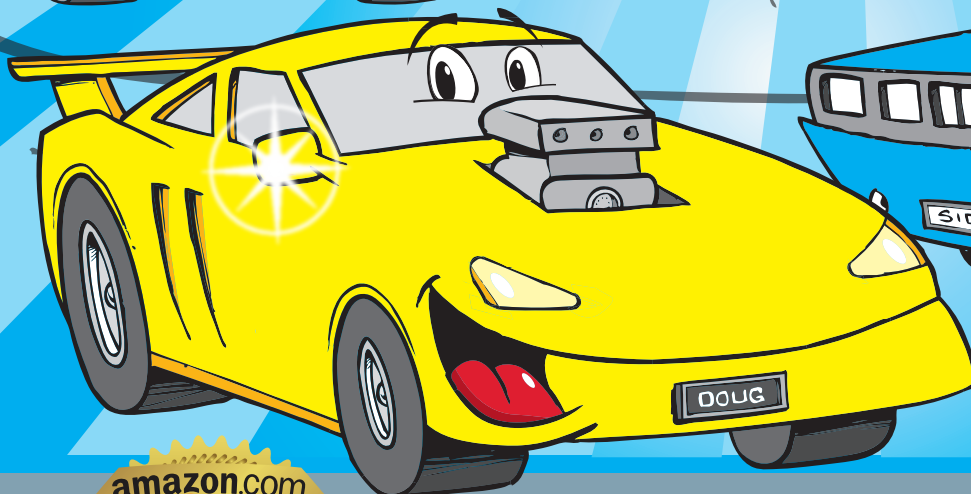
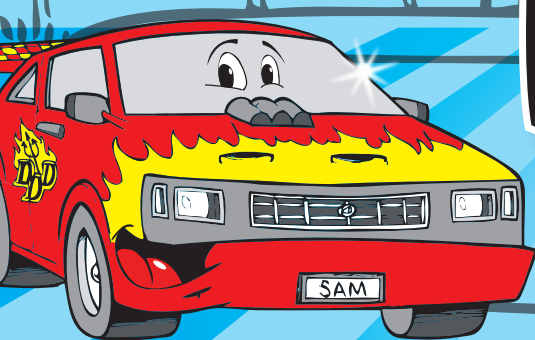


Grade 4 / 5  
**Teacher Guide**  
for Doug Dragster's Magic Book  
Version 4



# The Magic in Life!



By Ivan Honey  
& Rebecca Honey



★ [www.gethappier.net](http://www.gethappier.net)

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DOUG DRAGSTER™



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Title: Teacher Guide to Doug Dragster's Magic Book

Target Audience: Teachers of Primary school age children.

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# ***The Magic in Life***

## **Grade 4 and 5**

**(Ages 9 and 10)**

**This program is a continuation and consolidation of the Grade 2-3 social and emotional learning program using the storybook, *The Amazing Adventures of Doug Dragster* and *The Get Happier Travel Journal*. The program uses cartoons, stories, fun, games and activities, discussion, reflection, writing, art, construction and reading.**

**Along with this Teacher Guide of 26 lessons taught over 43 sessions, the three hard copy resources used by the children over the two years are;**

- 1. *Doug Dragsters Magic Book***  
(One copy required per student)
- 2. *The Amazing Adventures of Doug Dragster* storybook.**
- 3. *The Get Happier Toolbox***

**The Lesson Guides provide comprehensive activities which are spread over the two years. Most of the 26 lessons plans are made up of two sessions. Lessons can be adapted for shorter or longer sessions of 30 to 60 minutes.**



# 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

# The Get Happier School Quick Guide



<p><b>Ready, Set, Go!</b> Recommended for Grade Prep &amp; One</p> <p>Students use the <b>Ready, Set, Go! Story Books</b> and <b>Posters</b> 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>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <b>Ready, Set, Go! Story Books (Digital)</b></li> <li>• <b>The Get Happier Toolbox card set</b></li> <li>• <b>Open Road Thoughts to Get Happier card set</b></li> <li>• Comprehensive <b>Ready, Set, Go! Teacher Guide</b></li> <li>• <b>The Get Happier Toolbox 20 Feelings Cards Powerpoint Slides</b></li> <li>• <b>Posters and Colouring Pages</b></li> </ul>
<p><b>Life's an Adventure</b> Recommended for Grade Two &amp; Three</p> <p>Teacher reads <b>The Amazing Adventures of Doug Dragster</b> 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 <b>My Get Happier Travel Journal</b>.</p> <p>Students write, draw, create constructions and play games.</p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <b>The Amazing Adventures of Doug Dragster</b> story book</li> <li>• <b>My Get Happier Travel Journal</b> (students journal)</li> <li>• <b>The Get Happier Toolbox card set</b></li> <li>• Comprehensive <b>Life's an Adventure Teacher Guide for 71 lessons</b></li> <li>• <b>Posters</b></li> </ul>
<p><b>The Magic in Life</b> Recommended for Grade Four &amp; Five</p> <p>Students complete activities in <b>Doug Dragster's Magic Book</b> to build their understanding of behaviour and further develop social &amp; emotional skills.</p>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <b>Doug Dragster's Magic Book</b> (students journal)</li> <li>• Comprehensive <b>The Magic in Life Teacher Guide (43 lessons including additional games and activities)</b></li> <li>• <b>The Get Happier Toolbox card set</b></li> <li>• <b>Posters</b></li> </ul>
<p><b>Get Happier in Action</b> Recommended for Grade Six</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>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <b>Get Happier In Action Project Book</b> (students journal)</li> <li>• Comprehensive <b>Get Happier in Action Teacher Guide</b></li> <li>• <b>Posters</b></li> </ul>
<p><b>For all parents in the school</b></p>	<p>Personal copy of <b>Happy Parenting: Raising Positive and Empowered Kids</b></p>
<p><b>For teachers &amp; schools</b></p>	<p>One or two day training for all staff</p>

# Welcome to *The Magic in Life: Teacher Guide to* Doug Dragster's Magic Book

## The Program at a Glance

This is a comprehensive and integrated Social and Emotional Learning program, which provides a practical framework for building positive relationships, personal wellbeing, self-esteem, emotional intelligence and independent problem solving,

You and your students will have fun as you get to know the dragster characters through quirky cartoons, real life scenarios and engaging activities. Students will learn the 'Get Happier Framework', a simple series of integrated visual images to understand and manage behaviour in order to optimize wellbeing and success.

This program seamlessly streams into your weekly curriculum and will help you to create a genuinely cooperative and effective learning environment, where students will be able to achieve their potential and take responsibility for their lives.

Whether you are working with one student or a whole class, be confident that this program will make a positive difference in their lives. This program is an integral part of '*The Get Happier Project*', which contains many other resources for young people and adults, and training programs for teachers. '*The Get Happier Project*' team are here to support you and can be contacted via [www.gethappier.net](http://www.gethappier.net) or email [pitcrew@dougdragster.com](mailto:pitcrew@dougdragster.com). If you wish to find out more about the underlying psychology of the Get Happier School, follow the links on the Get Happier website under the Get Happier Schools menu.

## Fun Learning Games and Mindfulness Activities

The program includes additional learning games and mindfulness activities. These are designed to add even more fun to the program and also to teach children the skills of mindfulness, focus and relaxation. You can dip into these activities at any time in order to expend learning or to assist students to learn to relax, focus and listen. You will find these on pages 112-120.

# Classroom Teacher or Facilitators Role

Your role in this program is to simply follow each lesson in this guide. The lessons are comprehensive and will tell you what to do and say throughout the session.

Like anything that captures our imagination and creativity, the key to engaging your group lies with your own enthusiasm in the dramatic and confident facilitation of the activities.

We recommend you also regularly check the groups for the understanding of words and comprehension of ideas as you read. Glossary for USA participants is at the conclusion of this Teacher Guide (page no?). Asking children for the meaning of words or concepts usually elicits understanding and meaning for the whole group. We suggest that you always begin a session by asking the children to recall what happened in the previous session and review what they discovered.

## Conducting Group Discussions

Create a safe and respectful environment for sharing. This is the most important factor in successful group discussion.

Rather than setting ground rules, this is a great point to introduce the **Open Road Posters**. These are part of the resource package.

This is a discussion and sharing of ideas guided by the teacher to help the children establish a polite, comfortable way to show respect to everyone. Children know what this is internally. They may not be aware of what or how they say something may affect someone else. But inside they know if a comment about them or their ideas hurts or helps them to feel safe and cared about.

“What kinds of words do you like to hear when you are contributing? Do you like it when people are not listening to you? Are you happy when someone says, thank you, or shows they agree with you? If you don’t agree with someone, how can you stand up for what you think without saying something that might not feel good to the other person? Do you know what the words mean, such as: appreciation, agreement, caring, polite, respect, etc.? Play a game where they learn the facial expressions of happy, sad, disappointed, sorry, hurt, angry, caring, confused, frustrated, etc. without words.

Then you craft your “ways we will treat each other” agreements. Have the class write up at least 3-5 behaviours they will agree to on a chart. Try to keep the list short and as general (complete) as possible. It should be in their words. Maybe they will even take pictures of (or draw) the happy and hurt expressions on faces. This is a good introductory lesson for every class. If they have already done it, they don’t need to do it again. Just review the agreements (or rules) they have already set up and that ARE WORKING! If their classroom has not been working so far, setting up more by the teacher will not be helpful.

## Create some ‘Get Happier Road Rules’

Have a discussion with the group to create a set of agreed ‘Get Happier Ground Rules’ (especially for larger groups). For example:

**Road Rule number 1:** Listen respectfully to what everyone has to share (before setting the rule, discuss what the word ‘respectful’ means with students).

**Road Rule number 2:** One person speaks at a time; raise your hand to speak, or use the ‘talking spanner/wrench/steering wheel/or any item associated with a car’. Only the person with the item in their hands can speak, we wait for our own turn. Everyone who wishes to speak will get a turn.

**Road Rule number 3:** It's ok to disagree with an idea. Everyone has different opinions.

**Road Rule number 4:** There is no pressure on anyone to do or say anything they don't want to.

## 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.
- 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 chapter of the book, 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.

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](http://www.gethappier.net).

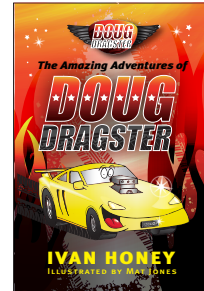
***We wish you a safe and happy journey  
towards getting happier!***



# Your Resource Package for *The Magic in Life*

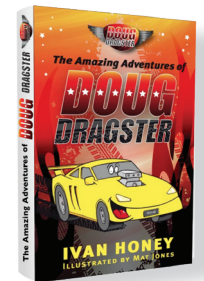
## 1. *The Amazing Adventures of Doug Dragster Story Book*

This book is the foundational resource of the entire Get Happier Project. Each chapter of *Doug Dragster's Magic Book* has a link back to part of this story. Links between *Doug Dragster's Magic Book* and *The Amazing Adventures of Doug Dragster* are shown by an image of a gear shift with the chapter and page reference inside. 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'. Three stories in one book! (The 'Get Happier Travel Journal' is a fabulous companion resource. [www.gethappier.net](http://www.gethappier.net) ).



## 2. *The Amazing Adventures of Doug Dragster Audiobook.*

Delivered chapter by chapter the audiobook is narrated by the author Ivan Honey. The mp3 download audiobook can be used as a read along book or as a listening and comprehension exercise.

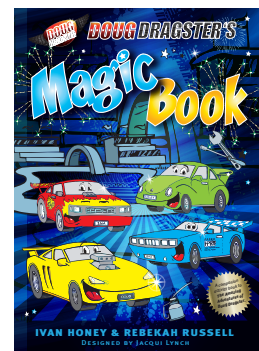


## 3. *Doug Dragster's Magic Book™*

A companion book to *The Amazing Adventures of Doug Dragster*, *Doug Dragster's Magic Book* is specifically designed to build on the learning gained from the stories. Packed with comics, more stories, activities and fun, it can be delivered in two different formats:

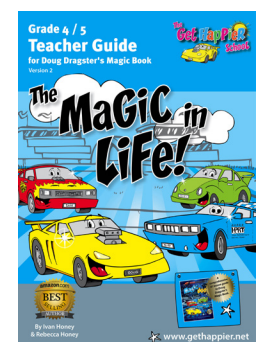
A hardcopy of '*Doug Dragster's Magic Book™*' is available for purchase for each of your students. Use the session plans in this book with the corresponding chapter.

You may print out hard copies of the session plans, poster images, Dragster Nametags, Keys to Your Car and Road Map Plans as required for your class.



## 4. *The Magic in Life Teacher Guide to Doug Dragster's Magic Book*

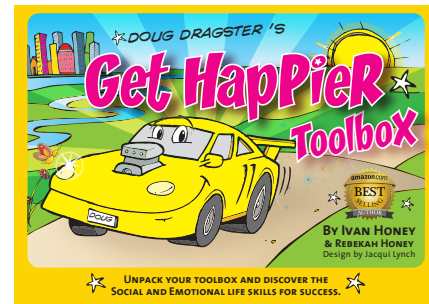
This is the book you are reading right now. It is an easy, step by step guide to implementing the program in your home, classroom or group.





## 5. The Get Happier Toolbox

This is a resource that is included in the program. You and your students will use it every day to solve problems, maximize outcomes and understand and manage behaviour. It includes an instruction book and many ideas for use that will be enlightening and fun in your class.

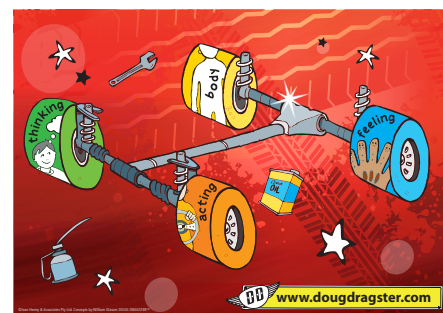
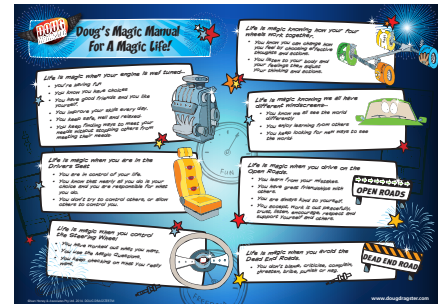


## 6. Digital resources for you to print:

### Classroom Poster Package

The 26 posters in the Classroom Poster Package will transform your room into a 'Get Happier Classroom'! These vibrant and easily recalled images from the story and sessions can be used to create a display as reminders or as problem solving tools in your classroom.

- Open Road Thoughts to Get Happier poster set
- The Open and Dead End Roads Summary Poster
- 7 Open Roads and 7 Dead End Roads
- Doug's Magic Manual
- Doug's Magic Toolbox Checklist
- Get Happier Mindset
- Car Components: 4 Wheels, Driver's Seat, Windscreen, Engine, Steering Wheels, Magic Book, The Car
- Spanners



You have permission to print these posters for use in your classroom or to display them on a smartboard. These images are not to be reproduced in any other format including sharing them in any digital format. Alternatively you can order a complete set of class posters in hardcopy from [www.gethappier.net](http://www.gethappier.net).

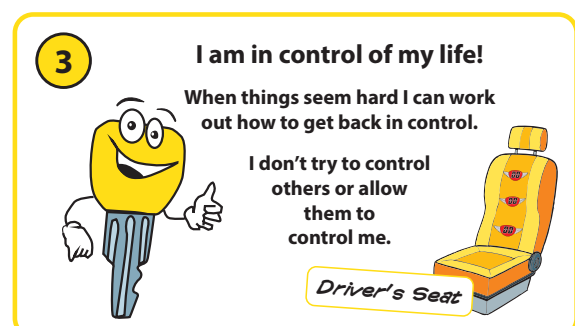
### Nametags

Print out these nametags to use in each session. You are given instructions when to present them at the start of certain sessions, so check ahead to make sure you are prepared. This way your students become even more involved in their own learning. In every session, students take on the role of a dragster character and read their comments in a dramatic and interactive reading of the Magic Book comics.



### Your Keys to Get Happier

'Keys' that you can print and laminate to present to students as they move through the program. You are given instructions when to present them at the end of certain sessions, so check ahead to make sure you are prepared. You will need to print each of the keys for all students. Students can collect the keys on a carabineer or curtain ring.



## Road Map Plan

This card has two sides. On one side is a pictorial summary of The Get Happier Journey. On the other side is a space for the students to right their journey plan. This provides an ongoing reminder, not only of the individual plan, but of the key components of the program.



## Certificates

Certificates for presentation at the conclusion of the final session (session 26). For this session, have the certificates printed, named and laminated, and arrange for a 'special person' to come and present them to the students and congratulate them on their achievement of completing the program.



## Letter to Parents and Pre/Post Survey

This folder contains a letter addressed to parents, which explains about the program. To monitor the change in student's self-perception with the pre and post surveys you can use this letter to parents to obtain permission to use the surveys and results. 'The Get Happier' Team is committed to evidence based practice and would appreciate an email summarizing your outcomes when you use the surveys. As an expression of appreciation for your work we will post you a FREE copy of the BRAND NEW **The Get Happier Toolbox** (RRP \$90 AUD + P&H) as a thank you gift!

***You are now nearly ready to begin the program.***

***BUT ... YOU ARE NOT READY TO BEGIN THE PROGRAM until you have ensured that all students have read the novella  
The Amazing Adventures of Doug Dragster.***

***If students have not read the book provide an opportunity to do so,  
or to listen to the audio book in the resources pack.***

Before you start, in order to measure your students learning, download **The Get Happier Project (Pre/Post Survey) Index** and make a copy for each student.

Say to the students: **"For each question, tick the box that is closest to what you think is true for you. Write your name and date on the Index."**

Collect and store the forms and readminister the index after the course has completed in order to measure outcomes.



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

<b>YEAR 4</b> <b>Health and Physical Education</b>	
Being healthy, safe and active sub-strand	
<b>Identities</b>	Explore how success, challenge and failure strengthen identities (ACPPS033)
<b>Changes and transitions</b>	Explore strategies to manage physical, social and emotional change (ACPPS034)
<b>Help-seeking</b>	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)
<b>Making healthy and safe choices</b>	Identify and practise strategies to promote health, safety and wellbeing (ACPPS036))
Communicating and interacting for health and wellbeing sub-strand	
<b>Interacting with others</b>	Describe how respect, empathy and valuing diversity can positively influence relationships (ACPPS037)
<b>Understanding emotions</b>	Investigate how emotional responses vary in depth and strength (ACPPS038)
Contributing to health and active communities sub-strand	
<b>Community health and promotion</b>	Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040)

<b>YEAR 4</b> <b>Personal and Social Capability learning continuum</b>	
Self-awareness element	
	<b>Level 3</b> <b>Typically, by the end of Year 4, students:</b>
<b>Recognise emotions</b>	Describe the influence that people, situations and events have on their emotions
<b>Recognise personal qualities and achievements</b>	Describe personal strengths and challenges and identify skills they wish to develop
<b>Understand themselves as learners</b>	Identify and describe factors and strategies that assist their learning
<b>Develop reflective practice</b>	Reflect on what they have learnt about themselves from a range of experiences at home and school
Self-management element	
<b>Express emotions appropriately</b>	Identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations
<b>Develop self-discipline and set goals</b>	Develop self-discipline and set goals
<b>Become confident, resilient and adaptable</b>	Persist with tasks when faced with challenges and adapt their approach where first attempts are not successful
Social awareness element	
<b>Appreciate diverse perspectives</b>	Discuss the value of diverse perspectives and describe a point of view that is different from their own
<b>Contribute to civil society</b>	
<b>Understand relationships</b>	Describe factors that contribute to positive relationships, including with people at school and in their community
Social management element	
<b>Communicate effectively</b>	Identify communication skills that enhance relationships for particular groups and purposes
<b>Work collaboratively</b>	Describe characteristics of cooperative behaviour and identify evidence of these in group activities
<b>Make decisions</b>	
<b>Negotiate and resolve conflict</b>	Identify a range of conflict resolution strategies to negotiate positive outcomes to problems
<b>Develop leadership skills</b>	

## YEAR 4

LESSON NUMBER (up to 40 sessions)	CONCEPT Sub-strand	AUSTRALIAN SYLLABUS LINK
<b>Lesson 1</b> <b>Choosing Your Car</b>	<b>Help seeking</b>	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)
	<b>Community health and promotion</b>	Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040)
	<b>Recognise personal qualities and achievements</b>	Describe personal strengths and challenges and identify skills they wish to develop
	<b>Develop reflective practice</b>	Reflect on personal strengths and achievements, based on self-assessment strategies and teacher feedback
	<b>Understand relationships</b>	Describe factors that contribute to positive relationships, including with people at school and in their community
<b>Lesson 2</b> <b>People are a Lot like Cars</b>	<b>Help seeking</b>	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)
	<b>Community health and promotion</b>	Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040)
	<b>Recognise personal qualities and achievements</b>	Describe personal strengths and challenges and identify skills they wish to develop
	<b>Develop reflective practice</b>	Reflect on personal strengths and achievements, based on self-assessment strategies and teacher feedback
	<b>Understand relationships</b>	Describe factors that contribute to positive relationships, including with people at school and in their community
	<b>Making healthy and safe choices</b>	Identify and practise strategies to promote health, safety and wellbeing (ACPPS036)
	<b>Understanding emotions</b>	Investigate how emotional responses vary in depth and strength (ACPPS038)
	<b>Recognise emotions</b>	Describe the influence that people, situations and events have on their emotions
	<b>Express emotions appropriately</b>	Identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations
<b>Lesson 3</b> <b>Choosing your Feelings</b>	<b>Help seeking</b>	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)
	<b>Community health and promotion</b>	Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040)
	<b>Recognise personal qualities and achievements</b>	Describe personal strengths and challenges and identify skills they wish to develop
	<b>Develop reflective practice</b>	Reflect on personal strengths and achievements, based on self-assessment strategies and teacher feedback
	<b>Understand relationships</b>	Describe factors that contribute to positive relationships, including with people at school and in their community
	<b>Making healthy and safe choices</b>	Identify and practise strategies to promote health, safety and wellbeing (ACPPS036)
	<b>Understanding emotions</b>	Investigate how emotional responses vary in depth and strength (ACPPS038)
	<b>Recognise emotions</b>	Describe the influence that people, situations and events have on their emotions
	<b>Express emotions appropriately</b>	Identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations

<b>Lesson 3 continued</b>	<b>Identities</b>	Explore how success, challenge and failure strengthen identities (ACPPS033)
	<b>Changes and transitions</b>	Explore strategies to manage physical, social and emotional change (ACPPS034)
	<b>Making healthy and safe choices</b>	Identify and practise strategies to promote health, safety and wellbeing (ACPPS036)
	<b>Understand themselves as learners</b>	Identify and describe factors and strategies that assist their learning
	<b>Appreciate diverse perspectives</b>	Discuss the value of diverse perspectives and describe a point of view that is different from their own
<b>Lesson 4</b> <b>Super driving with Sid</b> <b>Sideswiper</b> Session 1 and 2	<b>Help seeking</b>	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)
	<b>Community health and promotion</b>	Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040)
	<b>Recognise personal qualities and achievements</b>	Describe personal strengths and challenges and identify skills they wish to develop
	<b>Develop reflective practice</b>	Reflect on personal strengths and achievements, based on self-assessment strategies and teacher feedback
	<b>Understand relationships</b>	Describe factors that contribute to positive relationships, including with people at school and in their community
	<b>Making healthy and safe choices</b>	Identify and practise strategies to promote health, safety and wellbeing (ACPPS036)
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	<b>Changes and transitions</b>	Explore strategies to manage physical, social and emotional change (ACPPS034)
	<b>Making healthy and safe choices</b>	Identify and practise strategies to promote health, safety and wellbeing (ACPPS036))
	<b>Understand themselves as learners</b>	Identify and describe factors and strategies that assist their learning
	<b>Appreciate diverse perspectives</b>	Discuss the value of diverse perspectives and describe a point of view that is different from their own
	<b>Develop leadership skills</b>	
	<b>Negotiate and resolve conflict</b>	Identify a range of conflict resolution strategies to negotiate positive outcomes to problems
	<b>Work collaboratively</b>	Describe characteristics of cooperative behaviour and identify evidence of these in group activities
	<b>Make decisions</b>	
<b>Lesson 5</b> <b>The Open Roads with Sid</b> Session 1 and 2	<b>Help seeking</b>	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)
	<b>Community health and promotion</b>	Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040)
	<b>Recognise personal qualities and achievements</b>	Describe personal strengths and challenges and identify skills they wish to develop
	<b>Develop reflective practice</b>	Reflect on personal strengths and achievements, based on self-assessment strategies and teacher feedback

<b>Lesson 5 continued</b>	<b>Understand relationships</b>	Describe factors that contribute to positive relationships, including with people at school and in their community
	<b>Making healthy and safe choices</b>	Identify and practise strategies to promote health, safety and wellbeing (ACPPS036))
	<b>Understanding emotions</b>	Investigate how emotional responses vary in depth and strength (ACPPS038)
	<b>Recognise emotions</b>	Describe the influence that people, situations and events have on their emotions
	<b>Express emotions appropriately</b>	Identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations
	<b>Identities</b>	Explore how success, challenge and failure strengthen identities (ACPPS033)
	<b>Changes and transitions</b>	Explore strategies to manage physical, social and emotional change (ACPPS034)
	<b>Understand themselves as learners</b>	Identify and describe factors and strategies that assist their learning
	<b>Appreciate diverse perspectives</b>	Discuss the value of diverse perspectives and describe a point of view that is different from their own
	<b>Develop leadership skills</b>	
	<b>Negotiate and resolve conflict</b>	Identify a range of conflict resolution strategies to negotiate positive outcomes to problems
	<b>Work collaboratively</b>	Describe characteristics of cooperative behaviour and identify evidence of these in group activities
	<b>Make decisions</b>	
<b>Lesson 6</b> <b>The Dead End Roads</b> <b>with Sam</b> <b>Session 1 and 2</b>	<b>Help seeking</b>	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)
	<b>Community health and promotion</b>	Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040)
	<b>Develop reflective practice</b>	Reflect on personal strengths and achievements, based on self-assessment strategies and teacher feedback
	<b>Understand relationships</b>	Describe factors that contribute to positive relationships, including with people at school and in their community
	<b>Making healthy and safe choices</b>	Identify and practise strategies to promote health, safety and wellbeing (ACPPS036))
	<b>Recognise emotions</b>	Describe the influence that people, situations and events have on their emotions
	<b>Express emotions appropriately</b>	Identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations
	<b>Changes and transitions</b>	Explore strategies to manage physical, social and emotional change (ACPPS034)
	<b>Understand themselves as learners</b>	Identify and describe factors and strategies that assist their learning
	<b>Develop leadership skills</b>	
	<b>Negotiate and resolve conflict</b>	Identify a range of conflict resolution strategies to negotiate positive outcomes to problems
	<b>Work collaboratively</b>	Describe characteristics of cooperative behaviour and identify evidence of these in group activities
	<b>Make decisions</b>	



<b>Lesson 7</b> <b>Getting off the Dead</b> <b>End Roads</b> <b>Session 1 and 2</b>	<b>Help seeking</b>	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)
	<b>Community health and promotion</b>	Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040)
	<b>Develop reflective practice</b>	Reflect on personal strengths and achievements, based on self-assessment strategies and teacher feedback
	<b>Understand relationships</b>	Describe factors that contribute to positive relationships, including with people at school and in their community
	<b>Making healthy and safe choices</b>	Identify and practise strategies to promote health, safety and wellbeing (ACPPS036))
	<b>Recognise emotions</b>	Describe the influence that people, situations and events have on their emotions
	<b>Express emotions appropriately</b>	Identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations
	<b>Changes and transitions</b>	Explore strategies to manage physical, social and emotional change (ACPPS034)
	<b>Understand themselves as learners</b>	Identify and describe factors and strategies that assist their learning
	<b>Develop leadership skills</b>	
	<b>Negotiate and resolve conflict</b>	Identify a range of conflict resolution strategies to negotiate positive outcomes to problems
	<b>Work collaboratively</b>	Describe characteristics of cooperative behaviour and identify evidence of these in group activities
	<b>Make decisions</b>	
<b>Lesson 8</b> <b>Wheel Talk</b> <b>Session 1 and 2</b>	<b>Help seeking</b>	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)
	<b>Community health and promotion</b>	Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040)
	<b>Recognise personal qualities and achievements</b>	Describe personal strengths and challenges and identify skills they wish to develop
	<b>Understand relationships</b>	Describe factors that contribute to positive relationships, including with people at school and in their community
	<b>Making healthy and safe choices</b>	Identify and practise strategies to promote health, safety and wellbeing (ACPPS036))
	<b>Understanding emotions</b>	Investigate how emotional responses vary in depth and strength (ACPPS038)
	<b>Recognise emotions</b>	Describe the influence that people, situations and events have on their emotions
	<b>Express emotions appropriately</b>	Identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations
	<b>Develop self-discipline and set goals</b>	Explain the value of self-discipline and goal-setting in helping them to learn
<b>Lesson 9</b> <b>Front Wheel Driving</b> <b>Session 1 and 2</b>	<b>Help seeking</b>	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)
	<b>Community health and promotion</b>	Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040)
	<b>Recognise personal qualities and achievements</b>	Describe personal strengths and challenges and identify skills they wish to develop
	<b>Understand relationships</b>	Describe factors that contribute to positive relationships, including with people at school and in their community

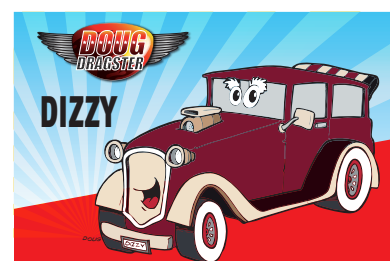
<b>Lesson 9 continued</b>	<b>Making healthy and safe choices</b>	Identify and practise strategies to promote health, safety and wellbeing (ACPPS036))
	<b>Understanding emotions</b>	Investigate how emotional responses vary in depth and strength (ACPPS038)
	<b>Recognise emotions</b>	Describe the influence that people, situations and events have on their emotions
	<b>Express emotions appropriately</b>	Identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations
	<b>Develop self-discipline and set goals</b>	Explain the value of self-discipline and goal-setting in helping them to learn
<b>Lesson 10</b> <b>Balancing Your Wheels</b> Session 1 and 2	<b>Help seeking</b>	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)
	<b>Community health and promotion</b>	Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040)
	<b>Recognise personal qualities and achievements</b>	Describe personal strengths and challenges and identify skills they wish to develop
	<b>Understand relationships</b>	Describe factors that contribute to positive relationships, including with people at school and in their community
	<b>Making healthy and safe choices</b>	Identify and practise strategies to promote health, safety and wellbeing (ACPPS036))
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	<b>Express emotions appropriately</b>	Identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations
	<b>Develop self-discipline and set goals</b>	Explain the value of self-discipline and goal-setting in helping them to learn
<b>Lesson 11</b> <b>Baby You Can't Drive my Car</b> Session 1 and 2	<b>Help seeking</b>	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)
	<b>Changes and transitions</b>	Explore strategies to manage physical, social and emotional change (ACPPS034)
	<b>Community health and promotion</b>	Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040)
	<b>Recognise personal qualities and achievements</b>	Describe personal strengths and challenges and identify skills they wish to develop
	<b>Understand relationships</b>	Describe factors that contribute to positive relationships, including with people at school and in their community
	<b>Making healthy and safe choices</b>	Identify and practise strategies to promote health, safety and wellbeing (ACPPS036))
<b>Lesson 12</b> <b>A Crash Course in Mechanics</b> Session 1 and 2	<b>Help seeking</b>	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)
	<b>Community health and promotion</b>	Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040)
	<b>Recognise personal qualities and achievements</b>	Describe personal strengths and challenges and identify skills they wish to develop
	<b>Develop reflective practice</b>	Reflect on personal strengths and achievements, based on self-assessment strategies and teacher feedback
	<b>Understand relationships</b>	Describe factors that contribute to positive relationships, including with people at school and in their community
	<b>Making healthy and safe choices</b>	Identify and practise strategies to promote health, safety and wellbeing (ACPPS036))
	<b>Understanding emotions</b>	Investigate how emotional responses vary in depth and strength (ACPPS038)

