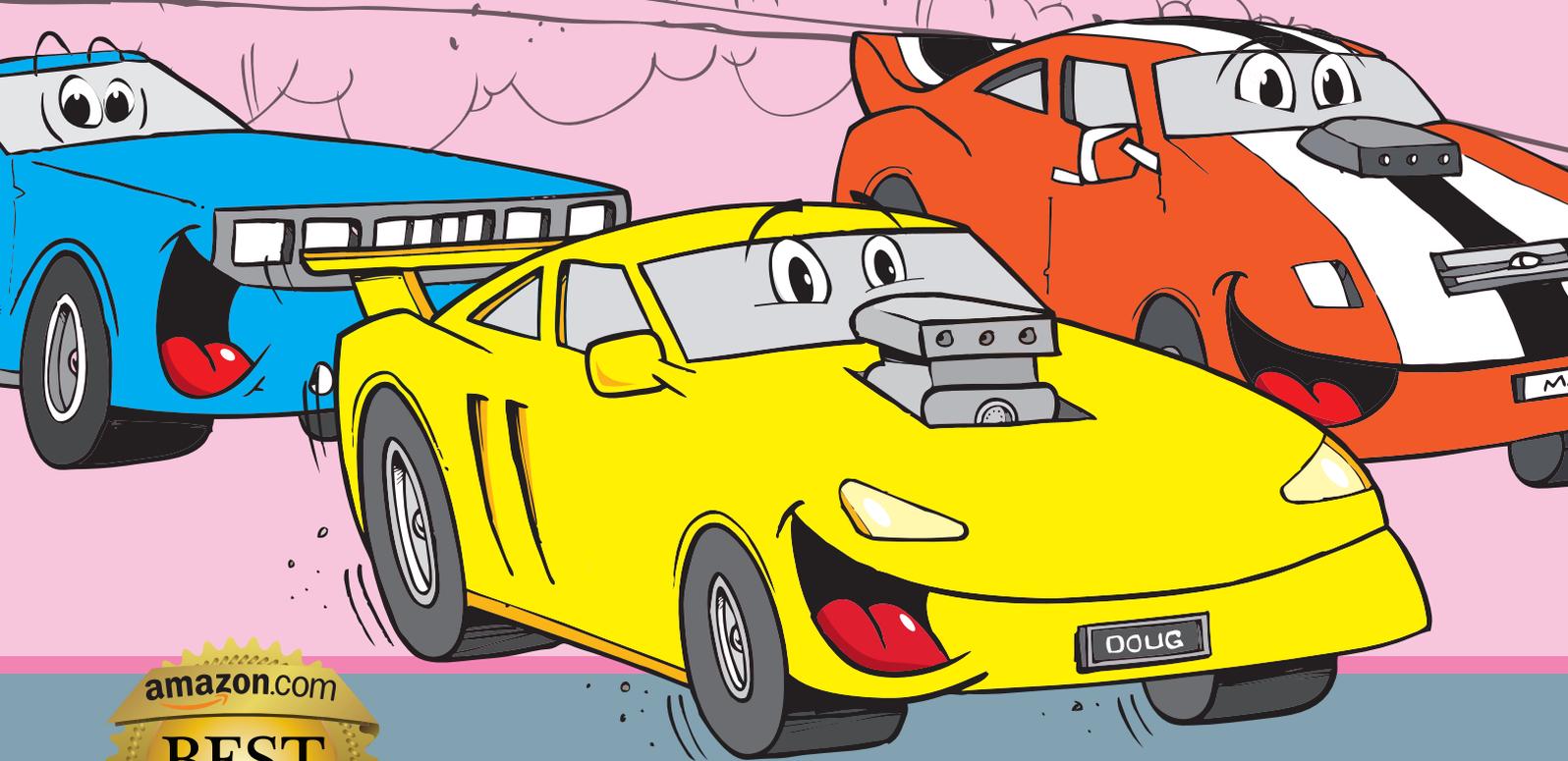


Grade Prep / 1 Teacher Guide

Version 4



Ready, Set, GO!



By Ivan Honey
& Stacey Honey
Edited by Nancy Herrick

★ www.gethappier.net
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DOUG DRAGSTER™



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Title: Teacher Guide to Ready Set Go

Target Audience: Teachers of Primary school age children.

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Ready, Set, Go!

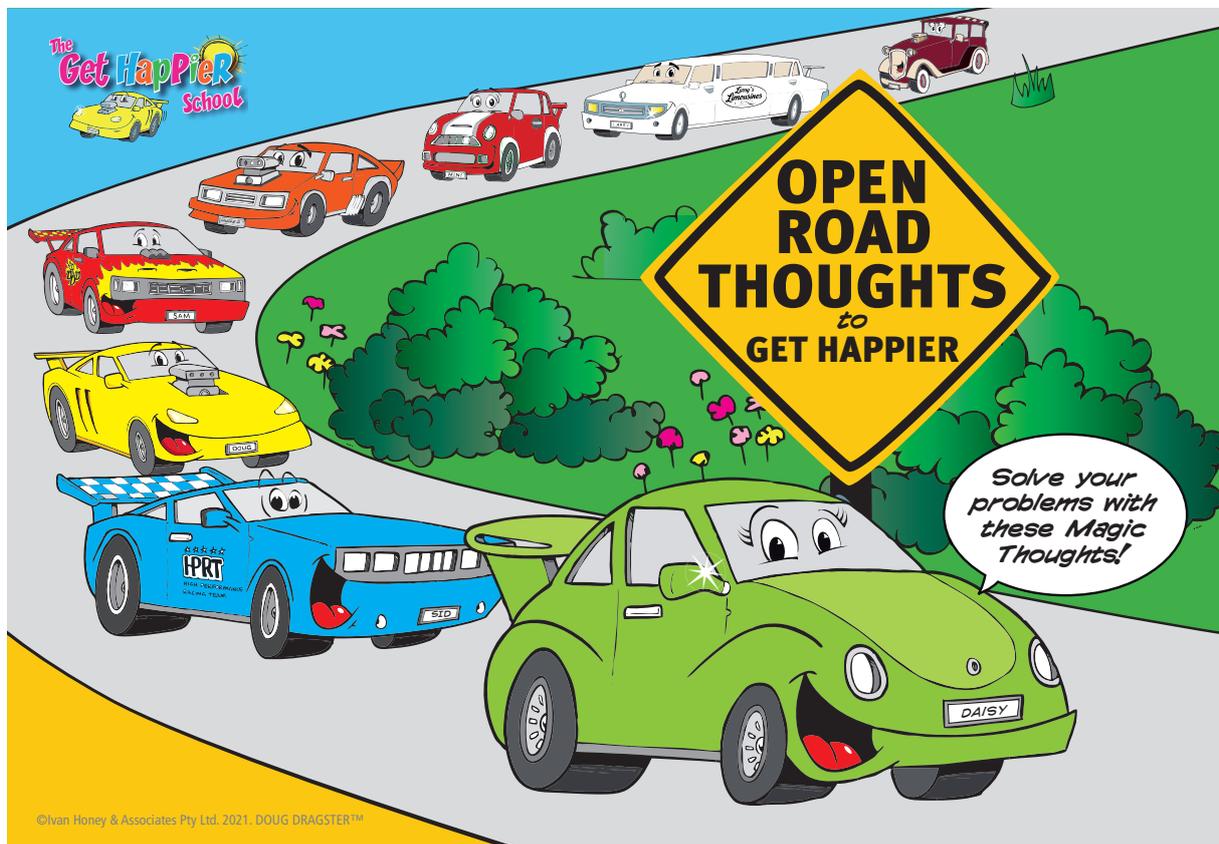
Prep and Grade 1

(Ages 4 to 6)

This introductory early learning program contains activities, games, wall charts and digital story books. The hard copy resources are *The Get Happier Toolbox* and *Open Roads Thoughts to Get Happier* card sets.

Children learn the guidelines and language for working together co-operatively, and how to recognize and begin to self regulate feelings constructively.

The program introduces the Dragster family, who will guide the students through social and emotional learning during the primary school years.



The Get Happier School Project

Teachers, parents and students will tell you that Social and Emotional Learning programs make a difference.

These programs are taught in some schools to help students acquire and apply the knowledge, attitudes, and skills associated with five social and emotional competencies; self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Research tells us that these programs have positive effects on: student social-emotional skills; attitudes towards self, school, and others; social behaviors; conduct problems; emotional distress; and academic performance.

We also know that the simplest structures and systems are the strongest and most durable.

The Get Happier School is based on the simplest and most basic axiom of all; we are all driven by the desire to get happier. Tapping into this internal motivation, The Get Happier Framework provides for sustainable and intentional ongoing success. This new science of wellbeing is evidence based and, also reflects the acquired wisdom of cultures from around the world.

When this framework is applied systematically across the whole school, we create an inspiring culture of well-being, happiness and academic success. The whole school community; teachers, parents and children are engaged in creating a happier school and community as children learn the skills for life and well-being. These are powerful protective factors against mental ill health, suicide, bullying and drug taking.

As the skill level within each part of **The Get Happier School Project** is developed by age level programs, the school community begins to recognize how much greater their achievements in relationships and academics can become. The environment of the school is more joyful, safe and inviting. Students gain satisfaction as they understand themselves and their classmates better and realize that they can contribute to the wellbeing of the whole school. At the same time they increase their own happiness at home as well as in school. The adults and students alike feel respected, and everyone gains pride in their new sense of personal responsibility.

Teaching the Get Happier programs in only a few classrooms has been shown to have an influence on student achievement, decreasing bullying, and increasing happiness. When the whole school adopts the program, there is a much greater capacity to achieve remarkable outcomes. Within the integrated design of the project, students learn to be more aware of their behavior and how it affects others. They are so excited to know they have the ability to increase their happiness no matter what others are doing. They begin to engage their parents and community by demonstrating their new leadership skills.

In **The Get Happier School Project**, our resources provide exciting colourful visuals, with thorough teaching plans, clear information and interactive activities at each level. The development of ideas from simple to complex are easy to implement, logical, and fun. There are materials relevant to students between Kindergarten and Eighth grade, as well as a Parent program. With the wide range of curriculum, you can adapt it to suit your school and the needs of your students... in any district.

At each level of engagement, social/emotional skills are learned through a developmental literacy structure that enlightens students in how to control their behavior (thinking, actions, emotions and health) so they can achieve happiness and joy in their life. The materials change depending on the age level but the concept of being in control of your life is consistent.

This program has evolved over time from evidence-based psychology, including 40 years of experience working with schools, families and parents. The authors, Ivan Honey and Rebekah Honey have been assisted by many developers including educators, psychologists, and counsellors using children's



feedback from many countries and cultures. The program is an extension of Dr William Glasser's work in understanding human behaviour, and his development of Choice Theory and Reality Therapy. In our ***Get Happier School Project*** for elementary and middle schools we have taken the strengths of many methods and added our creativity, imagination and flavour. It is a progressive experience incorporating research, learning, internalizing the ideas, and understanding a different and better way to live happily in our constantly changing world.

The Get Happier School Project provides an exciting and achievable way of learning behavioral psychology through the analogy of a car. In ***The Amazing Adventures of Doug Dragster***, our personified main character becomes our teacher. As he learns through his life experiences how all his component parts work together, his friends and family help him to understand his motivation for behavior and he increasingly gains awareness of what happiness is. As Doug discovers the secrets to happiness and shares them with his friends, we are able to gain insight into our own values, beliefs, and what happiness is for us.

Above all we hope you can take what we have created in ***The Get Happier Project*** and use it as a successful pathway to understand yourself, and to offer these ideas to your students.

Finally, we want to emphasise to you our belief that there is no better way to help children grow, learn and safely experience the journey of life, than by linking it to the most basic human motivation of all to get happier. So why wait? Explore ***The Get Happier Project*** in your school now!

'A whole school approach is vital for implementing progress for the mental health and well-being of students. One of the problems in schools and in school systems is we often tend to do things in isolation when in fact everything is connected.'

Prof Brian Caldwell, Past Director of Education, Melbourne University, Australia

'To be successful in any classroom, family or community, we need to create an ordered, warm and welcoming atmosphere where people feel free to connect, create, experiment and learn in an inclusive and supportive environment.'

