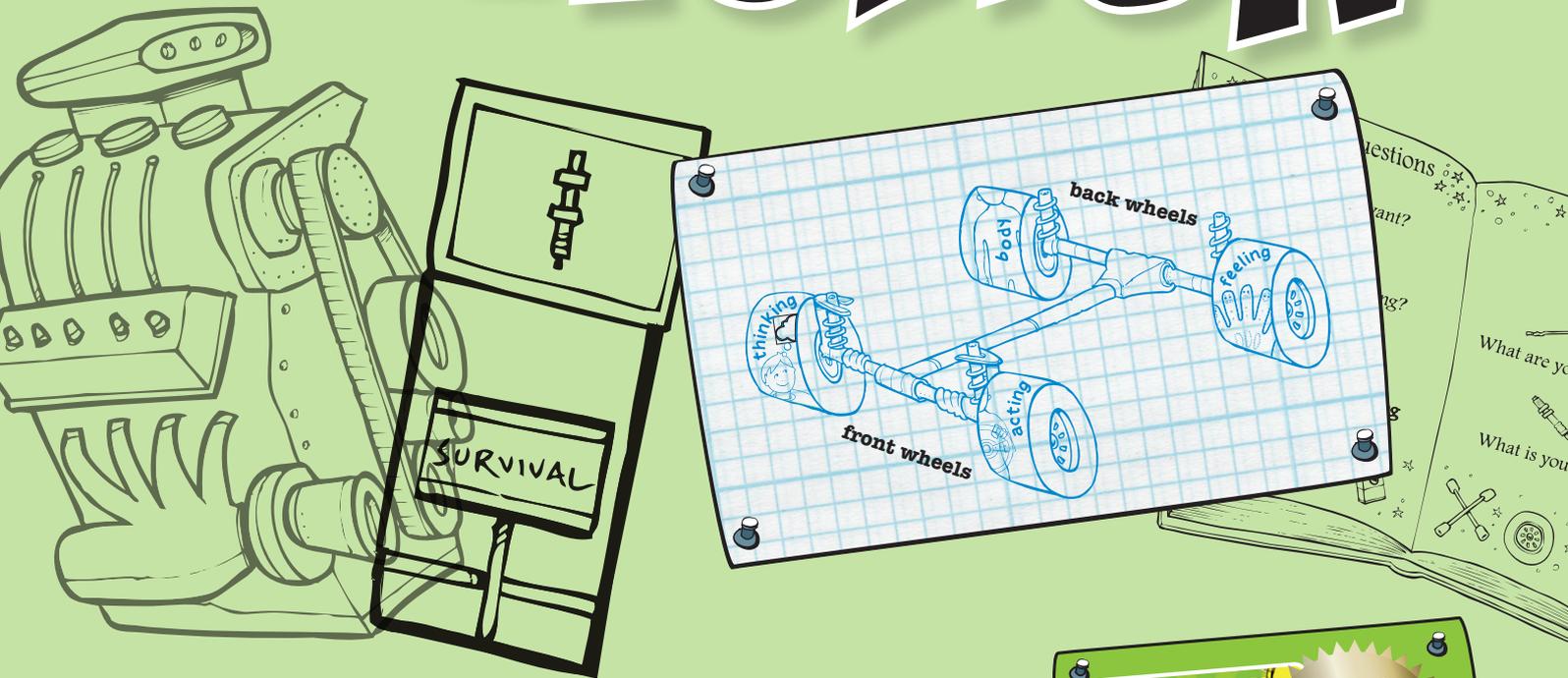
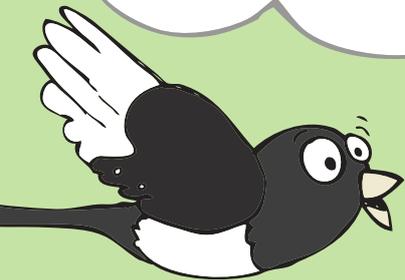


Grade 6 Teacher Guide

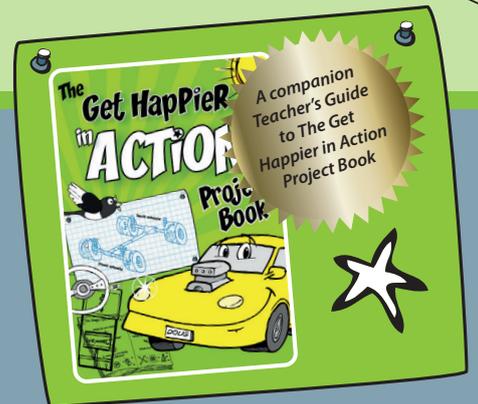
Version 3



Get Happier in ACTION



By Ivan Honey
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 www.gethappier.net

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DOUG DRAGSTER™



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Title: Teacher Guide to the Get Happier in Action Project

Target Audience: Teachers of Primary school age students.

Contents

Introduction	1
Classroom Teacher or Facilitator Role	2
Conducting Group Discussions.....	3
Hints for Challenging Situations	3
Resources.....	5
Scope and Sequence of all Lessons and their Curriculum Links (Australia)....	6
Open Road Thoughts to Get Happier Poster set	17
Lesson Plans	22
Mindfulness activities.....	36
The Get Happier Project Framework.....	38

Get Happier in Action

Grade 6

(Ages 11+)

In this program, students work in teams to create projects to increase happiness within the school. They use their acquired knowledge from the previous programs and apply it to different projects and learn the skills of project management.