<b>Lesson 12 continued</b>	<b>Recognise emotions</b>	Describe the influence that people, situations and events have on their emotions
	<b>Express emotions appropriately</b>	Identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations
	<b>Identities</b>	Explore how success, challenge and failure strengthen identities (ACPPS033)
	<b>Changes and transitions</b>	Explore strategies to manage physical, social and emotional change (ACPPS034)
	<b>Understand themselves as learners</b>	Identify and describe factors and strategies that assist their learning
	<b>Appreciate diverse perspectives</b>	Discuss the value of diverse perspectives and describe a point of view that is different from their own
<b>Lesson 13</b> <b>Uncle Diesel's Magic Workshop</b> <b>Lesson Plan 13</b> <b>Sessions 1 and 2</b>	<b>Making healthy and safe choices</b>	Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)
	<b>Interacting with others</b>	Practise skills to establish and manage relationships (ACPPS055)
	<b>Community health and promotion</b>	Investigate the role of preventative health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)
	<b>Communicate effectively</b>	Identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations
	<b>Make decisions</b>	
	<b>Negotiate and resolve conflict</b>	Identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations
	<b>Become confident, resilient and adaptable</b>	Devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety
	<b>Develop self-discipline and set goals</b>	Analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals
	<b>Appreciate diverse perspectives</b>	
<b>Lesson 14</b> <b>Uncle Diesel's Magic Workshop</b> <b>Lesson Plan 14</b> <b>Sessions 1 and 2</b>	<b>Making healthy and safe choices</b>	Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)
	<b>Interacting with others</b>	Practise skills to establish and manage relationships (ACPPS055)
	<b>Community health and promotion</b>	Investigate the role of preventative health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)
	<b>Communicate effectively</b>	Identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations
	<b>Make decisions</b>	Devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety
	<b>Negotiate and resolve conflict</b>	Identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations
	<b>Become confident, resilient and adaptable</b>	Devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety
	<b>Develop self-discipline and set goals</b>	Analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals
	<b>Appreciate diverse perspectives</b>	

<b>Lesson 14</b> <b>Excellent Engine Tips</b> <b>Lesson Plan 15</b> <b>Sessions 1 and 2</b>	<b>Making healthy and safe choices</b>	Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)
	<b>Interacting with others</b>	Practise skills to establish and manage relationships (ACPPS055)
	<b>Community health and promotion</b>	Investigate the role of preventative health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)
	<b>Communicate effectively</b>	Identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations
	<b>Make decisions</b>	
	<b>Negotiate and resolve conflict</b>	Identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations
	<b>Become confident, resilient and adaptable</b>	Devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety
	<b>Develop self-discipline and set goals</b>	Analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals
	<b>Appreciate diverse perspectives</b>	

## Lesson Plan 1: Choosing Your Car With Daisy

<b>Social and Emotional Learning Themes</b>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Understanding Yourself</li> <li>• Understanding Others</li> </ul>
<b>The Magic Book</b>	Title Pages and Chapter One (Pages 1-3).
<b>Overall Learning Objectives</b>	<p>At the conclusion of the session students will:</p> <ul style="list-style-type: none"> <li>• be Introduced to 'The Get Happier™ Project'.</li> <li>• learn to recognise their unique strengths and skills.</li> </ul>
<b>Specific Learning Objectives</b>	<p>At the conclusion of the session students will:</p> <ul style="list-style-type: none"> <li>• understand how to use <i><b>Doug Dragster's Magic Book</b></i>.</li> <li>• take ownership of their own Magic Book.</li> <li>• identify at least one unique personal characteristic or strength.</li> </ul>
<b>Lesson Preparation</b>	
<b>Materials Required</b>	Magic Book, cardboard, art materials for decorating (glue, paints, coloured paper, pencils, markers etc)
<b>Resources to print</b>	<p><b>Road Map Plan:</b> x number of students</p> <p><b>Nametags:</b> Doug, Sid, Daisy, Sam, Colin, Mini, Larry, Uncle Diesel and Great Grandfather Dizzy x 1 each</p>



## Lesson 1: Session One

### Dragster Nametags

Later in the session you will give the class an introduction to the Dragster Nametags. Pass out the following name tags to selected students (Doug, Sid, Daisy, Sam, Colin, Mini, Larry, Uncle Diesel and Great Grandfather Dizzy).

**Say:** *"In this session, I will ask the following students (insert names) to talk for the Dragsters when it is their turn to say something in the cartoons. Everyone who wishes to will get a chance to read in the rest of the sessions. You can make it fun by dramatizing the voices of each character."*

### Activity: Introduction to Doug Dragster's Magic Book

Start the Magic Book from the title page to introduce the program and the characters of the book.

#### Turn to the Title Page:

**Say:** *"Do you recognise anything from the story?" If necessary, point out the 'Needs Spanners' and Colin Consul (spanners are the same as wrenches).*

**Turn to the Inside Title Page:** Read Sid Sideswiper's comment.

**Say:** *'This book is about understanding ourselves and others, and the Dragsters will be teaching us. You can become a member of Doug's pitcrew at [www.gethappier.net](http://www.gethappier.net).'*

**Turn to 'Welcome to Doug Dragster's Magic Book':** Read Doug's welcome message.

**Say:** *"Write your name in the box at the top of the page. Think of a fun or colourful way to write it."*

**Say:** *"This is your own special copy of the book, how do you think you will care for it?" and discuss with the class.*

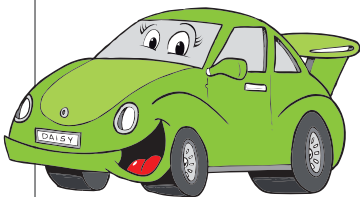
**Say:** *"In each session there will be cartoons. I will give out a name tag with a Dragster's name on it to selected students. You will be the lucky people to read out what that Dragster says in the cartoons for the whole session. Everyone who wants to will get a turn."*

#### Turn to 'Meet the Stars' Page:

**Ask::** The nominated students to read aloud the words of each character.

**Turn to 'Using Your Magic Book' Page:** Read aloud the explanations of each image:

- The Gear Stick,
- The Your Turn Screwdriver
- The Ministry of Cars Fact Sheets.



## Lesson 1: Session Two

<p><b>Activity:</b></p> <p><b>Choosing Your Car With Daisy</b></p>	<p><b>Turn to Page 1</b></p> <p><b>Ask:</b> the nominated student to read Daisy's introduction on Page 1 of the Magic Book.</p> <p>Turn to Page 2</p> <p>Read aloud the instructions for 'Make Your Own Bookmark'. Discuss how all cars have different strengths eg big, small, fast, strong. Refer to Daisy's bookmark and some of her strengths (safety, skill and speed on Page 3). The bookmark is used to mark where the students are up to in the Magic Book.</p> <p><b>Say:</b> <i>'People are different and have their own special strengths too. Different people can be friendly, artistic, kind, careful, risk takers. What is one of your strengths? One of my strengths is .....'</i></p> <p><b>Say:</b> <i>'You can decorate your bookmarks as you wish and write down or draw at least one of your strengths. Look at the examples on Page 3.'</i></p> <p>When the bookmarks are completed, ask students to write down in the place provided 'Why I chose this dragster....'.</p> <p><b>Note:</b> Tell students who finish the task earlier than others that they can colour in or decorate parts of this chapter while they wait.</p> <p><b>Share:</b> The students form a circle to share their bookmarks. Model the process of sharing answers by talking about your bookmark first, and answering the questions. Then ask the students one by one to describe and share their bookmarks.</p> <p><b>Ask:</b> (if students require prompting)</p> <ul style="list-style-type: none"> <li>• <i>'Why did you choose this dragster?'</i></li> <li>• <i>'Which of your strengths does this dragster show?'</i></li> <li>• <i>'Are there any downsides to this strength? eg. Doug is very fast but this can sometimes be dangerous.'</i></li> </ul>
<p><b>Road Map Plan</b></p>	<p>Hand out a 'Road Map Plan' to each student:</p> <p><b>Say:</b> <i>'This week let's take notice of the strengths of the members of your family and other students in the class. We will talk about what you discovered in our next session.'</i></p>
<p><b>Thought For The Week</b></p>	<p>Write and place the 'Thought For The Week' in a prominent place in the classroom. Some students might like to make a poster or display.</p>

**'I use my strengths to make myself feel happier.'**

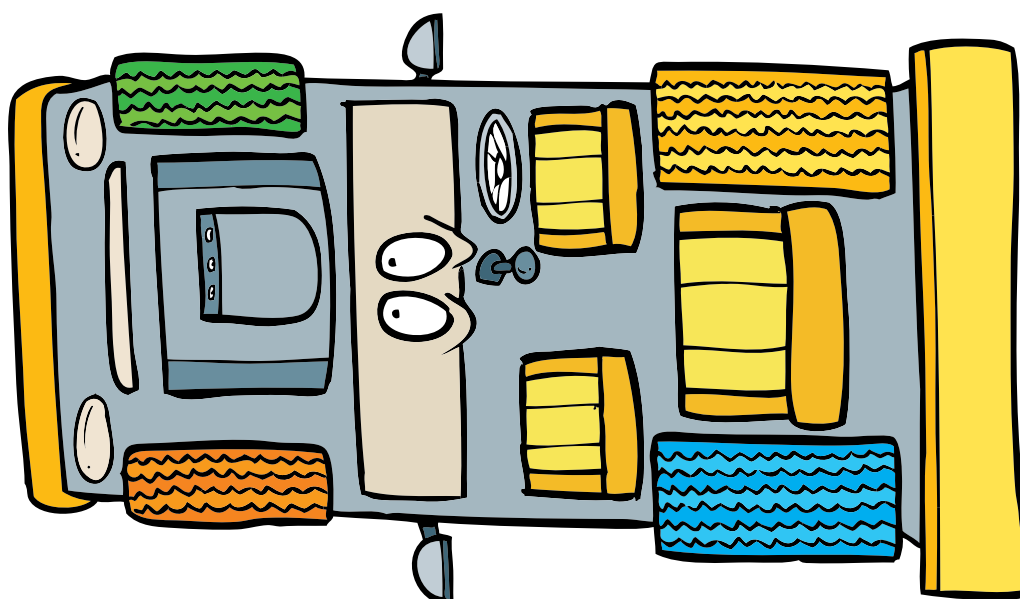


## Lesson Plan 2: People Are A Lot Like Cars

<b>Social and Emotional Learning Themes</b>	<ul style="list-style-type: none"> <li>Identifying Feelings</li> <li>Understanding Feelings</li> </ul>
<b>The Magic Book</b>	Chapter Two (Pages 4-7).
<b>Overall Learning Objectives</b>	<p>At the conclusion of the session students will:</p> <ul style="list-style-type: none"> <li>understand the connection between people and cars, and the main car components of the program</li> </ul>
<b>Specific Learning Objectives</b>	<p>At the conclusion of the session students will:</p> <ul style="list-style-type: none"> <li>identify the engine, windscreen, steering wheel, four wheels and the driver's seat.</li> <li>be more aware of their feelings, and increase their capacity to manage them.</li> </ul>

### Lesson Preparation

<b>Materials Required</b>	Magic Book, pens, Road Map Cards, pencils and markers
<b>Resources to print</b>	<p><b>Road Map Plan:</b> x number of students</p> <p><b>Nametags:</b> Sam, Doug and Colin x 1 each</p>



## Lesson 2: Session One

### Dragster Nametags

Select students to represent each character and give them their name tag (Sam, Doug and Colin).

### Introduction

**Revision:** Check the 'Road Map Plans' from last session.

**Ask:** 'What strengths did you notice in yourself and others this week?' Share your discoveries from the 'Road Map Plans' in pairs and with the group.

**Turn to Page 4**

**Ask:** The nominated student to read Sam's comment.

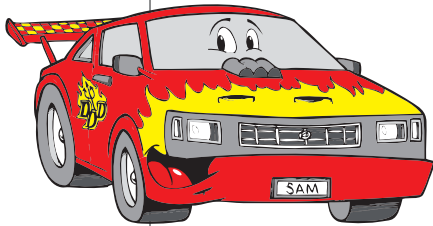
**Ask:** The class to 'Change Gears' and read **The Amazing Adventures of Doug Dragster** page 52 -56 (this chapter describes how Sam and his gang previously bullied other cars). Excerpts can be read aloud by one student or all students can read from their own book.

**Turn to Page 5**

**Read:** Fact Sheet Number One. Remind students that the Ministry of Cars Fact Sheets were discovered by Doug in Great Grandfather Dizzy's Magic Book.

**Ask:** Nominated students read aloud the conversation between Doug and Sam.

### Activity: People are a lot like cars with Sam



### Stories of strong painful feelings

**Turn to Page 6**

**Ask:** The class to 'Change Gears' and read page 118 – 121 in **The Amazing Adventures of Doug Dragster** (this chapter describes how Morris pushed Sam off the edge of a cliff.)

**Ask:** "How did Sam feel?" (angry, scared, powerless etc)

Read aloud and follow the instructions on Page 6: You may tell a story of your own experience of anger/fear first. Students of all ages enjoy listening to the teacher's story, and it helps create a common bond as well as modeling the required process.

- Students write their story using a sticker from the back of the book.
- Students read their stories to the class or in small groups.

## Lesson 2: Session Two

<b>Activity:</b>	<p><b>Stories of strong happy feelings</b></p> <p><b>Turn to Page 7</b></p> <p><b>Ask:</b> The class to 'Change Gears' and read page 34 - 36 in <i><b>The Amazing Adventures of Doug Dragster</b></i> (Doug and Sid enjoying their first race).</p> <p><b>Ask:</b> "How did Doug feel after the race?" (happy, excited, pumped)</p> <p><b>Tell a Story:</b> of your own experience of excitement or happiness first. Then read and follow the instructions on Page 7.</p> <p><b>Ask::</b> Students to write their story using a sticker from the back of the book. Then have students read their stories to the class or in small groups.</p>
<b>Road Map Plan</b>	<p><b>Ask:</b> The class to sit in a circle and then pose this question: <i>'Why does Colin Consul choose to be unhappy? (eg. he doesn't know how to make himself happy. Being miserable and being angry makes him feel important and gets him attention.)'</i></p> <p><b>Task:</b> Ask the students to draw cars with human characteristics or people with car parts (eg. a person with wheels instead of feet). These pictures on the 'Road Map Plan' cards can be shared with the group at the next session.</p>
<b>Thought For The Week</b>	<p>Write and place the 'Thought For The Week' in a prominent place in the classroom. Some students might like to make a poster or display.</p>

**'It's great to share my feelings with someone I trust'**

## Lesson Plan 3: Choosing Your Feelings

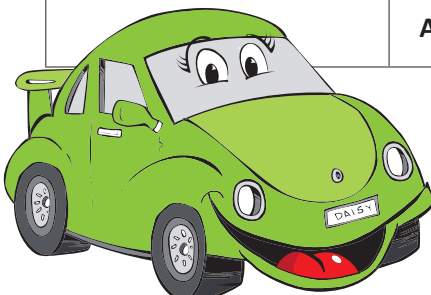
<b>Social and Emotional Learning Themes</b>	<ul style="list-style-type: none"> <li>• Emotional Intelligence</li> <li>• Resilience</li> <li>• Managing Challenging Situations</li> </ul>
<b>The Magic Book</b>	Chapter Two (Pages 8-9).
<b>Overall Learning Objectives</b>	At the conclusion of the session students will: <ul style="list-style-type: none"> <li>• have learnt that they CAN manage their feelings.</li> </ul>
<b>Specific Learning Objectives</b>	At the conclusion of the session students will: <ul style="list-style-type: none"> <li>• be able to identify a different way to make the best of a situation that appears to be difficult.</li> </ul>

### Lesson Preparation

<b>Materials Required</b>	Magic Book, pens, pencils and markers and access to YouTube or the internet.
<b>Resources to print</b>	<b>Road Map Plan:</b> x number of students <b>Nametags:</b> Daisy x 1 each

### Lesson 3

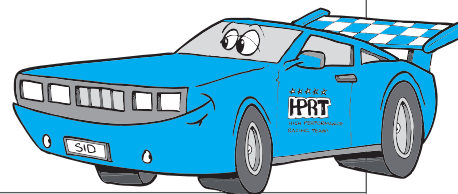
<b>Dragster Nametags</b>	Select students to represent each character; give them their name tag (Daisy).
<b>Introduction</b>	<p><b>Revision:</b> Road Map Plans.</p> <p><b>Ask:</b> "Does anyone have a picture of a car person, or person car that they want to share with us?."</p> <p><b>Turn to Page 8</b></p> <p><b>Ask:</b> The nominated student to read Daisy's introduction.</p>



<p><b>Activity:</b></p> <p><b>Choosing your feelings with Daisy</b></p>	<p><b>An inspiring story</b></p> <p><b>Turn to Page 9</b></p> <p><b>Say:</b> <i>'Today we are detectives! Our task is to discover what people do to help themselves feel happier when they are feeling unhappy.'</i></p> <p><b>Investigate</b> the inspiring stories below and choose the most appropriate one for your class and student age group.</p> <p><b>Read</b> the inspiring story, show the YouTube clip or the movie with your class.</p> <ul style="list-style-type: none"> <li>• Kyle Maynard 'The Power of Failure' YouTube <a href="http://youtu.be/x4WN1QVwq9k">http://youtu.be/x4WN1QVwq9k</a></li> <li>• A wonderful range of inspiring stories categorized by age group can be found at: <a href="http://www.inspiremykids.com">www.inspiremykids.com</a></li> </ul> <p>Some suggested movies by age are listed at <a href="http://www.common sense media.org/movie-lists/movies-that-inspire-kids-to-change-the-world">www.common sense media.org/movie-lists/movies-that-inspire-kids-to-change-the-world</a></p> <p><b>Turn to Page 9</b></p> <p><b>Read aloud:</b> the instructions under 'Your Turn'.</p> <p><b>Say:</b> <i>'You can write about someone you know personally like Daisy's Mum, you can write about a character in a story. You could use the internet, newspaper or library to find a real life example, you could write about a time when you made yourself feel happier such as when you felt lonely and made a new friend.'</i></p> <p><b>Say:</b> <i>'See if you can work out what the person did to feel better.'</i></p> <p>When completed students present their stories to the class and you write the strategies they use to make themselves feel happier on the board.</p> <p><b>Review:</b> the list of what people do to help themselves feel better, and congratulate the reporters on their discoveries.</p>
<p><b>Road Map Plan</b></p>	<p><b>Say:</b> <i>'Ask someone you know to tell you about how they made themselves feel better when they were in a difficult situation. Be like a reporter and write up the story or draw a picture.'</i></p>
<p><b>Thought For The Week</b></p>	<p><b>Write</b> and place the 'Thought For The Week' in a prominent place in the classroom. Some students might like to make a poster or display.</p>
<p><b>'I can make myself feel better.'</b></p>	

## Lesson Plan 4: Super Driving with Sid Sideswiper

<b>Social and Emotional Learning Themes</b>	<ul style="list-style-type: none"> <li>• Guidelines for a Happy Life</li> <li>• Boundaries</li> <li>• Success</li> <li>• Achievement</li> </ul>
<b>The Magic Book</b>	Chapter Two (Pages 10-12).
<b>Overall Learning Objectives</b>	<p>At the conclusion of the lesson students will:</p> <ul style="list-style-type: none"> <li>• Understand the importance of having clear guidelines to get the best out of life and school.</li> </ul>
<b>Specific Learning Objectives</b>	<p>At the conclusion of the lesson students will:</p> <ul style="list-style-type: none"> <li>• identify at least three guidelines for being the best they can be.</li> <li>• understand the importance of cooperation.</li> </ul>
<b>Lesson Preparation</b>	
<b>Materials Required</b>	Magic Book, pens, pencils and markers, access to YouTube or the internet.
<b>Resources to print</b>	<p><b>Road Map Plan:</b> x number of students</p> <p><b>Nametags:</b> Sid, Uncle D, Sam and Colin x 1 each</p> <p><b>Key:</b> No.1 x number of students</p>

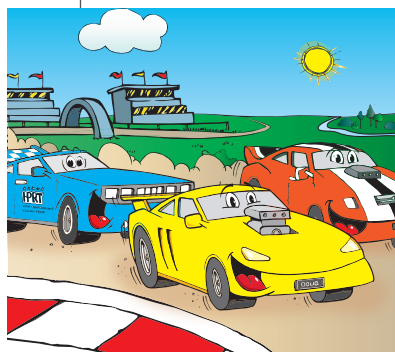


## Lesson 4: Session One

<b>Dragster Nametags</b>	<b>Select:</b> students to represent each character and give them their name tag (Sid, Uncle D, Sam and Colin).
<b>Introduction</b>	<p><b>Revision:</b> Road Map Plans.</p> <p><b>Ask:</b> “Does anyone want to report on a story of how someone you know made themselves feel better?” Encourage students to contribute.</p> <p><b>Turn to Page 10</b></p> <p><b>Ask:</b> a student to read Sid’s joke and ask other students to share any car jokes they know.</p>
<b>Activity: Dragster Teams</b>	<p><b>Setting up for interactive learning</b></p> <p>Create working groups called the ‘Dragster teams’ (four students in each) by a random selection method. Give each team a large sheet of paper to write up their answers to the following questions and complete these activities.</p> <ul style="list-style-type: none"> <li>• Write down the individual strengths of everyone in your team.</li> <li>• Give your team a name based on a Dragster theme.</li> <li>• Draw a logo for your team.</li> </ul> <p>Make up a ‘war cry’ for your team (a war cry is a saying, yell or chant)</p> <p>Give the groups time to finish decorating their poster.</p> <p><b>Ask:</b> The teams to share their poster with the group, including yelling out their war cry!</p>

## Lesson 4: Session Two

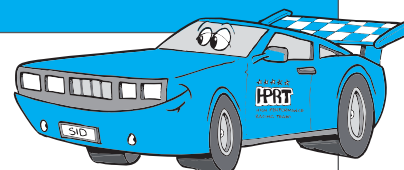
<b>Activity: High Performance Racing Team Rules</b>	<p><b>Making up your own rules to get the best out of life</b></p> <p><b>Turn to Page 11</b></p> <p><b>Ask:</b> the allocated students read out the speech bubbles for each car.</p> <p>Read Aloud: the ‘High Performance Racing Team: Official Racing Rules’.</p> <p><b>Ask:</b> ‘Why are the High Performance Racing Team Rules important if you want to be a fast car and a member of a successful racing team? (eg you don’t crash, to make sure our cars run well and look good, to be successful).’</p> <p><b>Turn to Page 12:</b></p> <p><b>Ask:</b> The allocated student to read out the speech bubbles for each dragster.</p> <p><b>Read Aloud:</b> ‘Your Turn’. Ask the students to write down their own rules for High Performance.</p>
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<p><b>Activity continued:</b></p>	<p><b>Ask:</b> <i>‘Think about some rules that will help you to get the best out of your life’</i></p> <p>After the students have completed the task individually they share their answers in their car team and with the group.</p> <p><b>Ask:</b> The car teams <i>‘Brainstorm what you could do to take special care of yourselves? (just like Sid’s rule no 1).’</i></p> <p>Below are YouTube clips of synchronized driving teams for you to share with the class:</p> <ul style="list-style-type: none"> <li>• <a href="http://youtu.be/Bbm5tZsADfk">http://youtu.be/Bbm5tZsADfk</a></li> <li>• <a href="http://youtu.be/PKGutn1Urgc">http://youtu.be/PKGutn1Urgc</a></li> <li>• <a href="http://youtu.be/OK8XEiH7iAU">http://youtu.be/OK8XEiH7iAU</a></li> </ul> <p><b>Ask::</b> <i>‘What did the teams do that made them successful? What can your team learn from this?’</i></p>
<p><b>Road Map Plan</b></p>	<p><b>Ask:</b> <i>“What would happen if everyone used Colin Consul’s rule? (page 12) What would happen in our classroom?”</i></p> <p><b>Discuss!</b></p> <p><b>Ask:</b> <i>the students to find some car jokes and write them on the <b>Road Map Plan</b> to share next week.</i></p>
<p><b>Thought For The Week</b></p>	<p><b>Write</b> and place the ‘Thought For The Week’ in a prominent place in the classroom. Some students might like to make a poster or display.</p>
<p><b>‘I work out the ways to be my best me’</b></p>	

## Lesson Plan 5: The Open Roads with Sid



<b>Social and Emotional Learning Themes</b>	<ul style="list-style-type: none"> <li>• Happy Relationships</li> <li>• Self Esteem</li> <li>• Happiness</li> </ul>
<b>The Magic Book</b>	Chapter Two (Pages 13-17).
<b>Overall Learning Objectives</b>	<p>At the conclusion of the session students will:</p> <ul style="list-style-type: none"> <li>• have been introduced to the seven Open Roads to help them improve their relationships with themselves and others.</li> </ul>
<b>Specific Learning Objectives</b>	<p>At the conclusion of the session students will:</p> <ul style="list-style-type: none"> <li>• identify and describe the seven Open Road Habits</li> <li>• use the Ministry of Cars Fact Sheet No 2 as a guide for feeling good about themselves, and improving their relationships with others.</li> </ul>

### Lesson Preparation

<b>Materials Required</b>	Magic Book, pens, pencils and markers, poster paper or cardboard and 'Road Map Plans'.
<b>Resources to print</b>	<p><b>Road Map Plan:</b> x number of students</p> <p><b>Nametags:</b> Sid, Doug and Colin x 1 each</p>

### Lesson 5: Session One

<b>Dragster Nametags</b>	<b>Select:</b> students to represent each character and give them their name tags (Sid, Doug and Colin).
<b>Introduction</b>	<p><b>Revision:</b> Road Map Plans.</p> <p><b>Ask</b> students to share any car jokes they discovered during the last week.</p> <p><b>Turn to Page 13</b></p> <p><b>Ask</b> the nominated student to read Sid's introduction.</p> <p><b>Ask:</b> The class to 'Change Gears' and turn to pages 126 – 131 in <i>The Amazing Adventures of Doug Dragster</i> (the cars discover the Open Roads).</p>

**Activity:****The Open Roads****Role Playing**

**Turn to Page 14:** (Ministry of Cars Fact Sheet Number 2)

**Ask:** students to move to their Dragster team groups as created in the last session, and in turn to shout their war cry.

Allocate one Open Road to each group using the description of that road on **Page 14**.

**Say:** 'In your groups, talk about your Open Road and what it means. Then make up a short role play/dramatization to demonstrate it. You are required to create and act out a real life example of how to use your Open Road.'

Provide an example (eg. Accepting: Make up a role play where a gifted singer is embarrassed about being teased, so she never sings in public. When she accepts and appreciates her gift, she sings in a competition and feels great. Negotiating: Two people want the same thing. They work out a strategy whereby they can both have access to it at different times.)

**Ask:** Each car team to present their Open Road role play to the class (allow 15 minutes to prepare the role play and 5 minutes per group to act it out).

## Lesson 5: Session Two

**Main Activity:****Driving on the Open Roads****How to Drive on the Open Roads**

**Turn to Page 15**

**Ask:** Students to 'Change Gears' and read page 25 – 33 '*The Amazing Adventures of Doug Dragster*' (Sid decides to listen to Doug).

**Review:** the story by reading page 15. Ask the allocated students to read different parts. You read the words in between.

**Turn to Page 16**

**Read:** the 'Your Turn' instructions aloud to the class and ask them to complete the activity. When completed the students share what they have written within their car teams or as large group.

**Road Map Plan**

Download 'Fact Sheet Number 2 - The Open Roads' and ask students to decorate it. Alternatively students can make their own poster to put at their desk or take home as a reminder of how to make themselves feel happier.

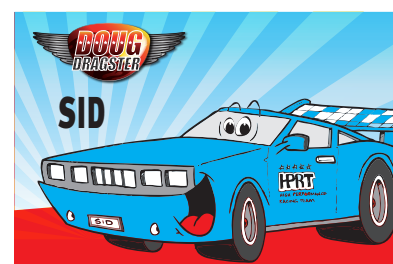
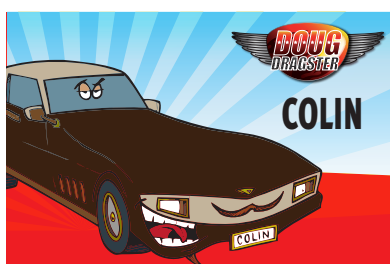
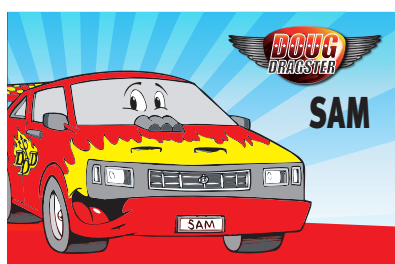
**Thought For The Week**

**Write** and place the 'Thought For The Week' in a prominent place in the classroom. Some students might like to make a poster or display.

**'I make myself happy when I drive on the Open Roads!'**

## Lesson Plan 6: The Dead End Roads With Sam

<b>Social and Emotional Learning Themes</b>	<ul style="list-style-type: none"> <li>• Happy Relationships</li> <li>• Self Esteem</li> <li>• Happiness</li> </ul>
<b>The Magic Book</b>	Chapter Six (Chapter 5 Page 17, Chapter 6 Pages 18 – 20)
<b>Overall Learning Objectives</b>	<p>At the conclusion of the session students will:</p> <ul style="list-style-type: none"> <li>• identify the harmful habits of the Dead End Roads.</li> </ul>
<b>Specific Learning Objectives</b>	<p>At the conclusion of the session students will:</p> <ul style="list-style-type: none"> <li>• identify and describe the Seven Dead End Road Habits.</li> <li>• recognise the unhappiness caused to oneself and others by driving on the Dead End Roads</li> </ul>
<b>Lesson Preparation</b>	
<b>Materials Required</b>	Magic Book, cardboard, art materials for decorating (glue, paints, coloured paper, pencils, markers etc)
<b>Resources to print</b>	<p><b>Road Map Plan:</b> x number of students</p> <p><b>Nametags:</b> Sid, Sam and Colin x 1 each</p>



## Lesson 6: Session One

### Dragster Nametags

In this session, pass out the following nametags to selected students (Sid, Sam and Colin).

### Introduction

**Revision:** Last session children were making posters or decorating Fact Sheet No 2.

**Ask:** 'Who has a poster, Road Map Card or Fact Sheet they would like to show the class?'

**Turn to Page 17:** *'My Journey on an Open Road'*.

Read: 'Your Turn' and give an example of a time when you travelled on an Open Road. You might choose a time when you encouraged, listened or negotiated with another person.

Say: *"Write the story of your journey on an Open Road and when you finish you will share them in your car teams or with the whole class."*

**Turn to Page 18 and 19:** The selected students read the cartoons.

**Read:** Aloud the Dead End Road statements from Swamp City on page 19.

**Ask:** The class to 'Change Gears' and read 'The Amazing Adventure's of Doug Dragster' pages 110 – 113 (Sid's escape from Swamp City).

### Activity: The Dead End Roads

#### Acting out the Dead End Roads

**Turn to Page 20:** Ensure students are in their car groups and allocate one of the seven Dead End Roads to each group.

**Ask:** Each group to discuss their Dead End Road and to make up a short play (2 mins) to demonstrate what it is like to travel on the Dead End Roads. You could give them an example.