Ivan Honey and Associates Pty Ltd, Australia

www.gethappier.net

The Get Happier School Quick Guide



<p style="text-align: center;">Ready, Set, Go! Recommended for Grade Prep & One</p>	<p style="text-align: center;">Resources</p>
<p>Students use the Ready, Set, Go! Story Books and Posters to learn about feelings and how to get along with each other. The learnings are consolidated through games and fun activities.</p> <p>Teachers acquire a deeper understanding of behaviour and are able to create a great learning environment.</p>	<ul style="list-style-type: none"> • Ready, Set, Go! Story Books (Digital) • The Get Happier Toolbox card set • Open Road Thoughts to Get Happier card set • Comprehensive Ready, Set, Go! Teacher Guide • The Get Happier Toolbox 20 Feelings Cards Powerpoint Slides • Posters and Colouring Pages
<p style="text-align: center;">Life's an Adventure Recommended for Grade Two & Three</p>	<p style="text-align: center;">Resources</p>
<p>Teacher reads The Amazing Adventures of Doug Dragster to their students. The novel has three books. Grade 2 use Book One and Grade 3 use Book Two and Three. The teacher leads the discussion as students complete the activities in their My Get Happier Travel Journal.</p> <p>Students write, draw, create constructions and play games.</p>	<ul style="list-style-type: none"> • The Amazing Adventures of Doug Dragster story book • My Get Happier Travel Journal (students journal) • The Get Happier Toolbox card set • Comprehensive Life's an Adventure Teacher Guide for 71 lessons • Posters
<p style="text-align: center;">The Magic in Life Recommended for Grade Four & Five</p>	<p style="text-align: center;">Resources</p>
<p>Students complete activities in Doug Dragster's Magic Book to build their understanding of behaviour and further develop social & emotional skills.</p>	<ul style="list-style-type: none"> • Doug Dragster's Magic Book (students journal) • Comprehensive The Magic in Life Teacher Guide (43 lessons including additional games and activities) • The Get Happier Toolbox card set • Posters
<p style="text-align: center;">Get Happier in Action Recommended for Grade Six</p>	<p style="text-align: center;">Resources</p>
<p>Students work in teams to create projects to increase happiness in the school and community. They use their acquired knowledge and apply it to different projects and learn the skills of leadership and project management.</p>	<ul style="list-style-type: none"> • Get Happier In Action Project Book (students journal) • Comprehensive Get Happier in Action Teacher Guide • Posters
<p style="text-align: center;">For all parents in the school</p>	<p>Personal copy of Happy Parenting: Raising Positive and Empowered Kids</p>
<p style="text-align: center;">For teachers & schools</p>	<p>One or two day training for all staff</p>

Teaching children the skills for a happier and more successful life!

Social and Emotional Learning

In *The Get Happier Project* children will meet a number of engaging characters (dragster cars) who embody a wide range of attributes and behaviours. The students will be drawn into activities which will improve their literacy and language skills, while at the same time, they will be developing a deeper understanding of healthy relationships.

Literacy Benefits

Reading and listening to the stories along with supervised discussion will enhance social and emotional learning. In teaching literacy skills in the early grades, sound and word recognition, vocabulary building, and simple character analysis provide the foundation of gaining knowledge through the written word. It can also be the spark that ignites interest and motivation in reading that may not otherwise have been present. 'Listen and Read' has long been accepted as an effective strategy to improve listening and comprehension skills. It improves focus, attention, and memory, as well as introducing children to the power of storytelling.

The Get Happier Project has been designed to provide an vehicle to build the interest of children in story, characters, theme, plot, and challenge by incorporating the personified dragster cars to tell the story. Literacy skills are introduced through the activities, connections and evaluation the children make between the situations in the story and their own lives. Group discussion allows interaction of the children with each other and the new concepts. The activities are directed toward the many components of literacy such as compare, contrast, cause and effect, connections, organization, analyzing, evaluating, and applying the ideas to what the children already know. Writing skills are also used to help the children learn to synthesize, analyze and extend their understanding of the lessons in the story.

Mindfulness

Mindfulness is a mental state which is achieved by focusing one's awareness on the present moment, while calmly acknowledging and accepting one's feelings, thoughts, and bodily sensations. It has recently gained prominence as a therapeutic technique. It is also a subset of social and emotional learning (SEL) and SEL has been shown to work in many contexts.

Research by Durlak et al reported that SEL interventions led to improvements in achievement tests, classroom behaviour and student's emotional health. Research indicates that teaching students mindfulness can help them improve and develop both cognitively, socially and emotionally.

Becoming mindful helps students to develop cognitive processes such as executive function. Executive function is a set of mental skills that constitutes attention, switching focus, planning, organizing and remembering details. These are cornerstone components for learning. Studies have shown that mindfulness practice can lead to improvements in executive function in children .

Deficits and excesses of anti-social behavior can also affect learning, understanding, and the classroom climate. Mindfulness has been shown to help students develop effective social skills . In addition, research has also reported that mindfulness training can help students to improve their emotional

health . Mindfulness is intimately connected to self-awareness and self-regulation. Students may not have naturally learned to be self-aware or to self-regulate and mindfulness activities can guide them in developing these skills. Learning to become more aware of our thought processes and reactions in the present moment allows us to be more in charge of our emotions and behaviors. Doug Dragster is impulsive and becomes more mindful when he learns the skills and strategies of slowing down and becoming more self-aware.

Before presenting Mindfulness activities, it is important to make sure they are ready to give mindfulness a try. When they are full of energy and itching to run and play, it may be more beneficial to allow for an active game. Use your knowledge to choose an appropriate time and activity to best fit the needs of the children.

Hints for Challenging Situations

- Until the ideal learning environment is achieved, there may be some challenging situations, which will prevent students engaging fully with the program. These guidelines will help you to maintain student's engagement with the program.
- In the first term, teach the Open Road behaviours using the Open Road chart.
- It is helpful to ignore temporary minor distractions and give attention to those students who are on task.
- Be confident; keep the discussion moving, and maintain motivation by focusing on the next part of the activity, i.e. "What do you think will happen next?"

If you demonstrate interest and motivation, the children will follow your lead and behave in a similar way. Stay calm when presented with challenges, and always remember to address the issues in a gentle, respectful manner. During discussion encourage students to express their ideas by showing appreciation of each contribution. If children propose ideas that are unethical or hurtful to others, simply Ask them:

- What could happen if someone did that...?
- What do others think...?
- How would you feel if that happened to you...?

Encourage all contributions, no matter how small.

Be flexible; be ready to vary the type of activity to relieve the tension and re-focus the group towards active learning. For example, be on the look-out for fidgeting and disengagement, and move into a physical or hands-on activity.

It is possible that at times, students may self-disclose or raise concerns that you do not feel equipped to answer. In such a case, suggest that they discuss their concerns with a school counselor. Follow the procedures in your school or organization for this type of disclosure.

If students are seriously disengaged, speak with them away from the group to determine how you can help.

In conclusion...

This program will be enhanced if you add your own creativity, knowledge and skills to bring it to life!

Bring your own unique style, experience and stories into the project. Providing your own safe, appropriate examples particularly during discussions, will encourage students to contribute, and this is where the real learning takes place.

There is a range of additional 'Get Happier Project' resources available to support you in developing and reinforcing the Get Happier Classroom. These are outlined on the last page of this guide and can be ordered online at www.gethappier.net.

***We wish you a safe and happy journey
towards getting happier!***

Welcome to *Ready, Set, Go!* Prep and Grade 1 Program

Introduction to the Basics of Social and Emotional Learning

Helping children learn to manage their feelings effectively is a key learning task. Learning to recognize and name feelings, is the first step, and is a lifelong learning that provides the foundations for getting the best out of life.

Teachers

A warm, happy, safe and positive classroom provides the optimal environment for learning social and emotional skills. This happens when students feel connected, see that they are learning something important each day, are enjoying developing greater responsibility and are having fun. As these conditions are being met, students thrive and are open to being taught the skills for Social and Emotional Intelligence.

The Get Happier Project is not heavily prescriptive in the first two years of schooling, and the activities, games and stories can be used at any time. It is important that the first 3 Ready Set Go Books, (The Dragster Family, Doug Dragster's New Friends and Dragster's Have Feelings Too!) be read and discussed in semester one to introduce the children to the dragsters. The Open Road Posters need to be taught soon after the children arrive at school, and should be displayed and discussed regularly. Simple lesson plans are included.

Most importantly teachers need to be supported in creating such a learning environment. The Get Happier Project provides one or two day workshops to teach the Get Happier Framework to teachers to enable them to set up such an environment.

Students learn best through the modelling of the emotionally intelligent behaviour of their teachers, and the Get Happier Project is focused on maximizing teacher wellbeing and support as a pre-condition to effective teaching and learning. The Get Happier Project conducts the Training Workshops required for schools purchasing a Whole School Package) in your school, and staff can attend workshops advertised on the website

www.gethappier.net

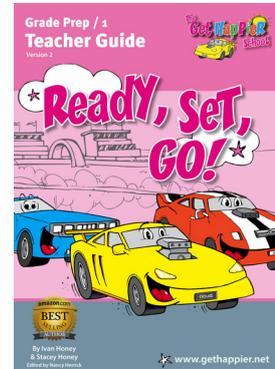
Students

The activities designed for children of this age includes pictures, stories, songs and games to prepare them for the more formal and complex learnings in higher grades.

Ready, Set, Go! Resources

Resources to print : Ready, Set, Go! Teacher Guide

This is the book you are reading right now. It is an easy, step by step guide to implementing the program in your home, classroom or group.



Resources to print : Open Road Posters for Working Together and Beginning the School Year

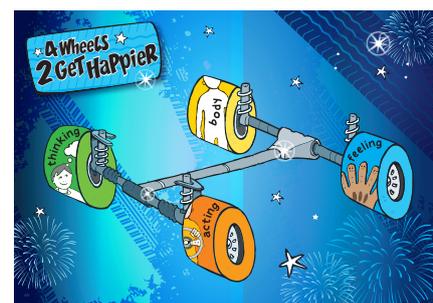
These fabulous posters are the basis for effectively working together, and are introduced at the beginning of each school year.

They can be taught one at a time using role play and discussion and using the lessons Page 11-19. When there are behaviour challenges, we help the child settle, then invite them to use the posters to play the roundabout game. See *The Get Happier Toolbox Booklet. page 12*



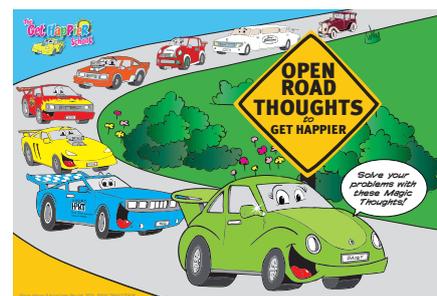
The Get Happier Toolbox 20 Feelings Cards Powerpoint Slides

Use these digital cards to teach students how to understand and manage their feelings, play games, tell stories and problem solve.



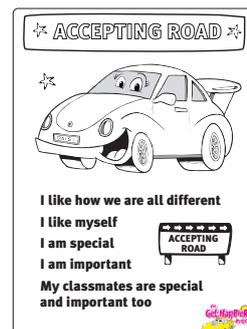
Open Road Thought to Get Happier card set

This new set of 10 powerful affirmation and problem solving cards are simple to use, and provide affirmations and processes for helping children learn the skills to solve their own problems, and at the same time develop a growth mindset. They come with an instruction booklet.



Resources to print : My Open Road Colouring Pages

At the conclusion of each Open Road lesson, the children are given a colouring page of the poster to decorate for themselves with colour, sparkle or mixed media. There are also designed to develop literacy skills.



Ready, Set, Go! Story Books - Powerpoint Slides

Digital Story Books are designed to be used with a class group. The story books introduce children to the Dragster family and their friends. The themes of 'family' and 'getting along together' provide an introduction to school and its expectations for learning. It creates a natural transition from home to school as children talk about family, friends and relationships.



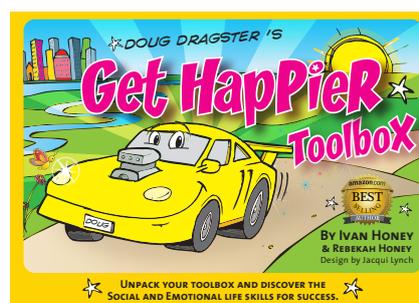
The books are designed to be interesting and fun, and to introduce an understanding of people and feelings. Feelings are linked to physiology, thinking, and acting in an informal way. The pictures enable children to observe the physical expression of feelings, and to relate this to themselves.

The questions at the conclusion of the stories also encourage children to recognise that they can change how they feel by taking constructive action. The questions also enable children to explore, understand and apply the skills for effective relationships and mindsets to improve self esteem.

The Get Happier Toolbox

The Get Happier Toolbox is a dynamic card set that is designed to help everyone discover and apply the skills for living a happy and successful life. It can be used as a practical, fun and visual method to teach emotional Intelligence, understand feelings, develop empathy, improve self-esteem, learn problem solving skills and to learn how to make and keep better relationships.

The visuals in the *4 Wheels 2 Get Happier Cards* (cards 2-21) represent 5 simple primary feelings (happy, sad, excited, angry and worried) and can be used in many ways.



* See games and activities, problem solving and Get Happier Toolbox activities.

Games and Activities

To reinforce learnings and to extend and emotional awareness, there are a number of games that can be used in small groups and in the larger classroom. The games are a fun and informal way to learn. They can be used at any time that is convenient. The games and activities are also great for problem solving.