This program follows the learning that the students have completed using *Doug Dragster's Magic Book*, *The Amazing Adventures of Doug Dragster* storybook and *The Get Happier Toolbox*

The pre-condition to begin this program is that the class has completed the earlier programs as part of *The Get Happier Schools Project*.

Along with this Teacher Guide of 13 sessions, the digital resource used by the students is;

The Get Happier In Action Student Project Book

(One digital copy required per student)

These Lesson Guides provide comprehensive activities which are spread over the year. 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 students are engaged in creating a happier school and community as students 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 students'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 students grow, learn and safely experience the journey of life, than by linking it to the most basic human motivation of all to get happier. So why wait? Explore ***The Get Happier Project*** in your school now!

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

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

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

Ivan Honey and Associates Pty Ltd, Australia

www.gethappier.net

The Get Happier School Quick Guide



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

The Get Happier Project in Action Before you start...

Practising and building the skills students need for a happier and more successful life!

Welcome again to the world of *The Get Happier Project*, a program designed to enable students to better understand their behaviour and the behaviour of others in a complex world. Through stories and activities, your students have learnt the key aspects of emotional intelligence, acquired social and emotional skills, and learnt how to make and keep better relationships.

Congratulations on choosing to complete *The Get Happier Project in Action* phase of *The Get Happier Project*. This program is for Year 6 students who have completed the earlier phases of *The Get Happier Project*[™].

The Get Happier Project In Action is a group leadership project where teams of students will create original works to help make your school a happier place.

This is an important component of the overall program as it reinforces the concepts and skills you have previously taught. It allows your students to demonstrate that they have acquired the skills and knowledge for a happier and more successful life through developing their social and emotional abilities.

Benjamin Bloom created a hierarchy of learning objectives to assist in planning educational programs to ensure that deep and effective learning occurs. At the most basic level, we simply recall facts, while at the next level we demonstrate our ability to understand and apply our knowledge. The final level involves focusing on being able to re-interpret and adapt our learning in new and unique ways. This is the expression of practical learning at its most powerful and is the key goal of this program.

With you and the characters as their mentors, students will demonstrate their learning by designing and running their own small group or class project. To achieve this, your students will begin to develop their project management skills as well as further enhancing their teamwork and leadership skills. This is exciting and important work as it has been demonstrated that working for the happiness of others increases our happiness and confidence. In addition, your class will be more engaged in all their learning.

Why teach students Project Management skills?

Once students develop a habit, they can take it with them into adulthood. Teaching students about project management will help them to develop good project management skills for the future. Think of the many times you have had to tell a student to start work or finish a project. By teaching them to develop good project processes, you only need to refer to that process to get the student started ("Did you plan what you wanted to do for your project;" "Have you checked your math homework?"). The idea is to get the student to associate that process with a step in the project rather than the entire project. As the saying goes, it is better to eat the elephant a bit at a time rather than all at once.

Teaching students the importance of self-elevating and improving the quality of what they do and how they do it, is central to independent learning,

Classroom Teacher or Facilitators Role

The program is based on you (the teacher or facilitator) mentoring and leading your class through the project selection, design and implementation stages so that they can successfully complete a project that brings happiness to their community. At the beginning, you may wish to have your class (either as a class activity or individually) re-read the story book, *The Amazing Adventures of Doug Dragster*. This will help reacquaint your students with the characters and the concepts of the book. We recommend you also regularly check with the students for the understanding of words and comprehension of ideas as they read. Asking students for the meaning of words or concepts usually elicits understanding and meaning for the whole group.

This guide contains all the lesson plans that are required to successfully develop, manage and complete the project. The lessons will consist of discussions, planning and of course the implementation of the project. It is anticipated that the Program will run over six to nine months of the school year and consist of weekly thirty minute lessons.

During the project, you may wish to take photographs of the projects in progress. Student may wish to post them in the final page of their project book.

As the teacher, you will be the Project Manager and oversee the project. Your class will be divided into teams that will be responsible for completing their own projects (or a class project). The projects aim to create or add to happiness in your school or local community.

The projects will demonstrate your student's understanding and application of the important concepts and skills that they have learnt throughout The Get Happier Project Program.

The projects need to demonstrate some of the concepts of: The Open and Closed Roads, The Four Wheels of Behavior, The Magic Questions, The Steering Wheel, The Driver's Seat, The Windscreen and The Engine which are all taught during the Middle and Senior Years programs. You may like to put up *The Get Happier Project Framework* poster in your classroom as a reminder for the students (please see the back of this guide)

A list of ideas to get you started

- Write a song or piece of music and perform it at a school assembly or teach it to younger children
- Create a Mindfulness/Get Happier Garden for your school or community.
- Make a movie or inspirational message for your school.
- Volunteer in the community with a group that would benefit from learning how to get happier (i.e. elderly, young and teach them about getting happier).
- Create your own program where older students who have completed the program become "Doug stars" and they would teach or mentor younger students about getting happier.
- Paint a mural or organize for a mural to be painted of the characters from The Amazing Adventures of Doug Dragster that encourages people to be happier (by teaching some of the concepts from the program).
- Create a 'Roundabout' in the school yard to help students work out problems at break time.
- Create a board game that is fun to play but also teaches students about how to get happier.
- Create a model of the '4 wheels of behavior car' that the whole school can use whenever they need to problem solve.

- Make up your own version of the Magic Book – Use the Magic Questions to provide hints and suggestions to help students problem solve common problems and issues.
- Make up your own adventure story about the dragsters, and illustrate it.