Say: *'This is not real. In a role play we do this for fun to remind us what it's like to drive on the Dead End Roads. Here is an example of a play: A group of children are playing a ball game together and a team member strikes out. Everyone blames that person for losing the game – Blaming Dead End Road.'*

You may need to check in with each group to see if they need assistance in forming their ideas. Each car group acts out the scenario they have just created of their Dead End Road.



## Lesson 6: Session Two

### Activity:

### The Open and Dead End Roads



### Which road will you choose?

Still working in the car groups, make posters about the specific Dead End and Open Road that they were allocated in this Session and in Session Five.

**Ask:** The car groups to:

- Draw the road on a large piece of paper
- Give the road a name eg 'Accepting Avenue'
- Write on the road some of the statements or comments typically used for each road eg. Accepting Avenue 'I like myself, I am doing well, I don't have to be perfect, Everyone's doing the best they can', 'I'm good at this!'

**Share:** Ask each group to share what they have learnt about their Open or Dead End Roads and post it on the wall as a reminder.

- You could put a large picture of Doug Dragster above the roads made by the students asking, 'Which Road Will You Choose?'
- You could copy and enlarge the Roundabout Image from *The Get Happier Toolbox* and paint it on concrete or a wall. When students find themselves on a Dead End Road, they can go to the image and workout a way to get onto an Open Road.
- You may wish to hand out the Open and Dead End Road postcards for each student (this image is located on the Posters CD).

### Road Map Plan

**Ask:** The students to become aware of which roads they are travelling on this week. Remind the students to ask themselves, 'Is it helping or hurting?'

Write down on the Road Map card which roads they notice themselves driving on.

### Thought For The Week

**Write** and place the 'Thought For The Week' in a prominent place in the classroom. Some students might like to make a poster or display.

**'I will improve my friendships by avoiding the Dead End Roads'**



## Lesson Plan 7:

# Getting Off The Dead End Roads With Sam

<b>Social and Emotional Learning Themes</b>	<ul style="list-style-type: none"> <li>• Happiness</li> <li>• Responsibility</li> <li>• Problem Solving</li> </ul>
<b>The Magic Book</b>	Chapter Seven (Pages 21-25)
<b>Overall Learning Objectives</b>	<p>At the conclusion of the session students will:</p> <ul style="list-style-type: none"> <li>• have learnt a strategy to recognise harmful choices, and work out a better way</li> </ul>
<b>Specific Learning Objectives</b>	<p>At the conclusion of the session, students will:</p> <ul style="list-style-type: none"> <li>• have a simple, clear and visual strategy to move towards more responsible and effective behaviours.</li> <li>• be able to ask themselves: Am I driving on a Dead End Road? Which Dead End Road am I on?</li> </ul>

## Lesson Preparation

<b>Materials Required</b>	Magic Book, large pieces of cardboard or large paper plates, glue, scissors, rulers/sticks, coloured pencils, markers.
<b>Resources to print</b>	<p><b>Road Map Plan:</b> x number of students</p> <p><b>Nametags:</b> Sam, Doug and Colin x 1 each</p> <p><b>Key:</b> No.1 x number of students</p>

## Lesson 7: Session One

<b>Dragster Nametags</b>	In this session, pass out the following nametags to selected students (Sam, Doug and Colin).
<b>Introduction</b>	<p><b>Revision:</b></p> <p><b>Ask:</b> 'Would anyone like to talk about how they got themselves off a Dead End Road this week?' Discuss and ask the students what they have learnt or done differently</p>



## Activity:

### The Dead End Roads



#### How to get off a Dead End Road

**Turn to Page 21:**

**Ask:** the nominated student to read out Sam's introduction.

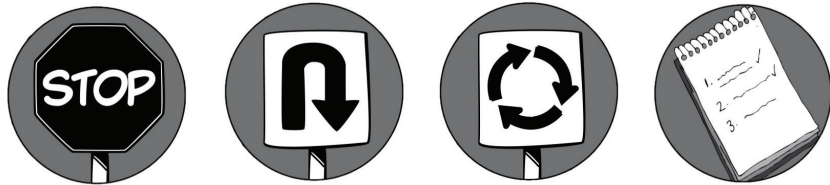
**Ask:** Students to 'Change Gears' and read *The Amazing Adventures of Doug Dragster* pages 57 – 66 (Doug in the car jail).

**Turn to Pages 22, 23 and 24:**

**Read:** To the class 'Public Notice Fact Sheet No 4 - First Aid for Cars'.

**Ask:** The allocated students to read the cartoons on pages 22, 23 and 24.

**Task:** Divide the students into groups of 2-3 for a total of 8 groups. For 4 groups allocate one each of the signs from the 'First Aid for Cars Fact Sheet No 4.' on **Page 23**.



**Ask:** them to reproduce the signs on large paper plate.

**Task:** The remaining 4 groups are also given a large paper plate, but instead of reproducing the signs they write the words adjacent to each sign in the 'First Aid for Cars Fact Sheet No 4.' On Page 23.

**Eg. STOP what you are doing or you may have a crash. Ask Yourself: Am I driving on a Dead End Road? Which Dead End Road am I on?**

When all signs are complete attach the two matching plates (questions on one side, sign on the other) with a ruler or stick in between to make it look like a road sign (use glue, stapler or tape to attach).

You should now have four signs with the symbols on the front and the questions on the back.


**Turn to Page 23:** Role Play using the First Aid for Cars Road Signs.

**Ask:** Four students to hold the signs in front of them with the word side facing them. The signs/students are arranged in the order:

- Stop
- Turn
- Options
- Plan

<p><b>Activity continued:</b></p>	<p><b>Read:</b> <i>The Amazing Adventures of Doug Dragster</i> page 49 and the first three lines of page 50.</p> <p><b>Ask:</b> A student to play Doug.</p> <p><b>Say:</b> ‘Pretend you are Doug in this story and go to each sign in order and answer the questions asked by each student’.</p> <p>Instruct the students with the four signs to ask Doug the questions on each sign.</p> <p>The student playing Doug does their best to answer the questions asked by the sign holders. If they have difficulty answering the questions, ask for help from the class.</p> <p>Thank the role players!</p> <p><b>Ask:</b> The entire class ‘Can you think of any other options or plans?’</p>
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## Lesson 7: Session Two

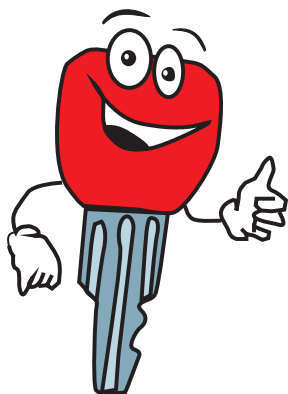
<p><b>Activity:</b></p> <p><b>First Aid for Cars Practice</b></p> 	<p><b>Turn to Page 25:</b> This is an opportunity for each student to practice using the First Aid for Cars Plan.</p> <p><b>Read:</b> the ‘Your Turn’ Instructions and the whole page, and if you wish give an example of your own where you got off a Dead End Road. Students work individually through the ‘Your Turn’ activity to create their own plan.</p> <p><b>Ask:</b> For volunteers to share their First Aid for Cars Plan.</p> <p><b>Ask::</b> the nominated students to read the cartoon on the bottom of page 25 and ask :</p> <ul style="list-style-type: none"> <li>• ‘Why do you think Colin likes the Dead End Roads?’</li> <li>• ‘What does he get out of this? Will it make him happier?’</li> <li>• ‘Will other cars want to be with him when he travels on the Dead End Roads?’</li> </ul> <p>Place the signs around the room as a reminder of the problem solving process of First Aid for Cars.</p>
<p><b>Road Map Plan</b></p>	<p><b>Say:</b> <i>The task this week is to follow your plan and see what difference it makes. Next week we will check in and see how we went getting off the Dead End Roads. Use the plan in the Magic Book or write it on the Road Map Plans.’</i></p>
<p><b>Thought For The Week</b></p>	<p><b>Write</b> and place the ‘Thought For The Week’ in a prominent place in the classroom. Some students might like to make a poster or display.</p>

**‘STOP = Stop, Turn, Options, Plan’**

**Keys To Your Car:  
Key Number 1**

**Congratulations:** At the conclusion of the session present each student **Key Number 1 – The Open and Dead End Roads**. Congratulate them on achieving the first key. Keys can be laminated, pasted on cardboard with hole through the top to thread on a 'giant key ring'.

**1**

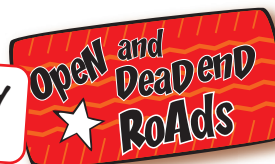


**I am a great team member  
and a good friend.**

**I use the habits that help  
me make good friends.**

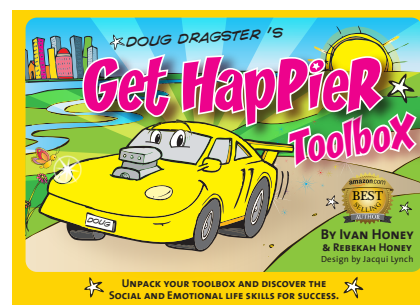
**I am my own best friend.**

*Open & Dead  
End Roads*

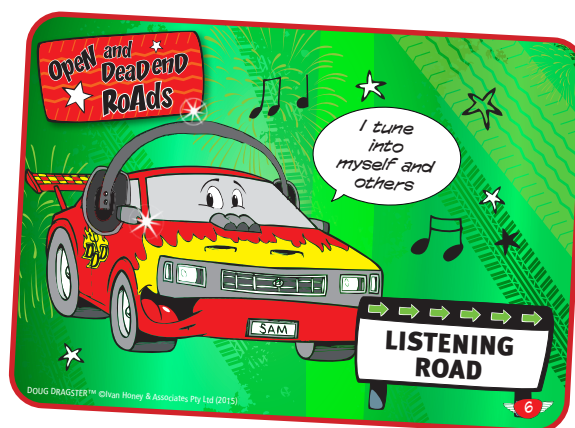


# The Get Happier Toolbox

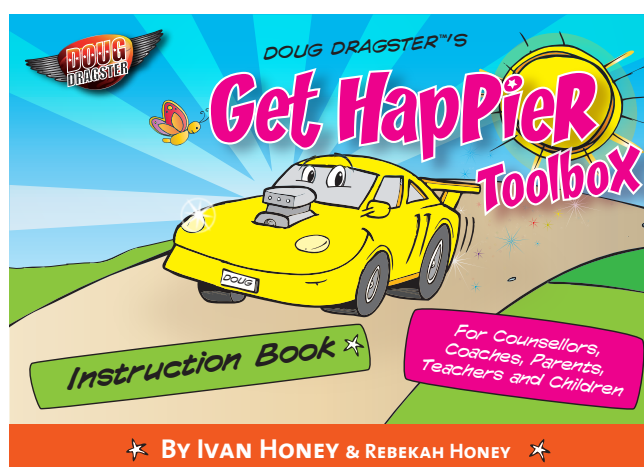
There are great activities in  
*The Get Happier Toolbox*.



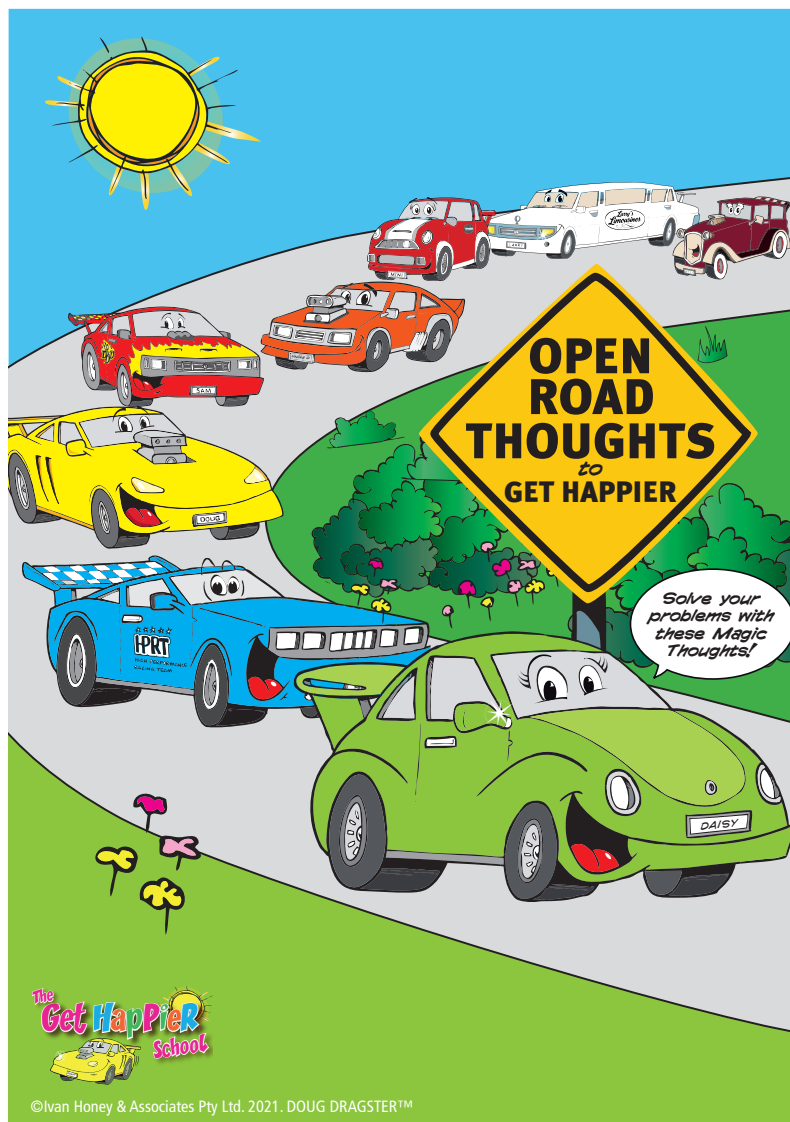
The Open and Dead End Road Cards are a fun way to help children build relationships and self esteem, and solve problems. You can also use these cards as a powerful classroom management tool and create a positive classroom environment.



There are many strategies for using the cards in the instruction booklet.



# Open Road Thoughts to Get Happier Posters



## 10 POWERFUL AFFIRMATION & PROBLEM SOLVING POSTERS

# Open Road Thoughts to Get Happier Poster Set Explanation and Guide

**Welcome** to this powerful set of affirmation and problem solving posters. This guide explains some of their many uses.

The dragsters introduce these posters as an extension of the **Get Happier School** curriculum, where the affirmations and wellbeing is taught through games, activities and stories.

All behaviours include **Actions** and **Thoughts**, which create our Emotional state. The posters show some key thinking patterns that inspire positive and constructive emotions and actions. They are categorised under the seven Open Road habits for happiness.

The **Open Road Thoughts** contain the growth mindsets and affirmations that increase happiness, resilience and wellbeing, and improve relationships.

As children learn and practice these new mindsets, they begin to think their way to a better life, using empowering and positive thoughts that give them the confidence to tackle challenges and enjoy life.

- **Working Things Out on the Roundabout** (on the next page) explains a simple strategy for working out problems, while at the same time reinforcing the empowering thought patterns of **Open Road** thinking. It helps develop independent and responsible problem-solving skills and thoughtful reflection regarding the power of thoughts in our lives.

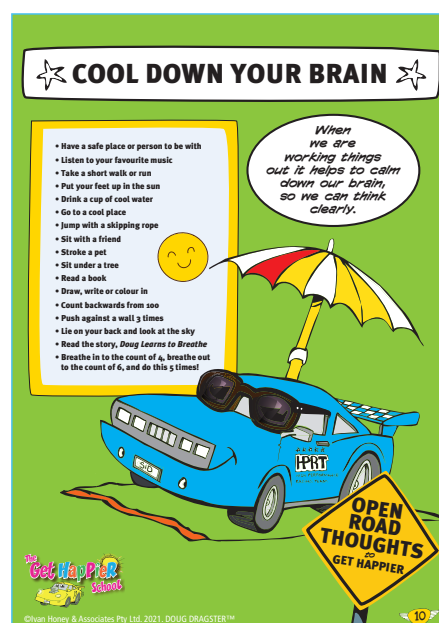
- The **Cool Down your Brain** poster is a reminder that solving problems when in a distressed state is unlikely to be helpful. It is important to learn the simple strategies listed and other mindfulness skills to reach a calm state before looking for solutions.

- They can also be used in the classroom or home when someone is unhappy. You could ask an individual or a group: *What Open Road thoughts could help here? and, If you thought like this, what action would you take?*

- When reading a story of conflict or discussing a character in a movie, you could ask the above questions.

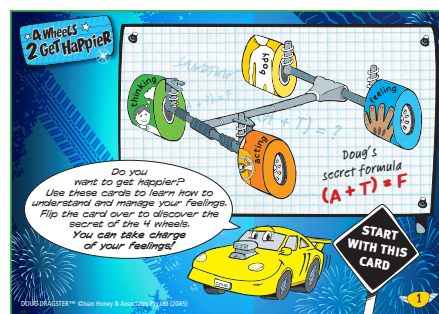
- When you read about pessimistic or negative thoughts in a story, you could ask: *Is this an **Open Road** thought? What could the person tell themselves instead? If they were thinking these **Open Road** thoughts, what would they do differently?* Ask students to share stories of how changing their thinking helped them solve a problem.

- The children can look at the posters themselves to discover helpful patterns of thinking. Teachers, parents and children could create a poster to place on a wall to which you can keep adding **Open Road** positive thoughts.





- Children could act out a role-play to illustrate a dilemma. The class could identify which **Open Road** will help resolve the problem and the best thoughts to help get happier. They would then be asked why they chose that thought and how it would help.
- For older children, look at a current event and see if you can speculate on the thinking behind certain behaviours and actions of politicians, sportspeople or people in the community. Consider how positive thinking habits will help in each case, especially with sportspeople achieving their goals.
- Look at the **4 Wheels to Get Happier Cards** in the **Get Happier Toolbox**. Ask the children to think about what the dragsters are thinking in the 39 different situations. Then ask *'Does the dragster need to find an Open Road thought? Which one might help them to get happier? If they were thinking this thought, what would they do?'*

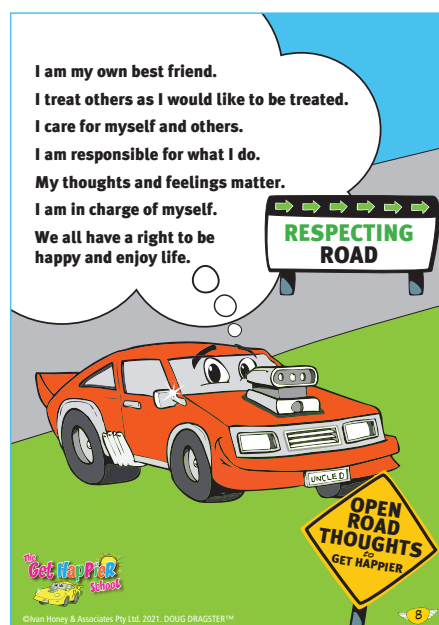


- These posters work well for adults too!
- For a touch of magic, when you don't know what to do, select 2 posters at random and discover a thought that you can use to solve a problem!

**Remember: Always use a kind, connecting and open approach when using these posters!**

## HELPING KIDS WORK THINGS OUT ON THE ROUNDABOUT

1. Find a calm moment or refer to poster 10, **Cool Down Your Brain** before you start.
2. Ask: *What happened?*
3. Ask: *What do you want to happen?*
4. Say: *Let's think about your problem. You can start by looking at 2 or 3 Dragster thought posters (2-8), or you can select some posters at random.*
5. Say: *Now, let's find 2 or 3 Dragster thoughts from these posters that would best help you be a good friend to yourself and others.*
6. When the thoughts are selected, say: *Let's write them down and say them.*
7. Say: *So, if you were thinking these thoughts, what simple thing could you do to begin solving this problem now?*
8. Enjoy brainstorming together and come up with a simple plan to begin to solve the problem!





## HELPING KIDS WORK THINGS OUT ON THE ROUNDABOUT

### An Example to Show How the Process Works:

- Sam used his phone to take a photograph of Sally hanging upside down on the Monkey Bars, and posted it to social media without her permission.
- Sally is hurt and angry, and her parents call the school to complain.
- Sam is sent to see you. He is initially defensive, angry and resistant and says, 'Everyone is over reacting! I was just having fun!'
- You say, 'Sam, It's OK. We can work this out. Let's cool down our brains first so we can work out what to do.'
- You share the Cool Down Your Brain card and invite him to choose a cool down strategy to feel more relaxed .
- Then you could open up discussion by saying, ' I know that taking the photo and posting it seemed like fun to you.
- But did you realise that Sally and her parents might be upset?
- Why do you think they were so unhappy?'
- (Opening up the discussion when Sam is feeling safe allows him to listen, talk about and understand the perils of social media, the importance of listening to other's opinions and needs, and being more aware of the rights of others. This may be an important learning opportunity for the whole class)
- Then say, 'Let's check out some Dragster thoughts to help us work this out.'

### Sam chooses:

- 'When I listen, I get on better with others' (Listening)
  - 'We all have a right to be happy and enjoy life' (Respecting)
  - 'I know I won't always get what I want and that's OK' (Accepting)
  - 'I learn from everything that happens' (Encouraging)
- 
- The thoughts are written down and you ask: 'If you were thinking these thoughts, what would you do now to work out the problem?'

### Sam strategy:

- 'I know now that I should not have posted the picture without Sally's permission.
- I will remove the photo, apologise to Sally and write a letter to her parents.
- I will create a class poster to remind everyone of the dangers of posting on social media in ways that could upset others.'

## SUGGESTIONS FOR INTRODUCING THE POSTERS

1. Before sharing the new posters, show the children the “Cool Down Your Brain” poster.

**Say:** “If we want to think clearly and work out the best way to solve a problem, Sid Sideswiper has some ideas for us to cool down our brain and relax. How do you calm yourself down when you are upset? Then we will look at the poster to see if Sid has some of these ideas too”

Write up the suggestions, then share the poster and place it on the classroom wall.

**Say:** “We can make up our own posters too.”

This could be an individual, group or class project. Having this poster prominently displayed is an important reminder to everyone to become calm before trying to solve a problem.

2. Sharing and talking about the posters early in the year will help set the scene for a happier culture within the classroom, as well as introducing students to constructive, problem solving mindsets.

They can best be shared after Chapter 5 in The Magic Book, ‘The Open Roads with Sid’

Introduce one Open Road and one Affirmation at a time.

**Ask:** *How would telling or reminding yourself of this Affirmation help you feel happier?*

Encourage the students to brainstorm, either as a class or in small teams.

Ideas may include:

- I will feel stronger, healthier more powerful.
- I will solve problems easier
- I will keep safer
- I will feel better about myself
- I will make and keep friends
- I will be able to help others
- I will be more confident
- I will do my school work more easily
- I will learn more about myself and others
- I will have more fun
- I won’t get so upset if things don’t seem to work out for me
- Etc

Use the ideas in this guide to regularly review and teach the affirmations. If anyone has a problem in the class, use this guide to identify an Open Road thought and brainstorm an action that would begin to solve the problem.

## Lesson Plan 8: Wheel Talk with Doug





<b>Social and Emotional Learning Themes</b>	<ul style="list-style-type: none"> <li>• Emotional Intelligence</li> <li>• Understanding and Managing Feelings</li> </ul>
<b>The Magic Book</b>	Chapter Eight (Pages 26-32).
<b>Overall Learning Objectives</b>	<p>At the conclusion of the session students will:</p> <ul style="list-style-type: none"> <li>• have learnt the four parts of behaviour and understand how they work together.</li> </ul>
<b>Specific Learning Objectives</b>	<p>At the conclusion of the session students will:</p> <ul style="list-style-type: none"> <li>• have learnt how to change a feeling and a body state, by changing their actions and thoughts.</li> <li>• know a simple mental model for understanding how to make change in their lives.</li> </ul>

### Lesson Preparation

<b>Materials Required</b>	<p>Magic Book, coloured pencils, coloured markers and four chairs each with a label (thinking, acting, feeling and body).</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"><b>THINKING</b></div> <div style="border: 1px solid black; padding: 5px; text-align: center;"><b>ACTING</b></div> <div style="border: 1px solid black; padding: 5px; text-align: center;"><b>FEELING</b></div> <div style="border: 1px solid black; padding: 5px; text-align: center;"><b>BODY</b></div> </div>
<b>Resources to print</b>	<p><b>Road Map Plan:</b> x number of students</p> <p><b>Nametags:</b> Doug x 1 each</p>

### Lesson 8: Session One

<b>Dragster Nametags</b>	<p>Pass out the following nametags to selected students (Doug). For this session some additional roles will be included:</p> <ul style="list-style-type: none"> <li>• newspaper reader</li> <li>• thinking wheel</li> <li>• acting wheel</li> <li>• feeling wheel</li> <li>• body wheel</li> </ul>
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<p><b>Introduction</b></p>	<p><b>Revision:</b></p> <p><b>Ask</b> for a volunteer to share with the class how they got off the Dead End Roads using the STOP process in the previous week's Road Map Plans.</p> <p><b>Turn to Page 26:</b></p> <p><b>Ask:</b> the allocated student reads Doug's Introduction.</p> <p><b>Ask:</b> Students to 'Change Gears' and read <i>The Amazing Adventures of Doug Dragster</i> page 18- 24 (Doug learns about the four wheels).</p> <p><b>Turn to Page 27:</b></p> <p><b>Read:</b> Aloud 'Public Notice - Fact Sheet Five The Fantastic Four Wheels' ask each of the allocated students to read their wheel part.</p> <p>Then put up the Doug Dragster Four Wheels Poster. This is also a sticker at the back of the Magic Book.</p>
<p><b>Activity:</b></p> <p><b>Wheel Talk with Doug</b></p>	<p><b>How to Change your Feelings</b></p> <p><b>Turn to Page 28:</b></p> <p><b>Ask:</b> The students to 'Change Gears' and read, <i>The Amazing Adventures of Doug Dragster</i> pages 4-5 (Doug crashes into Sid).</p> <p>Place four chairs in a wheel configuration at the front of the room. Allocate one student per chair and give them a label, which identifies the wheel (Thinking, Acting, Feeling and Body).</p> <p><b>Ask:</b> the student representing Doug to read what he says at the top of the page.</p> <p><b>Ask:</b> The students sitting on the chairs (one at a time) to read out the description of their wheel in the racing scenario on the top half of the page.</p> <p><b>Ask:</b> The student representing Doug to read the speech bubble at the bottom of the page. Then one by one ask the students sitting in the chairs to read out the description of their wheel after the crash.</p> <div data-bbox="719 1413 1272 2145"> <div data-bbox="719 1413 962 1771">  <p><b>FEELING</b></p> </div> <div data-bbox="1031 1413 1272 1771">  <p><b>BODY</b></p> </div> <div data-bbox="582 1792 825 2145">  <p><b>THINKING</b></p> </div> <div data-bbox="895 1792 1137 2145">  <p><b>ACTING</b></p> </div> </div>

**Activity:**  
**The Good Oil**

# The Good Oil



**How Sam Changed his Feelings**

**Turn to Page 29:**

**Ask:** The four students representing the wheels to remain on the chairs.

**Ask:** the students to 'Change Gears' and read *The Amazing Adventures of Doug Dragster* pages 88 – 90 (Sam is the leader of the Double Devil Dragster Gang).

**Ask:** The student allocated the Newspaper Reader role to read Page 29 'The Good Oil Newspaper.' The students on the chairs read the information in the boxes describing each wheel.

**Page 30.** The student with the Newspaper Reader role reads Page 30, 'The Good Oil Newspaper'. Students on the chairs read the information in the boxes describing each wheel.

**Ask:** For a volunteer to explain in his or her own words how Sam got back in control.

Give the students 5-10 minutes to colour in the pages in chapter 8 and enjoy reading the advertising in the newspaper.

## Lesson 8: Session Two

**Activity:**  
**Changing your Wheels**

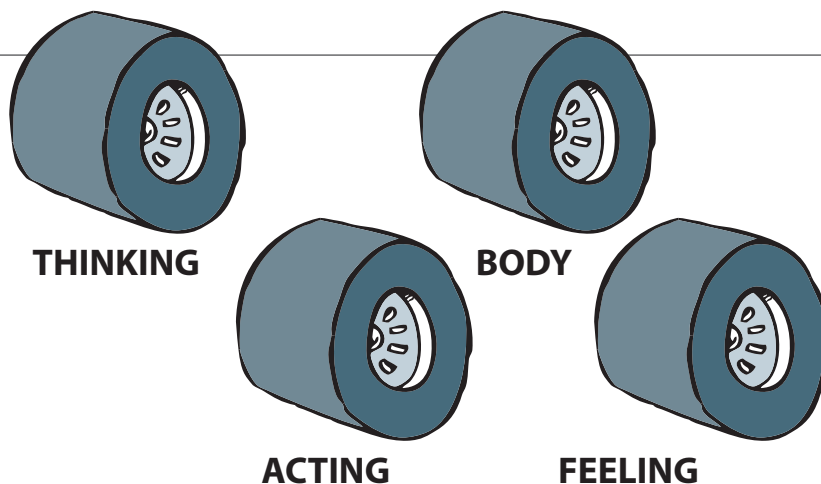
**How to Change your Feelings**

**Turn to Page 31:**

**Ask:** The students to 'Change Gears' and read *The Amazing Adventures of Doug Dragster* pages 6 – 8 (How Doug felt after the crash).

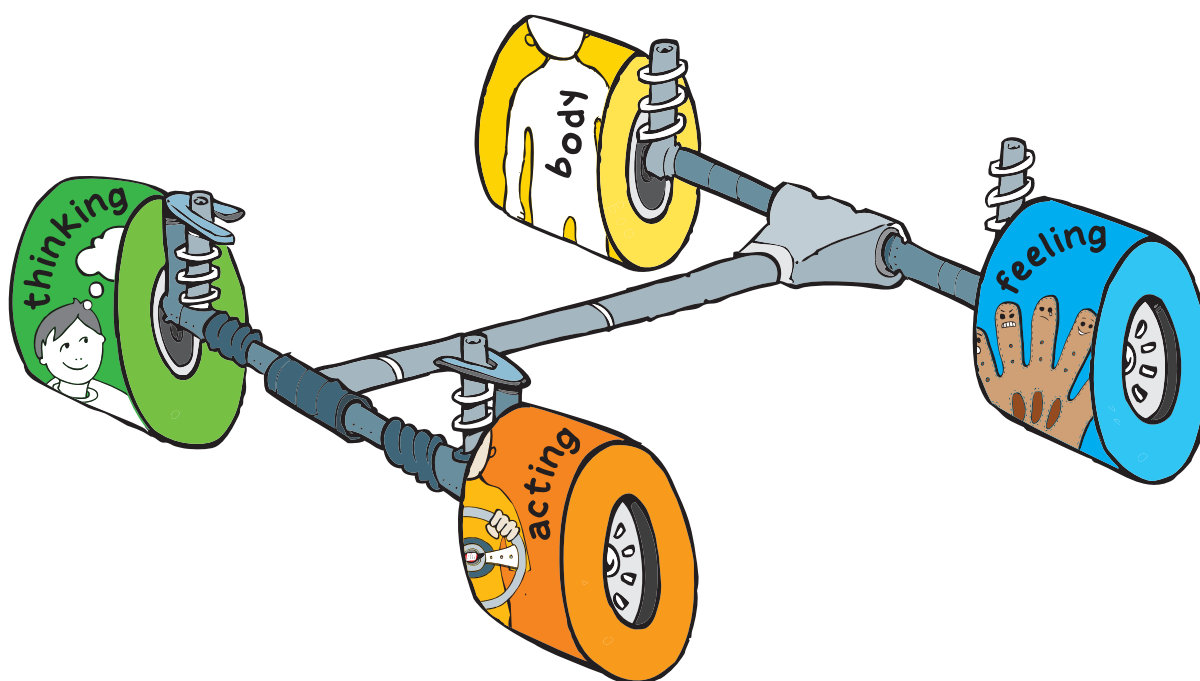
**Read:** The 'Your Turn' instructions aloud to the class. Give an example of a time when you were scared or fearful. Pick out a car sticker that shows how you felt. Describe your Total Behaviour by drawing four wheels on the board and writing in them:

- How your body felt, (back wheels)
- Your feelings (back wheels),
- What you were thinking (front wheels),
- What your actions were at the time (front wheels).