Scope and Sequence of Lessons and their Curriculum Links (Australia)

KINDERGARTEN/FOUNDATION Health and Physical Education

Being healthy, safe and active sub-strand

Identities	Identify personal strengths (ACPPS001)
Changes and transitions	
Help-seeking	Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy (ACPPS003)
Making healthy and safe choices	

Communicating and interacting for health and wellbeing sub-strand

Interacting with others	Practise personal and social skills to interact positively with others (ACPPS004)
Understanding emotions	Identify and describe emotional responses people may experience in different situations (ACPPS005)

Contributing to health and active communities sub-strand

Community health and promotion	Identify actions that promote health, safety and wellbeing (ACPPS006)
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KINDERGARTEN/FOUNDATION

Personal and Social Capability learning continuum

Self-awareness element

	Level 1a Students:	Level 1b Typically, by the end of Foundation Year, students:
Recognise emotions	Recognise and identify their own emotions	Identify a range of emotions and describe situations that may evoke these emotions
Recognise personal qualities and achievements	Express a personal preference	Identify their likes and dislikes, needs and wants, and explore what influences these
Understand themselves as learners		Identify their abilities, talents and interests as learners
Develop reflective practice		Reflect on their feelings as learners and how their efforts affect skills and achievements

Self-management element

Express emotions appropriately	Recognise and identify how their emotions influence the way they feel and act	Express their emotions constructively in interactions with others
Develop self-discipline and set goals		
Become confident, resilient and adaptable	Identify people and situations with which they feel a sense of familiarity or belonging	Identify situations that feel safe or unsafe, approaching new situations with confidence

Social awareness element

Appreciate diverse perspectives	Show an awareness for the feelings, needs and interests of others	Acknowledge that people hold many points of view
Contribute to civil society		Describe ways they can help at home and school
Understand relationships		Explore relationships through play and group experiences

Social awareness element

Communicate effectively	Respond to the feelings, needs and interests of others	
Work collaboratively		Share experiences of cooperation in play and group activities
Make decisions		Identify options when making decisions to meet their needs and the needs of others
Negotiate and resolve conflict		Listen to others' ideas, and recognise that others may see things differently from them
Develop leadership skills	Respond to the feelings, needs and interests of others	Identify ways to take responsibility for familiar tasks at home and school

KINDERGARTEN/FOUNDATION

Personal and Social Capability learning continuum

Self-awareness element

	Level 1a Students:	Level 1b Typically, by the end of Foundation Year, students:
Recognise emotions	Recognise and identify their own emotions	Identify a range of emotions and describe situations that may evoke these emotions
Recognise personal qualities and achievements	Express a personal preference	Identify their likes and dislikes, needs and wants, and explore what influences these
Understand themselves as learners		Identify their abilities, talents and interests as learners
Develop reflective practice		Reflect on their feelings as learners and how their efforts affect skills and achievements

Self-management element

Express emotions appropriately	Recognise and identify how their emotions influence the way they feel and act	Express their emotions constructively in interactions with others
Develop self-discipline and set goals		
Become confident, resilient and adaptable	Identify people and situations with which they feel a sense of familiarity or belonging	Identify situations that feel safe or unsafe, approaching new situations with confidence

Social awareness element

Appreciate diverse perspectives	Show an awareness for the feelings, needs and interests of others	Acknowledge that people hold many points of view
Contribute to civil society		Describe ways they can help at home and school
Understand relationships		Explore relationships through play and group experiences

Social management element

Communicate effectively	Respond to the feelings, needs and interests of others	
Work collaboratively		Share experiences of cooperation in play and group activities
Make decisions		Identify options when making decisions to meet their needs and the needs of others
Negotiate and resolve conflict		Listen to others' ideas, and recognise that others may see things differently from them
Develop leadership skills	Respond to the feelings, needs and interests of others	Identify ways to take responsibility for familiar tasks at home and school

Scope and Sequence of Lessons and their Curriculum Links

KINDERGARTEN/FOUNDATION

LESSON NUMBER	CONCEPT Sub-strand	AUSTRALIAN SYLLABUS LINK
Lesson 1- 3 ‘Accepting’ Open Road Activities Page 34-35	Identities	Identify personal strengths (ACPPS001)
	Making healthy and safe choices	Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy (ACPPS003)
	Interacting with others	Practise personal and social skills to interact positively with others (ACPPS004)
	Understanding emotions	Identify and describe emotional responses people may experience in different situations (ACPPS005)
	Community health and promotion	Identify actions that promote health, safety and wellbeing (ACPPS006)
	Recognise personal qualities and achievements	1a. Express a personal preference 1b. Identify their likes and dislikes, needs and wants, and explore what influences these
	Develop reflective practice	1b. Reflect on their feelings as learners and how their efforts affect skills and achievements
	Appreciate diverse perspectives	1a. Show an awareness for the feelings, needs and interests of others 1b. Acknowledge that people hold many points of view
	Work collaboratively	1b. Share experiences of cooperation in play and group activities Listen to others’ ideas, and recognise that others may see things differently from them
	Contribute to civil society	Respond to the feelings, needs and interests of others
	Understand relationships	Respond to the feelings, needs and interests of others
	Become confident, resilient and adaptable	1a. Identify people and situations with which they feel a sense of familiarity or belonging 1b. Identify situations that feel safe or unsafe, approaching new situations with confidence
Lesson 4-5 Mindfulness Activity #2 Reading; ‘The Dragster Family’ story book and activities.	Identities	Identify personal strengths (ACPPS001)
	Interacting with others	Practise personal and social skills to interact positively with others (ACPPS004)
	Community health and promotion	Identify actions that promote health, safety and wellbeing (ACPPS006)
	Become confident, resilient and adaptable	Identify people and situations with which they feel a sense of familiarity or belonging Show an awareness for the feelings, needs and interests of others
Lesson 6-8 ‘Listening’ Open Road Activities Page 35-36	Identities	Identify personal strengths (ACPPS001)
	Making healthy and safe choices	Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy (ACPPS003)
	Interacting with others	Practise personal and social skills to interact positively with others (ACPPS004)

Lesson 6-8 continued	Understanding emotions	Identify and describe emotional responses people may experience in different situations (ACPPS005)
	Community health and promotion	Identify actions that promote health, safety and wellbeing (ACPPS006)
	Recognise personal qualities and achievements	1a. Express a personal preference 1b. Identify their likes and dislikes, needs and wants, and explore what influences these
	Develop reflective practice	1b. Reflect on their feelings as learners and how their efforts affect skills and achievements
	Appreciate diverse perspectives	1a. Show an awareness for the feelings, needs and interests of others 1b. Acknowledge that people hold many points of view
	Work collaboratively	1b. Share experiences of cooperation in play and group activities Listen to others' ideas, and recognise that others may see things differently from them
	Become confident, resilient and adaptable	1a. Identify people and situations with which they feel a sense of familiarity or belonging 1b. Identify situations that feel safe or unsafe, approaching new situations with confidence
Lesson 9 Reading 'Doug Dragster's New Friends' storybook and activities	Become confident, resilient and adaptable	1a. Identify people and situations with which they feel a sense of familiarity or belonging 1b. Identify situations that feel safe or unsafe, approaching new situations with confidence
	Appreciate diverse perspectives	1a. Show an awareness for the feelings, needs and interests of others 1b. Acknowledge that people hold many points of view
Lesson 10-12 'Respecting' Open Road Activities Page 36-37	Identities	Identify personal strengths (ACPPS001)
	Making healthy and safe choices	Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy (ACPPS003)
	Interacting with others	Practise personal and social skills to interact positively with others (ACPPS004)
	Understanding emotions	Identify and describe emotional responses people may experience in different situations (ACPPS005)
	Community health and promotion	Identify actions that promote health, safety and wellbeing (ACPPS006)
	Recognise personal qualities and achievements	1a. Express a personal preference 1b. Identify their likes and dislikes, needs and wants, and explore what influences these
	Develop reflective practice	1b. Reflect on their feelings as learners and how their efforts affect skills and achievements
	Appreciate diverse perspectives	1a. Show an awareness for the feelings, needs and interests of others 1b. Acknowledge that people hold many points of view
	Work collaboratively	1b. Share experiences of cooperation in play and group activities Listen to others' ideas, and recognise that others may see things differently from them
	Become confident, resilient and adaptable	1a. Identify people and situations with which they feel a sense of familiarity or belonging 1b. Identify situations that feel safe or unsafe, approaching new situations with confidence

Lesson 13 Mindfulness activity # 1	Identities	Identify personal strengths (ACPPS001)
Lesson 14-16 ‘Encouraging’ Open Road Activities Page 37-38	Identities	Identify personal strengths (ACPPS001)
	Making healthy and safe choices	Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy (ACPPS003)
	Interacting with others	Practise personal and social skills to interact positively with others (ACPPS004)
	Understanding emotions	Identify and describe emotional responses people may experience in different situations (ACPPS005)
	Community health and promotion	Identify actions that promote health, safety and wellbeing (ACPPS006)
	Recognise personal qualities and achievements	1a. Express a personal preference 1b. Identify their likes and dislikes, needs and wants, and explore what influences these
	Develop reflective practice	1b. Reflect on their feelings as learners and how their efforts affect skills and achievements
	Appreciate diverse perspectives	1a. Show an awareness for the feelings, needs and interests of others 1b. Acknowledge that people hold many points of view
	Work collaboratively	1b. Share experiences of cooperation in play and group activities Listen to others’ ideas, and recognise that others may see things differently from them
	Contribute to civil society	Respond to the feelings, needs and interests of others
	Understand relationships	Respond to the feelings, needs and interests of others
Lesson 17-19 ‘Supporting’ Open Road activities Page 38-39	Identities	Identify personal strengths (ACPPS001)
	Making healthy and safe choices	Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy (ACPPS003)
	Interacting with others	Practise personal and social skills to interact positively with others (ACPPS004)
	Understanding emotions	Identify and describe emotional responses people may experience in different situations (ACPPS005)
	Community health and promotion	Identify actions that promote health, safety and wellbeing (ACPPS006)
	Recognise personal qualities and achievements	1a. Express a personal preference 1b. Identify their likes and dislikes, needs and wants, and explore what influences these
	Develop reflective practice	1b. Reflect on their feelings as learners and how their efforts affect skills and achievements
	Appreciate diverse perspectives	1a. Show an awareness for the feelings, needs and interests of others 1b. Acknowledge that people hold many points of view
	Work collaboratively	1b. Share experiences of cooperation in play and group activities Listen to others’ ideas, and recognise that others may see things differently from them

Lesson 17-19 continued	Contribute to civil society	Respond to the feelings, needs and interests of others
	Understand relationships	Respond to the feelings, needs and interests of others
	Become confident, resilient and adaptable	1a. Identify people and situations with which they feel a sense of familiarity or belonging 1b. Identify situations that feel safe or unsafe, approaching new situations with confidence
Lesson 20 storybook and activities, 'Doug Learns to Breathe'	Making healthy and safe choices	Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy (ACPPS003)
	Interacting with others	Practise personal and social skills to interact positively with others (ACPPS004)
Lesson 21-23 'Trusting' Open Road Activities Page 39	Identities	Identify personal strengths (ACPPS001)
	Making healthy and safe choices	Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy (ACPPS003)
	Interacting with others	Practise personal and social skills to interact positively with others (ACPPS004)
	Understanding emotions	Identify and describe emotional responses people may experience in different situations (ACPPS005)
	Community health and promotion	Identify actions that promote health, safety and wellbeing (ACPPS006)
	Recognise personal qualities and achievements	1a. Express a personal preference 1b. Identify their likes and dislikes, needs and wants, and explore what influences these
	Develop reflective practice	1b. Reflect on their feelings as learners and how their efforts affect skills and achievements
	Appreciate diverse perspectives	1a. Show an awareness for the feelings, needs and interests of others 1b. Acknowledge that people hold many points of view
	Work collaboratively	1b. Share experiences of cooperation in play and group activities Listen to others' ideas, and recognise that others may see things differently from them
	Contribute to civil society	Respond to the feelings, needs and interests of others
	Understand relationships	Respond to the feelings, needs and interests of others
Lesson 24 Storybook 'Sam Asks; How Do I Know Who to Trust?'	Making healthy and safe choices	Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy (ACPPS003)
	Community health and promotion	Identify actions that promote health, safety and wellbeing (ACPPS006)