Useful ideas for conducting group work

Firstly, it is important to create a safe and respectful environment for the sharing of ideas. For example, you may wish to re-visit with your class some ground rules for working together. The following contains ideas for ground rules that your students should be familiar with as they would have worked with them in both their Middle and Upper Years Programs.

Before each discussion begins, explain that everyone has the right to speak and be heard. Encourage your students to express their ideas and then encourage the other students in the class to show their appreciation of each contribution. For example, after a student has contributed, the other students could be encouraged to put up their hand and provide an example of how the contribution related to one of the Open Roads (which the students would have previously learnt in their Middle Years and Upper Years Programs). To assist with this, you may wish to place posters of the Open Roads up in your classroom. The **Open Roads Posters** contain positive affirmations that reinforce the concepts of social and emotional learning in a fun and interactive way using the characters that your students will already be familiar with. You can find The Open Roads poster series in the ‘Resources’ folder of the online program.

Get Happier Contract

Having agreements about how we relate to each other and work together is crucial in any project. In addition to discussing the open road posters and the basis of working together, it is helpful to ask the class:

‘Can you suggest any other guidelines for teams to work together best?’ Write down the ideas and get consensus on three or four key ideas, Eg: Always being on the Open Roads, if you find you’re on a Dead End Road, apologise and move to a Open Road, listen, don’t interrupt, take turns,

Refer students to Page 15 and 16 of **The Get Happier Project in Action Guide** and say, ‘after each session, do a check to make sure you and your team are getting where you want to go with the project.

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 can be helpful to ignore minor distractions and only give attention to those students who are on task.
- Be confident; keep the discussion moving, and maintain motivation by focusing on the task at hand. Sometimes it may be useful to take a ‘timeout’ by engaging the students in a mindful activity. Doing a focused activity can help to re-engage the class. Some examples of mindful activities are in the back of this guide.

- When you demonstrate interest and motivation, the students 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.
- If students are seriously disengaged, speak with them away from the group to determine how you can help.
- 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 counsellor. Follow the procedures in your school or organization for this type of disclosure.

Mindfulness

The students have already practised mindfulness in earlier programs. However, we have included two mindfulness activities for you to use with your students throughout the program.

Learning how to relax, focus and be in the moment is a great way to reduce stress and increase wellbeing. Students have already practiced mindfulness activities in previous parts of the program, so it will be useful at times to conduct a session to reinforce and strengthen this important wellbeing skill. As with the examples at the end of this book, there are a number of other scripts in the Grade 2/3 and 4/5 programs.

To be able to reflect on our thinking, enables us to recognise that we are not simply what we think. We are the observer or thinker behind the thoughts. This helps develop higher levels of self awareness, and hence more effectively solve problems and enhance creativity. It aids the development of a meta-cognition.

In conclusion...

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

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

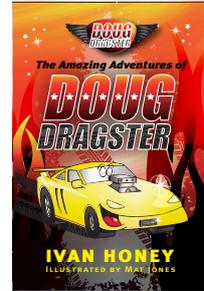
There is a range of additional **Get Happier Project** resources available to support you in developing and reinforcing the Get Happier Classroom. These can be ordered online at www.gethappier.net.

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

Your Resource Package for *Get Happier in Action: Teacher Guide*

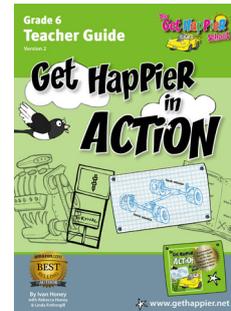
1. *The Amazing Adventures of Doug Dragster Story Book and Audio Book.*

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



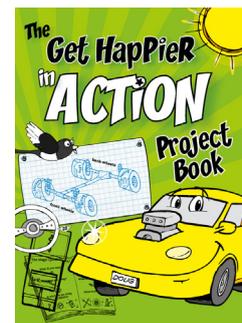
2. *Get Happier in Action Teacher Guide*

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



3. *Get Happier in Action Project Book (students workbook)*

This is the project book that your students will use to create, plan and evaluate their group and individual plans. This project book takes the students step by step through the process of project management .



4. *Resources to Print*

- The Get Happier Project Framework - you'll find this at the back of this guide
- Open and Dead End Road Posters
- Magic Questions Poster
- Open Road Thought to Get Happy Poster set





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

YEAR 6	
Health and Physical Education	
Being healthy, safe and active sub-strand	
Identities	Examine how identities are influenced by people and places (ACPPS051)
Changes and transitions	
Help-seeking	Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053)
Making healthy and safe choices	Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)
Communicating and interacting for health and wellbeing sub-strand	
Interacting with others	Practise skills to establish and manage relationships (ACPPS055)
Understanding emotions	Examine the influence of emotional responses on behaviour and relationships (ACPPS056)
Contributing to health and active communities sub-strand	
Community health and promotion	Investigate the role of preventative health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)

YEAR 6

Personal and Social Capability learning continuum

Self-awareness element

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

Recognise emotions	Explain how the appropriateness of emotional responses influences behaviour
Recognise personal qualities and achievements	Describe the influence that personal qualities and strengths have on their learning outcomes
Understand themselves as learners	
Develop reflective practice	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

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

Social awareness element

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

Social management element

Communicate effectively	Identify the differences between positive and negative relationships and ways of managing these
Work collaboratively	
Make decisions	
Negotiate and resolve conflict	Identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations
Develop leadership skills	Initiate or help to organise group activities that address a common need

