

participate in activities you enjoy, be mindful, take care of your body, be kind to yourself and others, check your thinking, shower, eat, drink, exercise, get plenty of sleep, practise good sleep hygiene, positive self-talk, think positive, hugs, interact with pets/friends/family, Learning at school, a sport or special interest activity, watching fun things, playing fun games, talking to people, taking time for yourself, self-care activities etc.

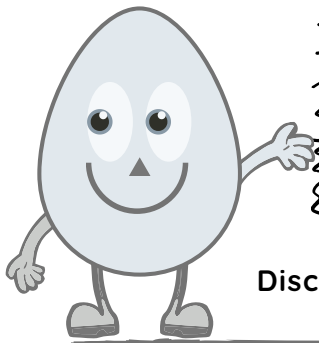
Body

eat well, get enough sleep, drink plenty of water, exercise, shower or wash, brush teeth and hair, use the toilet, put on clothes, wear shoes, safety belt/gear, glasses, hats, haircut, shave, cut nails, take vitamins or medicines, maintain temperature, keep warm or cool, sunscreen, paint nails, apply creams, Doctor check-up, dentist, vaccinations etc.

Facilitating a discussion on - Routine care

Routine care is about what we do daily weekly, monthly, yearly or routinely to keep ourselves functioning and happy. Asking questions such as - What do we do to keep our bodies happy and healthy? What do we do to keep our minds happy and healthy? What things help both the mind and body? Who supports us in our routine care? What do you do and use for routine care of the mind and body? - can help unpack what each student does on a routine basis.

- EXAMPLE ANSWERS ON PAGES 100-103



ROUTINE CARE

Name:

Date:

Discuss and complete each section. Don't forget both your body and mind.

EXAMPLES: ROUTINE CARE

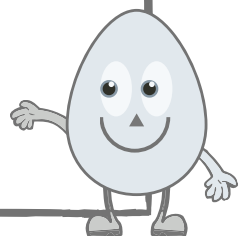
DRAW yourself managing ROUTINE CARE.

HELPING HAND



RECORD 5 people who can help you manage ROUTINE CARE.

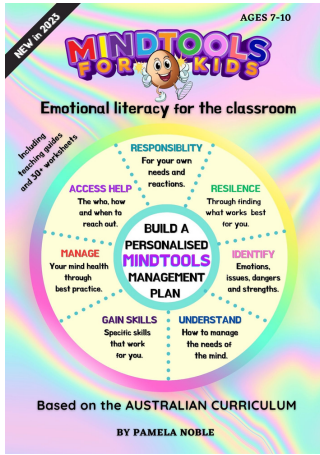
LIST- Things you can do or use to manage ROUTINE CARE.



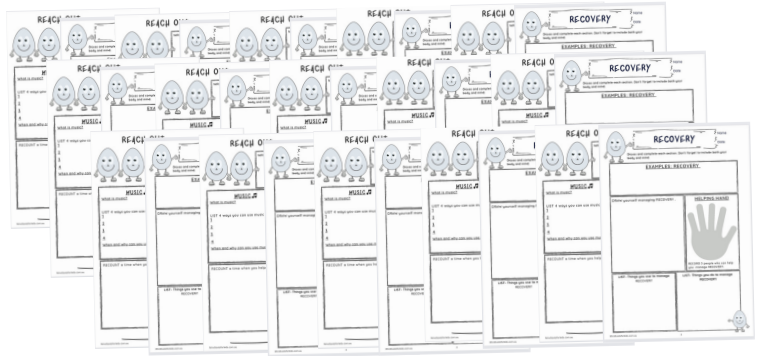
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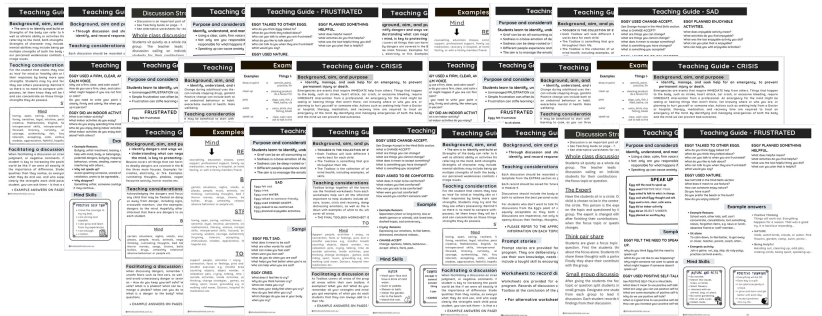
30+ WORKSHEETS



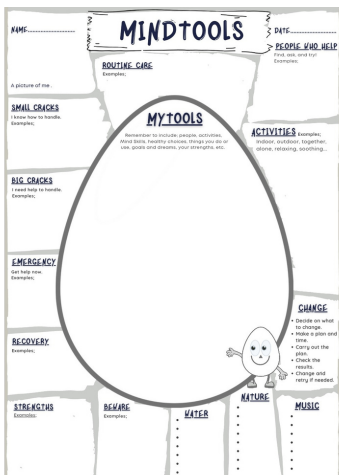
10X PROMPT STORIES



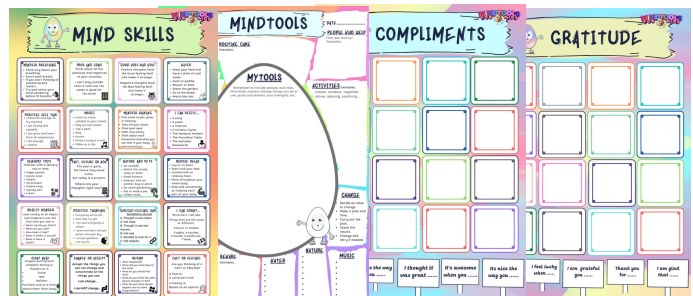
30+ PAGES OF TEACHING GUIDES



THE FINAL TOOLBOX



FREE EXTRAS (PDF)



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