Lesson 25-27 'Negotiating' Open Road Activities Page 40	Identities	Identify personal strengths (ACPPS001)
	Making healthy and safe choices	Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy (ACPPS003)
	Interacting with others	Practise personal and social skills to interact positively with others (ACPPS004)
	Understanding emotions	Identify and describe emotional responses people may experience in different situations (ACPPS005)
	Community health and promotion	Identify actions that promote health, safety and wellbeing (ACPPS006)
	Recognise personal qualities and achievements	1a. Express a personal preference 1b. Identify their likes and dislikes, needs and wants, and explore what influences these
	Develop reflective practice	1b. Reflect on their feelings as learners and how their efforts affect skills and achievements
	Appreciate diverse perspectives	1a. Show an awareness for the feelings, needs and interests of others 1b. Acknowledge that people hold many points of view
	Work collaboratively	1b. Share experiences of cooperation in play and group activities Listen to others' ideas, and recognise that others may see things differently from them
	Contribute to civil society	Respond to the feelings, needs and interests of others
	Understand relationships	Respond to the feelings, needs and interests of others
	Become confident, resilient and adaptable	1a. Identify people and situations with which they feel a sense of familiarity or belonging 1b. Identify situations that feel safe or unsafe, approaching new situations with confidence
Lesson 28 Storybook and activities; 'Doug and Sam Learn to Get Along'	Interacting with others	Practise personal and social skills to interact positively with others (ACPPS004)
	Community health and promotion	Identify actions that promote health, safety and wellbeing (ACPPS006)
	Express emotions appropriately	1a. Recognise and identify how their emotions influence the way they feel and act 1b. Express their emotions constructively in interactions with others
	Understand relationships	Respond to the feelings, needs and interests of others
	Become confident, resilient and adaptable	1a. Identify people and situations with which they feel a sense of familiarity or belonging 1b. Identify situations that feel safe or unsafe, approaching new situations with confidence
Lesson 29 Story book and activities; 'Dragsters Have Feelings Too'	Interacting with others	Practise personal and social skills to interact positively with others (ACPPS004)
	Community health and promotion	Identify actions that promote health, safety and wellbeing (ACPPS006)
	Express emotions appropriately	1a. Recognise and identify how their emotions influence the way they feel and act 1b. Express their emotions constructively in interactions with others
	Understand relationships	Respond to the feelings, needs and interests of others
	Negotiate and resolve conflict	Listen to others' ideas, and recognise that others may see things differently from them
	Develop leadership skills	Identify ways to take responsibility for familiar tasks at home and school

Lesson 29 continued	Become confident, resilient and adaptable	1a. Identify people and situations with which they feel a sense of familiarity or belonging 1b. Identify situations that feel safe or unsafe, approaching new situations with confidence
Lesson 30- 32 Activities from the Toolbox feeling cards/ digital images. ‘Learning about feelings’	Understanding emotions	Identify and describe emotional responses people may experience in different situations (ACPPS005)
	Recognise emotions	1a. Recognise and identify their own emotions 1b. Identify a range of emotions and describe situations that may evoke these emotions
	Express emotions appropriately	1a. Recognise and identify how their emotions influence the way they feel and act 1b. Express their emotions constructively in interactions with others
Lesson 33 Regular reviews of the Open Road posters, especially when the children need to be reminded. Introducing the Roundabout poster,	Identities	Identify personal strengths (ACPPS001)
	Making healthy and safe choices	Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy (ACPPS003)
	Interacting with others	Practise personal and social skills to interact positively with others (ACPPS004)
	Understanding emotions	Identify and describe emotional responses people may experience in different situations (ACPPS005)
	Community health and promotion	Identify actions that promote health, safety and wellbeing (ACPPS006)
	Recognise personal qualities and achievements	1a. Express a personal preference 1b. Identify their likes and dislikes, needs and wants, and explore what influences these
	Develop reflective practice	1b. Reflect on their feelings as learners and how their efforts affect skills and achievements
	Appreciate diverse perspectives	1a. Show an awareness for the feelings, needs and interests of others 1b. Acknowledge that people hold many points of view
	Work collaboratively	1b. Share experiences of cooperation in play and group activities Listen to others’ ideas, and recognise that others may see things differently from them
	Contribute to civil society	Respond to the feelings, needs and interests of others
	Understand relationships	Respond to the feelings, needs and interests of others
Lesson 34-40 Regular feeling games and activities; Identifying and naming feelings, Swap your dragster game, The matching feelings game, Dragster snap, etc page xx Additional and regular mindfulness activities.	Become confident, resilient and adaptable	1a. Identify people and situations with which they feel a sense of familiarity or belonging 1b. Identify situations that feel safe or unsafe, approaching new situations with confidence
	Understanding emotions	Identify and describe emotional responses people may experience in different situations (ACPPS005)
	Recognise emotions	1a. Recognise and identify their own emotions 1b. Identify a range of emotions and describe situations that may evoke these emotions
	Express emotions appropriately	1a. Recognise and identify how their emotions influence the way they feel and act 1b. Express their emotions constructively in interactions with others



Scope and Sequence of Lessons and their Curriculum Links (Australia)

YEAR 1	
Health and Physical Education	
Being healthy, safe and active sub-strand	
Identities	Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015)
Changes and transitions	
Help-seeking	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)
Making healthy and safe choices	Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)
Communicating and interacting for health and wellbeing sub-strand	
Interacting with others	Describe ways to include others to make them feel they belong (ACPPS019)
Understanding emotions	Identify and practise emotional responses that account for own and others' feelings (ACPPS020)
Contributing to health and active communities sub-strand	
Community health and promotion	Explore actions that help make the classroom a healthy, safe and active place (ACPPS022)

YEAR 1

Personal and Social Capability learning continuum

Self-awareness element

Level 2
Typically, by the end of Year 2, students:

Recognise emotions	Compare their emotional responses with those of their peers
Recognise personal qualities and achievements	Identify and describe personal interests, skills and achievements and explain how these contribute to family and school life
Understand themselves as learners	Discuss their strengths and weaknesses as learners and identify some learning strategies to assist them
Develop reflective practice	Reflect on what they have learnt about themselves from a range of experiences at home and school

Self-management element

Express emotions appropriately	Describe ways to express emotions to show awareness of the feelings and needs of others
Develop self-discipline and set goals	Set goals in learning and personal organisation by completing tasks within a given time
Become confident, resilient and adaptable	Undertake and persist with short tasks, within the limits of personal safety

Social awareness element

Appreciate diverse perspectives	Describe similarities and differences in points of view between themselves and people in their communities
Contribute to civil society	
Understand relationships	Identify ways to care for others, including ways of making and keeping friends

Social management element

Communicate effectively	
Work collaboratively	Identify cooperative behaviours in a range of group activities
Make decisions	Practise individual and group decision making in situations such as class meetings and when working in pairs and small groups
Negotiate and resolve conflict	
Develop leadership skills	Discuss ways in which they can take responsibility for their own actions

Scope and Sequence of Lessons and their Curriculum Links

YEAR 1

LESSON NUMBER	CONCEPT Sub-strand	AUSTRALIAN SYLLABUS LINK
Lesson 1 & 2 Review Open Road activities: Accepting	Identities	Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015)
	Changes and transitions	
	Help seeking	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)
	Making healthy and safe choices	Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)
	Interacting with others	Describe ways to include others to make them feel they belong (ACPPS019)
	Community health and promotion	Explore actions that help make the classroom a healthy, safe and active place (ACPPS022)
	Recognise personal qualities and achievements	Identify and describe personal interests, skills and achievements and explain how these contribute to family and school life
	Develop reflective practice	Reflect on what they have learnt about themselves from a range of experiences at home and school
	Develop self-discipline and set goals	Set goals in learning and personal organisation by completing tasks within a given time
	Become confident, resilient and adaptable	Undertake and persist with short tasks, within the limits of personal safety
	Appreciate diverse perspectives	Describe similarities and differences in points of view between themselves and people in their communities
	Contribute to civil society	
	Understand relationships	Identify ways to care for others, including ways of making and keeping friends
	Communicate effectively	
	Work collaboratively	Identify cooperative behaviours in a range of group activities
Make decisions	Practise individual and group decision making in situations such as class meetings and when working in pairs and small groups	
Negotiate and resolve conflict	Practise solving simple interpersonal problems, recognising there are many ways to solve conflict	
Develop leadership skills	Discuss ways in which they can take responsibility for their own actions	
Lesson 3 Review storybook ; ‘Doug Dragster’s New Friends’	Identities	Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015)
	Interacting with others	Describe ways to include others to make them feel they belong (ACPPS019)
	Appreciate diverse perspectives	Describe similarities and differences in points of view between themselves and people in their communities
	Understand relationships	Identify ways to care for others, including ways of making and keeping friends

Lesson 4 & 5 Review Open Road activities: Listening	Identities	Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015)
	Changes and transitions	
	Help seeking	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)
	Making healthy and safe choices	Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)
	Interacting with others	Describe ways to include others to make them feel they belong (ACPPS019)
	Community health and promotion	Explore actions that help make the classroom a healthy, safe and active place (ACPPS022)
	Recognise personal qualities and achievements	Identify and describe personal interests, skills and achievements and explain how these contribute to family and school life
	Develop reflective practice	Reflect on what they have learnt about themselves from a range of experiences at home and school
	Develop self-discipline and set goals	Set goals in learning and personal organisation by completing tasks within a given time
	Become confident, resilient and adaptable	Undertake and persist with short tasks, within the limits of personal safety
	Appreciate diverse perspectives	Describe similarities and differences in points of view between themselves and people in their communities
	Contribute to civil society	
	Understand relationships	Identify ways to care for others, including ways of making and keeping friends
	Communicate effectively	
	Work collaboratively	Identify cooperative behaviours in a range of group activities
	Make decisions	Practise individual and group decision making in situations such as class meetings and when working in pairs and small groups
Negotiate and resolve conflict	Practise solving simple interpersonal problems, recognising there are many ways to solve conflict	
Develop leadership skills	Discuss ways in which they can take responsibility for their own actions	
Lesson 6 Review storybook: Dragsters Have Feelings Too!	Help seeking	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)
	Understanding emotions	Identify and practise emotional responses that account for own and others' feelings (ACPPS020)
	Recognise emotions	Compare their emotional responses with those of their peers
	Express emotions appropriately	Describe ways to express emotions to show awareness of the feelings and needs of others
Lesson 7 Choose a mindfulness activity	Help seeking	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)
	Making healthy and safe choices	Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)

Lesson 8 & 9 Review Open Road activities, 'Respecting'	Identities	Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015)	
	Changes and transitions		
	Help seeking	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)	
	Making healthy and safe choices	Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)	
	Interacting with others	Describe ways to include others to make them feel they belong (ACPPS019)	
	Community health and promotion	Explore actions that help make the classroom a healthy, safe and active place (ACPPS022)	
	Recognise personal qualities and achievements	Identify and describe personal interests, skills and achievements and explain how these contribute to family and school life	
	Develop reflective practice	Reflect on what they have learnt about themselves from a range of experiences at home and school	
	Develop self-discipline and set goals	Set goals in learning and personal organisation by completing tasks within a given time	
	Become confident, resilient and adaptable	Undertake and persist with short tasks, within the limits of personal safety	
	Appreciate diverse perspectives	Describe similarities and differences in points of view between themselves and people in their communities	
	Contribute to civil society		
	Understand relationships	Identify ways to care for others, including ways of making and keeping friends	
	Communicate effectively		
	Work collaboratively	Identify cooperative behaviours in a range of group activities	
	Lesson 10 & 11 Feelings games using the Toolbox cards/digital images	Make decisions	Practise individual and group decision making in situations such as class meetings and when working in pairs and small groups
		Negotiate and resolve conflict	Practise solving simple interpersonal problems, recognising there are many ways to solve conflict
Develop leadership skills		Discuss ways in which they can take responsibility for their own actions	
Help seeking		Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)	
Understanding emotions		Identify and practise emotional responses that account for own and others' feelings (ACPPS020)	
Recognise emotions		Compare their emotional responses with those of their peers	
Express emotions appropriately	Describe ways to express emotions to show awareness of the feelings and needs of others		
Become confident, resilient and adaptable	Undertake and persist with short tasks, within the limits of personal safety		
Work collaboratively	Identify cooperative behaviours in a range of group activities		

Lesson 12 & 13. Review Open Roads activities, 'Encouraging'	Identities	Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015)	
	Changes and transitions		
	Help seeking	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)	
	Making healthy and safe choices	Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)	
	Interacting with others	Describe ways to include others to make them feel they belong (ACPPS019)	
	Community health and promotion	Explore actions that help make the classroom a healthy, safe and active place (ACPPS022)	
	Recognise personal qualities and achievements	Identify and describe personal interests, skills and achievements and explain how these contribute to family and school life	
	Develop reflective practice	Reflect on what they have learnt about themselves from a range of experiences at home and school	
	Develop self-discipline and set goals	Set goals in learning and personal organisation by completing tasks within a given time	
	Become confident, resilient and adaptable	Undertake and persist with short tasks, within the limits of personal safety	
	Appreciate diverse perspectives	Describe similarities and differences in points of view between themselves and people in their communities	
	Contribute to civil society		
	Understand relationships	Identify ways to care for others, including ways of making and keeping friends	
	Communicate effectively		
	Work collaboratively	Identify cooperative behaviours in a range of group activities	
	Lesson14 Storybook and activities; Dangerous Dragsters'	Make decisions	Practise individual and group decision making in situations such as class meetings and when working in pairs and small groups
		Negotiate and resolve conflict	Practise solving simple interpersonal problems, recognising there are many ways to solve conflict
Develop leadership skills		Discuss ways in which they can take responsibility for their own actions	
Making healthy and safe choices		Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)	
Interacting with others		Describe ways to include others to make them feel they belong (ACPPS019)	
Community health and promotion		Explore actions that help make the classroom a healthy, safe and active place (ACPPS022)	
Express emotions appropriately	Describe ways to express emotions to show awareness of the feelings and needs of others		
Understand relationships	Identify ways to care for others, including ways of making and keeping friends		
Work collaboratively	Identify cooperative behaviours in a range of group activities		