YEAR 6

LESSON NUMBER	CONCEPT Sub-strand	AUSTRALIAN SYLLABUS LINK
<p>Lesson 1 and 2</p> <p>What is the Get Happier in Action Project?</p> <p>Review of the project and brainstorming re: potential projects.</p>	Identities	Examine how identities are influenced by people and places (ACPPS051)
	Changes and transitions	
	Help-seeking	Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053)
	Making healthy and safe choices	Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)
	Interacting with others	Practise skills to establish and manage relationships (ACPPS055)
	Understanding emotions	Examine the influence of emotional responses on behaviour and relationships (ACPPS056)
	Community health and promotion	Investigate the role of preventative health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)
	Recognise personal qualities and achievements	Describe the influence that personal qualities and strengths have on their learning outcomes
	Develop reflective practice	Monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential
	Express emotions appropriately	Explain the influence of emotions on behaviour, learning and relationships
	Develop self-discipline and set goals	Analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals
	Become confident, resilient and adaptable	Devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety
	Appreciate diverse perspectives	
	Contribute to civil society	Identify a community need or problem and consider ways to take action to address it
	Communicate effectively	Identify the differences between positive and negative relationships and ways of managing these
	Work collaboratively	
Make decisions		
Negotiate and resolve conflict	Identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations	
Develop leadership skills	Initiate or help to organise group activities that address a common need	

Lesson 3 Project Management Activity	Interacting with others	Practise skills to establish and manage relationships (ACPPS055)
	Develop reflective practice	Monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential
	Become confident, resilient and adaptable	Devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety
	Appreciate diverse perspectives	
	Contribute to civil society	Identify a community need or problem and consider ways to take action to address it
	Communicate effectively	Identify the differences between positive and negative relationships and ways of managing these
	Work collaboratively	
	Make decisions	
	Negotiate and resolve conflict	Identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations
	Develop leadership skills	Initiate or help to organise group activities that address a common need
Lesson 4 Let's Brainstorm	Making healthy and safe choices	Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)
	Interacting with others	Practise skills to establish and manage relationships (ACPPS055)
	Understanding emotions	Examine the influence of emotional responses on behaviour and relationships (ACPPS056)
	Community health and promotion	Investigate the role of preventative health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)
	Recognise personal qualities and achievements	Describe the influence that personal qualities and strengths have on their learning outcomes
	Develop reflective practice	Monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential
	Express emotions appropriately	Explain the influence of emotions on behaviour, learning and relationships
	Develop self-discipline and set goals	Analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals
	Become confident, resilient and adaptable	Devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety
	Appreciate diverse perspectives	
	Contribute to civil society	Identify a community need or problem and consider ways to take action to address it
	Communicate effectively	Identify the differences between positive and negative relationships and ways of managing these
Work collaboratively		

Lesson 4 continued	Make decisions	
	Negotiate and resolve conflict	Identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations
Lesson 5 Let's Choose an Idea!	Making healthy and safe choices	Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)
	Interacting with others	Practise skills to establish and manage relationships (ACPPS055)
	Understanding emotions	Examine the influence of emotional responses on behaviour and relationships (ACPPS056)
	Community health and promotion	Investigate the role of preventative health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)
	Recognise personal qualities and achievements	Describe the influence that personal qualities and strengths have on their learning outcomes
	Develop reflective practice	Monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential
	Express emotions appropriately	Explain the influence of emotions on behaviour, learning and relationships
	Develop self-discipline and set goals	Analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals
	Become confident, resilient and adaptable	Devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety
	Appreciate diverse perspectives	
	Contribute to civil society	Identify a community need or problem and consider ways to take action to address it
	Communicate effectively	Identify the differences between positive and negative relationships and ways of managing these
	Work collaboratively	
	Make decisions	
Negotiate and resolve conflict	Identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations	
Lesson 6 Let's Break into Teams!	Making healthy and safe choices	Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)
	Interacting with others	Practise skills to establish and manage relationships (ACPPS055)
	Understanding emotions	Examine the influence of emotional responses on behaviour and relationships (ACPPS056)
	Community health and promotion	Investigate the role of preventative health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)
	Recognise personal qualities and achievements	Describe the influence that personal qualities and strengths have on their learning outcomes
	Develop reflective practice	Monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential

Lesson 6 continued	Express emotions appropriately	Explain the influence of emotions on behaviour, learning and relationships
	Develop self-discipline and set goals	Analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals
	Become confident, resilient and adaptable	Devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety
	Appreciate diverse perspectives	
	Contribute to civil society	Identify a community need or problem and consider ways to take action to address it
	Communicate effectively	Identify the differences between positive and negative relationships and ways of managing these
	Work collaboratively	
	Make decisions	
	Negotiate and resolve conflict	Identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations
Lesson 7 Let's Get Planning	Making healthy and safe choices	Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)
	Interacting with others	Practise skills to establish and manage relationships (ACPPS055)
	Understanding emotions	Examine the influence of emotional responses on behaviour and relationships (ACPPS056)
	Community health and promotion	Investigate the role of preventative health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)
	Recognise personal qualities and achievements	Describe the influence that personal qualities and strengths have on their learning outcomes
	Develop reflective practice	Monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential
	Express emotions appropriately	Explain the influence of emotions on behaviour, learning and relationships
	Develop self-discipline and set goals	Analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals
	Become confident, resilient and adaptable	Devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety
	Appreciate diverse perspectives	
	Contribute to civil society	Identify a community need or problem and consider ways to take action to address it
	Communicate effectively	Identify the differences between positive and negative relationships and ways of managing these
	Work collaboratively	
Make decisions		