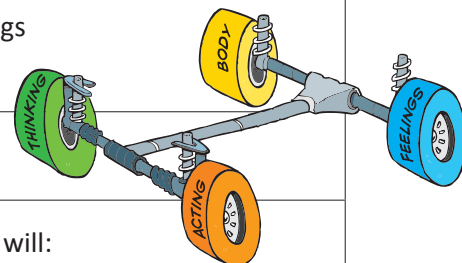
<b>Activity continued:</b>	<p><b>Ask:</b> Students to remember a time when they were fearful and find the appropriate sticker and write inside the four wheels on page 31. Remind the students that there are some helpful words at the bottom of the page for each wheel (this will help them differentiate between the four wheels).</p> <p><b>Turn to Page 32:</b></p> <p>Repeat the same process for page 32 as you model how you felt better by changing your thinking and acting wheels.</p> <p><b>Ask:</b> for a volunteer to tell their story of how they changed their wheels</p>
<b>Road Map Plan</b>	<p><b>Say:</b> <i>"This week, find a situation where you can practice changing your front wheels to make yourself feel better. Draw the wheels on the Road Map Plan as a reminder."</i></p>
<b>Thought For The Week</b>	<p><b>Write</b> and place the 'Thought For The Week' in a prominent place in the classroom. Some students might like to make a poster or display.</p>

**'I get on my front wheels to feel better!'**



## Lesson Plan 9: Front Wheel Driving with Uncle D

<b>Social and Emotional Learning Themes</b>	<ul style="list-style-type: none"> <li>• Emotional Intelligence</li> <li>• Understanding and Managing Feelings</li> </ul>
<b>The Magic Book</b>	Chapter Nine (Pages 33-37).
<b>Overall Learning Objectives</b>	<p>At the conclusion of the session students will:</p> <ul style="list-style-type: none"> <li>• understand the basis of Emotional Intelligence:</li> <li>• understand that our feelings are a result of what we think and do. and that we can make ourselves happier.</li> </ul>
<b>Specific Learning Objectives</b>	<p>At the conclusion of the session students will:</p> <ul style="list-style-type: none"> <li>• be able to use and understand the four wheels metaphor to improve their wellbeing.</li> </ul>



### Lesson Preparation

<b>Materials Required</b>	Magic Book, coloured pencils and coloured markers.
<b>Resources to print</b>	<p><b>Road Map Plan:</b> x number of students</p> <p><b>Nametags:</b> Doug, Uncle D, Sid and Colin x 1 each</p>





## Lesson 9: Session One

<b>Dragster Nametags</b>	In this session, pass out the following nametags to selected students (Doug Uncle D, Sid and Colin).
<b>Introduction</b>	<p><b>Revision:</b></p> <p><b>Ask</b> ‘Does anyone wish to volunteer to explain how they changed their front wheels to feel better this week?’ Check the Road Map Plans.</p> <p><b>Ask:</b> The students to ‘Change Gears’ and read <b><i>The Amazing Adventures of Doug Dragster</i></b> pages 39 – 42 (Doug explains to Daisy how the four wheels work together).</p> <p>Emphasize the first paragraph on page 42 in <b><i>The Amazing Adventures of Doug Dragster</i></b> and write it up on the board.</p> <p><b>‘Its very easy once you know. That’s why we say, just get onto your front wheels. You can change your actions and thinking to feel better! The back wheels always follow.’</b></p> <p><b>Turn to Page 33 &amp; 34:</b></p> <p><b>Ask:</b> Allocated students to read the comics.</p> <p><b>Discuss.</b> Talk about how like Colin we sometimes get ‘payoff’ from choosing unhappy feelings.</p> <p><b>Say:</b> ‘There is nothing wrong with an unhappy feeling, but we can avoid using it to control others. You can always work out a different thought or action to help yourself feel better’</p> <p><b>Turn to Page 35:</b> ‘Public Notice Fact Sheet 6’</p> <p>Using four chairs at the front of the room allocate a different student to each seat. Give the label of each wheel to each student.</p> <p>The student on each wheel will read out the unhappy car, starting from the Thinking and Acting wheels.</p> <p><b>Ask:</b> A student not sitting on the chairs to demonstrate the facial expression and posture of this person.</p> <p>Then the students read out what is happening on their wheels on the second car after the sentence, ‘If you want to feel better...’</p> <p><b>Ask:</b> the student who is demonstrating facial expressions and posture to show how this car looks.</p> <p>Emphasise the statement ‘If you want to feel better change your front wheels first. Your back wheels will always follow.’</p>

## Lesson 9: Session Two

<p><b>Activity:</b></p> <p><b>Getting on your Front Wheels</b></p>	<p><b>Make Yourself Happy</b></p> <p><b>Turn to Page 36:</b></p> <p><b>Ask:</b> the allocated students to read the comic strip together.</p> <p><b>Say:</b> <i>'What are the things Doug did to feel better?'</i> (eg. recognise he was angry, slowed down, drank some oil and enjoyed the morning.)</p> <p><b>Turn to Page 37:</b></p> <p><b>Read:</b> the <i>'Your Turn'</i> instructions aloud. Have students go to their expert car teams to brainstorm the things they think and do make themselves happier.</p> <p><b>Ask:</b> Students write their thoughts and actions in the spaces on page 37.</p> <p><b>Turn to Page 37:</b></p> <p><b>Ask:</b> allocated students to read Uncle Diesel and Doug's comments.</p> <p>Provide students with copies of Fact Sheet No 6 to take home and decorate. All fact sheets are found in that folder in your digital book.</p>
<p><b>Road Map Plan</b></p>	<p><b>Say:</b> <i>'Draw your own special car on the Road Map card and label the four wheels. Put the picture up at home, on the fridge or in your room. Practice checking your feelings, body, thoughts and actions between now and next session'</i></p>
<p><b>Thought For The Week</b></p>	<p><b>Write</b> and place the 'Thought For The Week' in a prominent place in the classroom. Some students might like to make a poster or display.</p>

**'I get on my front wheels to feel better!'**

## Lesson Plan 10: Balancing Your Wheels with Uncle D

<b>Social and Emotional Learning Themes</b>	<ul style="list-style-type: none"> <li>• Emotional Intelligence</li> <li>• Understanding and Managing Feelings</li> <li>• Happiness</li> </ul>
<b>The Magic Book</b>	Chapter Ten (Pages 38-41).
<b>Overall Learning Objectives</b>	At the conclusion of the session students will: <ul style="list-style-type: none"> <li>• have understood and practiced how to change their feelings.</li> </ul>
<b>Specific Learning Objectives</b>	At the conclusion of the session students will: <ul style="list-style-type: none"> <li>• be able to use a process of questioning and self evaluation to improve the quality of their choices.</li> <li>• be introduced to the idea of becoming aware of patterns or thought and action that prevent them succeeding in their lives.</li> </ul>

### Lesson Preparation

<b>Materials Required</b>	Magic Book, coloured pencils and coloured markers.
<b>Resources to print</b>	<p><b>Road Map Plan:</b> x number of students</p> <p><b>Nametags:</b> Doug, Uncle D and Daisy x 1 each</p> <p><b>Key:</b> No.2 x number of students</p>

### Lesson 10: Session One

<b>Dragster Nametags</b>	In this session, pass out the following nametags to selected students (Doug, Uncle D and Daisy).
<b>Introduction</b>	<p><b>Turn to Page 38:</b></p> <p><b>Ask:</b> The nominated student to read Uncle Diesel's introduction.</p> <p><b>Turn to Page 39:</b></p> <p><b>Read:</b> 'Public Notice Fact Sheet Number 7'.</p> <p><b>Ask:</b> the students to colour in the questions beside the wheels.</p>

<p><b>Activity:</b></p> <p><b>Happy and Unhappy Cars</b></p>	<p><b>Role Playing the Wheels</b></p> <p>Set up two lots of four chairs representing the four wheels of two cars. Set these up side by side representing two different behaviours a person can choose. Call the first car 'Unhappy Car' and the second car 'Happy Car'.</p> <p>Make sure each child knows which wheel they represent (you could have these written out on the seat of the chair)</p> <p><b>Role Play Scenario:</b></p> <p><b>Say:</b> to the students in the 'Unhappy Car' 'Someone has been teasing you. You are feeling sad, angry and hurt, and your body is feeling sick in the stomach and you have a headache'</p> <p><b>Draw up:</b> the four wheels for the Unhappy Car on the white/black board and write what is happening in each wheel as the students answer the questions below:</p> <p><b>Ask:</b> The thinking wheel 'What are some things you would be telling yourself about the teasing?'</p> <p><b>Ask:</b> The acting wheel 'What might you do if you felt sad, angry and hurt?'</p> <p><b>Now repeat the scenario with the Happy Car:.</b></p> <p><b>Say:</b> to the students in the 'Happy car' <i>'Instead of feeling upset, sad and hurt, with pain in the stomach and a headache, you want to feel happy, peaceful and calm and have your body feeling relaxed.'</i></p> <p><b>Ask:</b> The thinking wheel of the Happy Car 'What could you tell yourself if you wanted to feel happy, peaceful and calm?'</p> <p><b>Ask:</b> The acting wheel of the Happy Car 'What could you do if you wanted to feel happy, peaceful and calm?'</p> <p>Get further ideas from the class and write it up in a new set of wheels on the board.</p> <p><b>Say:</b> <i>'Remember you can always change your front wheels to make yourself feel better!'</i></p>
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## Lesson 10: Session Two

<p><b>Activity:</b></p> <p><b>Help Doug Balance his Wheels</b></p>	<p><b>Practicing Changing Thoughts and Actions</b></p> <p><b>Turn to Page 40 and 41:</b></p> <p><b>Ask:</b> students to 'Change Gears' to and read <b><i>The Amazing Adventures of Doug Dragster</i></b> page 18-24 (Doug and The Magic Book).</p> <p><b>Read :</b> 'Your Turn' Page 40.</p> <p><b>Say:</b> <i>'Lets help Doug balance his wheels. Work in your expert car teams to help Doug to balance his thinking wheel. Find a more effective/ helpful thought for Doug to use. Look at the first unbalanced thought 'I must be first all the time to be happy.' Then follow the arrow to the more balanced thought 'I don't need to be first all the time to be happy, I can enjoy the journey. Which is the most helpful thought?'</i></p>
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<b>Activity continued:</b>	<p><b>Say:</b> to the students <i>'In your car groups see if you can do this to all the other unhelpful thoughts and select a more effective way of thinking for each one'</i></p> <p><b>Ask:</b> the car groups to report back. There may be some useful discussion around this activity and this will assist in the consolidation of the ideas.</p> <p><b>Ask:</b> <i>'Do you ever find yourself using unbalanced thinking?'</i></p> <p><b>Turn to Page 41.</b></p> <p>Repeat the activity to help Doug balance his Acting Wheel.</p> <p><b>Ask:</b> the students representing Uncle D, Doug and Daisy to read the cartoons.</p> <p><b>Say:</b> <i>'Daisy reminds us that its not enough just to think a different thought. We need to do something different on the acting wheel at the same time.'</i></p>
<b>Road Map Plan</b>	<p><b>Say:</b> <i>When you find yourself feeling unhappy this week, check to see what you can do about it by changing your front wheels (what you are thinking and doing). Report back next week.'</i></p>
<b>Thought For The Week</b>	<p><b>Write</b> and place the 'Thought For The Week' in a prominent place in the classroom. Some students might like to make a poster or display.</p>
<p><b>'I always check what I tell myself to make sure it is true!'</b></p>	
<b>Keys To Your Car: Key Number 2</b>	<p><b>Congratulations:</b> At the conclusion of the session hand out to each student <b>Key Number 2 – 4 Wheels</b>. Congratulate the students on achieving the second car key. Keys can be laminated, pasted on cardboard with hole though the top to thread on a 'giant key ring'. You could use curtain rings or carabiners to thread the keys on.</p>

2

**I know that I almost always have a choice!**

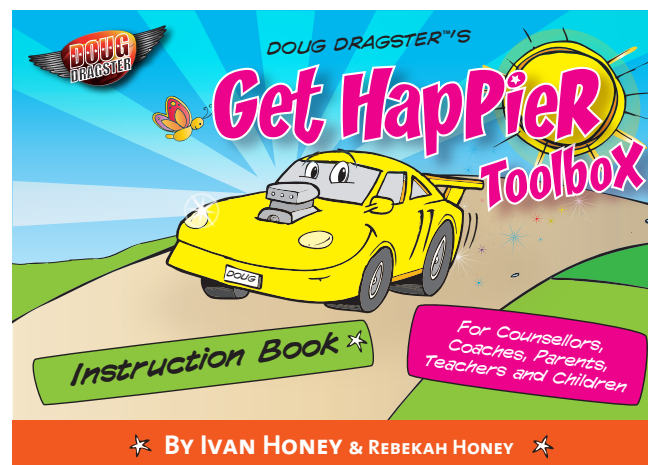
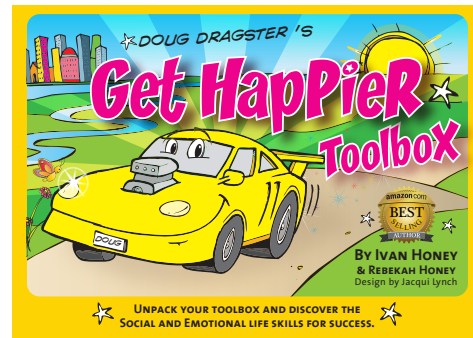
**I am responsible for managing my thoughts and actions.**

**I can understand and change my feelings.**




# The Get Happier Toolbox

There are great activities to solve problems using the 4 Wheels to Get Happier cards. You can use these cards by following the easy and clear instructions in the booklet.



This powerful process is used around the world by teachers, counsellors and children. You can use these at any time in your class to help children solve problems.



## Lesson Plan 11: Baby You Can't Drive My Car!

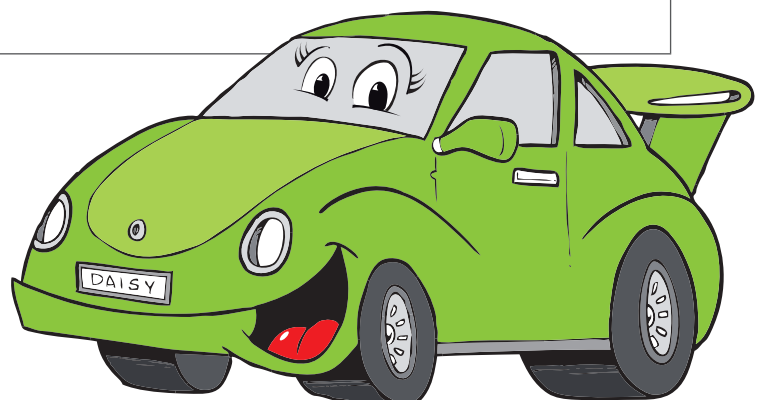
<b>Social and Emotional Learning Themes</b>	<ul style="list-style-type: none"> <li>• Managing Bullying Behaviour,</li> <li>• Independent Thinking,</li> <li>• Being in charge of your own life</li> <li>• Personal Responsibility</li> </ul>
<b>The Magic Book</b>	Chapter Eleven (Pages 42-45).
<b>Overall Learning Objectives</b>	<p>At the conclusion of the session students will:</p> <ul style="list-style-type: none"> <li>• have learnt the metaphor of the Driver's Seat.</li> <li>• understand the importance of being in control of their own lives. .</li> </ul>
<b>Specific Learning Objectives</b>	<p>At the conclusion of the session students will:</p> <ul style="list-style-type: none"> <li>• understand that they choose nearly all that they do.</li> <li>• understand that they are happier when they are in control of their own lives, not trying to control others or allowing others to control them.</li> </ul>
<b>Lesson Preparation</b>	
<b>Materials Required</b>	Magic Book, coloured pencils, coloured markers and Road Map Plans.
<b>Resources to print</b>	<p><b>Road Map Plan:</b> x number of students</p> <p><b>Nametags:</b> Daisy, Doug, Officer Oldsmobile and Johnny Jaguar x 1 each</p> <p><b>Key:</b> No.3 x number of students</p>





## Lesson 11: Session One

<b>Dragster Nametags</b>	<p>In this session, pass out the following nametags to selected students (Daisy, Doug, Officer Oldsmobile and Johnny Jaguar).</p>
<b>Introduction</b>	<p><b>Revision:</b></p> <p><b>Ask:</b> <i>students to report back on how they changed their front wheels to feel better in the past week.</i></p> <p><b>Turn to Page 42:</b></p> <p><b>Ask:</b> the student representing Daisy to read her introduction.</p> <p><b>Ask:</b> students to 'Change Gears' and read <b><i>The Amazing Adventures of Doug Dragster</i></b> page 55 – 56 (Doug's conversation with Officer Oldsmobile).</p> <p><b>Turn to Page 43.</b></p> <p><b>Read:</b> the cartoons and 'Public Notice Fact Sheet 8' 'Drive Your Own Car'. Put up the poster of the Drivers Seat</p>
<p><b>Activity:</b></p> <p><b>Daisy Changes her Front Wheels</b></p>	<p><b>Taking Control of your Life</b></p> <p><b>Turn to Page 44:</b></p> <p><b>Ask:</b> the allocated students to read the cartoon aloud.</p> <p><b>Say:</b> <i>'Does anyone remember Johnny Jaguar?' Talk about this character.</i></p> <p><b>Ask:</b> students to individually fill in Daisy's wheels on the 'Your Turn' Instructions.</p> <p><b>Ask</b> for volunteers to share their information with the group.</p> <p><b>Turn to Page 45:</b></p> <p><b>Ask:</b> the allocated students to finish reading the cartoons.</p> <p><b>Ask:</b> students to individually complete the 'Your Turn' activity on how Daisy changed her wheels.</p> <p><b>Ask:</b> for volunteers to share their responses with the class.</p> <p><b>Ask:</b> <i>'Does anyone want to talk about a situation like this that may have happened to them?'</i></p>



## Lesson 11: Session Two

### Activity:

### Are you Driving your Car?

#### Practicing Getting in the Drivers Seat

Nominate a chair in the room as the Drivers Seat. You could ask students to design and make a sign 'Drivers Seat' to attach to the chair.

**Say:** *'When you become aware that you are letting someone else drive your car, you can sit in the Drivers Seat and work out a plan to get back in control. If you wish you can ask the class or a teacher for some help.'*

**Ask:** for a volunteer to model the process.

**Ask:** them to sit in the chair while you read out the scenario below.

#### Scenario One: You are Doug

**Say:** *'Colin has let down your tyres. This means you have flat tyres and can't drive anywhere right now.'* Ask the student in the Drivers Seat first then ask the rest of the class to add their ideas.

- **Ask:** *'How are you feeling?'*
- **Ask:** *'What's happening inside your body?'*
- **Ask:** *'What might you be telling yourself?'*
- **Ask:** *'What actions might you take?'*
- **Ask:** *'If you are allowing Colin to upset you, are you in the Drivers Seat? Or are you letting Colin drive your car?'*
- **Ask:** the students *'Can you brainstorm some ways you could think or act differently to get back into the drivers seat?'*

Students work in their expert car teams and then share their ideas. Some answers might include: Call up your friends, for help to get your tyres pumped up,

Take a few deep breaths, just do what you enjoy with your friends and if Colin keeps hassling you, inform Officer Oldsmobile.

#### Scenario Two: You are Sid

**Ask:** for a volunteer to sit in the Drivers Seat.

**Say:** *'Sid is angry about Colin letting down Doug's tyres. Sid visits Colin and spins his wheels to cover him with mud.'*

**Ask:** *'What might have been Sid's thoughts, actions, feelings and what might have been happening in his body?'. Is Sid trying to drive Colin's car (using bullying behaviour)?'*

**Say:** *'In your car teams, brainstorm how you can help Colin and Doug without using bullying behaviours yourself.'*

**Ask:** the car teams to share their ideas in the group. Some answers might include: help Doug pump up his tyres, talk to Colin and explain why you are concerned, encourage Colin to join in and become friends with Doug and help Colin work out other ways to become important.

<b>Road Map Plan</b>	<b>Say:</b> <i>'Think of a situation this week where you have either been trying to control someone else or you are allowing others to control you. Work out a plan to change your thinking and acting to get back into your own drivers seat.'</i>
<b>Thought For The Week</b>	<b>Write</b> and place the 'Thought For The Week' in a prominent place in the classroom. Some students might like to make a poster or display.
<b>'I'm in the drivers seat!'</b>	
<b>Keys To Your Car: Key Number 3</b>	<b>Congratulations:</b> At the conclusion of the session hand out to each student <b>Key Number 3 – Drivers Seat</b> . Congratulate the students on achieving the third car key. Keys can be laminated, pasted on cardboard with hole though the top to thread on a 'giant key ring'. You could use curtain rings or carabiners to thread the keys on



3

**I am in control of my life!**

**When things seem hard I can work out how to get back in control.**

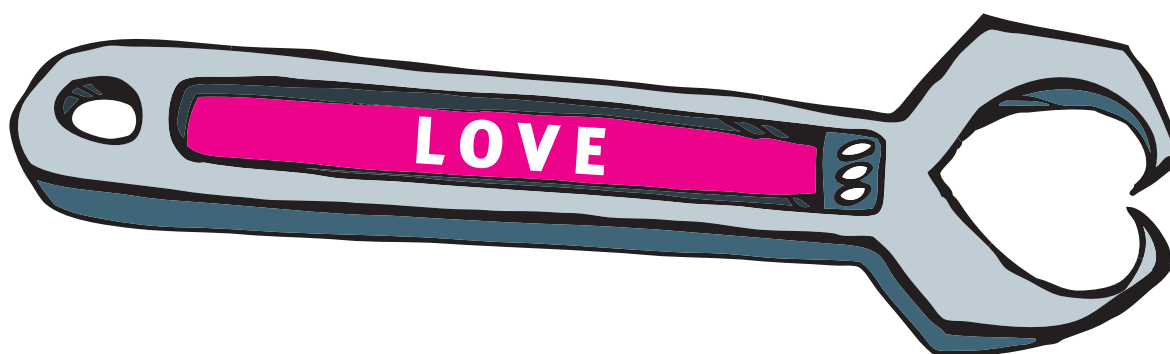
**I don't try to control others or allow them to control me.**

*Driver's Seat*

## Lesson Plan 12: A Crash Course In Mechanics

<b>Social and Emotional Learning Themes</b>	<ul style="list-style-type: none"> <li>• Understanding Yourself</li> <li>• The Needs that Drive us</li> <li>• The Need to Belong</li> </ul>
<b>The Magic Book</b>	Chapter Twelve (Pages 46-47).
<b>Overall Learning Objectives</b>	<p>At the conclusion of the session students will:</p> <ul style="list-style-type: none"> <li>• have been introduced the metaphor of the Engine.</li> <li>• learnt the five needs that drive behaviour.</li> </ul>
<b>Specific Learning Objectives</b>	<p>At the conclusion of the session students will:</p> <ul style="list-style-type: none"> <li>• understand each of the five basic needs.</li> <li>• know they are responsible to meet each need.</li> <li>• develop clear and ethical ways to meet each need.</li> <li>• learn a process to maximize the quality of their lives, and be in control of their lives.</li> </ul>
<b>Lesson Preparation</b>	
<b>Materials Required</b>	Magic Book, music to be played for students to dance to, coloured pencils and coloured markers.
<b>Resources to print</b>	<p><b>Road Map Plan:</b> x number of students</p> <p><b>Nametags:</b> Uncle Diesel, Doug, Sam, Daisy x 1 each</p>



## Lesson 12: Session One

<b>Dragster Nametags</b>	<p>In this session, pass out the following nametags to selected students (Uncle Diesel, Doug, Sam, Daisy).</p>
<b>Introduction</b>	<p><b>Revision:</b></p> <p><b>Ask:</b> <i>'How did you go this week at noticing when you were driving your own car?'</i></p> <p><b>Ask:</b> students to share their stories from the Road Map Plans of their experiences of 'driving their own cars' in the past week.</p> <p><b>Turn to Page 46:</b></p> <p><b>Ask:</b> the nominated student to read Uncle D's introduction.</p> <p><b>Ask:</b> students to <i>'Change Gears'</i> and read <b><i>The Amazing Adventures of Doug Dragster</i></b> page 59-63 (Doug Tuning His Engine).</p> <p>Put up the poster of the Engine.</p> <p><b>Read:</b> aloud 'Fact Sheet Nine - The Engine Connection'.</p>
<p><b>Activity:</b></p> <p><b>The Engine Connection</b></p>	<p><b>Understanding Your Needs</b></p> <p>Choose a piece of music you think the class will enjoy. Play the music and then pause the music.</p> <p><b>Say:</b> <i>'Move to the music and dance around the room. Each time the music stops pair up with the person closest to you. I will ask a question and you will each share your answer with your partner. I will then play the music and we will do it all again with another person and another question.'</i></p> <ul style="list-style-type: none"> <li>• <b>Ask:</b> <i>'Who is your favorite relative and why?'</i> <b>Discuss</b> <b>Ask:</b> <i>'Which need is this meeting?'</i> (Love and Belonging). Then play the music and proceed to the next question.</li> <li>• <b>Ask:</b> <i>'What is something you are good at?'</i> <b>Discuss</b> <b>Ask:</b> <i>'Which need is this meeting?'</i> (Power) Then play the music and proceed to the next question.</li> <li>• <b>Ask:</b> <i>'What important choice have you made this year?'</i> <b>Discuss</b> <b>Ask:</b> <i>'Which need is this meeting?'</i> (Freedom) Then play the music and proceed to the next question.</li> <li>• <b>Ask:</b> <i>'Talk about something funny that happened to you?'</i> <b>Discuss</b> <b>Ask:</b> <i>'Which need is this meeting?'</i> (Fun) Then play the music and proceed to the next question.</li> <li>• <b>Ask:</b> <i>'What is one thing you do to keep safe and healthy?'</i> <b>Discuss</b> <b>Ask:</b> <i>'Which need is this meeting?'</i> (Survival)</li> </ul>

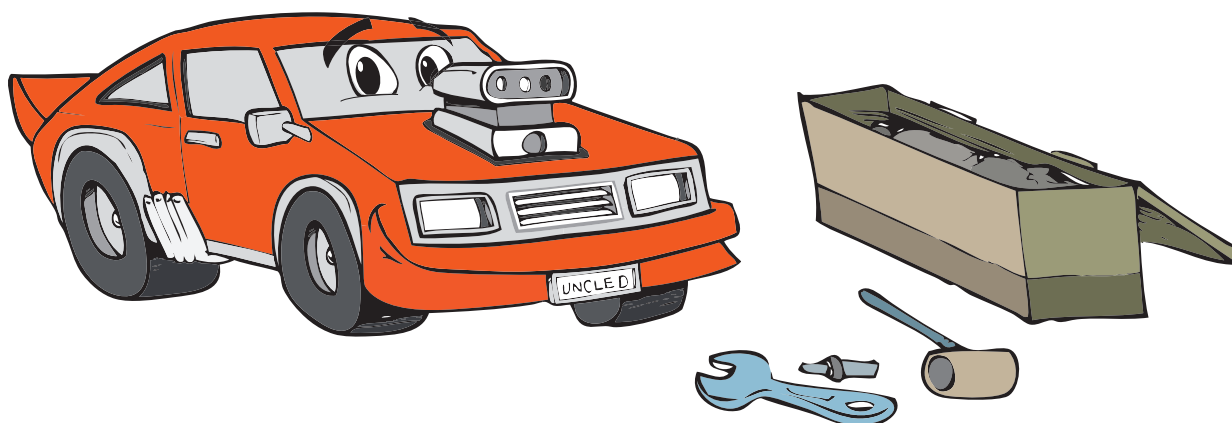
## Lesson 12: Session Two

<p><b>Activity:</b></p> <p><b>Empty or Full?</b></p>	<p><b>Meeting your own needs</b></p> <p><b>Ask:</b> the students to ‘<i>Change Gears</i>’ and read <i>The Amazing Adventures of Doug Dragster</i> page 122-123 (Sam is rescued by Doug, Sid and Daisy and his engine repaired).</p> <p><b>Turn to Page 48.</b></p> <p><b>Ask:</b> the nominated student to read Uncle D’s introduction.</p> <p><b>Turn to Page 49.</b></p> <p><b>Ask:</b> the nominated students to read the cartoon on page 49. Remind everyone that the only piston just working for Sam was the survival piston.</p> <p><b>Ask:</b> ‘<i>If the survival piston wasn’t working what would have happened to Sam?</i>’</p> <p><b>Explain:</b> that each piston has a gauge that shows how well it is working. eg if you are making your life fun, your fun gauge is full. If you are feeling very bored, your fun gauge is nearly empty.</p> <p><b>Turn to Page 50.</b></p> <p><b>Read:</b> aloud the Love and Belonging page and have a student read Daisy’s comments.</p> <p><b>Ask:</b> students to complete the ‘<i>Your Turn</i>’ activity and write their answers individually in the book. Then share their answers with partners, or the whole group. Children and adults alike are fascinated with the ways people get to make friends, and its always important to share this activity. You can also share your ideas.</p>
<p><b>Road Map Plan</b></p>	<p>Introduce the ‘Love and Belonging’ spanner.</p> <p><b>Say:</b> ‘<i>We can work out some good ways to use this spanner to improve our friendships.</i>’</p> <p><b>Ask:</b> students to write down on the Road Map Plan something they will do to connect with another person this week.</p> <p><b>Say:</b> ‘<i>Notice how good it feels when your gauges are on full rather than empty.</i>’</p>
<p><b>Thought For The Week</b></p>	<p><b>Write</b> and place the ‘Thought For The Week’ in a prominent place in the classroom. Some students might like to make a poster or display.</p>

**‘ I care for myself and I am kind to others.’**

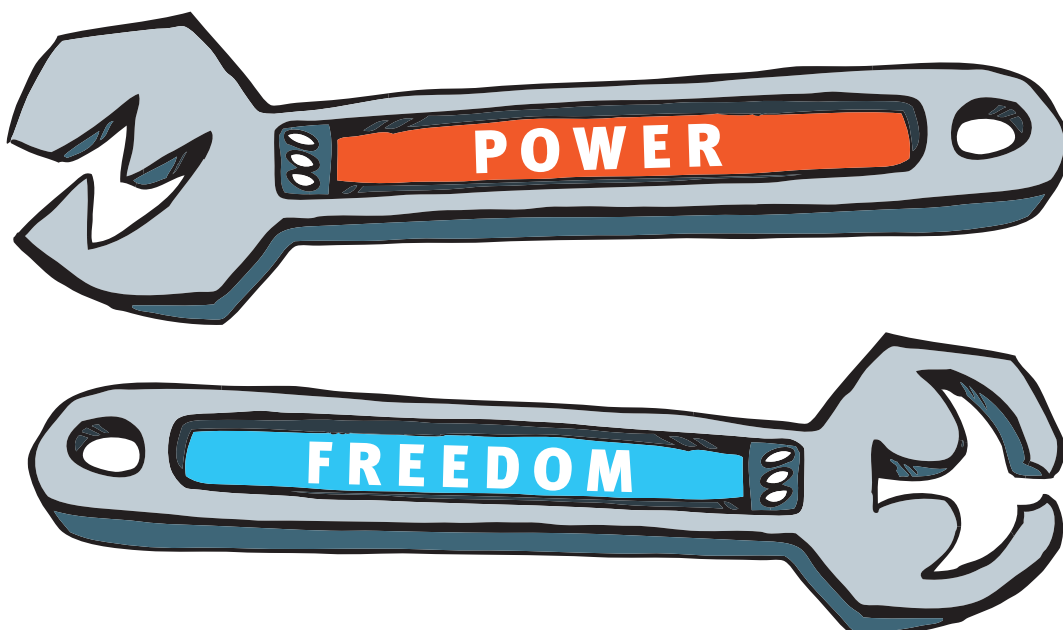
## Lesson Plan 13: Uncle Diesel's Magic Workshop