Lesson 15 and 16 Review Open roads activities, 'Supporting'	Identities	Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015)	
	Changes and transitions		
	Help seeking	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)	
	Making healthy and safe choices	Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)	
	Interacting with others	Describe ways to include others to make them feel they belong (ACPPS019)	
	Community health and promotion	Explore actions that help make the classroom a healthy, safe and active place (ACPPS022)	
	Recognise personal qualities and achievements	Identify and describe personal interests, skills and achievements and explain how these contribute to family and school life	
	Develop reflective practice	Reflect on what they have learnt about themselves from a range of experiences at home and school	
	Develop self-discipline and set goals	Set goals in learning and personal organisation by completing tasks within a given time	
	Become confident, resilient and adaptable	Undertake and persist with short tasks, within the limits of personal safety	
	Appreciate diverse perspectives	Describe similarities and differences in points of view between themselves and people in their communities	
	Contribute to civil society		
	Understand relationships	Identify ways to care for others, including ways of making and keeping friends	
	Communicate effectively		
	Work collaboratively	Identify cooperative behaviours in a range of group activities	
	Lesson 17 and 18. Choose a mindfulness activity and play feeling games	Make decisions	Practise individual and group decision making in situations such as class meetings and when working in pairs and small groups
		Negotiate and resolve conflict	Practise solving simple interpersonal problems, recognising there are many ways to solve conflict
Develop leadership skills		Discuss ways in which they can take responsibility for their own actions	
Help seeking		Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)	
Making healthy and safe choices		Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)	
Understanding emotions		Identify and practise emotional responses that account for own and others' feelings (ACPPS020)	
Recognise emotions		Compare their emotional responses with those of their peers	
Express emotions appropriately	Describe ways to express emotions to show awareness of the feelings and needs of others		
Become confident, resilient and adaptable	Undertake and persist with short tasks, within the limits of personal safety		
Work collaboratively	Identify cooperative behaviours in a range of group activities		

Lesson 19 Storybook and activities, 'Doug Learns to Breathe'	Help seeking	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)
	Understanding emotions	Identify and practise emotional responses that account for own and others' feelings (ACPPS020)
Lesson 20 and 21 Review Open Roads activities: Trusting'	Identities	Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015)
	Changes and transitions	
	Help seeking	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)
	Making healthy and safe choices	Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)
	Interacting with others	Describe ways to include others to make them feel they belong (ACPPS019)
	Community health and promotion	Explore actions that help make the classroom a healthy, safe and active place (ACPPS022)
	Recognise personal qualities and achievements	Identify and describe personal interests, skills and achievements and explain how these contribute to family and school life
	Develop reflective practice	Reflect on what they have learnt about themselves from a range of experiences at home and school
	Develop self-discipline and set goals	Set goals in learning and personal organisation by completing tasks within a given time
	Become confident, resilient and adaptable	Undertake and persist with short tasks, within the limits of personal safety
	Appreciate diverse perspectives	Describe similarities and differences in points of view between themselves and people in their communities
	Contribute to civil society	
	Understand relationships	Identify ways to care for others, including ways of making and keeping friends
	Communicate effectively	
	Work collaboratively	Identify cooperative behaviours in a range of group activities
	Make decisions	Practise individual and group decision making in situations such as class meetings and when working in pairs and small groups
Negotiate and resolve conflict	Practise solving simple interpersonal problems, recognising there are many ways to solve conflict	
Develop leadership skills	Discuss ways in which they can take responsibility for their own actions	
Lesson 22. Choose a mindfulness activity and play feeling games	Help seeking	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)
	Making healthy and safe choices	Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)
	Understanding emotions	Identify and practise emotional responses that account for own and others' feelings (ACPPS020)
	Recognise emotions	Compare their emotional responses with those of their peers
	Express emotions appropriately	Describe ways to express emotions to show awareness of the feelings and needs of others

Lesson 22 continued	Become confident, resilient and adaptable	Undertake and persist with short tasks, within the limits of personal safety
	Work collaboratively	Identify cooperative behaviours in a range of group activities
Lesson 23 and 24 Review Open Roads activities, 'Negotiating'	Identities	Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015)
	Changes and transitions	
	Help seeking	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)
	Making healthy and safe choices	Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)
	Interacting with others	Describe ways to include others to make them feel they belong (ACPPS019)
	Community health and promotion	Explore actions that help make the classroom a healthy, safe and active place (ACPPS022)
	Recognise personal qualities and achievements	Identify and describe personal interests, skills and achievements and explain how these contribute to family and school life
	Develop reflective practice	Reflect on what they have learnt about themselves from a range of experiences at home and school
	Develop self-discipline and set goals	Set goals in learning and personal organisation by completing tasks within a given time
	Become confident, resilient and adaptable	Undertake and persist with short tasks, within the limits of personal safety
	Appreciate diverse perspectives	Describe similarities and differences in points of view between themselves and people in their communities
	Contribute to civil society	
	Understand relationships	Identify ways to care for others, including ways of making and keeping friends
	Communicate effectively	
	Work collaboratively	Identify cooperative behaviours in a range of group activities
	Make decisions	Practise individual and group decision making in situations such as class meetings and when working in pairs and small groups
Negotiate and resolve conflict	Practise solving simple interpersonal problems, recognising there are many ways to solve conflict	
Develop leadership skills	Discuss ways in which they can take responsibility for their own actions	
Lesson 25 Storybook and activities, "Doug and Sam Learn to Get Along"	Interacting with others	Describe ways to include others to make them feel they belong (ACPPS019)
	Develop reflective practice	Reflect on what they have learnt about themselves from a range of experiences at home and school
	Work collaboratively	Identify cooperative behaviours in a range of group activities
	Negotiate and resolve conflict	Practise solving simple interpersonal problems, recognising there are many ways to solve conflict

Lesson 26 More Feelings games	Help seeking	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)
	Understanding emotions	Identify and practise emotional responses that account for own and others' feelings (ACPPS020)
	Recognise emotions	Compare their emotional responses with those of their peers
	Express emotions appropriately	Describe ways to express emotions to show awareness of the feelings and needs of others
	Become confident, resilient and adaptable	Undertake and persist with short tasks, within the limits of personal safety
	Work collaboratively	Identify cooperative behaviours in a range of group activities
Lesson 27 Storybook and activities, 'Sid Gets Angry'	Help seeking	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)
	Understanding emotions	Identify and practise emotional responses that account for own and others' feelings (ACPPS020)
	Recognise emotions	Compare their emotional responses with those of their peers
	Express emotions appropriately	Describe ways to express emotions to show awareness of the feelings and needs of others
	Become confident, resilient and adaptable	Undertake and persist with short tasks, within the limits of personal safety
	Work collaboratively	Identify cooperative behaviours in a range of group activities
Lesson 28 More feelings games	Help seeking	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)
	Understanding emotions	Identify and practise emotional responses that account for own and others' feelings (ACPPS020)
	Recognise emotions	Compare their emotional responses with those of their peers
	Express emotions appropriately	Describe ways to express emotions to show awareness of the feelings and needs of others
	Become confident, resilient and adaptable	Undertake and persist with short tasks, within the limits of personal safety
	Work collaboratively	Identify cooperative behaviours in a range of group activities
Lesson 29 Storybook and activities, 'Doug Feels Nervous'	Help seeking	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)
	Understanding emotions	Identify and practise emotional responses that account for own and others' feelings (ACPPS020)
	Recognise emotions	Compare their emotional responses with those of their peers
	Express emotions appropriately	Describe ways to express emotions to show awareness of the feelings and needs of others
	Become confident, resilient and adaptable	Undertake and persist with short tasks, within the limits of personal safety
	Work collaboratively	Identify cooperative behaviours in a range of group activities
	Develop reflective practice	Reflect on what they have learnt about themselves from a range of experiences at home and school

Lesson 30 Storybook and activities, 'Daisy Feels Sad'	Help seeking	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)
	Understanding emotions	Identify and practise emotional responses that account for own and others' feelings (ACPPS020)
	Recognise emotions	Compare their emotional responses with those of their peers
	Express emotions appropriately	Describe ways to express emotions to show awareness of the feelings and needs of others
	Become confident, resilient and adaptable	Undertake and persist with short tasks, within the limits of personal safety
	Work collaboratively	Identify cooperative behaviours in a range of group activities
	Develop reflective practice	Reflect on what they have learnt about themselves from a range of experiences at home and school
Lesson 31 More feelings games,	Help seeking	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)
	Understanding emotions	Identify and practise emotional responses that account for own and others' feelings (ACPPS020)
	Recognise emotions	Compare their emotional responses with those of their peers
	Express emotions appropriately	Describe ways to express emotions to show awareness of the feelings and needs of others
	Become confident, resilient and adaptable	Undertake and persist with short tasks, within the limits of personal safety
	Work collaboratively	Identify cooperative behaviours in a range of group activities
	Develop reflective practice	Reflect on what they have learnt about themselves from a range of experiences at home and school
Lesson 32 Storybook and activities, Looking After Yourself'	Identities	Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015)
	Help seeking	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)
	Making healthy and safe choices	Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)
Lesson 33 More feelings games	Help seeking	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)
	Understanding emotions	Identify and practise emotional responses that account for own and others' feelings (ACPPS020)
	Recognise emotions	Compare their emotional responses with those of their peers
	Express emotions appropriately	Describe ways to express emotions to show awareness of the feelings and needs of others
	Become confident, resilient and adaptable	Undertake and persist with short tasks, within the limits of personal safety
	Work collaboratively	Identify cooperative behaviours in a range of group activities
	Develop reflective practice	Reflect on what they have learnt about themselves from a range of experiences at home and school

Lesson 34 More mindfulness exercises	Help seeking	Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)
	Making healthy and safe choices	Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)
	Understanding emotions	Identify and practise emotional responses that account for own and others' feelings (ACPPS020)
	Recognise emotions	Compare their emotional responses with those of their peers
	Express emotions appropriately	Describe ways to express emotions to show awareness of the feelings and needs of others
	Become confident, resilient and adaptable	Undertake and persist with short tasks, within the limits of personal safety
	Work collaboratively	Identify cooperative behaviours in a range of group activities
Lesson 35 to 40 Use these as sessions to follow up as required, using feeling games, Open Road activities and games, mindfulness activities or encouraging students to write their own Dragster stories!	All of the categories as described.	All of the categories as described.

Prep and Grade 1 Part One

Open Roads for Working Together Posters for Beginning the School Year

These posters teach effective, positive guidelines for relationships and learning. They teach the language of self-esteem and a growth mindset.

They are also designed to teach children the expectations of a co-operative and happy classroom.

They are displayed with the Round-about Poster after all the Open Road Posters have been taught.

The children then have a framework for identifying a happier road for them to travel on.

When establishing classroom rules and guidelines, introduce the children to the **Open Roads for Working Together**. These are Accepting, Negotiating, Listening, Encouraging, Trusting, Respecting and Supporting.



The **Open Roads for Working Together** posters are introduced during the first term at school, and then displayed prominently in the classroom. Each lesson may be spread over several sessions.

The children begin to learn the meaning of each word through the simple behavioral descriptions.

Each open road can be reinforced regularly by noting when children are travelling on an open road. They can be used individually with children who are having behavioral problems to help them identify behaviours that will help them become happier.

Before beginning the lesson for each **Open Road** complete a brainstorm with the students about what they think that word means and how it would relate to the classroom. See the example below.



Then complete the following activities for each **Open Road**, and ask the children to colour and paste each **Open Road** poster into a work book. The lesson plans outline a fun and effective process for introducing each Open Road Poster. You can adapt it to the needs of your group.

Open Roads for Working Together Lesson Plans

#1 ACCEPTING:

Teach this lesson after reading the *Ready Set Go! Book, Doug Dragster's New Friends*.
Then ask, *Who Is the dragster on this poster? And tell me about her.*



#1 ACCEPTING

I like how we are all different

Ask: How are we all different? (size, eye colour, hair, enjoys lego, enjoys running etc)

Ask: How are we the same? (2 arms, 2 legs)

Activity: Ask the children to form a line from the tallest to the shortest or to find other children with blue eyes/brown eyes.

Ask: What is great about being your height?

Help out with ideas eg. I can see further. I can get into small spaces. It makes no real difference!

Activity: Display some of the images from the *Get Happier Toolbox* of several different dragsters. In the group, share ideas about how the dragsters are different and how they are the same.