Lesson 7 continued	Negotiate and resolve conflict	Identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations
Lesson 8 Let's keep Planning	Making healthy and safe choices	Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)
	Interacting with others	Practise skills to establish and manage relationships (ACPPS055)
	Understanding emotions	Examine the influence of emotional responses on behaviour and relationships (ACPPS056)
	Community health and promotion	Investigate the role of preventative health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)
	Recognise personal qualities and achievements	Describe the influence that personal qualities and strengths have on their learning outcomes
	Develop reflective practice	Monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential
	Express emotions appropriately	Explain the influence of emotions on behaviour, learning and relationships
	Develop self-discipline and set goals	Analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals
	Become confident, resilient and adaptable	Devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety
	Appreciate diverse perspectives	
	Contribute to civil society	Identify a community need or problem and consider ways to take action to address it
	Communicate effectively	Identify the differences between positive and negative relationships and ways of managing these
	Work collaboratively	
Make decisions		
Negotiate and resolve conflict	Identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations	
Lesson 9 Let's make a Team Action Plan	Making healthy and safe choices	Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)
	Interacting with others	Practise skills to establish and manage relationships (ACPPS055)
	Understanding emotions	Examine the influence of emotional responses on behaviour and relationships (ACPPS056)
	Community health and promotion	Investigate the role of preventative health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)
	Recognise personal qualities and achievements	Describe the influence that personal qualities and strengths have on their learning outcomes
	Develop reflective practice	Monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential
	Express emotions appropriately	Explain the influence of emotions on behaviour, learning and relationships

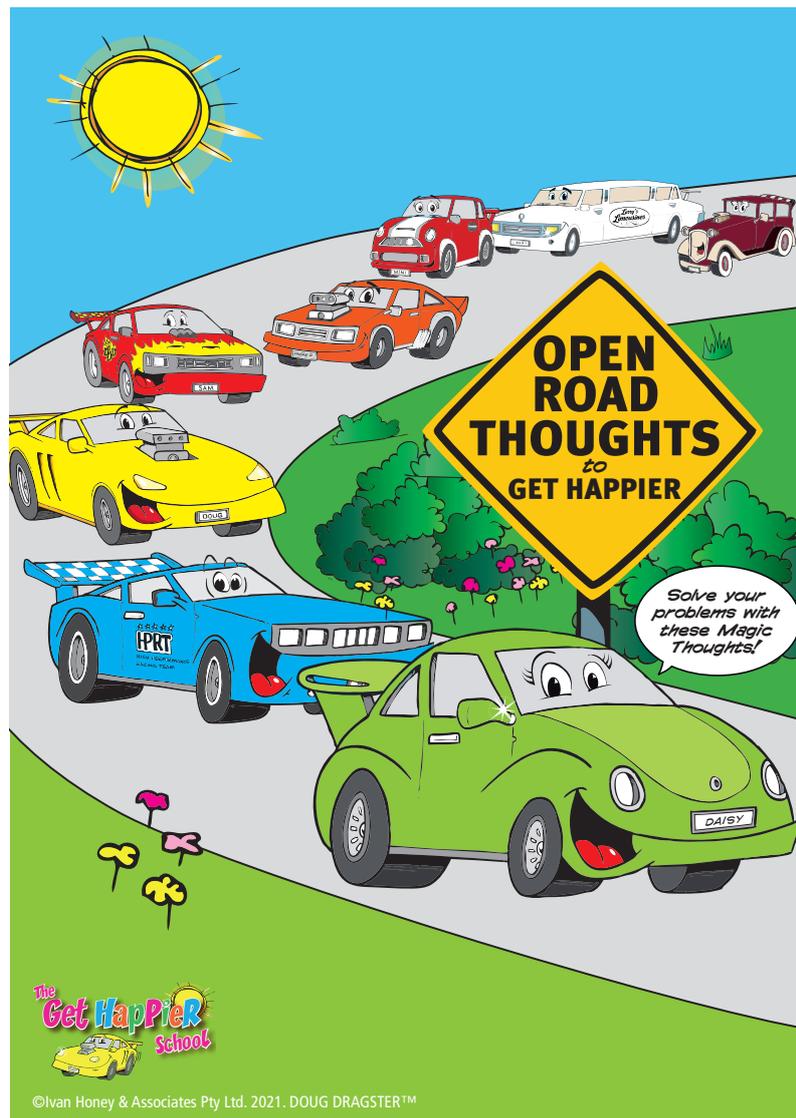
Lesson 9 continued	Develop self-discipline and set goals	Analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals
	Become confident, resilient and adaptable	Devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety
	Appreciate diverse perspectives	
	Contribute to civil society	Identify a community need or problem and consider ways to take action to address it
	Communicate effectively	Identify the differences between positive and negative relationships and ways of managing these
	Work collaboratively	
	Make decisions	
	Negotiate and resolve conflict	Identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations
Lesson 10 Let's Check our Plan	Making healthy and safe choices	Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)
	Interacting with others	Practise skills to establish and manage relationships (ACPPS055)
	Understanding emotions	Examine the influence of emotional responses on behaviour and relationships (ACPPS056)
	Community health and promotion	Investigate the role of preventative health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)
	Recognise personal qualities and achievements	Describe the influence that personal qualities and strengths have on their learning outcomes
	Develop reflective practice	Monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential
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	Contribute to civil society	Identify a community need or problem and consider ways to take action to address it
	Communicate effectively	Identify the differences between positive and negative relationships and ways of managing these
	Work collaboratively	
Make decisions		
Negotiate and resolve conflict	Identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations	