<b>Social and Emotional Learning Themes</b>	<ul style="list-style-type: none"> <li>• Understanding Yourself</li> <li>• The Needs that Drive us</li> <li>• The Need for Power and Freedom</li> </ul>
<b>The Magic Book</b>	Chapter Thirteen (Pages 51-54)
<b>Overall Learning Objectives</b>	<p>At the conclusion of the session students will:</p> <ul style="list-style-type: none"> <li>• understand the metaphor of the Engine.</li> <li>• have learnt the five needs that drive behaviour.</li> </ul>
<b>Specific Learning Objectives</b>	<p>At the conclusion of the session students will:</p> <ul style="list-style-type: none"> <li>• understand the need for Power and Freedom.</li> <li>• know they are responsible to meet these needs.</li> <li>• develop clear strategies to meet these needs.</li> <li>• learn a process to maximize the quality of their lives, and be in control of their lives.</li> </ul>
<b>Lesson Preparation</b>	
<b>Materials Required</b>	Magic Book, coloured pencils and coloured markers.
<b>Resources to print</b>	<p><b>Road Map Plan:</b> x number of students</p> <p><b>Nametags:</b> Doug, Uncle D, Sam, Colin and Mini x 1 each</p>



## Lesson 13: Session One

<b>Dragster Nametags</b>	In this session, pass out the following nametags to selected students (Doug, Uncle D, Sam, Colin and Mini).
<b>Introduction</b>	<p><b>Revision:</b></p> <p><b>Ask:</b> for volunteers from the group to share what they did to improve their connections with others since the last session's Road Map Plans.</p> <p><b>Ask:</b> the volunteers how they felt.</p> <p>Point to the love spanner and</p> <p><b>Say:</b> <i>We feel better when we take responsibility to meet our needs</i></p> <p><b>Turn to Page 52:</b></p> <p><b>Ask:</b> the allocated students to read the cartoon.</p> <p><b>Say:</b> <i>'Did you know that when we talk about power we are talking about Power Within. Uncle D says 'Real Power is about being in charge of your own life. When you help others and do something useful you feel good about yourself. It's about sticking up for yourself, knowing your strengths and not putting others down.'</i></p>
<b>Activity:</b> <b>The Power Piston</b>	<p><b>Understanding the Power Need</b></p> <p><b>Turn to Page 51:</b></p> <p><b>Read:</b> the introduction and introduce the Power Piston (Need).</p> <p><b>Ask:</b> the allocated student to read out Sam's invitation.</p> <p><b>Ask:</b> students to complete the 'Your Turn' <b>Power Quiz</b> individually, and share the answers with someone they don't know very well.</p> <p><b>Ask:</b> for volunteers to share their answers with the class.</p>





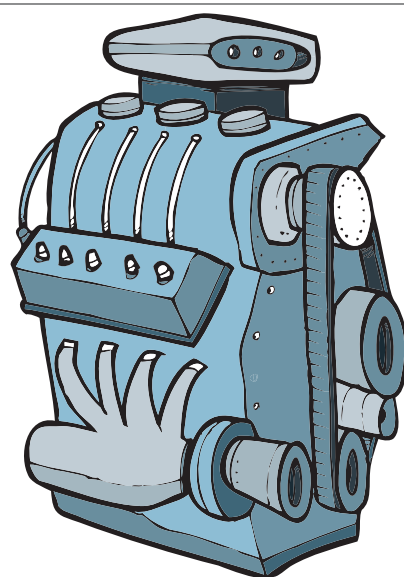
## Lesson 13: Session Two

<p><b>Activity:</b></p> <p><b>The Freedom Piston</b></p>	<p><b>Understanding the Freedom Need</b></p> <p><b>Turn to Page 53:</b></p> <p><b>Read:</b> page 53 and ask the allocated student to read out Mini's request. Then introduce the Freedom Need.</p> <p>Before students commence this activity,</p> <p><b>Ask:</b> 'What did Doug do to feel free in jail?'</p> <p><b>Ask:</b> 'What could he do even though he was not free to leave the Jail?'</p> <p><b>Ask:</b> students to 'Change Gears' (if necessary) and read <b>The Amazing Adventures of Doug Dragster</b> pages 59 – 63. The answers are in these pages.</p> <p><b>Ask:</b> students to complete the 'Your Turn' activity on page 53.</p> <p><b>Ask:</b> for volunteers to share their answers with the group</p>
<p><b>Activity:</b></p> <p><b>The Unstick Yourself Plan</b></p>	<p><b>Meeting your Freedom needs</b></p> <p><b>Turn to Page 54:</b></p> <p><b>Ask:</b> the allocated students to read the cartoons at the top of the page.</p> <p><b>Read:</b> the 'Your Turn' instructions for <b>Doug Dragster's Unstick Yourself Plan</b>.</p> <p><b>Ask:</b> the students to think of a situation where they feel stuck right now, and answer Doug's questions. You could give an example of your own to demonstrate.</p> <p><b>Note:</b> some students may say they are not stuck anywhere in their lives right now. You might suggest they could write about any situation where they are not quite sure what to do. Move through the room and assist students who are having difficulty.</p> <p><b>Ask:</b> for volunteer students to share their <b>Unstick Yourself Plan</b>. You might share your own <b>Unstick Yourself Plan</b> with the class..</p>
<p><b>Road Map Plan</b></p>	<p>Put up the Power and Freedom Spanners on the wall or white board.</p> <p><b>Say:</b> 'This week think of something you can do to help yourself feel more important and practice your <b>Unstick Yourself Plan</b>.' <b>Fill out the 'Unstick Yourself Plan'</b></p>
<p><b>Thought For The Week</b></p>	<p><b>Write</b> and place the 'Thought For The Week' in a prominent place in the classroom. Some students might like to make a poster or display.</p>

**'I can do something POWERFUL with my life. I always have a choice!'**

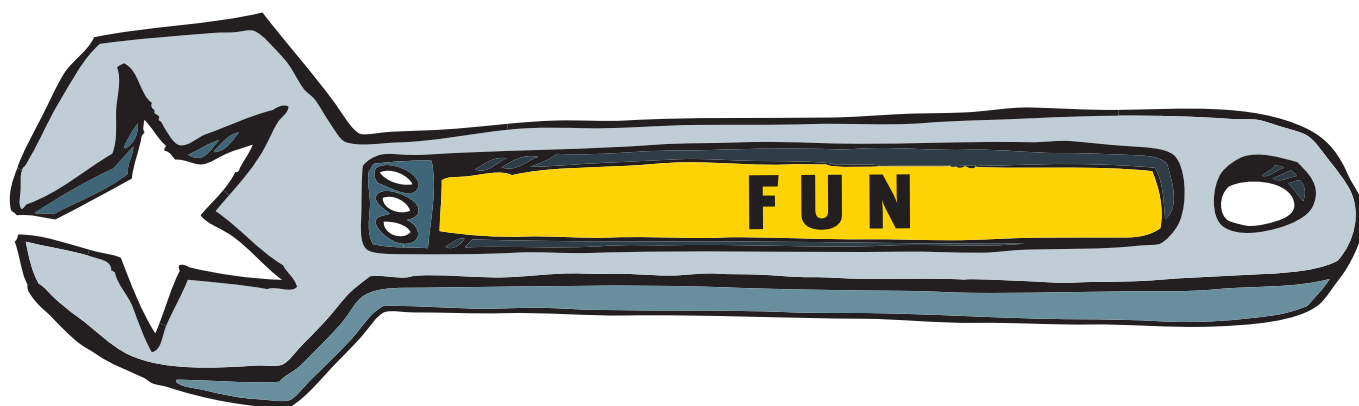
## Lesson Plan 14: Uncle Diesel's Magic Workshop

<b>Social and Emotional Learning Themes</b>	<ul style="list-style-type: none"> <li>• Understanding Yourself</li> <li>• The Needs that Drive us</li> <li>• The Need for Fun and Survival</li> </ul>
<b>The Magic Book</b>	Chapter Thirteen (Pages 55-56)
<b>Overall Learning Objectives</b>	<p>At the conclusion of the session students will:</p> <ul style="list-style-type: none"> <li>• understand the metaphor of the Engine.</li> <li>• have learnt the five needs that drive behaviour.</li> </ul>
<b>Specific Learning Objectives</b>	<p>At the conclusion of the session students will:</p> <ul style="list-style-type: none"> <li>• understand the Fun and Survival needs.</li> <li>• know they are responsible to meet these needs.</li> <li>• develop clear strategies to meet these needs.</li> <li>• learn a process to maximize the quality of their lives, and be in control of their lives.</li> </ul>
<b>Lesson Preparation</b>	
<b>Materials Required</b>	Magic Book, coloured pencils and coloured markers.
<b>Resources to print</b>	<p><b>Road Map Plan:</b> x number of students</p> <p><b>Nametags:</b> Sid and Larry x 1 each</p>



## Lesson 14: Session One

<b>Dragster Nametags</b>	Pass out the following nametags to selected students (Sid and Larry).
<b>Introduction</b>	<p><b>Revision:</b></p> <p><b>Ask:</b> for volunteers to talk about what they did to get more Power and Freedom last week.</p> <p><b>Pass:</b> the Fun and Survival to the volunteers and ask them to share how it felt.</p> <p><b>Explain:</b> that the two final pistons in the engine are the fun and survival needs.</p> <p><b>Say:</b> <i>'Let's start with some FUN!'</i> Play a new game or a game that your class really enjoys playing, or ask if someone would like to teach a new game.</p>
<b>Activity:</b> <b>The Fun Piston</b>	<p><b>Understanding the Fun Need</b></p> <p><b>Turn to Page 55:</b></p> <p><b>Read:</b> Page 55 to introduce the 'Fun Piston'</p> <p><b>Ask:</b> the allocated student to read Sid's introduction.</p> <p><b>Ask:</b> students to individually complete Page 55 'Your Turn' activity; writing their main ideas of what fun is for them in the boxes.</p> <p><b>Say:</b> <i>'Remember that fun is different for everyone, more than just laughing, and includes anything we find really interesting and enjoyable. Here are some of the things that I find fun (insert your examples here).'</i></p> <p>Allow time for students to complete the activity.</p> <p><b>Ask:</b> for volunteers to share their ideas on fun. Suggest that students may learn some more good ideas for more fun from each other.</p>



## Lesson 14: Session Two

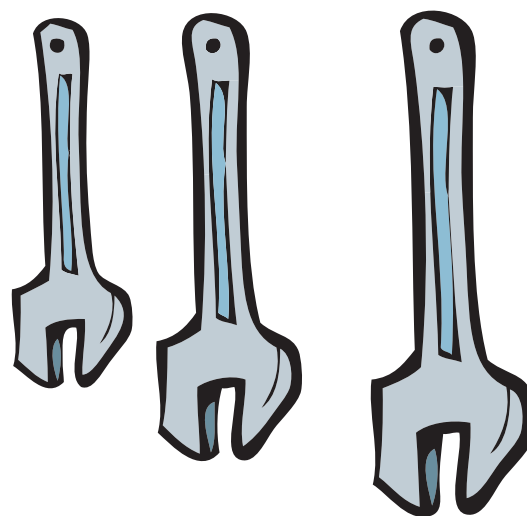
<p><b>Activity:</b></p> <p><b>The Survival Piston</b></p>	<p><b>Understanding the Survival Need</b></p> <p><b>Turn to Page 56:</b></p> <p><b>Read:</b> Page 56 with the allocated student reading how Larry meets his survival need and introduce the Survival Piston.</p> <p><b>Ask:</b> the students to individually complete Page 56 'Your Turn' activity, <i><b>My Survival Plan.</b></i></p> <p><b>Ask:</b> Students share their ideas with a partner. You share your Survival Plan with the class.</p> <p><b>Ask:</b> 'Does anyone want to share their plan with the class?'</p> <p><b>Discuss:</b> talk about how people are required to plan for fire or disaster, and how planning helps us to make the best of our lives even when things seem to go wrong.</p> <p><b>Say:</b> 'Now we know how our engines work, we know how to improve our performance and get more out of our engine. We can use the spanners to adjust the engine to get it working even better.'</p>
<p><b>Road Map Plan</b></p>	<p>Put up the Fun and Survival Spanners on the wall or white board</p> <p><b>Say:</b> "Let's concentrate on having fun! We can also do something each day to make sure we improve our survival need. Write down on your Road Map Plan something you can do to improve your Survival Need."</p>
<p><b>Thought For The Week</b></p>	<p><b>Write</b> and place the 'Thought For The Week' in a prominent place in the classroom. Some students might like to make a poster or display.</p>

**'When I'm not happy, I check my Engine and choose a better way to meet my needs!'**



## Lesson Plan 15: Excellent Engine Tips With Doug

<b>Social and Emotional Learning Themes</b>	<ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Well-Being</li> <li>• Problem Solving</li> <li>• Self-Regulation</li> </ul>
<b>The Magic Book</b>	Chapter Fourteen (Pages 57-61)
<b>Overall Learning Objectives</b>	<p>At the conclusion of the session students will:</p> <ul style="list-style-type: none"> <li>• understand that they are responsible for meeting their own needs.</li> </ul>
<b>Specific Learning Objectives</b>	<p>At the conclusion of the session students will:</p> <ul style="list-style-type: none"> <li>• be able to use a self-evaluation process to be more in effective control of their lives.</li> <li>• have a framework to evaluate their plan for effectiveness</li> </ul>
<b>Lesson Preparation</b>	
<b>Materials Required</b>	Magic Book, coloured pencils and coloured markers.
<b>Resources to print</b>	<p><b>Road Map Plan:</b> x number of students</p> <p><b>Nametags:</b> Doug, Mini, Sam and Daisy x 1 each</p>



## Lesson 15: Session One

<b>Dragster Nametags</b>	In this session, pass out the following nametags to selected students (Doug, Mini, Sam and Daisy).
<b>Introduction</b>	<p><b>Revision:</b></p> <p><b>Ask:</b> for feedback from the students about their Road Map Plans and what they did to achieve more survival and fun over the past week.</p> <p><b>Turn to Page 57 and 58:</b></p> <p><b>Ask:</b> the allocated students to read the cartoons aloud.</p> <p><b>Turn to Page 59:</b></p> <p><b>Say:</b> <i>'Look at the shapes of the spanners. Who can explain the different shapes of each spanner? (eg. the star represents fun, party, fireworks).'</i></p>
<b>Activity:</b> <b>Uncle D's Toolbox</b>	<p><b>Understanding the Fun Need</b></p> <p><b>Read:</b> the 'Your Turn' activity on page 59 <b>'Take a Peek in Uncle D's Toolbox'</b>.</p> <p><b>Model:</b> how to make a plan.</p> <p><b>Say:</b> <i>'I've felt a bit tired lately so I am selecting the survival spanner. My plan to get more sleep is to go to bed earlier, and switch off my phone so I don't get disturbed.'</i></p> <p><b>Turn to Page 60:</b></p> <p><b>Ask:</b> the allocated students to read Sam, Doug and Daisy's comments. Then read out the criteria for a successful plan.</p> <p><b>Turn to Page 61:</b></p> <p><b>Ask:</b> the allocated student to read out Daisy's Plan.</p> <p><b>Turn back to Page 59:</b></p> <p><b>Ask:</b> students to write up their own plan to meet whatever need they select. Then ask them to check if their plan ticks the boxes on Page 60.</p> <p><b>Ask:</b> students to share their plans with the class or in pairs.</p> <p>As students complete working on the activities they can continue colouring their books</p>

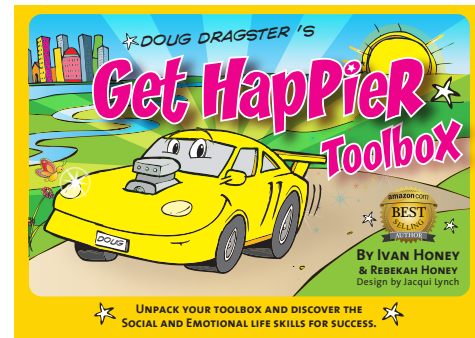
## Lesson 15: Session Two

<p><b>Activity:</b></p> <p><b>Play A Fun Game</b></p>	<p><b>Zip, Zap and Bop</b></p> <p><b>Play:</b> a fun game your students enjoy or try this new fun game, Zip Zap Bop.</p> <p>This is a fun game that works best with ten or more players. <b>Players stand in a circle.</b> The object of the game is to have fun!</p> <p>There are three actions the players can take using their hands. Introduce one action at a time until all children have learnt that action.</p> <p><b>Zip</b> - the player points to the player immediately to the right or left and says '<b>Zip!</b>'. That player then points to the person who is the next player and says '<b>zip</b>' and so on around the circle (you cannot zip the player who zips you).</p> <p><b>Zap</b> - After going around the circle a few times with <b>zip</b>, go around the circle with the next action <b>zap</b>. The player who has been pointed to can choose to hold both hands up and say '<b>Zap!</b>' This then sends the <b>Zip</b> back the way it came.</p> <p><b>Bop</b> – Finally, after a few minutes of zipping and zapping, introduce the new action <b>Bop</b>. On your turn you can point with your hands together across the circle to anyone who is not their immediate neighbor and says '<b>Bop!</b>'. The game proceeds around or across the circle.</p> <p>Then players who match the wrong action with the words are out and have to sit down.</p> <p>The game gets to be really fast and furious and a lot of fun!</p>
<p><b>Road Map Plan</b></p>	<p>The task this week is to take action from the plan each student created.</p> <p><b>Say:</b> <i>"In the next session we are invited to Doug Dragster's Birthday Party (you can show the students the invitation on page 64) On your Road Map Plans write a plan to create a fantastic day for yourself. Make sure it is something you can do...then go and do it! Remember to enjoy and appreciate each part of it."</i></p>
<p><b>Thought For The Week</b></p>	<p><b>Write</b> and place the 'Thought For The Week' in a prominent place in the classroom. Some students might like to make a poster or display.</p>

**'I get the very best out of my life!'**

# The Get Happier Toolbox

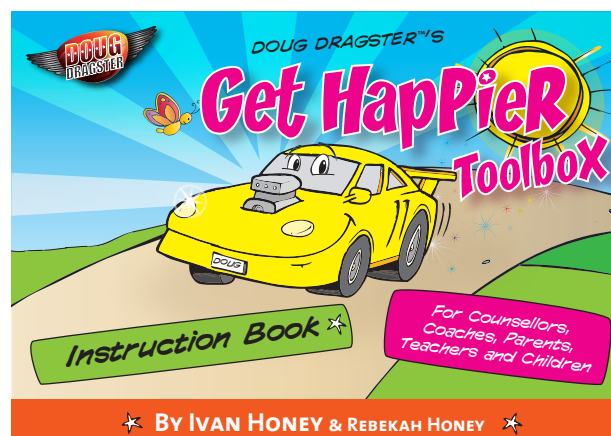
There are great activities to solve problems using the Supercharge your Dragster cards.



The spanners cards are ideal to help children identify which need they are not meeting effectively, and make a better a better choice.



You can use the easy to follow instructions in the booklet.





**This is the end of the  
Grade 4 program.**

**Grade 5 program  
commences on the next page.**

*Reminder!*

*Regularly use the  
mindfulness activity  
activities throughout  
the year. You'll find them  
on pages 112-120*



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

<b>YEAR 5</b> <b>Health and Physical Education</b>	
Being healthy, safe and active sub-strand	
<b>Identities</b>	Examine how identities are influenced by people and places (ACPPS051)
<b>Changes and transitions</b>	
<b>Help-seeking</b>	Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053)
<b>Making healthy and safe choices</b>	Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)
Communicating and interacting for health and wellbeing sub-strand	
<b>Interacting with others</b>	Practise skills to establish and manage relationships (ACPPS055)
<b>Understanding emotions</b>	Examine the influence of emotional responses on behaviour and relationships (ACPPS056)
Contributing to health and active communities sub-strand	
<b>Community health and promotion</b>	Investigate the role of preventative health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)

## YEAR 5

### Personal and Social Capability learning continuum

#### Self-awareness element

**Level 4**  
Typically, by the end of Year 6, students:

<b>Recognise emotions</b>	Explain how the appropriateness of emotional responses influences behaviour
<b>Recognise personal qualities and achievements</b>	Describe the influence that personal qualities and strengths have on their learning outcomes
<b>Understand themselves as learners</b>	
<b>Develop reflective practice</b>	Monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential

#### Self-management element

<b>Express emotions appropriately</b>	Explain the influence of emotions on behaviour, learning and relationships
<b>Develop self-discipline and set goals</b>	Analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals
<b>Become confident, resilient and adaptable</b>	Devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety

#### Social awareness element

<b>Appreciate diverse perspectives</b>	
<b>Contribute to civil society</b>	Identify a community need or problem and consider ways to take action to address it
<b>Understand relationships</b>	Identify the differences between positive and negative relationships and ways of managing these

#### Social management element

<b>Communicate effectively</b>	Identify the differences between positive and negative relationships and ways of managing these
<b>Work collaboratively</b>	
<b>Make decisions</b>	Devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety
<b>Negotiate and resolve conflict</b>	Identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations
<b>Develop leadership skills</b>	Initiate or help to organise group activities that address a common need

## YEAR 5

LESSON NUMBER	CONCEPT Sub-strand	AUSTRALIAN SYLLABUS LINK
<b>Lesson 1</b> <b>Quick Review and Orientation</b> <b>Lesson Plan 16</b>	<b>Making healthy and safe choices</b>	Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)
	<b>Interacting with others</b>	Practise skills to establish and manage relationships (ACPPS055)
	<b>Communicate effectively</b>	Identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations
	<b>Make decisions</b>	
	<b>Negotiate and resolve conflict</b>	Identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations
	<b>Become confident, resilient and adaptable</b>	Devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety
	<b>Develop self-discipline and set goals</b>	Analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals
<b>Lesson 2</b> <b>Learning Games, Toolbox and Mindfulness Activities</b> <b>2 Sessions</b> <b>(Pages 112-120)</b>	<b>Help seeking</b>	Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)
	<b>Community health and promotion</b>	Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040)
	<b>Recognise personal qualities and achievements</b>	Describe personal strengths and challenges and identify skills they wish to develop
	<b>Develop reflective practice</b>	Reflect on personal strengths and achievements, based on self-assessment strategies and teacher feedback
	<b>Understand relationships</b>	Describe factors that contribute to positive relationships, including with people at school and in their community
	<b>Making healthy and safe choices</b>	Identify and practise strategies to promote health, safety and wellbeing (ACPPS036))
	<b>Understanding emotions</b>	Investigate how emotional responses vary in depth and strength (ACPPS038)
	<b>Recognise emotions</b>	Describe the influence that people, situations and events have on their emotions
	<b>Express emotions appropriately</b>	Identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations
	<b>Identities</b>	Explore how success, challenge and failure strengthen identities (ACPPS033)
	<b>Changes and transitions</b>	Explore strategies to manage physical, social and emotional change (ACPPS034)
	<b>Understand themselves as learners</b>	Identify and describe factors and strategies that assist their learning
	<b>Appreciate diverse perspectives</b>	Discuss the value of diverse perspectives and describe a point of view that is different from their own

<b>Lesson 3</b>  <b>All Engines are Different</b> <b>Lesson Plan 17</b>	<b>Making healthy and safe choices</b>	Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)
	<b>Interacting with others</b>	Practise skills to establish and manage relationships (ACPPS055)
	<b>Community health and promotion</b>	Investigate the role of preventative health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)
	<b>Communicate effectively</b>	Identify the differences between positive and negative relationships and ways of managing these
	<b>Make decisions</b>	
	<b>Negotiate and resolve conflict</b>	Identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations
	<b>Become confident, resilient and adaptable</b>	Devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety
	<b>Develop self-discipline and set goals</b>	Analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals
	<b>Appreciate diverse perspectives</b>	
<b>Lesson 4</b>  <b>Team Planning to create a Need Satisfying classroom</b> <b>Lesson Plan 18</b>	<b>Making healthy and safe choices</b>	Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)
	<b>Interacting with others</b>	Practise skills to establish and manage relationships (ACPPS055)
	<b>Community health and promotion</b>	Investigate the role of preventative health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)
	<b>Communicate effectively</b>	Identify the differences between positive and negative relationships and ways of managing these
	<b>Make decisions</b>	
	<b>Negotiate and resolve conflict</b>	Identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations
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	<b>Develop self-discipline and set goals</b>	Analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals
	<b>Appreciate diverse perspectives</b>	
	<b>Recognise personal qualities and achievements</b>	Describe the influence that personal qualities and strengths have on their learning outcomes
	<b>Understand themselves as Learners</b>	
	<b>Understand Relationships</b>	Identify the differences between positive and negative relationships and ways of managing these
	<b>Develop leadership skills</b>	Initiate or help to organise group activities that address a common need

<b>Lesson 5 &amp; 6</b>  <b>Smart Steering, Wheely Good Driving.</b> <b>Part 1 and 2</b> <b>Lesson Plans 19 and 20</b>	<b>Making healthy and safe choices</b>	Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)
	<b>Community health and promotion</b>	Investigate the role of preventative health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)
	<b>Communicate effectively</b>	Identify the differences between positive and negative relationships and ways of managing these
	<b>Make decisions</b>	
	<b>Negotiate and resolve conflict</b>	Identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations
	<b>Become confident, resilient and adaptable</b>	Devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety
	<b>Develop self-discipline and set goals</b>	Analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals
	<b>Appreciate diverse perspectives</b>	
	<b>Recognise personal qualities and achievements</b>	Describe the influence that personal qualities and strengths have on their learning outcomes
	<b>Understand themselves as Learners</b>	
	<b>Understand Relationships</b>	Identify the differences between positive and negative relationships and ways of managing these
	<b>Develop leadership skills</b>	Initiate or help to organise group activities that address a common need
<b>Lesson 7</b>  <b>The Magic Questions with Sid</b> <b>Lesson Plan 21</b>	<b>Making healthy and safe choices</b>	Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)
	<b>Interacting with others</b>	Practise skills to establish and manage relationships (ACPPS055)
	<b>Community health and promotion</b>	Investigate the role of preventative health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)
	<b>Develop reflective practice</b>	Monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential
	<b>Communicate effectively</b>	Identify the differences between positive and negative relationships and ways of managing these
	<b>Make decisions</b>	
	<b>Negotiate and resolve conflict</b>	Identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations
	<b>Become confident, resilient and adaptable</b>	Devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety

<b>Lesson 8</b>  <b>Sid Tells his Secret</b>  <b>Lesson Plan 22</b>	<b>Making healthy and safe choices</b>	Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)
	<b>Community health and promotion</b>	Investigate the role of preventative health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)
	<b>Communicate effectively</b>	Identify the differences between positive and negative relationships and ways of managing these
	<b>Make decisions</b>	
	<b>Negotiate and resolve conflict</b>	Identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations
	<b>Become confident, resilient and adaptable</b>	Devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety
	<b>Develop self-discipline and set goals</b>	Analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals
	<b>Appreciate diverse perspectives</b>	
	<b>Recognise personal qualities and achievements</b>	Describe the influence that personal qualities and strengths have on their learning outcomes
	<b>Understand themselves as Learners</b>	
	<b>Understand Relationships</b>	Identify the differences between positive and negative relationships and ways of managing these
	<b>Develop leadership skills</b>	Initiate or help to organise group activities that address a common need
<b>Lesson 9</b>  <b>The Wonderful Windscreen Wipers</b>  <b>Lesson Plan 23</b>  <b>Session 1 and 2</b>	<b>Community health and promotion</b>	Investigate the role of preventative health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)
	<b>Communicate effectively</b>	Identify the differences between positive and negative relationships and ways of managing these
	<b>Make decisions</b>	
	<b>Negotiate and resolve conflict</b>	Identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations
	<b>Become confident, resilient and adaptable</b>	Devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety
	<b>Develop self-discipline and set goals</b>	Analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals
	<b>Appreciate diverse perspectives</b>	
	<b>Recognise personal qualities and achievements</b>	Describe the influence that personal qualities and strengths have on their learning outcomes
	<b>Understand themselves as Learners</b>	
	<b>Understand Relationships</b>	Identify the differences between positive and negative relationships and ways of managing these
	<b>Develop leadership skills</b>	Initiate or help to organise group activities that address a common need



<b>Lesson 10</b> <b>Can You Speak Car?</b> <b>Lesson plan 24</b> <b>Session 1 and 2</b>	<b>Community health and promotion</b>	Investigate the role of preventative health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)
	<b>Communicate effectively</b>	Identify the differences between positive and negative relationships and ways of managing these
	<b>Make decisions</b>	
	<b>Negotiate and resolve conflict</b>	Identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations
	<b>Become confident, resilient and adaptable</b>	Devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety
	<b>Develop self-discipline and set goals</b>	Analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals
	<b>Appreciate diverse perspectives</b>	
	<b>Recognise personal qualities and achievements</b>	Describe the influence that personal qualities and strengths have on their learning outcomes
	<b>Understand themselves as Learners</b>	
	<b>Understand Relationships</b>	Identify the differences between positive and negative relationships and ways of managing these
	<b>Develop leadership skills</b>	Initiate or help to organise group activities that address a common need
<b>Lesson 11</b> <b>Highway to Happiness</b> <b>Lesson 25</b>	<b>Community health and promotion</b>	Investigate the role of preventative health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)
	<b>Communicate effectively</b>	Identify the differences between positive and negative relationships and ways of managing these
	<b>Make decisions</b>	
	<b>Negotiate and resolve conflict</b>	Identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations
	<b>Become confident, resilient and adaptable</b>	Devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety
	<b>Develop self-discipline and set goals</b>	Analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals
	<b>Appreciate diverse perspectives</b>	
	<b>Recognise personal qualities and achievements</b>	Describe the influence that personal qualities and strengths have on their learning outcomes
	<b>Understand themselves as Learners</b>	
	<b>Understand Relationships</b>	Identify the differences between positive and negative relationships and ways of managing these
	<b>Develop leadership skills</b>	Initiate or help to organise group activities that address a common need

<b>Lesson 12</b> <b>Doug's Magic Manual</b> <b>Lesson Plan 26</b>	<b>Community health and promotion</b>	Investigate the role of preventative health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)
	<b>Communicate effectively</b>	Identify the differences between positive and negative relationships and ways of managing these
	<b>Make decisions</b>	
	<b>Negotiate and resolve conflict</b>	Identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations
	<b>Become confident, resilient and adaptable</b>	Devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety
	<b>Develop self-discipline and set goals</b>	Analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals
	<b>Appreciate diverse perspectives</b>	
	<b>Recognise personal qualities and achievements</b>	Describe the influence that personal qualities and strengths have on their learning outcomes
	<b>Understand themselves as Learners</b>	
	<b>Understand Relationships</b>	Identify the differences between positive and negative relationships and ways of managing these
<b>Lesson 13</b> <b>Doug's Magic Toolbox</b> <b>Lesson Plan 27</b>	<b>Making healthy and safe choices</b>	Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)
	<b>Communicate effectively</b>	Identify the differences between positive and negative relationships and ways of managing these
	<b>Make decisions</b>	
	<b>Negotiate and resolve conflict</b>	Identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations
	<b>Become confident, resilient and adaptable</b>	Devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety
	<b>Develop self-discipline and set goals</b>	Analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals
	<b>Appreciate diverse perspectives</b>	
	<b>Recognise personal qualities and achievements</b>	Describe the influence that personal qualities and strengths have on their learning outcomes
	<b>Understand themselves as Learners</b>	
	<b>Understand Relationships</b>	Identify the differences between positive and negative relationships and ways of managing these
<b>Lesson 14</b> <b>Celebration Party Time</b> <b>Lesson Plan 28</b>	<b>Making healthy and safe choices</b>	Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)

## Lesson Plan 16: Review and Orientation:

<b>Social and Emotional Learning Themes</b>	<ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Well-Being</li> <li>• Understanding Ourselves</li> <li>• Appreciating Others</li> </ul>
<b>The Magic Book</b>	Chapters 1-14
<b>Overall Learning Objectives</b>	To review and further internalise past learnings through a fun co-operative learning activity..
<b>Specific Learning Objectives</b>	<p>Students will be able to recall, understand and share their knowledge of:</p> <ul style="list-style-type: none"> <li>• The Open and Dead End Roads, the Dragster Road rules, the Driver's Seat, The 4 Wheels of the Car, and the Engine.</li> </ul>

### Lesson Preparation

<b>Materials Required</b>	<b><i>Doug Dragster's Magic Book</i></b> , coloured markers and poster paper, the BIG Get Happier teaching floor chart, Internet streaming of the Kid's Dragtrack
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### Lesson 16

<b>Introduction</b>	<p>Show students the Giant Floor chart</p> <p><b>Say:</b> <i>'Welcome to the Get Happier program and Doug Dragster's Magic Book, Grade 5. I hope you had a lot of fun with the dragsters last year. This year we will be finishing the Magic Book and putting all the parts of the dragster together. But, before we do, lets listen to a song from Doug's Playlist' from the Kid's Dragtrack ' visit <a href="http://gethappier.net/kids">gethappier.net/kids</a></i></p>
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## Activity:

**Say:** *'But first of all let's check what we learned last year.'*

To do this, we will make up five teams. The teams will be named:

- Open and Dead End roads
- The Four Wheels
- The Driver's Seat,
- The Engine
- The Road rules for Super driving.