I like myself

Activity: Go around the group of children and ask each child what they like about themselves. Make a list, I like this about myself or ask them to draw a self-portrait.

I am special

Activity: Ask each child to share something they like to do at home.

I am special because

- **There is no one in the world just the same as me.**
- I have colour/ straight/ curly / long or short hair.
- I like to wear shorts, hats, gloves, loose/ bright/soft clothes, slippers, etc.
- I like to laugh a lot, read, dance, whistle, sing, walk, run, skip, ride my bike, help my mum, help my dad, go on holidays, visit my grandparents, have someone read to me, go shopping, play football

I am important

Activity: Under a self-portrait write, 'I am important'.

My classmates are special and important too!

Activity: Underneath a class photo write, 'We are all important'.

#1 Accepting Activity: Ask each child to colour in *Accepting - My Open Roads Colouring Page*.

#2 LISTENING:

Ask, *Who is this dragster on this poster? What does he have on his ears?*



#2 LISTENING

I pay attention to my teacher

Say: When we pay attention to our teacher we learn what to do and how to do it.

Imagine what we would miss if we only half listened!

Activity 1: Have 4 class members leave the room half way through the teacher explaining to the class what to do. They do not hear the teacher explain the rest of the instructions which are given to the rest of the class.

Everyone is given a rectangular piece of paper. Instruction 1. Fold the piece of paper in half long ways. Now the 4 children leave the classroom. The teacher explains in a very quiet voice that she wants everyone to draw above the fold a head of an animal, then under the head and below the fold, draw the legs of a different animal. eg a cats head with duck legs. Or a dog's head with a person's legs, a pig's head with kangaroo legs, there are lots of combinations. Now fold the paper together again so that the 4 children outside cannot see your drawing when they come back into the class.

Now Ask: Each of the four students to return to the room. Then ask each one, 'What do you think was the next thing I asked everyone to do after they you left the classroom?'

Could they guess what the teacher asked everyone else in the class to do?

What did they say?

What do you think would happen if you only listened to half the recipe to make a cake?

Activity 2: I have a message for someone. Select a child. Tell them you are going to give them the directions to a place in the school. (eg. The directions to get from the classroom to the school library?) Start to give them the directions BUT Leave out an important piece of information.

Can they guess where your are giving them directions? Where will they end up? Would they end up at the library, would they end up at the school office, the art room, the canteen? It would be very tricky to find the library if you didn't already know where it was without that one piece of information.

.....

I listen to myself

Say: When we are happy our body feels lighter. Sometimes we laugh until our sides ache and we have to stop laughing.

When we are not feeling well we listen to our body, we lie down and rest or we get to the toilet!

When someone or something gives us a fright or scares us, our heart beats faster. When we listen to our body we know what to do, if we are cold and our teeth chatter and our lips turn blue, we know to go and get a coat or jumper to put on, or stand in front of a heater!

Exercise 1: Say: Let's be quiet for one minute. Notice your body. What is it saying to you? (eg. I'm happy, tired, hungry, thirsty, relaxed etc).

Exercise 2: Do the heartbeat exercise No 6; on page 48

I listen to my friends

Say: It is fun to be a friend. Friends look after each other. They share stories and play together.

Exercise: In pairs, one child tells the other a simple story for a minute. The other child listens carefully, and then repeats it to the class. Then talk about the importance of listening carefully. You could also have some playing the game 'Chinese Whispers' as the children sit in a circle.

My teacher and my friends listen to me.

Say: Our class is happier when we listen to each other. When we listen, we listen with our whole body, with our ears, our eyes and our brain. When we listen with our whole body we learn a lot about ourselves, our class and our school.

Exercise: Complete the bell listening exercise (No.1) on page 23.

#2 Listening Activity: Ask each child to colour in *Listening - My Open Roads Colouring Page*.

#3 RESPECTING:

Who is the dragster on the poster? Tell me about him.



#3 RESPECTING

I care for myself

What does it mean to care for yourself?

Activity: Make a Yes/No question answer sheet eg. Circle

for caring for myself

for not caring for myself

Would I be caring for myself if I

- | | | |
|---|-----|----|
| 1. Didn't drink enough water on a hot day | Yes | No |
| 2. Ate an apple and banana each day | Yes | No |
| 3. I went to bed in the middle of the night | Yes | No |
| 4. I didn't wear shoes on a hot path | Yes | No |
| 5. I left my school bag in the car | Yes | No |
| 6. I cleaned my teeth before going to bed. | Yes | No |

I care for my friends

I speak kindly to my friends.

I share the game with my friend. Talk about one thing you did to care for your friend this week.

.....

I care for my teacher

I care for my teacher when I listen when he/she is talking to the class or reading a story.

I care for my teacher when I put my school things away in my locker at the end of the day, or I put my reader in my bag to take home each night.

I care for my teacher by putting up my hand when I have something to say.

Activity: Make a list of things we can do to care for our teachers.

.....

I care for my school, classroom and belongings.

Ask: What helps us care for and find our hats when we are at school?

Can you think of three things you can do to care for your school,

- in the playground,
- in the classroom, and
- in the library.

In our classroom we have a place to hang our bags. In your bedroom do you have a place to keep your shoes?

#3a Respecting Activity: Ask each child to colour in *Respecting - My Open Roads Colouring Page*.

#3b Respecting Activity: Then display posters/slides No. and 10. Say; When we don't quite know what to do, we can visit the Roundabout. We can choose an open road that will help us get happier and also help others.

#4 ENCOURAGING:

Ask: *Who can recognise this dragster and what does he do?*



#4 ENCOURAGING

I keep getting better every day

Activity: The Little Engine that Could by Whatty Piper (1930) Published by Platt & Munk

Read the story to the class about this determined little engine who was cheerful and determined.

What did the little engine say to help get up the hill?

What did he say to himself when he was going down the other side?

What can we learn from the Little Engine?

I try my best

Ask: How do I know when I have tried my best?

The teacher gives an example of when they know they have tried their best. (eg. in a foot race of class teachers where you run hard but don't come first!)

Ask: How does it feel when I know that I have tried my best?

What do I need to do to keep improving?



I help people

Activity: Draw as many pictures as you can of how you help other people. They can be people in your family, in your class, in your street or in your town.



I encourage my friends to try their best!

Activity: If your friend is too scared to play catch the ball, what could you say, or do to help them to try their best?

#4 Encouraging Activity: Ask each child to colour in *Encouraging - My Open Roads Colouring Page*.



#5 SUPPORTING:

Teach this lesson after reading the *Ready, Set, Go! Book, The Dragster Family*.
Then ask, *Who Is the dragster on this poster? And tell me about him.*



I am kind to myself

Activity: Ask; What does kindness mean? Can you tell the rest of the class about a time when you were kind to yourself? What did you do? How did you feel when you were kind to yourself?



We are kind to each other

Activity: What does it mean to be kind to others? Talk about a time when you helped someone else. How did you feel? (eg. I can help find lost things like books and pencils, or help someone read a hard sentence, or tie their shoe laces. I am kind to others when I am friendly and include others in my game.)



We help each other

(eg. we help each other when we pack up and tidy our desks at the end of the day, or when we pick up our cut-up paper scraps from the floor. We help each other when we listen to the person speaking to us, and when we share the computers and playground equipment at playtime.)

Exercise: What is one thing you can do every day to help others in our class?

#5 Supporting Activity: Ask each child to colour in *Supporting - My Open Roads Colouring Page*.

#6 TRUSTING:

Who is the dragster in the poster? Tell me about them.



#6 TRUSTING

I am honest

Say: I am honest when I tell the truth about what happened when someone was hurt. I saw what happened, I remember what happened and I can tell someone what happened. I don't need to make up a story because I was there and I saw and I remember.

If I find someone's book/hat/toy/ball in the playground I can take it to them.

I don't pretend it is mine.

Ask: Have you ever told a lie? What happened? Why is it best to be honest?

Do you think it would be hard to keep friends if you told lots of lies?

I trust myself

Ask: When do you trust yourself?

Do you trust yourself to be able to ride your push bike?

To ride on a show ride like a Ferris Wheel?

Activity: Draw a picture of something you do where you trust yourself.



I trust my brain

Say: I know I can add numbers together. I know I can walk to school. I know I can get dressed in my school clothes in the morning. I know I can swim in the pool.

Activity: Make a list or draw a pictures of all the things you know you can do.

Exercise: Blindfold a child and ask them to walk around the room following your clear instructions (eg. turn right, turn left, stop, go straight ahead). Debrief, pointing out that each person must trust the other for this to work.

#6 Trusting Activity: Ask each child to colour in *Trusting - My Open Roads Colouring Page*.

I can do it!

Helping children learn the skills to trust themselves is a full time job in the classroom.

When we are consistent in what we do and say, it creates a trusting environment.

Activity: Discover no-fail games where everyone can be a winner just by having fun! You can use games like charades (Use the 4 Wheels to Get Happier picture cards. Give each child a card and ask them to act out the feeling and see if others can guess what it is!)

Activity: Something Special That I Can Do game. Everyone draws a picture of something special they can do and then shares it with the class.

Activity: Jelly Bean Roll

You'll need a bag of jelly beans and a straw.

- On one side of the room, have the children kneel side by side in a line. Place a jelly bean in front of each child.
- **Say:** When I say "go," Blow your jelly bean across the room using only your straw. Remember, you can't touch the jelly bean with your hands. Ready? Go!
- Allow kids several minutes to roll their jelly beans.
- **Then say:** Let's blow our jelly beans back to our lesson where I'll trade a clean, yummy jelly bean for your dirty one.

Activity: Peanut Butter

- **Say:** It's time for the Peanut Butter Game! When I say "go," hop around the room. Whenever I say, "peanut butter," stick to the people closest to you no matter how many there are. Then, when I say "jelly," unstick yourselves and hop around the room again. Ready? Go!
- Play four or five rounds.
- **Then say:** Let's sit down now so we can stick to our lesson!

Remove the ideas of failure and perfection. **Always ask:** 'What did you learn from this to get happier?' 'What do you like most about what you have done? Never praise a child. Instead, encourage by focussing on Effort and Improvement and by encouraging Self Evaluation.

Make sure every child experiences success every day. Set realistic goals for each child.

Never make comparisons.

Share the Book, 'Daisy Learns to Trust Herself', and complete the activities.



#7 NEGOTIATING:

Teach this lesson after reading the *Ready, Set, Go! Book, The Dragster Family*. Then ask, *Who are the two dragsters on this poster? And tell me about them.*



#7 NEGOTIATING

We can work out problems together

Say: Sometimes we don't agree with our friends about something. Sometimes we can't decide whose turn it is to use the computer. Who can share an idea about how we work it out? (eg. We make a list of everyone in our class, then beside their name we place a time when it is their turn to use the computer. Then everyone knows when it is their turn to use the computer, and we don't have to argue, or ask our teacher. All we need to do is read the list and the clock).

I can work it out

Say: Can you tell the class about a time when you had to work out something that you had not done before? Sometimes we say we are solving a problem. eg: We might need to look at a map to find the way to get to new friend's house. What would we need to know to help us work out where our friend lives?

Exercise 1: How could you work out what to do if you got lost at the supermarket?

Exercise 2: How could you work out what time to go to bed at night, (eg. by reading the clock in the kitchen, or when a TV show finished etc.)

We take turns

Say: We know that in our class we take turns so that we can all get to have a turn.

We can't all do the same thing at once, because we will get in the way, and then someone might get hurt.

We know that only one person can bat at a time in a game of cricket or T-ball. We can watch the game and enjoy the fun and the excitement while we wait for our turn to bat.

Exercise: Ask everyone to talk about their weekend at the same time. Then ask: What happens when we don't take turns?

We work in teams

Say: To play as a team in a game we work together. A football team works together to be able to kick a goal. Everyone helps out and helps each other. In our class when we work as a team we enjoy our day together. We listen to our teacher, we are happier and we learn together.

Can you think of some ways our class works as a team?

What could we do differently to work as a team?

Exercise: Ask one child to lift a heavy object. Then ask 6 children to lift it together. The talk about the difference it makes when we work as a team.

#7 Negotiating Activity: Ask each child to colour in *Negotiating - My Open Roads Colouring Page*.