Lesson 11 Let's make Your Plan	Making healthy and safe choices	Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)
	Interacting with others	Practise skills to establish and manage relationships (ACPPS055)
	Understanding emotions	Examine the influence of emotional responses on behaviour and relationships (ACPPS056)
	Community health and promotion	Investigate the role of preventative health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)
	Recognise personal qualities and achievements	Describe the influence that personal qualities and strengths have on their learning outcomes
	Develop reflective practice	Monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential
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	Work collaboratively	
	Make decisions	
	Negotiate and resolve conflict	Identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations

<p>Lesson 12-25 Let's Do It</p> <p>These on going Action Plan sessions continue until the Project is completed.</p> <p>The session's time frame will vary, depending on the project.</p> <p>Some groups may complete more than one project.</p> <p>Daily Team evaluation sheets are on page 11 of the Student Project book. Daily project checks and Projects in progress sheet proformas are on pages 16- 18</p>	Making healthy and safe choices	Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)
	Interacting with others	Practise skills to establish and manage relationships (ACPPS055)
	Understanding emotions	Examine the influence of emotional responses on behaviour and relationships (ACPPS056)
	Community health and promotion	Investigate the role of preventative health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)
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	Work collaboratively	
	Make decisions	
Negotiate and resolve conflict	Identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations	

Lesson 26-27 Project Completion Team Evaluation and Individual Evaluation (pages 12-14, Student Project Book)	Making healthy and safe choices	Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)
	Interacting with others	Practise skills to establish and manage relationships (ACPPS055)
	Understanding emotions	Examine the influence of emotional responses on behaviour and relationships (ACPPS056)
	Community health and promotion	Investigate the role of preventative health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)
	Recognise personal qualities and achievements	Describe the influence that personal qualities and strengths have on their learning outcomes
	Develop reflective practice	Monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential
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	Negotiate and resolve conflict	Identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations

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.

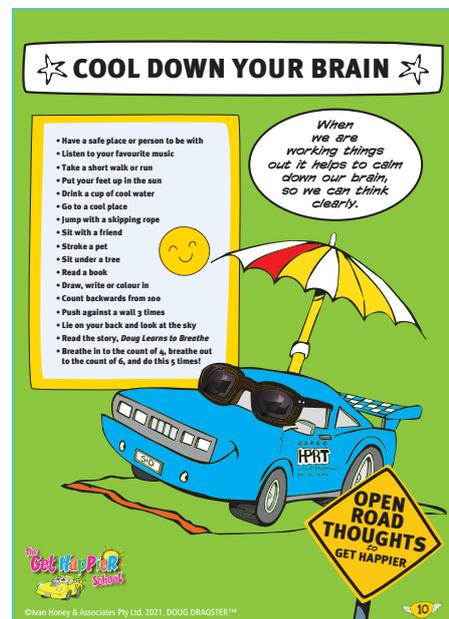
- **Working Things Out on the Roundabout** (on the next page) explains a simple strategy for working out problems, while at the same time reinforcing the empowering thought patterns of **Open Road** thinking. It helps develop independent and responsible problem-solving skills and thoughtful reflection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

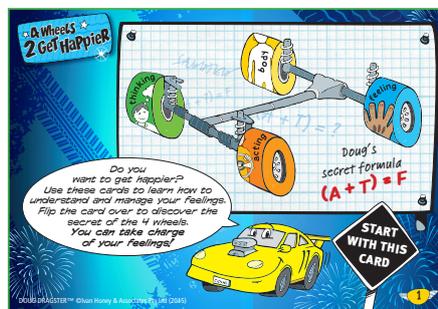
- When you read about pessimistic or negative thoughts in a story, you could ask: *Is this an **Open Road** thought? What could the person tell themselves instead? If they were thinking these **Open Road** thoughts, what would they do differently?* Ask students to share stories of how changing their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

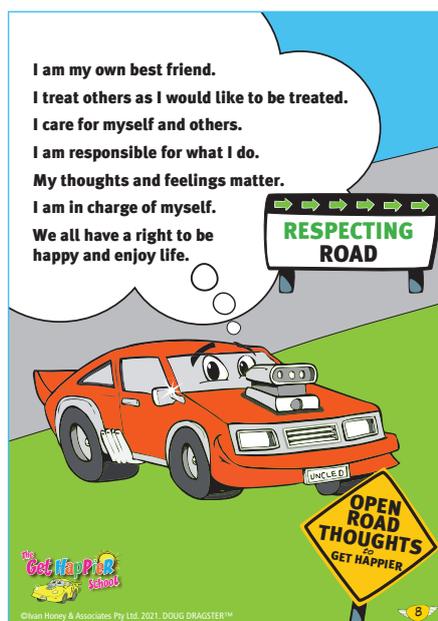
5. Say: *Now, let's find 2 or 3 Dragster thoughts from these posters that would best help you be a good friend to yourself and others.*

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!

9. Say: *Now you have a plan, when will you do it? Can we make a time to check on how it worked?*



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

In the Get Happier School program, Grade 6 students will have encountered and used these posters previously.