Each team will look back through the ***Magic Book*** to research the area they will be reporting on. Each team will create a poster explaining their part. Each team will then present it to the whole class. You can use the Toolbox Cards to help explain how your part works.

Answer these questions (teacher to write questions on the board)

1. Describe clearly what your part is and write it on the chart. Explain how it can help you get happier and how it can make our classroom a happier place.
2. Draw a picture to illustrate your part.
3. Role play an example of your part, to show how it works in the classroom. For example, the Driver's Seat team could role play what happens when you allow others to control you. You might role play how it goes when you decide to control yourself (drive your own car, without trying to control others, or allowing others to control you).

I will be walking around to help if you need it, but I think you can work most of it out yourselves.'

As the teacher, divide the class into 5 groups to ensure maximum co-operation, and circulate in the room. Check that all groups are on the right track.

When the task is completed, you will be the MC to introduce each group as they present their project to the class. Make sure you all have a lot of fun during this activity, as it also sets the scene for managing behaviour and building self management skills for the year. (See the e-book 'A Step by Step Guide to Create a Self Managing Classroom, and Eliminate Discipline Problems Forever!')

**NOTE:** This co-operative learning activity will require 2 sessions to complete.

## Lesson Plan 17: All Engines Are Different with Uncle D

<b>Social and Emotional Learning Themes</b>	<ul style="list-style-type: none"> <li>• Responsibility</li> <li>• Well-Being</li> <li>• Understanding Ourselves</li> <li>• Appreciating Others</li> </ul>
<b>The Magic Book</b>	Chapter Fifteen (Pages 62-67)
<b>Overall Learning Objectives</b>	<p>At the conclusion of the session students will:</p> <ul style="list-style-type: none"> <li>• be able to better understand themselves and accept and value difference in others..</li> </ul>
<b>Specific Learning Objectives</b>	<p>At the conclusion of the session students will:</p> <ul style="list-style-type: none"> <li>• be able to understand their highest basic need preference.</li> <li>• have developed higher levels of empathy and awareness of others.</li> </ul>

### Lesson Preparation

<b>Materials Required</b>	Magic Book, coloured pencils and coloured markers, party hats and balloons.
<b>Resources to print</b>	<p><b>Road Map Plan:</b> x number of students</p> <p><b>Nametags:</b> Sid, Uncle D, Doug, Sam, Mini and Daisy x 1 each</p> <p><b>Key:</b> No.4 x number of students</p>

### Lesson 17

<b>Dragster Nametags</b>	Pass out the following nametags to selected students (Sid, Uncle D, Doug, Sam, Mini and Daisy)..
<b>Introduction</b>	<p><b>Revision:</b></p> <p><b>Ask:</b> ‘How did your plans for a fantastic day work out from last week’s Road Map Plans?’</p> <p><b>Discuss.</b> If some plans didn’t work, check what was done against the planning criteria on page 60.</p> <p><b>Say:</b> ‘Today we are going to Doug Dragster’s party.’</p> <p><b>Create</b> a festive atmosphere with party hats and balloons.</p> <p><b>Turn to Page 62.</b></p> <p><b>Ask:</b> the allocated student to read Uncle D’s statement.</p>

**Activity:**  
**Doug's Birthday Bash**

**Understanding Your Needs Strengths**

**Turn to Page 63:**

**Ask:** allocated students to read their parts of the cartoon.

**Read:** aloud the information on the Engine Diagram.

**Turn to Page 64:**

**Ask:** students to put on their party hats and decorate the room.

**Read:** out the 'Doug's Birthday Bash' information and the 'Your Turn' Instructions. Be VERY clear on instructions, and demonstrate how it works by telling students the order in which YOU would visit the corners. Remind students that everyone will visit different corners in a different order.

**Say:** 'You do not have to be like anyone else!'

**Ask:** students to follow the instructions and number the circles.

**Turn to Page 65:**

After the students have completed numbering each circle/corner on page 64 they can now decode their results.

**Read:** the 'Your Turn' Instructions aloud and demonstrate this by first decoding your results and revealing the order in which you visited the corners.

**Ask:** students to decode their results write down the order they visited the corners using the needs labels.

**Ask:** students to complete the 'What does my engine look like?' activity. Demonstrate how to draw each piston in the engine. Then instruct the students to do the same.

**Task:** students to move to groups according to the entertainment zone they choose. That means all students who think their power need is most important will be in the same group, all students who think fun is the most important will be in the same group etc.

You will have five groups representing each of the pistons:

- Fun
- Love and Belonging
- Power
- Freedom
- Survival

**Write:** the following questions on the board.

**Ask:** each group to discuss them and come up with answer for each question in 5-10 minutes.

**Say:** 'Write down the agreed upon answer to each questions so you can report back to the group.'

<b>Activity continued:</b>	<ul style="list-style-type: none"> <li>• <b>Ask:</b> ‘Everyone in your group has chosen this corner first. What strengths do you all have in common?’</li> <li>• <b>Ask:</b> ‘What sort of car would best represent this need?’</li> <li>• <b>Ask:</b> ‘What animal would best represent this need?’</li> <li>• <b>Ask:</b> ‘Think of a positive slogan or catch phrase for your group’</li> </ul> <p><b>Ask:</b> each group to report their answers to the class.</p> <p><b>Turn to Page 66:</b></p> <p><b>Ask:</b> the allocated students to read out the Dragsters comments in the cartoon.</p>
<b>Road Map Plan</b>	<p><b>Turn to Page 67:</b></p> <p><b>Read:</b> aloud ‘Public Notice – Fact Sheet 10’ ‘All Engines are Different’.</p> <p><b>Ask:</b> students to take home Public Notice – Fact Sheet 10 to their parents/caregivers, and explain the order of their needs and the order of their needs.</p> <p><b>Say:</b> ‘Find out if your parents/caregivers agree with the order your pistons fire! You could ask them what they think their own order might be.’</p>
<b>Thought For The Week</b>	<p><b>Write</b> and place the ‘Thought For The Week’ in a prominent place in the classroom. Some students might like to make a poster or display.</p>
<b>‘I get the very best out of my life!’</b>	
<b>Keys To Your Car: Key Number 4</b>	<p><b>Congratulations:</b> At the conclusion of the session hand out to each student <b>Key Number 4 – Engine</b>. Congratulate the students on achieving the fourth car key. Keys can be laminated, pasted on cardboard with hole though the top to thread on a ‘giant key ring’. You could use curtain rings or carabiners to thread the keys on</p>

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**I know how to create more happiness in my life!**

**When things seem out of balance, I can do something to meet my own needs, without stopping others from meeting theirs.**




Engine



## Lesson Plan 18: Team Planning to Create a Need Satisfying classroom

<b>Social and Emotional Learning Themes</b>	<ul style="list-style-type: none"> <li>• Successful relationships</li> <li>• Personal responsibility</li> <li>• Teamwork</li> <li>• High performance</li> <li>• Understanding brain based learning.</li> </ul>
<b>The Magic Book</b>	Chapter 12 & 13 (Pages 46-57)
<b>Overall Learning Objectives</b>	<p>At the conclusion of the session students will:</p> <ul style="list-style-type: none"> <li>• be able to better understand themselves and accept and value difference in others..</li> </ul>
<b>Specific Learning Objectives</b>	For all students to take responsibility for creating and maintaining a need satisfying classroom.

### Lesson Preparation

<b>Materials Required</b>	<b><i>Magic Book</i></b> , Cards number 2-6 from the Supercharge Your Dragster series in the <b>Get Happier Toolbox</b> , coloured markers and pens, poster paper.
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### Lesson 18

<b>Introduction</b>	<p><b>Say:</b> ‘Say ‘yes!’ if you want to have a fantastic classroom this year! Did you know that the dragsters have been teaching us how to do this?</p> <p>In Uncle Diesel’s magic workshop, we found out about the engine, and the needs that drive our behaviour. The engine is like our brain, and how we are always looking to meet the 5 needs.</p> <p>Does anyone remember the 5 needs or the 5 pistons in the engine? This helps us to work out how we make a happy and successful classroom.</p> <p>We can set our classroom up so our needs are being met as much as possible.’</p>
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**Activity:**

‘So today, we have fun as our five teams come up with a list of ideas to do this.

Each team will be given a different card from the toolbox. Your task will be to brainstorm as many ways as possible to make our classroom happy.

For example, let’s look at the Survival card (hold up the SURVIVAL card #2) . This is about feeling safe and healthy. We always need to make sure we are doing this for ourselves, but can anyone tell us how we already do this?

Does anyone have any other ideas about how we can make our classroom a safe and healthy place to be?’

Brainstorm some ideas, then say:

‘Now all our expert groups will brainstorm how we plan to connect well (hold up the LOVE card), feel Important and powerful, (hold up the POWER card), make sure that we encourage choices, (hold up the FREEDOM card), and have lots of fun while we learn together (hold up the FUN card).

So, each team will come up with as many ideas as you can think of, write them up and then present them to the class. If we can agree that the idea is a good one, we will make up a plan to make sure we do it.

Remember that the dragsters remind us that we have a right to meet our needs, but that we do not prevent others from meeting their needs. For example, getting our fun need met by harming others is not being on the open roads.

We will not get exactly what we want all the time, but we can always work out a way to get what we need.’

Give one of the 5 cards to each group, give them markers and poster paper for them to brainstorm their ideas.

Visit each group to ensure they understand what to do and feel free to add some of your own ideas. Remember, a need satisfying classroom is a great learning environment as kids feel safe, connected, empowered free and playful.

Examples of ideas could include;

**Survival:** Everyone is encouraged to speak out if they feel unsafe.

If we are sick, we don’t come to school to spread the bug, or and we stay away from others till we feel better. We treat each other with respect and check every week that everyone in the classroom is OK. We check that we have adequate ventilation, heating, cooling, we make sure we have clear rules to maintain safety (see Sid’s rules on page 11 of the Magic Book) etc

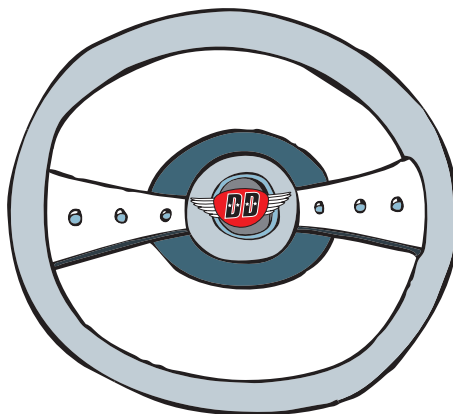
**Love:** We provide opportunities to mix and make new friends by changing desks/tables regularly, we meet in the morning to check in on everyone and share interesting things, we work in varied co-operative teams etc.

How do we plan to make sure that everyone in our class (including the teacher!) feels connected

	<p><b>Power:</b> We make time for activities where everyone is recognised for what they do, their unique skills and gifts and their successes, if we have a problem, we ask for help, we always look to help others improve, At the end of each day, we write down how we have improved and become more powerful etc.</p> <p><b>Freedom:</b> We make up a special sign which reads “I ALWAYS HAVE A CHOICE” and when we don’t know what to do, we ask for ideas, brainstorm or discuss possibilities, we have a monthly meeting to share new ideas about how we can improve our classroom etc</p> <p><b>Fun:</b> We decorate our classroom to reflect what we are learning, we have a joke a day session led by students, we regularly share the interesting things we are doing and learning, etc.</p> <p><b>Road Map Plan:</b></p> <p>The 5 groups share their ideas with the class one at a time, and the class votes on the ideas they agree with. As the teacher, you can question any idea or ask students to go back to their idea and refine it until it is clear, simple and realistic. You also have the right to veto any ideas, as you explain that you are responsible to the school and community to create the best learning opportunities for students.</p> <p>At the conclusion, ask the class to select one simple plan for each need, and agree to follow it for the term or semester. At the regular check in meetings, you can ask them to review how the plan is working and to adjust if necessary.</p> <p>NOTE: This co-operative learning activity will require an additional session to complete.</p>
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## Lesson Plan 19: Smart Steering, Wheely Good Driving With Daisy Part One

<b>Social and Emotional Learning Themes</b>	<ul style="list-style-type: none"> <li>• Goal Setting</li> <li>• Self Motivation</li> </ul>
<b>The Magic Book</b>	Chapter Sixteen (Pages 68-71)
<b>Overall Learning Objectives</b>	<p>At the conclusion of the session students will:</p> <ul style="list-style-type: none"> <li>• be able to identify the pictures of what they want that give them direction in their lives.</li> </ul>
<b>Specific Learning Objectives</b>	<p>At the conclusion of the session students will:</p> <ul style="list-style-type: none"> <li>• understand the source of motivation in their lives.</li> <li>• understand the importance of developing clear and positive visual images of what they want.</li> <li>• learn the questions to help them access what is most important to them.</li> </ul>
<b>Lesson Preparation</b>	
<b>Materials Required</b>	Magic Book, coloured pencils and markers, old magazines, coloured paper, glue, scissors, large sheet of cardboard per student.
<b>Resources to print</b>	<p><b>Road Map Plan:</b> x number of students</p> <p><b>Nametags:</b> Sid and Daisy x 1 each</p>



## Lesson 19

<b>Dragster Nametags</b>	<p>Pass out the following nametags to selected students (Sid and Daisy)..</p>
<b>Introduction</b>	<p><b>Revision:</b></p> <p><b>Discuss:</b> the Needs Strengths from Session 16.</p> <p><b>Say:</b> <i>'Think of one of your family members or good friends....'</i></p> <p><b>Ask:</b> <i>'What is that persons highest need strength?'</i></p> <p><b>Ask:</b> <i>'What behaviours do you notice that leads you think this is their highest need strength?'</i></p> <p><b>Turn to Page 68.</b></p> <p>Nominate a student to read Daisy's introduction.</p> <p><b>Ask:</b> students to trace around their hand on a sheet of A4 paper (you could demonstrate this on the board with your own hand). In each finger write one of the five basic needs/pistons:</p> <ul style="list-style-type: none"> <li>• Fun</li> <li>• Love and Belonging</li> <li>• Power</li> <li>• Freedom</li> <li>• Survival</li> </ul> <p><b>Ask</b> the following questions for each finger and have students write the answers on the outside of the hand. After each question children share their answer in pairs or in their expert car teams.</p> <ul style="list-style-type: none"> <li>• <b>Ask:</b> <i>'Survival: What's one thing you enjoy doing to keep healthy?'</i></li> <li>• <b>Ask:</b> <i>'Love/Belonging Write down the names of some of the people you like to spend with?'</i></li> <li>• <b>Ask:</b> <i>'Power: What's one thing you are good at?'</i></li> <li>• <b>Ask:</b> <i>'Freedom: What's one thing you choose to do just because you are you?'</i></li> <li>• <b>Ask:</b> <i>'Fun: What's one thing you love to learn about?'</i></li> </ul> <p><b>Turn to Page 69:</b></p> <p><b>Say:</b> <i>'You have been writing down some of the many things and people that are really important to you, things you want in your life. Let's read Fact Sheet No 11 to find out more'</i></p> <p><b>Read:</b> aloud 'Fact Sheet 11 – The Steering Wheel'</p> <p><b>Ask:</b> the allocated students to read out their comments on the bottom of page 69 (Sid and Daisy).</p>

<p><b>Activity:</b></p> <p><b>Smart Steering, Wheely Good Driving!</b></p>	<p><b>What is most important to us?</b></p> <p><b>Turn to Page 70:</b></p> <p><b>Ask:</b> the nominated student to read Daisy's introduction.</p> <p><b>Say:</b> <i>'Everyone take a look at Daisy's steering wheel...'</i></p> <p><b>Ask:</b> <i>'What is Daisy's motto? What do you think about it?'</i></p> <p><b>Ask:</b> <i>'What sort of work does she want to do when she leaves car school?'</i></p> <p><b>Ask:</b> <i>'What does she want to do for fun?'</i></p> <p><b>Say:</b> <i>'Remember we are all different and special in our own ways. Now its' Your Turn' to draw up your own steering wheel!'</i></p> <p><b>Turn to Page 71:</b></p> <p><b>Read:</b> the <i>'Your Turn'</i> Instructions aloud. Supply a large sheet of paper per child, old magazines, painting materials, glue etc so children can cut out images and make a large collage of what is important to them.</p>
<p><b>Road Map Plan</b></p>	<p>You may need to allow time during the week for students to complete the steering wheel posters.</p> <p>When completed, allow the students the opportunity to talk about their Steering Wheel with the group.</p> <p>Hang the steering wheel posters on the wall as a visual reminder, or suggest they take them home and talk about what they have learnt with their parents.</p>
<p><b>Thought For The Week</b></p>	<p><b>Write</b> and place the <i>'Thought For The Week'</i> in a prominent place in the classroom. Some students might like to make a poster or display.</p>
<p><b>'My steering wheel helps me work out what is most important in my life!'</b></p>	

## Lesson Plan 20:

# Smart Steering, Wheely Good Driving With Daisy Part Two

<b>Social and Emotional Learning Themes</b>	<ul style="list-style-type: none"> <li>• Goal Setting</li> <li>• Self Motivation</li> <li>• Self Regulation</li> </ul>
<b>The Magic Book</b>	Chapter Sixteen (Pages 72-74)
<b>Overall Learning Objectives</b>	<p>At the conclusion of the session students will:</p> <ul style="list-style-type: none"> <li>• be able to identify clearer pictures that represent what they want in life.</li> </ul>
<b>Specific Learning Objectives</b>	<p>At the conclusion of the session students will:</p> <ul style="list-style-type: none"> <li>• be able to understand the source of motivation in their lives.</li> <li>• be able to understand the importance of developing clear and positive visual images of what they want.</li> <li>• learn the questions to help them access what is most important to them.</li> </ul>
<b>Lesson Preparation</b>	
<b>Materials Required</b>	Magic Book, coloured pencils, markers and Road Map Plans.
<b>Resources to print</b>	<p><b>Road Map Plan:</b> x number of students</p> <p><b>Nametags:</b> Daisy, Sam, Doug and Colin x 1 each</p> <p><b>Key:</b> No.5 x number of students</p>



## Lesson 20

<b>Dragster Nametags</b>	Pass out the following nametags to selected students (Daisy, Sam, Doug and Colin).
<b>Introduction</b>	<p><b>Revision:</b></p> <p><b>Ask:</b> for volunteers to talk about their Steering Wheel posters. Tell students they can always update their steering wheels as they find new ideas or 'wants'.</p> <p><b>Say:</b> 'You are able to create the life you want by doing things that will help you achieve the pictures in your steering wheel.'</p> <p><b>Turn to Page 72:</b></p> <p><b>Ask:</b> the allocated students to read out aloud the cartoon 'At the Good Oil Café'</p>
<b>Activity:</b> <b>Win a Million Dollars</b>	<p><b>Getting to the Center of our Steering Wheel</b></p> <p><b>Turn to Page 73:</b></p> <p><b>Ask:</b> the allocated students to read aloud the cartoon for 'Win a Million Dollars'.</p> <p><b>Turn to Page 74:</b></p> <p><b>Read:</b> the 'Your Turn' Instructions aloud out to the class.</p> <p><b>Model the Process:</b> You might like to share your own answers to the questions with the group to model the process of working out what you really want.</p> <p><b>Ask:</b> students to take time to complete the questions individually.</p> <p><b>Discuss:</b> The class can now have fun sharing their answers, first in pairs. Then some students might like to share their answers with the group.</p> <p><b>Turn to Page 74:</b></p> <p><b>Ask:</b> The allocated students to read the cartoon at the bottom of the page.</p>
<b>Road Map Plan</b>	<p><b>Say:</b> 'It would be great if we all spend some time this week thinking about what it is we really want in our lives and the person you really want to be. You can do this by creating a picture in your mind, drawing the picture, making a collage, or finding photos of what it looks like. You can then add these to your steering wheels.'</p> <p><i>'A great way to increase the chances of your pictures actually happening is to put your steering wheel picture on the wall at home or school and look at it each day. It's ok if you don't always get where you want to go...you can start again tomorrow!'</i></p>



<b>Thought For The Week</b>	<b>Write</b> and place the ‘Thought For The Week’ in a prominent place in the classroom. Some students might like to make a poster or display.
<p><b>‘I have a clear picture of what I want. I can now start to make it happen.’</b></p>	
<b>Keys To Your Car:</b> <b>Key Number 5</b>	<b>Congratulations:</b> At the conclusion of the session hand out to each student <b>Key Number 5 – The Steering Wheel</b> . Congratulate the students on achieving the fifth car key. Keys can be laminated, pasted on cardboard with hole though the top to thread on a ‘giant key ring’. You could use curtain rings or carabiners to thread the keys on.

5

**I know how to work out what I want!**

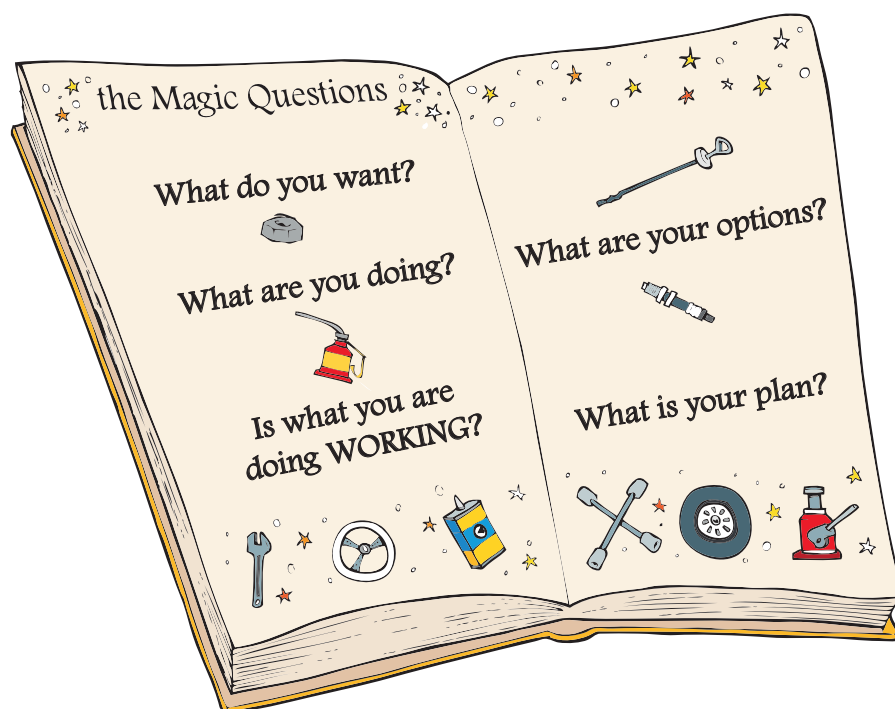
**I have a clear picture of where I want to go and the person I want to be.**

**I am the best I can be!**

*Steering Wheel*

## Lesson Plan 21: The Magic Questions with Sid

<b>Social and Emotional Learning Themes</b>	<ul style="list-style-type: none"> <li>Independent Problem Solving</li> </ul>
<b>The Magic Book</b>	Chapter Seventeen (Pages 75-78)
<b>Overall Learning Objectives</b>	<p>At the conclusion of the session students will:</p> <ul style="list-style-type: none"> <li>have learnt a set of questions for self evaluation and problem solving.</li> </ul>
<b>Specific Learning Objectives</b>	<p>At the conclusion of the session students will:</p> <ul style="list-style-type: none"> <li>have practiced using the questions on a problem in their lives.</li> <li>reviewed the Four Wheels in the context of the self evaluation process.</li> </ul>
<b>Lesson Preparation</b>	
<b>Materials Required</b>	Magic Book, coloured pencils and markers.
<b>Resources to print</b>	<p><b>Road Map Plan:</b> x number of students</p> <p><b>Nametags:</b> Daisy, Sam, Doug and Colin x 1 each</p> <p><b>Key:</b> No.6 x number of students</p>



## Lesson 21: Session One

<b>Dragster Nametags</b>	Pass out the following nametags to selected students (Daisy, Sam, Doug and Colin).
<b>Introduction</b>	<p><b>Revision:</b></p> <p><b>Ask:</b> students if they have developed any new pictures to put on their Steering Wheels over the last week.</p> <p><b>Say:</b> <i>'Have you discovered anything new about yourself from creating your Steering Wheel?'</i></p> <p><b>Discuss.</b></p> <p><b>Turn to Page 75:</b></p> <p><b>Ask:</b> the allocated student to read out Sid's comments.</p> <p><b>Ask:</b> Students to <i>'Change Gears'</i> and read page 64 – 66 <b><i>The Amazing Adventures of Doug Dragster</i></b> (the Magic Book teaches Doug about the Magic Questions).</p> <p><b>Turn to Page 76:</b></p> <p><b>Read:</b> 'Public Notice Fact Sheet 12 – The Magic Questions' aloud.</p> <p><b>Ask:</b> students to colour in and decorate the fact sheet.</p>
<b>Activity:</b> <b>Sid asks the Magic Questions</b>	<p><b>Learning a Problem Solving Process</b></p> <p><b>Turn to Page 77:</b></p> <p><b>Ask:</b> the allocated students to read the cartoon at the top of the page.</p> <p><b>Read:</b> aloud the <i>'Your Turn'</i> Instructions for the 'Sid Asks The Magic Questions' activity.</p> <p><b>Say:</b> <i>'You don't need a 'problem' to use these questions. You can use the questions to work out how to make your lives even better! You can write about a big problem, little problem or about a situation you want to improve.'</i></p> <p><b>Ask:</b> students to select a sticker and individually complete the <i>'Your Turn'</i> Activity on <b>page 77</b>, to identify what they are currently doing.</p>

## Lesson 21: Session Two

<b>Activity:</b> <b>Try Using the Magic Questions</b>	<p><b>Practicing a Problem Solving Process</b></p> <p><b>Turn to Page 77:</b></p> <p><b>Read:</b> the <i>'Your Turn'</i> Instructions.</p> <p><b>Ask:</b> the class to read the questions individually and write down answers to work out their best options</p> <p><b>Discuss:</b> students share their answers in pairs, groups or with the whole class.</p>
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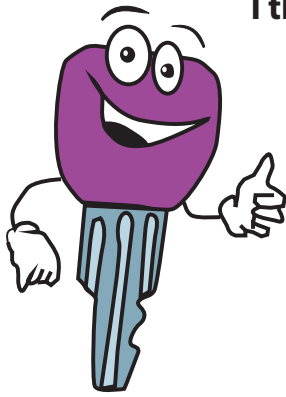
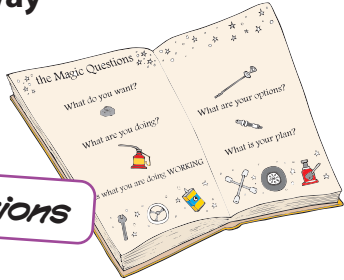
<b>Road Map Plan</b>	<b>Say:</b> <i>'This week find an opportunity to ask yourself or others the Magic Questions. Write down the questions on the Road Map Plan to take with you to remind you what the questions are. Try using 'Magic Writing' or adding your own decorations to make it special'</i>
<b>Thought For The Week</b>	<b>Write</b> and place the 'Thought For The Week' in a prominent place in the classroom. Some students might like to make a poster or display.
<b>' I know the questions to ask myself when I don't know what to do.</b>	
<b>Keys To Your Car: Key Number 6</b>	<b>Congratulations:</b> At the conclusion of the session hand out to each student <b>'Key Number 6 – The Magic Questions</b> . Congratulate the students on achieving the sixth car key. Keys can be laminated, pasted on cardboard with hole though the top to thread on a 'giant key ring'. You could use curtain rings or carabiners to thread the keys on.

6

**I can work out my problems!**

I think about what I am doing.  
I check if it is working.

I plan the best way  
to get what  
I want.