Notes for the Teacher:

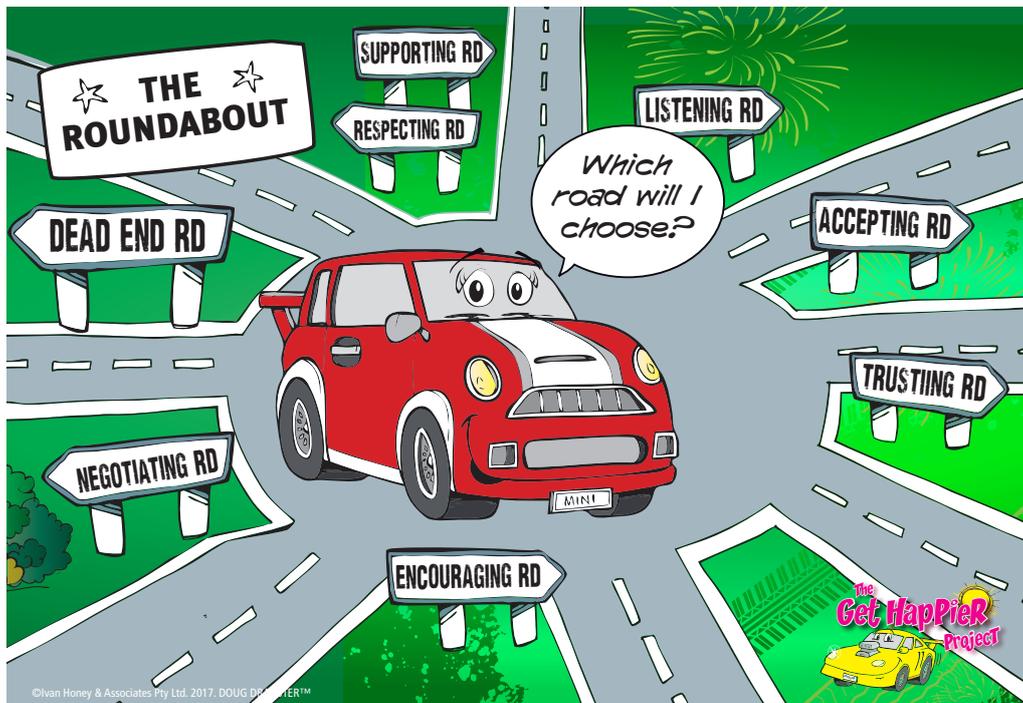
As you complete each of the 7 posters, put them up on the wall as a guide and reminder of how we all keep happy at school.

If there are challenges, give the child space to calm down, then take them to the roundabout poster to choose an open road to get happier. Ask the child to create a simple, small concrete plan to travel on the open road. Ask other class members for suggestions if necessary.

As students become more familiar with the open roads, you can refer to the posters regularly, or after disputes or behaviour difficulties, allow the whole class to co-operatively brainstorm ideas or role play to show what one could do to move back to an open road.

There are more ideas in the instruction book in *The Get Happier Toolbox* (pages 5-10).

NOTE: At this level, we focus on the **OPEN ROADS** posters in this program and avoid reference to the **DEAD END ROADS** until Grade 3.



Prep and Grade 1 Part Two

Ready, Set, Go! Story Books

The stories are designed to be used with a class group.

The power point story is read aloud several times, before asking the questions and facilitating discussion. There are some questions on the final slide of each book to guide discussion.

The stories are in **E-Book** format as they can be used on electric whiteboards or iPads. The stories introduce the Dragster family and are designed for students to;

- Engage with the characters and perceive them as friends, in readiness for the Grade 2/3 Program.
- Learn the names and characteristics of the basic feelings.
- Learn that feelings are a normal and natural part of life, and
- Learn that they have the power to change their feelings when required.

The nine stories should be read in this order and, should be revisited regularly over the two years of the **Ready Set Go Program**.

The order for the story books to be read.

1. ***The Dragster Family***
2. ***Doug Dragster's New Friends***
3. ***Dragsters Have Feelings Too!***
4. ***Looking After Yourself.***
5. ***Dangerous Dragsters***
6. ***Sam and Doug Learn to Get Along***
7. ***Doug Feels Nervous***
8. ***Daisy Feels Sad***
9. ***Sid Get Angry***
10. ***Sid Gets Scared***
11. ***Doug Learns to Breathe***
12. ***Daisy Learns to Trust***

1. The Dragster Family

As children begin to adjust to school, they are introduced to the Dragster Family. Every dragster is different and unique, and the children learn to focus on positive attributes and strengths. They relate easily to the family and enjoy linking the story to their own lives through the family tree. They begin to explore ways to get happier.

2. Doug Dragster's New Friends

Doug has just arrived at the Drag Racing School. This book facilitates discussion about how to make friends and appreciate difference. The children are introduced to the dragster characters who will work with them through their primary years in the Get Happier Project™.

3. Dragsters Have Feelings Too!

This is a first book about feelings, it describes feelings very simply through reference to physiology and behaviour. This simple introduction leads to naming, identifying and understanding feelings. It also helps children to begin to learn how to change feelings.

4. Looking After Yourself

The dragsters teach the basics of developing personal responsibility for health and wellbeing. The children develop awareness of caring for themselves, and learn simple mindfulness activities to relax and self soothe.

5. Dangerous Dragsters

The dragsters remind the children that although going fast can be fun, it has potential dangers. To use energy responsibly so that you do not hurt yourself or others is a key message.

6. Sam and Doug Learn to Get Along

This story will create discussion and awareness about helping others and choosing constructive behaviours to make friends. It gently introduces the theme of bullying and facilitates discussion to increase awareness and understanding of management.

7. Doug Feels Nervous

Children are able to identify with Doug, and learn about the importance of changing thoughts and actions in order to manage anxiety. All children can identify with these scenarios, and discover which thoughts will be most helpful.

8. Daisy Feels Sad

Daisy discovers that feelings easily change, and that she has power to always do something to help herself feel happier. The story encourages a proactive and positive strategy, which accepts the feeling and then takes actions to feel better. It emphasises the importance of good relationships and communication.

9. Sid Gets Angry

Sid learns about the importance of regulating feelings to get happier. While we all will experience emotional challenges, we always have a choice to stop and take thoughtful action to get happier.

10. Sid Gets Scared

Children are able to identify with Sid, and learn skills to help them deal with worry and fear. The story teaches the students that bad thoughts can't hurt them and gives them strategies to stay calm.

11. Doug Learns to Breathe

Doug learns about the importance of finding ways to relax. Daisy teaches Doug that he can change how he is feeling by using some simple and effective methods.

12. Daisy Learns to Trust

Children will discover the value of trust in their relationships as they share Daisy's story. It demonstrates the importance of trusting ourselves and asking for guidance when we are unsure.

The children use the stories and the pictures to identify, talk about, and name feelings. This enables an open and relaxed discussion of feelings, and how you can be aware of your ability to change them. This part of the program simply requires you to read the books with the children and discuss the questions.

You can also use the digital images of the **4 Wheels 2 Get Happier Cards** to learn about feelings.

Prep and Grade 1 Part Three

Games And Activities

To reinforce learnings and to extend and emotional awareness, there are a number of games that can be used in small groups and in the larger classroom. The games are a fun and informal way to learn. They can be used at any time that is convenient, or as an informal break between formal learning. As well as having fun and a short break, children are reinforcing their understand of feelings.

Learning About Feelings

Activity 1: Talking about feelings using visual cues.

As the children become familiar with the Dragster family, you can use the digital images from the 4 wheels to get happier cards to visualise feelings.

Introduce one **4 Wheels 2 Get Happier Card** or digital image.

The you may ask:

“Who is the main character in this card?”

“What do you think is happening here?”

“What do you think this Dragster is feeling?”

If there are other dragsters, what do you think they are feeling?

“Do you ever feel this way?”

“Do you want to talk about it?”

“What could you do to change the unhappy feeling?”

Activity 2: Identifying and naming feelings.

Talk about the Dragster and the situation depicted on the one of the **4 Wheels 2 Get Happier Cards**.

- If there is more than one character on the card, you might ask the children to consider how those characters may be feeling, what they are thinking or how they view the situation.
- Ask *“What clues in the picture show you how the Dragster feels?”* If you are not sure, look at the eyes and the mouth.
- Write down all the feelings brainstormed by the children for that card, and if necessary suggest some other feelings.
- Ask the children to vote (hands up) for the feeling/s they want that Dragster to represent.
- Write up the word for the feeling on the board. You could write up lists of feelings on a chart. You may also attach the feeling word to the card or the corresponding Dragster sticker.

Swap Your Dragster Game (individuals or groups)

This activity is designed to help children learn to identify and name five major feelings. The questions and cards then assist a creative, problem solving process to change a feeling and get happier.

The **4 Wheels 2 Get Happier Cards** (2–21) can be stuck to a wall or spread on the floor. After all the cards have been seen, discuss and identify the main feelings (angry, excited, happy, sad, scared). Then use the script below to say to the child:

1. *“Let’s look at how you can change your feelings.”*
2. *“In this game you can swap a sad feeling for a happier one.”*
3. *“Think of a situation when you are not feeling happy. Find a Dragster Card that looks like how you feel.”*
4. *“Talk about the feeling and see if you can name it.”*
5. *“Would you like to feel better?”*
6. *“Choose a Dragster that looks the way you **want** to feel.”*
7. When the card has been selected ask *“How is this Dragster feeling?”*
8. *“Talk about the feeling.”*
9. Ask: *“Is there something you could do right now to be more like this Dragster?”*
10. *“So what is your plan? What will you do and when will you do it?”*

Later, talk about how the Swap Your Dragster Game worked. This game can also be used with the **4 Wheels 2 Get Happier Cards** sticker set.

The Matching Feelings Game (2-6 players)

This game is similar to ‘memory’ and is used to practise identifying and naming the feelings. In these cards, each of the four Dragsters is displayed with five similar feelings.

- Mix up **4 Wheels 2 Get Happier Cards** 2-21 and place them randomly in rows with the picture side face down.
- Turn over any two cards.
- If the two cards match feelings (eg. you can match an Angry Doug with an Angry Sam), and the player can name the feeling, leave them face up.
- If they don’t match (eg. Angry Doug and Happy Doug), turn them back over.
- Remember what was on each card and where it was.
- Watch and remember during the other player’s turn.
- The game is over when all the cards are face up, they have all been matched and the feelings named.

For very small children, use this game to match the characters. This is a memory concentration game as well as an opportunity to practise identifying and naming feelings.

Dragster Snap (up to 4 players)

1. Shuffle the **4 Wheels 2 Get Happier Cards** and put the entire stack of cards out in front of the players, picture side down. Each player in turn takes the top card and turns it over to the picture side and places it in another stack, picture side up.
2. You may snap a card that is the same **Dragster** as the previous card.
3. Another way to play is when you snap a card that shows the same **feeling** as the previous card.

Story Telling (small groups)

1. Each player is dealt five **4 Wheels 2 Get Happier Cards** at random.
2. After looking at the cards, each player makes up a story using all of their cards.

Dragster Speak! (class group)

1. Teach the group the following chant:
We are the Pitcrew and we're okay! This is what the Dragsters say!
2. The leader then picks a random card from **4 Wheels 2 Get Happier Cards**, shows it to the group and replies:
Go Pitcrew you're okay! Now try to say it in this way!
3. The group then repeats the chant using their voice and actions to reflect the feeling of the Dragster on the card ie. Colin Consul might say it in a sneaky, grumpy manner, a crashed Sid in a pained, hurt manner or Doug in jail in a sniffly and sad manner.

For even more fun encourage overacting!

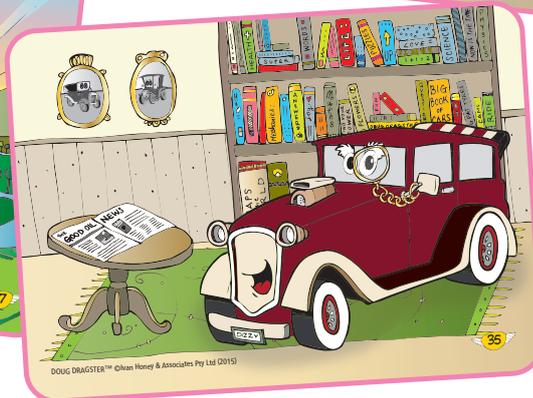
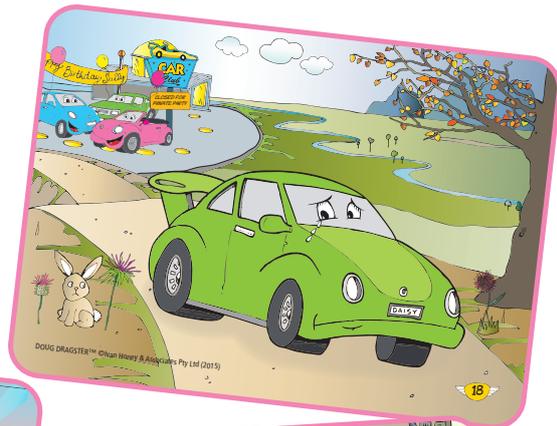
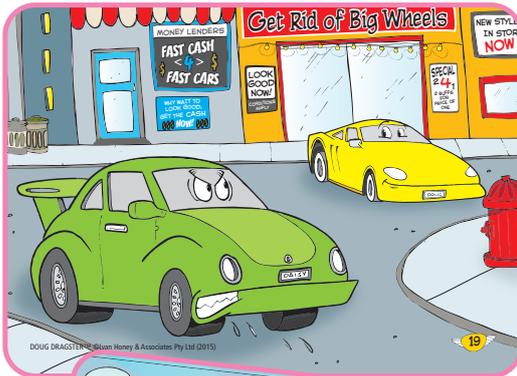
Feelings Charades (class group)

1. Take the **4 Wheels 2 Get Happier Cards** and shuffle them. Choose one at random (look at the card but don't show the group) then model to the group by acting out the feeling of the Dragster on the card. Use facial expressions, gestures but not words.
2. Group members have to guess the feeling.
3. Give other members of the group a chance to act out a random card.