It will be helpful to facilitate a session or two to review the posters, including the 'Cool Down Your Brain' poster.

1. 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.

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.
- We will solve any disagreements more easily
- Our teams will create better projects
- 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 the Guide to regularly review and teach the affirmations. If anyone has a problem in the class, use the guide to identify an Open Road thought and brainstorm an action that would begin to solve the problem.

PS Some student may wish to create and develop similar posters as a team project.

Lesson Plans 1-2: What is the Get Happier In Action Project?

Objective	To review the Get Happier Framework and identify the components to enable students to recognize the basis of the project.
Materials	<ul style="list-style-type: none"> • <i>The Amazing Adventures of Doug Dragster</i> (book or audiobook) • <i>The Get Happier Project In Action Teacher Guide</i> • The giant <i>Get Happier Floor Chart</i>, poster paper and coloured markers
Connection	<ul style="list-style-type: none"> • Say: You will remember reading the stories about Doug Dragster and his friends in the storybook and <i>The Magic Book</i> (If your students have not completed the previous components of <i>The Get Happier Project</i> you should get them to read <i>The Amazing Adventures of Doug Dragster</i>).
Explicit instruction	<ul style="list-style-type: none"> • Say: This year we will be creating an exciting project, our own Get Happier Project in the school, to help make our school a happier place! It will be fun for you and will help other people in our school or community. But first, let's see what you remember about the parts of <i>The Get Happier Project</i>, and let's write it up on the board. • Brainstorm with the class the seven parts of the Get Happier Project framework (The Open and Dead-End Roads, The Four Wheels of Behavior, The Magic Questions, The Steering Wheel, The Driver's Seat, The Windscreen and The Engine). Use the poster: <i>The Get Happier Project Framework</i> and the giant <i>Get Happier Floor Chart</i>. You can divide the students into 7 teams ask them to discuss their car component and write up the ways you can get happier by using that part. • For example, The Open Roads group will write up how you can get happier by listening, respecting, negotiating etc • The Windscreen group will write about how we can make ourselves happier by discovering new ways to look at a situation, and so on. Each group can create some visual images for their posters, which can be displayed in the classroom.
Guided Practice	<ul style="list-style-type: none"> • When you have completed the brainstorming session, Say: Which parts do you think are the most important? (then have a class discussion about the responses). Hopefully, the class will understand that all parts are important. If not simply remind the class of their importance. • Say: Your project this year will involve working in teams to create a happier school. Spend the next 5-10 minutes talking to your partner about some ideas you might have.
Group Wrap Up	<ul style="list-style-type: none"> • Say: During the next week keep thinking about some project ideas and bring them to the next lesson.

Lesson Plan 3: Project Management Activity

Objective	To complete a fun team activity to help students recognize the importance of planning and other processes in creating effective teams.
Materials	<ul style="list-style-type: none"> • <i>The Get Happier Project In Action Teacher Guide</i> • Enough spaghetti dry pieces (thin style) and marshmallows for the class to use to construct model skyscrapers. • A timer
Connection	<ul style="list-style-type: none"> • Say: Remember how Doug and his friends worked together when they found a treasure map. That was like completing a project. Over the coming weeks, we are going to decide on an idea, plan it and complete our own projects to help make our school happier, just like Doug and the gang.
Explicit instruction	<ul style="list-style-type: none"> • Break class into small groups. • Give each group enough pieces of spaghetti and marshmallows so that they will be able to construct a 'skyscraper'. • Say: You and your team are going to work together to construct a spaghetti and marshmallow skyscraper. • Say: Each team will have 20 minutes to make their skyscraper. This is not about winning or losing, but about learning. • Say: Each skyscraper must be strong and tall and be able to stay standing for at least 10 minutes once you have finished. • Say: I will balance a book on top of the skyscraper to see how strong it is. The strongest skyscraper will be the winner! • Say: Each team will be responsible for the design and construction of their skyscraper. You can only use the marshmallows and spaghetti pieces I have given you. • Say: You can break the spaghetti in half but you cannot break the marshmallows nor can you join them together to create a bigger marshmallow. • Say: If you eat any of your marshmallows, you will be cannibalizing your project and you may not have the strongest skyscraper.

<p>Guided practice</p>	<ul style="list-style-type: none"> • Say: You can start now. I will write on the board how much time you have left (write on the board when 5 minutes have elapsed, then when 10 minutes, 15 minutes and then 16 min 17 min, 18min, 19 min and 20 min (this will provide them with an increasing sense of urgency). • Walk around and observe each group as they build. (note the following: Does a group look for clarification of the instructions? Does a group spend too much time on planning? Does a group seem lost or confused? Does a group go straight to construction and not plan? Do the teams engage in damage control as they build?) • After the 20 mins has elapsed: Say: Now that we have finished let's see which is the strongest design (Place a book on each structure and see which stays standing the longest).
<p>Evaluation</p>	<ul style="list-style-type: none"> • Facilitate a class discussion whilst waiting to see which is the strongest design by asking each group the following: • How long did your team spend on planning? • How long did your team spend on construction? • Did your team build the skyscraper together or did individual students work by themselves when making it? • After the strongest design is decided, facilitate a discussion by asking: What worked best? Why? (for example, teams who usually spend too much time on the planning stage will have a good plan but won't get their construction finished in time, while those who spend little time with planning won't create a strong construction). • Encourage class members to put up their hand and provide an example of how other's contributions are related to the Open Roads. Remind your students that they have just completed a project.