## Lesson Plan 22: Sid Tells His Secret

<b>Social and Emotional Learning Themes</b>	<ul style="list-style-type: none"> <li>• Achieving</li> <li>• Goal Setting</li> <li>• Success</li> <li>• Persistence</li> </ul>
<b>The Magic Book</b>	Chapter Eighteen (Pages 79-83)
<b>Overall Learning Objectives</b>	<p>At the conclusion of the session students will:</p> <ul style="list-style-type: none"> <li>• have learnt the importance of developing habits and persistence to achieve their goals.</li> </ul>
<b>Specific Learning Objectives</b>	<p>At the conclusion of the session students will:</p> <ul style="list-style-type: none"> <li>• be able to identify a goal that is important to them.</li> <li>• have developed an action plan to achieve their goal.</li> <li>• understand the link between goal setting and taking action to achieve the goals.</li> </ul>

### Lesson Preparation

<b>Materials Required</b>	Magic Book, coloured pencils and markers.
<b>Resources to print</b>	<p><b>Road Map Plan:</b> x number of students</p> <p><b>Nametags:</b> Daisy, Sam, Doug and Colin x 1 each</p>

### Lesson 22

<b>Dragster Nametags</b>	Pass out the following nametags to selected students (Daisy, Sam, Doug and Colin)..
<b>Introduction</b>	<p><b>Revision:</b></p> <p><b>Ask:</b> for volunteers to close their eyes (so they can't cheat!) and remember the Magic Questions one by one. Write them on the board as a reminder.</p> <p><b>Ask:</b> <i>'Has anyone has used any of the Magic Questions this week?'</i></p> <p><b>Turn to Pages 79, 80 and 81:</b></p>

<p><b>Introduction continued:</b></p>	<p><b>Ask::</b> the allocated students to read the comics of Sid and Colin. ‘A Quiet Day at the Dragster Track’ and onto page 81.</p> <p><b>Discuss:</b></p> <ul style="list-style-type: none"> <li>• ‘What did you learn from this?’</li> <li>• ‘Why was Colin disappointed?’</li> <li>• ‘What does Sid do that makes him successful?’</li> </ul>
<p><b>Activity:</b></p> <p><b>Getting on your Front Wheels</b></p>	<p><b>Learning how to take action to get what you want!</b></p> <p><b>Turn to Page 82:</b></p> <p><b>Ask:</b> the student allocated to Sid to read the entire page.</p> <p><b>Say:</b> ‘If Sid wants to be a great driver, he needs to actually do the front wheel thoughts and actions regularly.’</p> <p><b>Turn to Page 83:</b></p> <p><b>Read:</b> the ‘Your Turn’ instructions aloud. If you wish, give an example of how you achieved a goal by taking action on your front wheels.</p> <p><b>Ask:</b> students to complete the task individually. Make sure everyone writes their goal on the rim of the steering wheel before the do the activity.</p> <p><b>Ask:</b> for volunteers to share what they have written with the class..</p>
<p><b>Road Map Plan</b></p>	<p><b>Say:</b> Use Sid’s secret to move towards achieving one of your goals. This week DO one of the things you’ve listed on the acting or thinking wheel to move closer to your steering wheel goal.’</p> <p><b>Share:</b> You might like to share the one thing you are going to do this week to reach your own goal.</p> <p><b>Ask:</b> students to talk about what they are going to do in pairs and write it on the Road Map Plan, and tell them they will talk to the same person in the next lesson about what happened.</p>
<p><b>Thought For The Week</b></p>	<p><b>Write</b> and place the ‘Thought For The Week’ in a prominent place in the classroom. Some students might like to make a poster or display.</p>

**Doug Dragster says,  
‘Get on your front wheels mate!’**



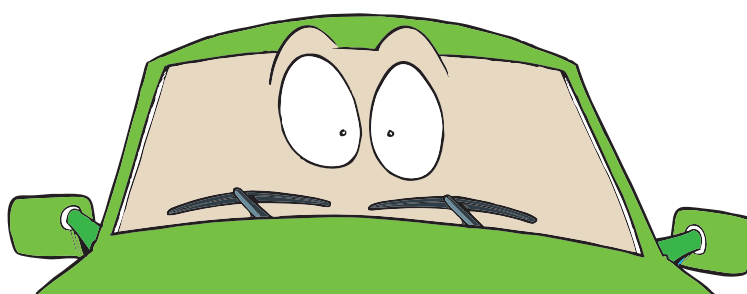
## Lesson Plan 23:

# The Wonderful Windscreen Wipers with Larry

<b>Social and Emotional Learning Themes</b>	<ul style="list-style-type: none"> <li>• Emotional Intelligence</li> <li>• Awareness</li> <li>• Flexibility</li> <li>• Creativity</li> <li>• Tolerance</li> <li>• Acceptance</li> </ul>
<b>The Magic Book</b>	Chapter Nineteen (Pages 84-89)
<b>Overall Learning Objectives</b>	<p>At the conclusion of the session students will:</p> <ul style="list-style-type: none"> <li>• have become more aware of the limitations of perception</li> </ul>
<b>Specific Learning Objectives</b>	<p>At the conclusion of the session students will:</p> <ul style="list-style-type: none"> <li>• be more empathic and less judgmental of others.</li> <li>• be more curious: learning will be enhanced as a result of increased awareness of opportunity.</li> <li>• recognise their ability to refocus their perception in order to maximize outcomes.</li> </ul>

## Lesson Preparation

<b>Materials Required</b>	Magic Book, coloured pencils and markers.
<b>Resources to print</b>	<p><b>Road Map Plan:</b> x number of students</p> <p><b>Nametags:</b> Larry, Daisy, Sam, Doug, Johnny, Uncle D, Mini, Sid and Colin x 1 each</p> <p><b>Key:</b> No.7 x number of students</p>



## Lesson 23: Session One

<b>Dragster Nametags</b>	<p>Pass out the following nametags to selected students (Larry, Daisy, Sam, Doug, Johnny, Uncle D, Mini, Sid and Colin).</p>
<b>Introduction</b>	<p><b>Revision:</b></p> <p><b>Say:</b> <i>'Check in with your partner and Road Map Plans from last lesson and ask each other if you DID one thing towards your steering wheel goal?'</i></p> <p><i>'If you didn't do anything then ask yourself if your goal is really important or not?'</i></p> <p><b>Share:</b> invite students to share their stories with the class.</p> <p><b>Turn to Page 84.</b></p> <p><b>Ask:</b> students to 'Change Gears' and read <b><i>The Amazing Adventures of Doug Dragster</i></b> pages 116 – 117 (We all see the world differently).</p> <p><b>Turn to Page 85 – 86: 'Here's looking at you Larry'</b></p> <p><b>Ask:</b> the allocated students to read through the page 85/86 cartoons.</p> <p><b>Ask:</b> <i>'Who's right?'</i></p> <p><b>Discuss.</b></p> <p><b>Read:</b> aloud the 'Public Notice Fact Sheet 13' - 'Your Windscreen'</p>
<b>Activity:</b>  <b>How do you see the world?</b>	<p><b>Understanding the Process of Perception</b></p> <p><b>Turn to Page 87:</b></p> <p><b>Ask:</b> allocated students to read out the cartoons.</p> <p><b>Read:</b> aloud the 'Your Turn' instructions and ask students individually complete the activity.</p> <p><b>Ask:</b> <i>'What did you see?'</i> and <i>'Why did you miss the other pictures?'</i></p> <p><b>Explain:</b> <i>'This is how we see the world. We only see a small part of what is really there!'</i></p> <p><b>Say:</b> <i>'There are many great examples of how you can be tricked into not seeing what is in front of you!'</i></p> <p>Here are some fun YouTube clips that you can use to expand on this point.</p> <ul style="list-style-type: none"> <li>• Monkey Business Illusion: <a href="http://youtu.be/IGQmdoK_ZfY">http://youtu.be/IGQmdoK_ZfY</a></li> <li>• Colour Changing Card Trick: <a href="http://youtu.be/v3iPrBrGSJM">http://youtu.be/v3iPrBrGSJM</a></li> </ul>



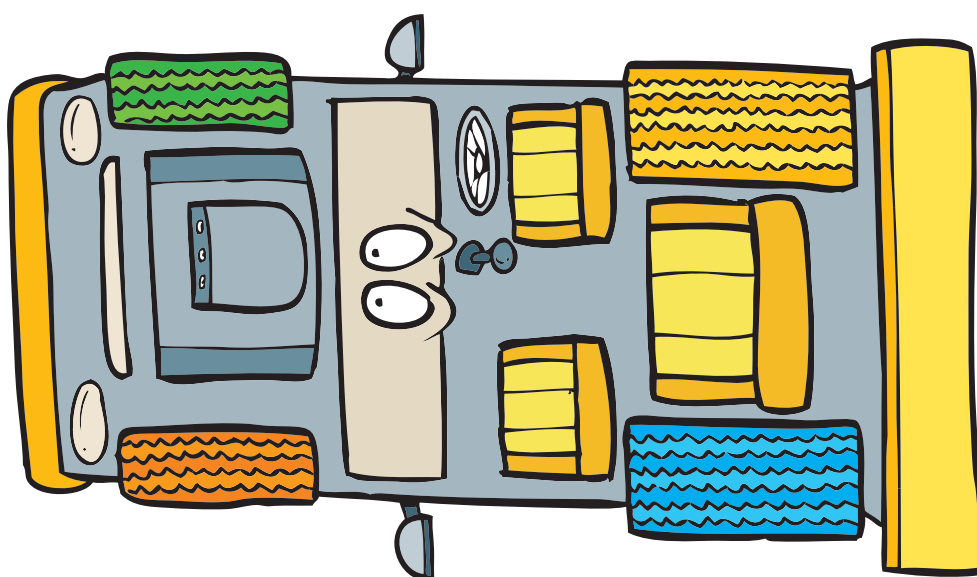
## Lesson 23: Session Two

<p><b>Activity:</b></p> <p><b>Peek through another Windscreen</b></p>	<p><b>Understanding the Process of Perception</b></p> <p><b>Turn to Page 89:</b></p> <p><b>Read:</b> aloud the 'Your Turn' 'Peek Through Another Windscreen' instructions and model the activity by completing the 'Dog Activity' as a class.</p> <p><b>Ask:</b> the A,B,C,D questions and enjoy having some fun with the responses given by the students.</p> <p><b>Ask:</b> students to individually complete the worm, evil witch and scientist examples.</p> <p><b>Share:</b> As a class have fun comparing the answers given by different students.</p>
<p><b>Road Map Plan</b></p>	<p><b>Turn to Page 88:</b></p> <p><b>Say:</b> 'This week let's collect as many examples of optical illusions as we can. Everyone can either paste/draw them on Page 88 and bring them to class for the next lesson. These can be found easily on the internet or in optical illusion books. If you have an optical illusion book or slideshow bring it to class.'</p> <p><b>Ask:</b> 'What have you learnt today? Write it down on your Road Map Plan (For example be careful of judging others, be aware you don't see everything etc.)'</p>
<p><b>Thought For The Week</b></p>	<p><b>Write</b> and place the 'Thought For The Week' in a prominent place in the classroom. Some students might like to make a poster or display.</p>
<p><b>'I look for different ways of seeing the world.'</b></p>	
<p><b>Keys To Your Car:</b></p> <p><b>Key Number 7</b></p>	<p><b>Congratulations:</b> At the conclusion of the session hand out to each student <b>Key Number 7 – Windscreen</b>. Congratulate the students on achieving the seventh car key.</p>



## Lesson Plan 24: Can You Speak Car? With Doug

<b>Social and Emotional Learning Themes</b>	<ul style="list-style-type: none"> <li>• Creative Thinking</li> <li>• Problem Solving</li> <li>• Emotional Intelligence</li> <li>• Self Evaluation</li> </ul>
<b>The Magic Book</b>	Chapter Twenty (Pages 90-92)
<b>Overall Learning Objectives</b>	<p>At the conclusion of the session students will:</p> <ul style="list-style-type: none"> <li>• have learnt 'car language': an indirect, safe, non-threatening language to facilitate self evaluation and awareness.</li> </ul>
<b>Specific Learning Objectives</b>	<p>At the conclusion of the session students will:</p> <ul style="list-style-type: none"> <li>• be able to understand and use 'car language' to evaluate and improve their lives.</li> </ul>
<b>Lesson Preparation</b>	
<b>Materials Required</b>	Magic Book, coloured pencils and markers.
<b>Resources to print</b>	<p><b>Road Map Plan:</b> x number of students</p> <p><b>Nametags:</b> Doug x 1 each</p>



## Lesson 24: Session One

<b>Dragster Nametags</b>	<p>Pass out the following nametags to selected students (Doug).</p>
<b>Introduction</b>	<p><b>Revision:</b></p> <p><b>Ask:</b> the class to share the optical illusions that they discovered this week with the group.</p> <p><b>Share:</b> You might like to show the class some of the videos and illusions from National Geographic Brain Games website. There are interesting video clips and examples of perception and how it can easily be tricked. Older students could investigate for themselves and report back to the class.</p> <p><a href="http://braingames.nationalgeographic.com/episode/11">http://braingames.nationalgeographic.com/episode/11</a></p> <p>Remind the class that we all see the world differently depending on our experiences, knowledge and beliefs.</p> <p><b>Say:</b> <i>'Next time you are talking with a friend try this! Instead of saying 'This is how it is...' try saying 'This is how I see it...''</i></p> <p><b>Ask:</b> the student nominated as Doug to read out his speech bubble on page 90.</p> <p><b>Say:</b> <i>'In the world there are many cultures and different languages.'</i></p> <p><b>Ask:</b> <i>'Can anyone here speak a different language?'</i></p> <p><b>Ask:</b> <i>'Can you say something in your language for us?'</i></p> <p><b>Ask:</b> <i>'Can anyone tell me what was said?'</i></p> <p><b>Ask:</b> <i>'If we don't know another person's language we need an interpreter to tell us what it means.'</i></p> <p><b>Say:</b> <i>'Today you are going to be the interpreters of car language. Remember it's not a matter of right or wrong, but enjoying sharing different ideas of what this car language means.'</i></p>
<b>Activity:</b>  <b>Can you Speak Car?</b>	<p><b>Using the Language of the Car Model</b></p> <p><b>Turn to Page 91/92:</b></p> <p><b>Read:</b> aloud the 'Your Turn' 'Can You Speak Car?' instructions. Talk about the examples where 'car talk' has been translated to people talk.</p> <p><b>Ask:</b> the class to suggest other meanings for each example. Eg. Beep Beep! could mean, 'excuse me please!' as well as, 'move aside please'.</p> <p>Divide the class into their car groups to brainstorm and write down as many ways as possible of changing the 'car talk' to 'people talk.' If you wish or if groups finish early ask if they can create additional 'car talk' phrases and translate it into 'people talk'.</p> <p><b>Ask:</b> the groups read out and compare their answers to each 'car talk' example in the left hand column.</p> <p>Accept all answers, but see if you are able to achieve a general consensus as to the meaning of each car talk example.</p>

## Lesson 24: Session Two

### Activity:

### Car Talk In Real Life

#### Practicing Using Car Talk For Problem Solving

To help students apply the ideas of the car language to real life situations read out the following scenarios and practice asking questions to help each person using car language.

**Scenario One.** Bill came to a new school and was feeling lonely. He has been trying to make himself popular by hanging out with a group of boys who use bullying behaviour to get what they want, and to feel powerful. Bill is in trouble and blames the other boys for his unhappiness.

**Turn to Page 91 and 92:**

**Ask:** students to look at the list of questions on page 91/92 and select some questions to help Bill. eg

- Are you in the driver's seat today?
- Do you need to change your front wheels?
- Where are you steering your car today?
- Are you on an open road or dead end road?

**Scenario Two.** Joanne is sleeping in class and feels unwell. She is not sleeping well at night because she talks to her friends on the phone and plays games on the computer after lights out. Because she is tired she is eating lots of sugary snacks to give her energy. She is grumpy and snaps at her friends.

**Ask:** 'What car talk questions would you ask Joanne'

**Scenario Three.** Nigel has worked hard to get selected for the school football team. On the day before a big game, he hurts his ankle and can't play. Nigel feels terrible and is thinking about what he's missed out on and how its not fair!

**Ask:** 'What car questions would you ask Nigel?'

### Road Map Plan

**Say:** 'Have fun using and making up car language with your friends this week! Write your favourite 'Car Talk' sentence on your Road Map Plan and draw a picture of it or write a story using as many 'Car Talk' words as possible.'

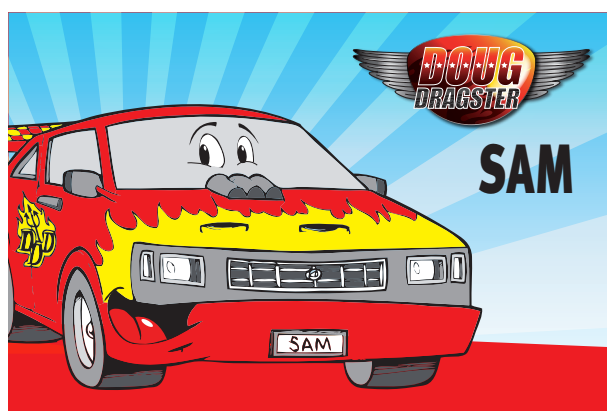
### Thought For The Week

**Write** and place the 'Thought For The Week' in a prominent place in the classroom. Some students might like to make a poster or display.

**'I've just learnt another language!'**

## Lesson Plan 25: Highway To Happiness with Sam

<b>Social and Emotional Learning Themes</b>	<ul style="list-style-type: none"> <li>• Emotional Intelligence</li> <li>• Well-Being</li> <li>• Happiness</li> </ul>
<b>The Magic Book</b>	Chapter Twenty One (Pages 93-97)
<b>Overall Learning Objectives</b>	At the conclusion of the session students will: <ul style="list-style-type: none"> <li>• understand they can create their own happiness or misery.</li> </ul>
<b>Specific Learning Objectives</b>	At the conclusion of the session students will: <ul style="list-style-type: none"> <li>• have developed their own personal mottos and strategies for happiness.</li> </ul>
<b>Lesson Preparation</b>	
<b>Materials Required</b>	Magic Book, coloured pencils and markers, coloured cardboard and paper, ribbons and craft bits for decorations, safety pins and sticky tape.
<b>Resources to print</b>	<b>Road Map Plan:</b> x number of students <b>Nametags:</b> Doug, Sam, Colin, Uncle D, Daisy, Mini and Sid x 1 each



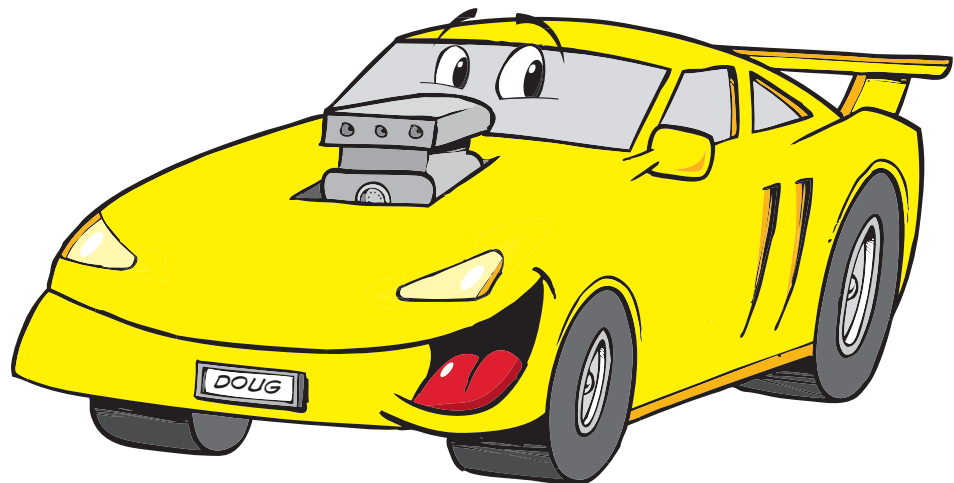
## Lesson 25

<b>Dragster Nametags</b>	<p>Pass out the following nametags to selected students (Doug, Sam, Colin, Uncle D, Daisy, Mini and Sid).</p>
<b>Introduction</b>	<p><b>Revision:</b></p> <p><b>Ask:</b> <i>'Has anyone thought up any extra car talk language? Or written a story? Check with you Road Map Plans.'</i></p> <p><b>Discus.</b></p> <p><b>Turn to Page 93/94:</b></p> <p><b>Read:</b> Sam's comment.</p> <p><b>Ask:</b> students to 'Change Gears' and read <i>The Amazing Adventures of Doug Dragster</i> page 126 – 134.</p> <p><b>Turn to Page 94/95/96:</b></p> <p><b>Ask:</b> the allocated students to read the cartoons on page 94/95/96 Sam, Daisy, Sid, Doug, Uncle D and Colin.</p> <p><b>Ask:</b> <i>'What are the kitchen secrets?'</i> (eg. Happiness is always up to you, why waste your time thinking about things you can't change, do something different if you're feeling down.)</p>
<b>Activity:</b>  <b>What Is Happiness To You?</b>	<p><b>Identifying Your Own Definition Of Happiness</b></p> <p><b>Turn to Page 96:</b></p> <p><b>Read:</b> the 'Your Turn Instructions' aloud.</p> <p><b>Ask:</b> the students to individually complete the 'What is Happiness to You?' activity. Having access to sheets of large paper is handy if students need more space.</p> <p>Students could design their own happiness badge or poster to display with their motto and drawings.</p> <p><b>Share:</b> ask for volunteers to share and explain their posters/badges in pairs, groups or with the class.</p> <p><b>Ask:</b></p> <ul style="list-style-type: none"> <li>• Does being happy mean that we have to feel happy all the time?</li> <li>• Is it possible to feel happy all the time?</li> </ul> <p><b>Explain:</b> <i>'When we are working on something that is important to us, we are often ok with it being difficult or challenging. (eg. athletic and sports people train hard and it doesn't always feel good, but they enjoy the outcome, are more successful and feel happier.)'</i></p> <p><b>Ask:</b> <i>'What could this mean about people we might see as difficult, or people we don't get along with?'</i></p> <p><b>Say:</b> <i>'Remember not everyone is what they first appear to be.'</i></p> <p><b>Ask:</b> <i>'Was Colin really a bad guy?'</i></p> <p><b>Ask:</b> <i>'How did he end up helping Doug and his friends in the Magic Book?'</i></p>

<b>Road Map Plan</b>	<p><b>Say:</b> <i>‘Practice being happy at every opportunity!’</i></p> <p><b>Ask:</b> students to discover songs that talk about happiness. Ask family members and friends about songs that have a message of happiness. Write down your suggestion and bring it back to class. Next week compile a list of happiness songs, and regularly play them in the classroom. There are some playlists on at <a href="http://www.gethappier.net">www.gethappier.net</a>.</p> <p>Some examples are:</p> <ul style="list-style-type: none"> <li>• Baz Lurhman – Everybody’s Free to Wear Sunscreen <a href="http://youtu.be/sTJ7AzBIJol">http://youtu.be/sTJ7AzBIJol</a></li> <li>• Eric Bibb – Don’t Let Nobody Drag Your Spirit Down <a href="http://youtu.be/Kg7JSVLt6rY">http://youtu.be/Kg7JSVLt6rY</a></li> <li>• Pharrell Wililams “Happy” ‘Happy’ <a href="http://www.youtube.com/watch?v=y6Sxv-sUYtM&amp;feature=kp">www.youtube.com/watch?v=y6Sxv-sUYtM&amp;feature=kp</a></li> </ul>
<b>Thought For The Week</b>	<p><b>Write</b> and place the ‘Thought For The Week’ in a prominent place in the classroom. Some students might like to make a poster or display.</p>
<p><b>‘Don’t Worry Be Happy!’</b></p>	
<p>The class could listen to the song on YouTube (Bobby McFerrin is still cool!)</p> <ul style="list-style-type: none"> <li>• <b>Don’t Worry Be Happy:</b> <a href="http://youtu.be/d-diB65scQU">http://youtu.be/d-diB65scQU</a></li> </ul>	

## Lesson Plan 26: Doug's Magic Manual

<b>Social and Emotional Learning Themes</b>	<ul style="list-style-type: none"> <li>• Emotional Intelligence</li> <li>• Confidence</li> <li>• Self Esteem</li> <li>• Problem Solving</li> <li>• Happiness</li> <li>• Success</li> </ul>
<b>The Magic Book</b>	Chapter Twenty Two (Pages 98 -101)
<b>Overall Learning Objectives</b>	<p>At the conclusion of the session students will:</p> <ul style="list-style-type: none"> <li>• have summarized the program by identifying the components of a happy, high performance life.</li> </ul>
<b>Specific Learning Objectives</b>	<p>At the conclusion of the session students will:</p> <ul style="list-style-type: none"> <li>• be able to evaluate their behaviour and use a simple framework to improve their performance.</li> </ul>
<b>Lesson Preparation</b>	
<b>Materials Required</b>	Magic Book, coloured pencils and markers.
<b>Resources to print</b>	<p><b>Road Map Plan:</b> x number of students</p> <p><b>Nametags:</b> Doug x 1 each</p>





## Lesson 26

<b>Dragster Nametags</b>	Pass out the following nametags to selected students (Doug).
<b>Introduction</b>	<p><b>Revision:</b></p> <p><b>Ask:</b> ‘What did you do to make yourself happy this week?’</p> <p><b>Share:</b> Invite them to share in pairs, groups or the class.</p> <p><b>Turn to Page 98:</b></p> <p><b>Ask:</b> the allocated student to read page 98.</p> <p><b>Turn to Page 99/100:</b></p> <p>‘Getting the best out of your car’ This is reproduced as a wall poster ‘Doug’s Magic Manual’. Place the poster on the wall and refer students to Pages 99/100.</p>
<b>Activity:</b> <b>The Workshop Activity</b>	<p><b>Putting Everything We Have Learnt Together!</b></p> <p>Give one car part poster to each expert car team:</p> <ul style="list-style-type: none"> <li>• Engine,</li> <li>• Driver’s Seat,</li> <li>• Four Wheels,</li> <li>• Steering Wheel,</li> <li>• Windscreen,</li> <li>• Open Roads and Dead End roads.</li> </ul> <p><b>Say:</b> ‘You now have the tools to work out what you need to do to help yourself feel better, and be happier in your life’</p> <p><b>Ask:</b> each team to develop and present two short role plays and allocate 15 minutes for planning eg.</p> <p><b>Engine</b></p> <p><b>Say:</b> to the group representing the Engine ‘Plan two role plays. One of role plays is when a person is meeting their needs and the other is when they are not meeting their needs.’</p> <p><b>Driver’s Seat.</b></p> <p><b>Say:</b> to the group representing the Driver’s Seat ‘Plan a role play of when a person is in the drivers seat of their car, and one of when they are not in the drivers seat.’</p> <p><b>Steering Wheel.</b></p> <p><b>Say:</b> to the group representing the Steering Wheel ‘Plan a role play of what happens when someone knows where they are going, and another of when they don’t know where they are going.’</p>

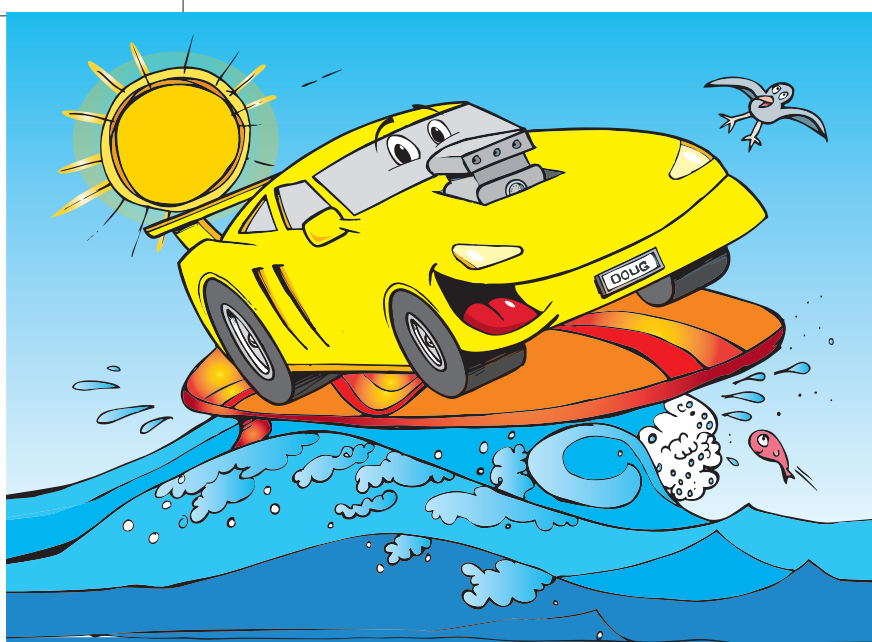
<p><b>Activity continued:</b></p>	<p><b>Four Wheels.</b>  <b>Say:</b> to the group representing the Four Wheels ‘Plan a role play of someone thinking and acting in such a way as to make themselves feel better, and when someone is allowing themselves to be driven by unhappy feelings.’</p> <p><b>Windscreen.</b>  <b>Say:</b> to the group representing the Windscreen ‘Plan a role play of when someone thinks they know everything, and show how it is different when someone is interested in looking at it from different angles.’</p> <p><b>Open Roads and Dead End Roads.</b>  <b>Say:</b> to the group representing the Open and Dead End roads ‘Plan a role play of someone driving on the Open Roads, and show where someone is driving on the Dead End Roads.’</p> <p>After the teams have prepared and rehearsed their role plays, each group acts out the two scenarios in front of the class. At the end of each group’s performance;</p> <p><b>Ask:</b> ‘Which one will lead to greater happiness?’</p>
<p><b>Road Map Plan</b></p>	<p><b>Turn to Page 101:</b></p> <p><b>Ask:</b> the allocated student to read out Doug Dragster’s comic.</p> <p><b>Read:</b> aloud (a summary of the program) ‘Public Notice Fact Sheet 14’ – ‘Your Car: The Hidden Secrets’.</p> <p><b>Ask:</b> ‘Which car part do you need to work on this week so that you can be happier? Choose one and make a plan to get happier.’</p>
<p><b>Thought For The Week</b></p>	<p><b>Write</b> and place the ‘Thought For The Week’ in a prominent place in the classroom. Some students might like to make a poster or display.</p>
<p><b>‘I have the tools to make myself happy and successful!’</b></p>	

## Lesson Plan 27: Doug's Magic Toolbox

<b>Social and Emotional Learning Themes</b>	<ul style="list-style-type: none"> <li>• Emotional Intelligence</li> <li>• Problem Solving</li> </ul>
<b>The Magic Book</b>	Chapter Twenty Three (Pages 102-105)
<b>Overall Learning Objectives</b>	<p>At the conclusion of the session students will:</p> <ul style="list-style-type: none"> <li>• be able to use the checklist to identify the sources of their problems, and take action to manage them.</li> </ul>
<b>Specific Learning Objectives</b>	<p>At the conclusion of the session students will:</p> <ul style="list-style-type: none"> <li>• have learnt a simple mental model for problem solving at any time they are feeling unhappy.</li> </ul>

### Lesson Preparation


<b>Materials Required</b>	Magic Book, coloured pencils and markers.
<b>Resources to print</b>	<p><b>Road Map Plan:</b> x number of students</p> <p><b>Nametags:</b> Doug x 1 each</p> <p><b>Key:</b> No.8 x number of students</p>



## Lesson 27

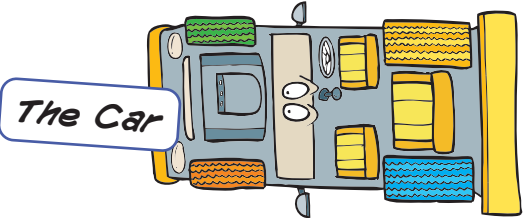
<b>Dragster Nametags</b>	Pass out the following nametags to selected students (Doug).
<b>Introduction</b>	<p><b>Revision:</b></p> <p><b>Ask:</b> <i>'Has anyone used the magic manual to improve their life this week?'</i></p> <p><b>Turn to Page 102:</b></p> <p><b>Ask:</b> <i>the allocated student to read Doug's cartoon.</i></p>
<b>Activity:</b> <b>Doug's Magic Checklist</b>	<p><b>Putting Everything We Have Learnt Together!</b></p> <p><b>Page 103/104:</b></p> <p>Divide the group into pairs or threes. Each group is given the task of creating a workshop sign to be used as part of the activity. They can decorate the sign with symbols that represent that car part the workshop signs are as follows:</p> <ul style="list-style-type: none"> <li>• Wheel Alignment and Balance (The Four Wheels)</li> <li>• Ministry of Cars Problem Solver (Magic Questions)</li> <li>• Engine Mechanic (The Engine)</li> <li>• Steering Specialist (The Steering Wheel)</li> <li>• Windscreen Repair (The Windscreen)</li> <li>• Front Seat Fixer (The Driver's Seat)</li> <li>• Road Map (Open and Dead End Roads)</li> </ul> <p>When the signs are completed, place them around the room in order starting with the wheels.</p> <p><b>Select</b> 8 students volunteers to role play the activity.</p> <p>One person will be the character in a story (Lillian).</p> <p>The other seven children will be allocated to one of the workshop signs.</p> <p><b>Ask:</b> them to sit beside the sign. Their role is to ask the questions from 103/104 that are listed beside their car part.</p> <p><b>Read Aloud</b></p> <p><b>Scenario About Lillian:</b> 'Lillian loves doing gymnastics after school and has trained really hard to improve. Her two best friends from gymnastics have recently decided to quit and do hip hop dancing instead, but Lillian loves gymnastics and doesn't want to quit. At school her friends practice hip-hop at break times but Lillian wants to practice gymnastics. She feels lonely and upset.'</p> <p><b>Ask:</b> Lillian to go from one workshop to another in the order indicated above, and the student in each workshop will ask her the questions from their part on Doug's Magic Checklist page 102/103.</p>