Dragster Spoons (up to 4 players)

1. The **4 Wheels 2 Get Happier Cards** are shuffled and dealt to up to four players. Three spoons (one less than the number of players) are placed in the center.

2. The objective of the game is to collect a set of cards. A set is either four similar feeling cards or four cards of the same Dragster. The Great Grandfather Dizzy Card is a wild card and can become the fourth card of any set.
3. One by one a player passes on one of their cards to the player next to them in a clockwise direction, face down.
4. When a player has four cards representing the same feeling or same dragster, they remove a spoon quietly. The other players grab for a spoon and the player who misses out loses a point. Four lost points and you are out of the game.



Seven fun mindfulness activities for children in early grades.

(from '7 Fun Ways to teach your Kids Mindfulness' by Kaia Roman, in mgbrelationships)

There is a wealth of information about mindfulness programs in schools. Actress Goldie Hawn has been working with neuroscientists, cognitive psychologists and educators to develop a mindfulness curriculum for schools. I was thrilled to find out that their research reported that mindfulness education in schools has proven benefits: it increases optimism and happiness in classrooms, decreases bullying and aggression, increases compassion and empathy for others and helps students resolve conflicts.

The dictionary definition of mindfulness: "a mental state achieved by focusing one's awareness on the present moment, while calmly acknowledging and accepting one's feelings, thoughts, and bodily sensations, used as a therapeutic technique"

1. The Bell Listening Exercise

Ring a bell and ask the kids to listen closely to the vibration of the ringing sound. Tell them to remain silent and raise their hands when they no longer hear the sound of the bell. Then tell them to remain silent for one minute and pay close attention to the other sounds they hear once the ringing has stopped. After, go around in a circle and ask the kids to tell you every sound they noticed during that minute. This exercise is not only fun and gets the kids excited about sharing their experiences with others, but really helps them connect to the present moment and the sensitivity of their perceptions.

2. Breathing Buddies

Hand out a stuffed animal to each child (or another small object). If room allows, have the children lie down on the floor and place the stuffed animals on their bellies. Tell them to breathe in silence for one minute and notice how their Breathing Buddy moves up and down, and any other sensations that they notice. Tell them to imagine that the thoughts that come into their minds turn into bubbles and float away. The presence of the Breathing Buddy makes the meditation a little friendlier, and allows the kids to see how a playful activity doesn't necessarily have to be rowdy.

3. The Squish & Relax Meditation

While the kids are lying down with their eyes closed, have them squish and squeeze every muscle in their bodies as tightly as they can. Tell them to squish their toes and feet, tighten the muscles in their legs all the way up to their hips, suck in their bellies, squeeze their hands into fists and raise their shoulders up to their heads. Have them hold themselves in their squished up positions for a few seconds, and then fully release and relax. This is a great, fun activity for "loosening up" the body and mind, and is a totally accessible way to get the kids to understand the art of "being present."

4. Smell & Tell

Pass something fragrant out to each child, such as a piece of fresh orange peel, a sprig of lavender or a jasmine flower. Ask them to close their eyes and breathe in the scent, focusing all of their attention only on the smell of that object. Scent can really be a powerful tool for anxiety-relief (among other things!).

5. The Art Of Touch

Give each child an object to touch, such as a ball, a feather, a soft toy, a stone, etc. Ask them to close their eyes and describe what the object feels like to a partner. Then have the partners trade places. Both this exercise and the previous one are simple, but compelling, ways to teach the kids the practice of isolating their senses from one another, and tuning into distinct experiences.

6. The Heartbeat Exercise

Have the kids jump up and down in place for one minute. Then have them sit back down and place their hands on their hearts. Tell them to close their eyes and feel their heartbeats, their breath, and see what else they notice about their bodies.

7. Heart-To-Heart

In this exercise, the meaning of “heart” is less literal. In other words, this activity could also simply be called “Let’s talk about feelings.” So sit down and casually, comfortably ask the children to tell you about their feelings. What feelings do they feel? How do they know they are feeling those feelings? Where do they feel them in their bodies? Ask them which feelings they like the best.

Then ask them what they can do to feel better when they aren’t feeling the feelings they like best. Remind them that they can always practice turning their thoughts into bubbles if they are upset, they can do the Squish and Relax Meditation if they need to calm down, and they can take a few minutes to listen to their breath or feel their heartbeats if they want to relax.

I've read the book...we've finished the Get Happier Prep and Grade 1 Program... where to now?

Great question!

New Grade 2/3 program

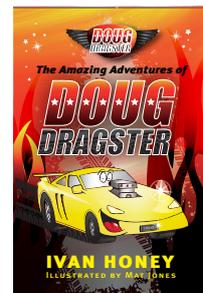
This program is a continuation and consolidation of the Prep and Grade 1 social and emotional learning program.

The Grade 2/3 Program uses stories, fun games and activities, discussion, reflection, writing, art, construction and reading.

The Grade 2/3 Program uses the following resources:

The Amazing Adventures of Doug Dragster

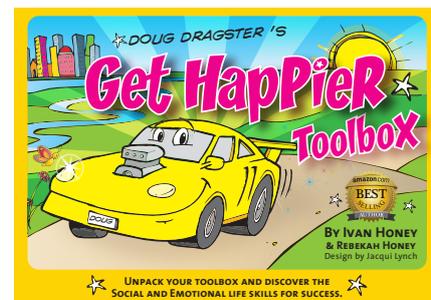
This book is the foundational resource of the entire Get Happier Project. This illustrated chapter book follows the adventures of Doug and his friends as they navigate some of life's most difficult choices and discover the secrets to 'Get Happier'. Within the novel, you will find three stories in one book!



The Get Happier Toolbox

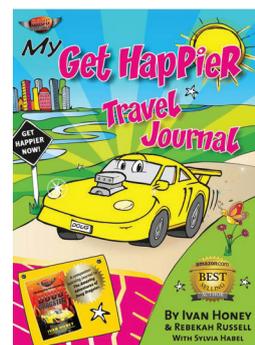
The Get Happier Toolbox is a dynamic card set that is designed to help everyone discover and apply the skills for living a happy and successful life. It can be used as a practical, fun and visual method to teach emotional Intelligence, understand feelings, develop empathy, improve self-esteem, learn problem solving skills and to learn how to make and keep better relationships.

For the Grade 2/3 Program the Toolbox contains useful card sets such as the **4 Wheels 2 Get Happier** cards and the Open and Dead End Roads cards.



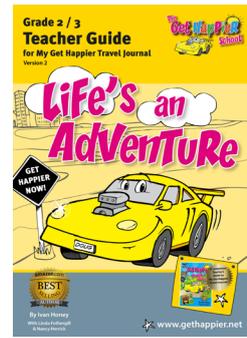
My Get Happier Travel Journal

The *My Get Happier Travel Journal* is a personal journal for each child to write, draw, colour in and record their learnings. Each page links with a chapter in *The Amazing Adventures of Doug Dragster*, and promotes discussion and understanding of essential social and emotional skills for well being.



Teacher Guide to the My Get Happier Travel Journal

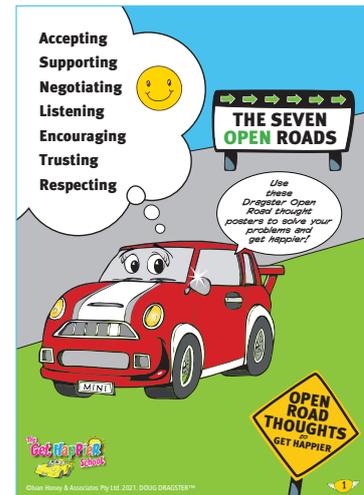
Easy, step by step guide to implementing the program in your home, classroom or group.



Resources to Print

- *4 Wheels Posters*
- *Open Road Posters for Working Together*
- *Open Roads to Get Happier Posters*

These fabulous posters are the basis for effectively working together, and are introduced at the beginning of each school year.



‘The Get Happier Project’ Approach

The Get Happier Project has been created with a focus on maintaining the interest and motivation of young adults and children. It emphasises learning through fun, which is achieved by:

- Linking to the Australian National Curriculum and the new Victorian Curriculum.
- Using the safe, common language of cars to reduce defensiveness to new ideas.
- Teaching ideas in a practical, creative and fun way (comics, storytelling, personalised activities and multimedia).
- A compelling narrative.
- The use of a simple, integrated metaphor that explains the key aspects of human behaviour.
- A dynamic and interactive process of learning (avoiding lecturing and advising).
- Strong visual cues that consolidate learning and act as reminders of choices and options.
- A focus on creating better connections, developing empathy and improving relationships between teachers, parents and students.
- Providing a framework for developing independent and critical thinking, and effective problem solving.
- Directly addressing the learning requirements of students who struggle to maintain focus and attention.
- Creating a great learning environment.

The Get Happier Project Framework

‘*Doug Dragster’s Magic Book*’ consists of interrelated components or themes, which provide the framework for teaching social-emotional and relationship skills.

Students learn about the ‘*Get Happier Project Framework*’ components. Each component has a corresponding affirmation. These affirmations are called ‘*Your Keys to Get Happier*’ and represent positive self-affirming beliefs, which improve relationships, aid resilience and enhance wellbeing and happiness.

Each session is focused around a related car part and key. Each session is based on a car component and when students have completed all sessions to do with that car component they receive the corresponding key.

There are 26 sequential Social and Emotional Learning sessions. Each session is specifically designed to build upon the knowledge from the previous session. Therefore, we recommend you begin at Session 1.

When you reach session 26, your class will have completed Doug Dragster’s Magic Book™.

Every session comes with its easy to follow Session Plan. This guide includes all 26 Session Plans.

The colour of the page border and the logo at the top of the page will indicate which part you are currently working on.

Suggested Further Reading

Ivan Honey, E-Book '*Happy Parenting: Raising Positive and Empowered Kids*', 2016

Books by Dr William Glasser:

- *Choice Theory: A New Psychology of Personal Freedom*
- *Take Charge of Your Life*
- *The Quality School*
- *The Quality School Teacher*
- *Every Student Can Succeed*
- *Choice Theory in The Classroom*

Bob Sullo '*Teach them to be Happy*', '*The Inspiring Teacher*', '*Inspiring Quality In Your School*' available on Amazon.

Robert Wubbolding and John Brickell '*A set of directions for putting and keeping yourself together*'

Bob Hogland '*Intervention Strategies*'

Perry Good '*Helping Kids Help Themselves*' and '*The Pursuit of Happiness*'

Glossary of terms for US Schools:

Australian words	US meanings.
Air Cleaner:	Air cleaner in the engine
Bonnet:	the hood or hood cover
Bumper Bars:	Bumpers around the front or back of the car.
Consul:	An attorney or counselor-at-law
Gauges:	Meters that register the amount of energy in the system.
Learnt:	Learned, past tense of "to Learn"
Pistons:	The moveable parts of the car engine that provide energy (needs)
Round-about:	Circular intersections where more than one road comes together with others
Spanners:	Wrenches used on the engine; tool used to tighten, loosen or adjust car parts.(Pistons)
Steering Wheel:	steering wheel; (relates to what we want.)
Tyres:	Tires
Windscreen:	Wind shield

Prep / Grade 1 Teacher Guide



Ready, Set, GO!

★ Teaching children the skills for a happier and more successful life! ★

This introductory early learning program contains activities, games, wall charts and digital story books. Children learn the guidelines and language for working together co-operatively, and how to recognize and begin to self regulate feelings constructively.

It is part of **The Get Happier Project**, a comprehensive program designed to enable children to better understand their behaviour and the behaviour of others. Through stories and activities, children will learn key aspects of emotional intelligence and resilience, acquire social and emotional skills and learn how to make and keep better relationships.

*"In **The Get Happier Project** you will discover transformational and life changing principles that will help you unlock and apply the skills for living an amazing life ... and attain greater levels of achievement, self worth, inspired intelligence and resilience."*



Dr John Demartini, Human Behaviour Specialist and Educator,
Best Selling Author and Founder of the Demartini Institute

"Doug Dragster is TRULY REMARKABLE! He will captivate, entertain and teach valuable information that can transform lives."

Dr William Glasser, Named one of the 21st Century's Eminent Psychiatrists,
Founder Choice Theory & Reality Therapy



*"**The Get Happier Project** promotes social and emotional learning in a fun way, giving children the tools to problem solve and get the best out of life. The comics take the sting out of trauma and enable children to find their reset button and move on from target to survivor."*



Evelyn M Field, Psychologist, Anti Bullying Pioneer