<b>Activity continued:</b>	<p>You may find that Lillian only needs to attend one or two workshops to solve her problem.</p> <p><b>At the conclusion of the role play.</b></p> <p><b>Ask:</b> the student playing the role of Lillian. ‘How did it work going through the different workshop stations? Was it helpful?’</p> <p><b>Ask: the rest of the class for comment or ideas.</b></p> <p><b>Say:</b> ‘Remember you don’t need to use every workshop area every time!’</p> <p>If enough time is available or on another day, take another scenario through the workshop. You can use a scenario relevant to your class or if students present with problems, you could suggest they go to one of the workshops to work out their own problems.</p>
<b>Road Map Plan</b>	<p><b>Say:</b> ‘You don’t always need to go to a workshop to fix your problems! You have all the workshops in your own brain. You know the questions to ask yourself!’</p> <p><b>Invite everyone to next week’s ‘Doug Dragster Graduation Party!’</b></p> <p><b>Ask:</b> the class to brainstorm what makes a great celebration. The next session plan suggests some ideas on how to run the party. You may wish to organize children to be involved in bringing food or decorating the room using the Dragster signs and posters. Write this down on the Road Map Plans.</p>
<b>Thought For The Week</b>	<p><b>Write</b> and place the ‘Thought For The Week’ in a prominent place in the classroom. Some students might like to make a poster or display.</p>
<p><b>‘I have all the workshops in my own brain.’</b></p>	
<b>Keys To Your Car: Key Number 8</b>	<p><b>Congratulations:</b> At the conclusion of the session hand out to each student <b>Key Number 8 – The Car</b>. Congratulate the students on achieving the final car key.</p>



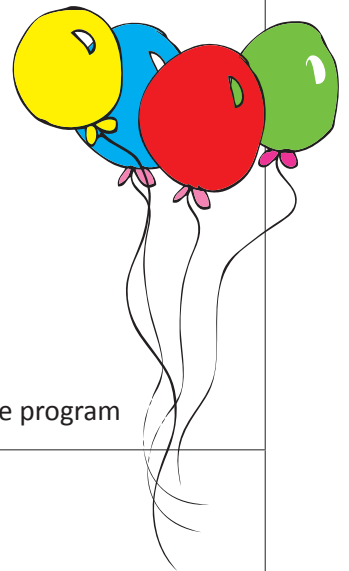
**There are many different ways to work things out!**

**I am never stuck because I can understand myself by knowing how my brain and body work.**



## Lesson Plan 28: Celebration Party Time!

<b>Social and Emotional Learning Themes</b>	<ul style="list-style-type: none"> <li>• Fun</li> <li>• Happiness</li> <li>• Relationships</li> </ul>
<b>The Magic Book</b>	Chapter Twenty Three (Pages 102-105)
<b>Overall Learning Objectives</b>	<p>At the conclusion of the session students will:</p> <ul style="list-style-type: none"> <li>• have celebrated the successful completion of <i>Doug Dragster's Magic Book</i>.</li> </ul>
<b>Specific Learning Objectives</b>	<p>At the conclusion of the session students will:</p> <ul style="list-style-type: none"> <li>• have reinforced the learning and created positive memories.</li> <li>• have created a habit of celebrating success and learning</li> <li>• have set the scene for the ongoing use of the Doug Dragster materials as part of the classroom management activities and processes.</li> </ul>
<b>Lesson Preparation</b>	
<b>Materials Required</b>	<ul style="list-style-type: none"> <li>• Balloons</li> <li>• Doug Dragster Posters</li> <li>• Doug Dragster Signs</li> <li>• Streamers</li> <li>• Flags</li> <li>• Racing car theme</li> <li>• Daisy chains</li> <li>• Celebration food</li> <li>• Posters or cars made by students during the program</li> </ul>
<b>Resources to print</b>	<p><b>Road Map Plan:</b> x number of students</p> <p><b>Nametags:</b> Doug x 1 each</p> <p><b>Certificate:</b> x number of students</p>



## Lesson 28

<b>Dragster Nametags</b>	Pass out the following nametags to selected student (Doug).
<b>Introduction</b>	<p><b>Say:</b> <i>'Congratulations Class, together we have completed <b>Doug Dragster's Magic Book!</b> But this is not the end. The lessons we have learnt can be used every day of our lives as we all try to get the best out of our lives.'</i></p> <p><b>Ask:</b> <i>'What was the most interesting thing you have learnt from Doug Dragster and his friends?'</i></p> <p><b>Ask:</b> <i>'Who is your favorite Dragster?'</i></p> <p><b>Share:</b> Start with sharing something important you have learnt, then go around the class/circle.</p>
<b>Activity: Celebrate In Style</b>	<p>Play some fun games and share some food to celebrate. Maybe some of the games you have learnt in the program or some of the games below.</p> <p><b>Balloon Frantic</b> Two to three inflated balloons per person are needed, and a stopwatch. Each person has a balloon, with the rest in a nearby pile. Everyone begins bouncing their balloons in the air. Every five seconds, another balloon is added. See how long the group can keep the balloons bouncing before receiving six penalties. A penalty is announced loudly (to create stress!) by the leader when a balloon hits the floor, or once on the floor, if it is not got back into play within five seconds. The leader keeps a cumulative score by shouting out "one", "two", etc. When the leader gets to "six", time is stopped. After some discussion, the group tries to better its record with another attempt.</p> <p><b>Car Part Celebrity Heads</b> Photocopy the car part labels at the back of the book, cut them out and attach them to hats or headbands, or stick them on students foreheads without them seeing their label. The students take it in turns to ask a question to try and discover which car part they are labeled with, the others can only answer yes or no. If yes they can ask another question, if no move on to the next student around the circle.</p> <p>What would you be? and why?</p> <ul style="list-style-type: none"> <li>• What would you be if you were a fruit? And why?</li> <li>• What colour would you be? And why?</li> <li>• What cartoon character would you be? And why?</li> <li>• What place would you be? And why?</li> <li>• What household object would you be? And why?</li> <li>• What weather would you be? And why?</li> </ul>

<p><b>Activity continued:</b></p>	<p><b>Steering Wheel Circle</b>  <b>Ask:</b> the students to stand in a large circle. Give one student a ball to start the game.</p> <p><b>Ask the following questions:</b></p> <ul style="list-style-type: none"> <li>• <i>'What does a great classroom seem like to you?'</i></li> <li>• Throw the ball around until each student has answered. Then ask this question:</li> <li>• <i>'What do you do to make our classroom a great place?'</i></li> <li>• Throw the ball around until each student has answered. Then ask this question:</li> <li>• <i>'What's one thing you can do today that will make our class even better?'</i></li> <li>• Throw the ball around until each student has answered. Then ask this question:</li> </ul>
<p><b>Presentation Of 'The Get Happier Project' Certificates</b></p>	<p>Invite an important person in the school to come and present 'The Get Happier Project' Certificates to each class member. These certificates are on the next page.</p>
<p><b>Post Program Survey</b></p>	<p><b>Complete the Post Program Survey for Educators. The Get Happier Team appreciate your feedback which helps us to continually improve the program.</b></p>







# ADVANCED DRIVING CERTIFICATE



has successfully completed

*Doug Dragster's Magic Book*

learnt

*The Get Happier Framework*

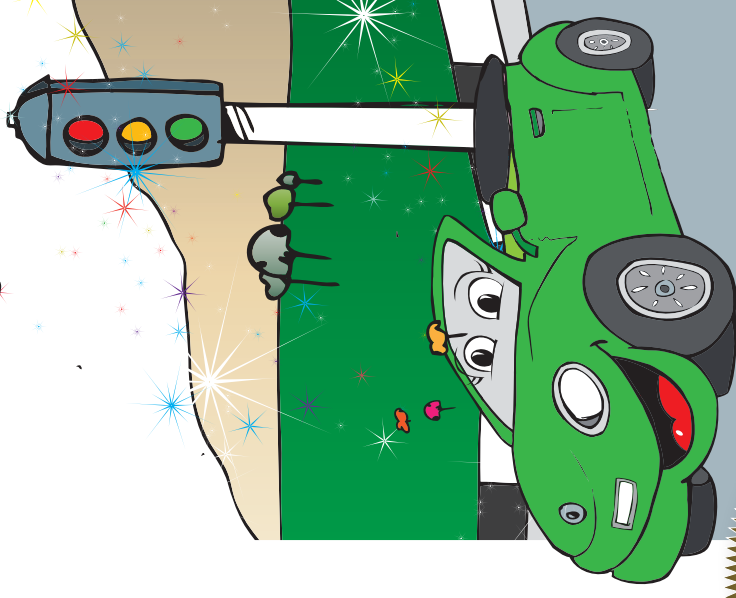
and has the

*Keys to Get Happier*

You now have the knowledge, skills and ability  
to get the very best out of your life

The Get Happier Project Teacher

Date:     /     /



# Additional Learning Games

To add interest and fun, we have included several activities, games and Mindfulness activities in this book, to reinforce the learning in the stories. Use your knowledge of the age and needs of your class to select the activities and games to support the learning themes.

## Behavior Car Activity: The building blocks of Emotional Intelligence

This activity helps students understand not only why we behave but also how to change our behavior.

Ask the class: Who can remember what the wheels in the Magic Book said to Doug when he crashed into Sid? Write down on the board the class suggestions. The answers should be similar to the following:

Feelings	Body	Thoughts	Actions
Lonely	Aching head gasket	I must be first, all the TIME	Driving fast, all the TIME
Angry	Pain in the engine	Other cars are slow	Blowing my horn
Sad	Burnt out gearbox	It's not my fault	Spinning my wheels

Place four chairs in a rectangular shape (to represent the front and back wheels of a car).

Make four labels: Action, Thoughts, Feelings and Body and place the Thoughts and Action labels on the 'front wheels' and the Feelings and Body labels on the 'back wheels'.

Ask for four students to volunteer (to be one of the 'car wheels') and then get the volunteers to stand next to either the Action, Thoughts, Feelings and Body chairs.

Next ask the Action volunteer to show what Doug did after he crashed into Sid.

Get the Thoughts volunteer to say what Doug thought after he crashed into Sid.

Get the Feelings volunteer to show what Doug's feelings after he crashed into Sid.

Get the Body volunteer to show how Doug's body felt after he crashed into Sid.

Next ask the class: Who can remember what the wheels in the Magic Book said when Doug wanted to feel better? Write down on the board the class suggestions. The answers should be similar to the following:

Back Wheels	
Feelings	Body
Happy	Strong
Calm	Healthy

Front Wheels	
Thoughts	Actions
I will work this out	Smile

Next, ask for another four students to volunteer (to be one of the 'car wheels') and then get the volunteers to stand next to either the Action, Thoughts, Feelings and Body chairs.

Get the Action volunteer to show what Doug planned to do to feel better.

Get the Thoughts volunteer to show what Doug planned to think to feel better.

Get the Feelings volunteer to show how Doug would feel.

Get the Body volunteer to say how Doug's body feel.

## A Feelings Game: To Increase Emotional Intelligence

This game involves the class creating a story that will incorporate their understanding of feelings using **The Get Happier Toolbox** cards. To play this game, put the **4 wheels to Get Happier Cards** from **The Get Happier Toolbox** face down on a table. Then get the class to decide together on some story elements that must appear in the story (for example they could use characters from **The Amazing Adventures of Doug Dragster** such as Daisy, Colin, Sam or Doug). The goal is for each class member to take a turn making up the narrative, building on the preceding class members ideas and eventually making use of all the required story elements. For example, the class may decide to create a story about Daisy, Doug and a new faster car that has just moved into town.

To begin, the first student will pick one of the **4 wheels to Get Happier Cards** that have been previously placed down on the table. They will then start a narrative which will incorporate the feeling that is represented by the card that they have selected. The student can take the story in any direction but they need to incorporate the emotion from the card. For example, if they selected card no 4 (Doug is stuck in traffic) they would incorporate 'feeling stuck or frustrated' into their part of the story.

After a minute or two, the next student would pick another card and continues the story.

Students continue to take turns until they have used all of the agreed story elements and reached a satisfying conclusion.

## The Roundabout Game: A Problem-Solving Game

This game is featured on Page 12 of *The Get Happier Toolbox Instruction Book*. It will help students to develop their relationship and problem solving skills. It requires at least two volunteers.

**Ask:** The second volunteer to think of an example of a problem they might be having.

**Give:** The Dead-End Roads cards (11-17) to the first volunteer and ask them to read what the Dragsters say in the speech bubbles to the second volunteer.

**Now:** The first volunteer should ask the second volunteer the following questions:

- Which of these statements is closest to how you are thinking about this situation?
- Is this how you want to be?

When the second volunteer has replied, the first volunteer should say:

- Do you want to drive to the roundabout and choose an Open Road?

The first volunteer then shows *The Roundabout Card* (card 3) and the *Open Roads Cards* (4-10) to the second volunteer.

Then they say to the second volunteer:

- Look at the speech bubble on the *Open Roads cards*. Choose one that you think will be most helpful. Then check the back of that card to find new thoughts to focus on. Choose one, write it down and say it to yourself every day.
- Now look at the plan to get on the Open Road and write down what you will do this week to help change the situation.

## Listening: An Open Roads Game

Start this game by leading a discussion about attentive listening. Refer to the quote on the front of the Listening Road (*Open and Dead-End Roads* card no 6) and the affirmations on the back of the card and discuss with your students. Help students define what “attentive listening” means and what it looks like. It is fully hearing what the other person is saying without interrupting and not thinking about your own thing or how you want to respond while being spoken to. It includes facing the person who is speaking, making eye contact, nodding or other physical responses to what is being said, etc.

Divide up your students up by either assigning them as an A or a B and let them know which one they will be.

Create a space for everyone and ask them to stand into pairs. Each pair needs to include an ‘A’ and a ‘B’.

**Say:** I want **student A** to listen silently to student B for one minute.

**Say:** I want **student B** to say the following sentence to student A, “If you really knew me, you would know that...” and then finish the sentence with one from each of the following:

1. Family information- For example: “If you really knew me you would know that I am the youngest of 4 siblings.”
2. School information - “If you really knew me you would know that my favourite subject is Art.”
3. Favourite/ least favourite things- “If you really knew me you would know that I hate Reality TV shows.”

(Write these up on the board for reference)

After a minute ask your students to reverse their roles and get **student B** to listen while **student A** shares.

After another minute, and once both students have shared ask them to repeat back to each other what they learnt about each other.

## The Choices Game:

### To reinforce the concept that we are always making choices

This game helps students see that almost everything we do is a choice.

For this game, you will assign two corners of the classroom for the students to move to when they have made their choice. Next, call out two choices and ask each student to choose one of the options and then move to the corner that corresponds to their choice.

For example, assign one corner as Daisy and one corner as Doug and then say:

- “Are you more like Doug or Daisy?”

Then encourage the students in each group to share by answering the following:

- Why does Doug / Daisy best describe them?
- How is Doug / Daisy like their personality
- What values do they share with Doug / Daisy?

Choose other combinations of characters or try combinations of the Open and Dead-End Roads (For example: Supporting and Criticising)

## Social Story: Yes or No Game: Teaching responsibility

This game helps students to understand the importance of taking responsibility for their actions.

Ask students to stand up while you read the following examples. **Say:** I am going to read some statements and then ask you if you agree or disagree with them. Step to the right if you agree with the statement or step to the left if you don't.

**Statement 1:** Matt was running late for work because he did not hear his alarm on his phone. He drove quickly and did not stop when he came across a red light at an intersection. He was stopped by the police. Matt said: It wasn't my fault, the other drivers made me to it, they were all travelling across, so I couldn't stop, you should book them!

- Do you agree with Matt?

Now, lead a discussion that re-enforces to the students that Matt made his own choice. Encourage your students to consider what he was thinking, what actions he took, what he was feeling and what his physiology might have been like at the time.

Write the responses on the board under the Headings: Thinking, Action, Feelings and Body.

**Statement 2:** Tim liked Sarah so he decided to ask her out. Sarah said yes. Tim thought to himself “Sarah's made me happy!” and then he did a little dance.

- **Say:** Do you agree Tim?

Now, lead a discussion that re-enforces to the students that Tim is making himself feel happy. Encourage your students to consider what he was thinking, what actions he took, what he was feeling and what his physiology might have been like at the time.

Write the responses on the board under the Headings: Thinking, Action, Feelings and Body.

## The Driver's Seat Game: The importance of being in charge of your car

This game reinforces the concept of how we need to be in our own driver's seat.

This game is a drama activity. It requires a group of at least 5 students and a clear area for the students to move around in. One student will act as the driver and the other 4 students will act as the wheels of the car. Ask for volunteers and then:

**Say:** 1 student will be in the 'driver's seat' and 4 other students will be the wheels of the car.

Ask the students to stand in a car like formation with the driver at the front and the other students placed around them like the wheels of a car.

**Say:** The driver's task is to steer the car including the wheels around. The wheels tasks are to pay attention to where the driver is steering. The driver must give the wheels instructions so that the wheels know where to go. You can decide amongst yourselves what the instructions will be. Words or gestures or a combination of the two.

**Say:** Now I want you to drive around for 1 minute. See if you can remain in a car formation for this minute. (Time them and then ask them to stop).

**Say:** The driver's seat can sit down now. The 4 wheels can stay where they are.

(Go up to each Wheel and whisper to each of them that their Wheel is to now steer the car when you say the word 'Go').

**Stand back and say:** Go

After a brief period ask the wheels to sit.

**Say:** What happened when there was no one in the Driver's seat?

**Say:** Can you get where you want to go when you are not in the driver's seat?

Place the driver's seat poster on the wall and discuss how important it is to be in the driver's seat of your life.

## Sample Relaxation Script

You may like to use the following relaxation script.

Talk slowly, use a low tone of voice and say the following:

**Say:** The intention of this brief exercise is to focus your breath as you allow your thoughts and sensations to come and go in the background.

Let's try it out now.

**Say:** Lie down or sit in a comfortable position. Put your feet flat on the ground and try to straighten your posture. You might like to gently close your eyes. Let your shoulders drop down and away from your ears.

**Next say:** Place one hand on your chest and one hand on your stomach. Feel both of your hands moving up and out as you breathe in... and down as you breathe out.

Pay attention to your breathing and just allow yourself to continue to breathe naturally.

Feel your hands moving with your chest and stomach, gently moving in and out with each breath. Just lie or sit there and do this for a moment...Now rest your hands at your sides as you notice the ways you can breathe.

Your nose and throat is like the air filter of a dragster. Imagine you are a dragster as you breathe in and breathe out.

Let your ribs expand out to the sides... and then let the air out.

Just lie there and keep doing this for a moment...lungs filling up as you breathe in, and emptying as you breathe out. Let your ribs expand out to the sides, expanding... and then let the air out.

And now, see how slowly you can breathe out. First breathe in.... and now breathe out very slowly... out... out.... out. When you have no breath left, breathe in again, and then very slowly breathe out.

For the next few moments, just relax, resting. It feels good to relax. Enjoy this calm feeling.

If any other thoughts or images come into your mind during this exercise, just notice them and gently bring your attention back to your breathing.

You also may become aware of physical sensations or feelings in your body. Simply notice them, and then bring your mind back to your breath. You do not need to pay attention or give these thoughts or feelings any meaning in this moment. Simply acknowledge them and then go back to focusing on your breathing.

Continue to focus on your breathing and stay in this relaxed state for as long as you like. When you are ready, slowly open your eyes and bring your attention back to your surroundings.



## Tune in exercise

Ask your students to get comfortable in their chair. Ask them to close their eyes and imagine that their ability to hear is like a dragster's car radio that they can tune into different stations.

First, ask them to try and listen for any sounds that sound far away. Ask them to think about what they can hear. Now ask them to focus on any sound they can hear in the room. Again, ask them to think about what they can hear.

Now, ask them to change their station again. Ask them to now focus on their body and what sounds they can hear, for example can they hear their heartbeat or their breath going gently in and out. Now, ask them to focus on each part of their body. Start with the tips of their toes, ask them what they notice about the tips of their toes, do they feel hot or cold? Now get them to think about their legs, hips, back, arms, shoulders, neck and head. What do they notice about them, can they feel the backs of their legs or hips on their chair? What does it feel like?

Now have them change the station once more. Ask them to listen and focus on their breath.

Now ask them to change their station again. This time ask them to focus on any sound that they can hear in the room.

Now ask them to change their station one last time and ask them to listen for any sounds that they might hear that are far away.

Tell them to take their time and when they are ready to slowly open their eyes.

Now, ask the class the following:

- How do you feel? Do you feel different from when we started?
- Was it easy to concentrate when you were doing it?
- What was easy?
- What was hard?
- Does anyone listen to sounds around them?
- Why might this be a good thing to do?

## Mindful eating exercise

(you will need enough raisins for the whole class)

Have everyone sit comfortably in their chairs. Show them a raisin. Ask the class if they know how raisins are made? Do they know where they come from? Do they know if they have any health benefits?

**Read the class the following:**

Raisins are dried grapes, specifically dried white-fleshed grapes. These grapes are initially green in skin colour and darken as they dry, becoming a dense, dark-coloured dried fruit containing small seeds and bursting with sweet flavor.

Raisins are commonly produced in the U.S., Turkey, Greece, and Australia.

When grapes are dehydrated to produce raisins, the nutrients become more concentrated, making a handful of raisins a snack rich in B vitamins, iron and potassium. Besides nutrients, raisins are also a good source of carbohydrates for energy.



Now, pass around the raisins and ask each student to take one. Ask the students to place the raisin in the palm of their hand and then close their eyes and listen.

**Read the class the following:**

Feel the weight of the raisin in your hand. Bring it to your nose. Smell it, what does it smell like? How does your body respond to the smell? Is your mouth watering? Now, keep your eye closed and place the raisin on to your tongue. Can you taste it? If you can taste it, where can you taste it? On your tongue? On your cheeks? Or on your palate?

As you rest the raisin on your tongue think about where it comes from and how it was made. Again, think about the raisin, can you taste it? or smell it? Now swallow it. can you follow it as it travels down your throat?

**Now say:** When you are ready slowly open your eyes.

**Say:** Was this different from how you would normally eat food?

- When you taste food, do you taste all parts of it?
- What did you learn from eating the raisin mindfully?
- What other things could you do mindfully?
- What difference would it make to your life if you did more things mindfully?

## Come back

Say: When you catch yourself being caught by a worry, or some thought you cannot get out of your head, remind yourself to stop.

Say: you might like to say stop to yourself, carry around a picture of a stop sign with you that you could take out and look at (like the ones in the dragsters use) or you might like to picture a stop sign in your mind.

After doing this, just notice that it is happening and simply and kindly say to yourself, “Come back.”

Then take a calming breath and focus on what you are doing right now.

## Use your senses (grounding exercise)

Say: Another helpful mindfulness trick is simply to notice what you are experiencing right now through three of your senses. You might like to use your sense of sound, sight and touch.

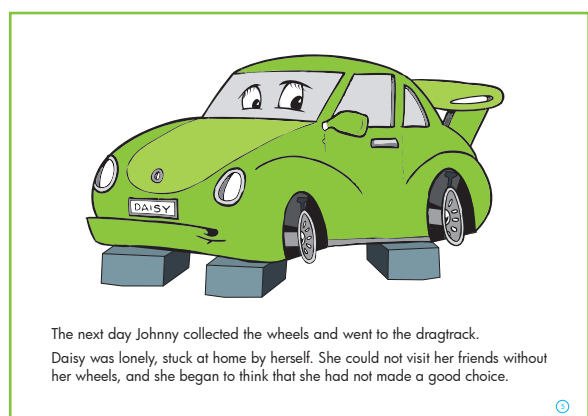
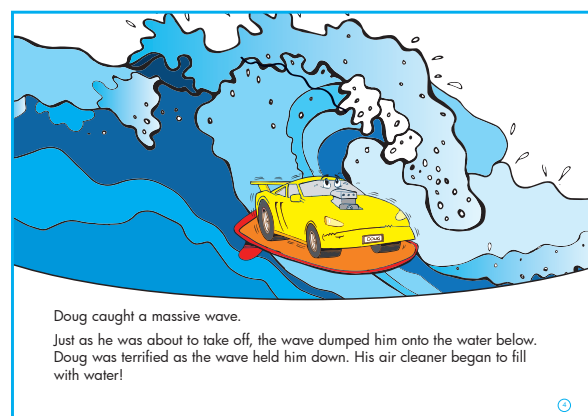
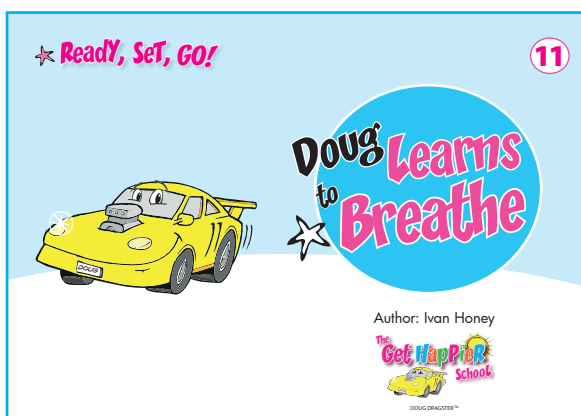
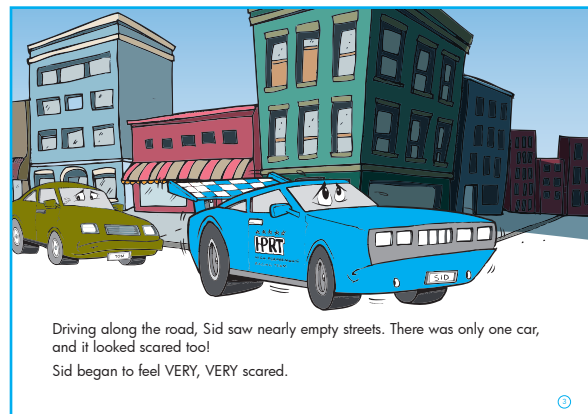
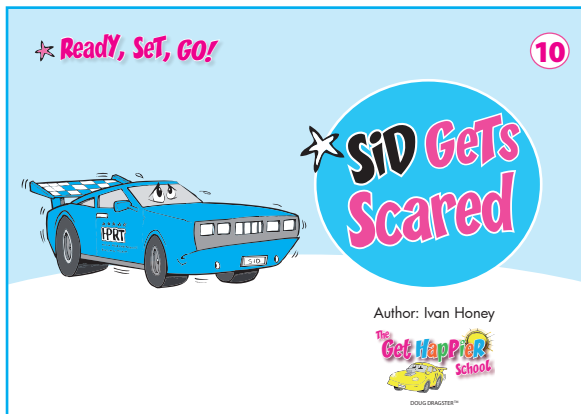
Say: Take a few slow breaths and ask yourself:

- What are three things I can hear? (clock on the wall, car going by, music in the next room, my breath)
- What are three things I can see? (this table, that sign, that person walking by)
- What are three things I can feel? (the chair under me, the floor under my feet, my phone in my pocket)

Think of these answers to yourself slowly, one sense at a time.

# Sid Gets Scared, Daisy Learns to Trust Herself & Doug Learns to Breathe

These three e-books can be found in the Ready, Set Go program, and address Anxiety, Protective Behaviours and Personal Safety, and Mindfulness. The illustrated e-books books contain activities and questions that can be adapted to any age level and are an important part of the curriculum'



## '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. Each session is specifically designed to build upon the knowledge from the previous session. Therefore, we recommend you begin at Session 1. Each Lesson comes with its easy to follow Session Plan.

When you reach session 43 (Lesson 26), your class will have completed **Doug Dragster's Magic Book**<sup>TM</sup>.



# The *Get Happier* Project Framework

1.

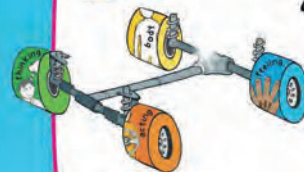
**OPEN ROADS  
OR  
DEAD END  
ROADS**



*How do I create  
great relationships  
and feel good about  
myself?*

**The Open and  
Dead End Roads**

5.



*How do I  
understand and  
manage my  
feelings?*

**The Four  
Wheels**

2.

*How do I see new  
opportunities and  
transform my  
reality?*

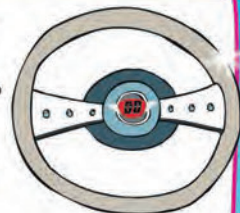


**The Windscreen**

6.

*Where do I  
really  
want to go?*

**The  
Steering  
Wheel**



3.



*How can I be in  
charge of my  
life?*

**The Driver's  
Seat**

7.



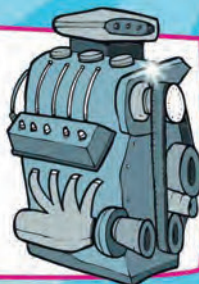
*How do I solve  
problems and get  
the best out of  
life?*

**The Magic  
Questions**

4.

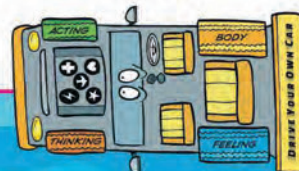
*What is my  
source of  
energy and  
power?*

**The Engine**



**Putting it all together!**

*A framework for personal  
wellbeing, mental health,  
counselling, leadership and  
achieving purpose and meaning  
in life.*



[www.gethappier.net](http://www.gethappier.net)

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# ★ Your Keys to Get Happier ★

1.

*I am a great team member and a good friend!*



*I use the habits that help me make good friends.  
I am my own best friend.*

5.

*I am choosing all that I do!*



*I am responsible for managing my thoughts and actions.  
I can understand and change my feelings.*

2.

*I can see the world from many points of view!*

*I can change how I look at things. Everyone is special and unique including me! I like myself and am kind to others.*



6.

*I know how to work out what I want!*

*I have a clear picture in my mind of where I want to go, and a plan to get there.*



3.

*I am in control of my life!*

*When things seem hard I can work out how to get back in control. I don't try to control others or allow them to control me.*



7.

*I can work out my problems!*

*I think about what I am doing and check if it is working. I make a positive plan to get what I want.*



4.

*I know how to create happiness in my life!*

*I can always do something to meet my own needs, without stopping others from meeting their needs.*



*There are many different ways to work things out!*

*I am never stuck because I can understand myself by knowing how my brain and body work.*



[www.gethappier.net](http://www.gethappier.net)

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## 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:

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



# Grade 4 / 5 Teacher Guide



## The MaGiC in Life!

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

This comprehensive Teacher's Guide is a resource that will guide you through 26 lessons using **Doug Dragster's Magic Book**. As part of **The Get Happier Project**, this guide has been designed specifically for schools to provide Social and Emotional Learning for students and to assist in the development of effective and positive classrooms. It fulfills many aspects of required curriculum and is a fun and interactive way to learn how to '**GET HAPPIER**'!

**The Get Happier Project** is designed to create and maintain a supportive and safe learning environment and improve student learning. It will strengthen responsibility and independence, and assist in the management of challenging behaviour.

*"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