Reference: John R Olsen (2006), The Sky's the Limit. An Activity for teaching Project Management. An Experiential Learning Activity, UST Research Online.

Lesson Plan 4: Let's Brainstorm

Objective	<ul style="list-style-type: none"> • To identify the stages in a project. • To generate possible project ideas using brainstorming and for students to prioritize their preferences.
Materials	<ul style="list-style-type: none"> • <i>The Get Happier Project In Action Teacher Guide</i> • <i>The Get Happier Project In Action Student Project Book</i> (students workbook) • Mind Map: You may wish to consider using the idea of mind mapping, which was developed by Tony Buzan. It is a great tool for brainstorming and organising ideas, breaking them into manageable chunks. A simple explanation is provided at https://imindmap.com/how-to-mind-map/
Connection	<ul style="list-style-type: none"> • Say: Last week we made a spaghetti skyscraper in teams and we learnt that planning, constructing, working as a team and time management are important when creating a project. These are the key steps in Project Management.
Explicit instruction	<ul style="list-style-type: none"> • Say: Today, we are going to find out more about Project Management. • Say: Project Management has four parts: An Idea part, a Planning part, a Doing part and a Evaluating part. (Write the four parts on the board as a reminder for the class). • Say: Today we will be looking at the Idea part. • Ask the students to get out their copies of <i>The Get Happier Project In Action</i> book.
Guided practice	<ul style="list-style-type: none"> • Share some of the project examples that are located on Page 6 & 7 of this guide that would be suitable for your class (or you may have ideas of your own). • Say: As we work out our projects, let's keep on the Open Roads (and then put up copies of the Open Roads Posters in the classroom as a reminder). • Ask the students to go to Page 1 of their copies of <i>The Get Happier Project In Action Project Book</i>. • Say: Brainstorming is a team effort in which ideas are created and it will help you to decide which project to complete. Ask your students 'Which behaviour will be the most helpful to sue when we are brainstorming? Does everyone know what 'brainstorming' means? Then explain, 'All ideas are ok, we are not evaluating the ideas yet, just writing them down.'

<p>Guided practice continued</p>	<ul style="list-style-type: none"> • You may find mind mapping an effective process to help students explore ideas. • Complete the activities on the page with the class. Lead the discussion, but encourage the class to participate and share their responses. Keep the discussion relaxed and free from anything that may restrict your student's creativity. • Ask each class member their favourite project idea and write the ideas on the board (keep a list of the project ideas for the next class).
<p>Evaluation</p>	<ul style="list-style-type: none"> • Ask the class to provide examples of when other students were on the Open Roads (for example when a student listened, encouraged, showed respect etc). • Say: Next week we will be picking which ideas we will use for our projects.



Lesson Plan 5: Let's Choose an Idea

Objective	<ul style="list-style-type: none"> • To identify the preferred roles of each student in creating a project. • To create a more detailed description of their proposed project.
Materials	<ul style="list-style-type: none"> • <i>The Get Happier Project In Action Teacher Guide</i> • <i>The Get Happier Project In Action Student Project Book</i> (students workbook)
Connection	<ul style="list-style-type: none"> • Ask the class: Who remembers what ideas we picked last lesson? (write up the project ideas on the board). Ask each student to nominate their favourite idea and then write their names on the board under their nominated idea (they can refer back to page 1 of their workbook if they don't remember their favourite idea).
Explicit instruction	<ul style="list-style-type: none"> • Ask the students to get out their copies of <i>The Get Happier Project In Action Project Book</i>.
Guided practice	<ul style="list-style-type: none"> • Ask the students to go to Page 2 of their copies of <i>The Get Happier Project In Action Project Book</i>. Complete the activity on the page with the class. • Lead a discussion with the class about team work (for example teams need to include people with different skills, students who like to plan, students who like to do, students who like to write or draw and students who like to help). Write these preferences on the board. If necessary remind the class about what happened when they were building marshmallow skyscrapers if they spent too much or too little time planning. • Facilitate a discussion with the class to ensure that each project idea team will have a mixture of skills. Some class members may decide to swap to their second or third favorite idea so that each project idea team will have a good mix of skills. Remind the students that they are able to also work across all of the four skill areas. • Finalise team selection and ask the class to write down their project idea and team members on Page 2 of their workbooks. Ensure that all students are undertaking a project idea where they will feel inspired and excited.
Evaluation	<ul style="list-style-type: none"> • Ask the class to provide examples of when other students were on the Open Roads (for example when a student listened, encouraged, showed respect etc). • Say: Next week we will break into our teams and start planning our projects.

Lesson Plan 6: Let's Break into Teams

Objective	<ul style="list-style-type: none"> To clarify team process, structure and operation. To create a more detailed description and purpose for each project.
Materials	<ul style="list-style-type: none"> <i>The Get Happier Project In Action Teacher Guide</i> <i>The Get Happier Project In Action Student Project Book</i> (students workbook)
Connection	<ul style="list-style-type: none"> Say to the class: I'm sure you remember what team you are in! Ask the students to get out their copies of <i>The Get Happier Project In Action Project book</i> (tell them to check Page 2 of their workbooks if they need a reminder).
Explicit instruction	<ul style="list-style-type: none"> Ask the class to break into their teams.
Guided practice	<ul style="list-style-type: none"> Facilitate a discussion about how teams work. Remind each team to use the Open Roads when they are having discussions. Say: Every week each team will pick a team leader for the week. Being a team leader is an important but fun and helpful role. It is the leaders job to lead the team and to make sure the team stays on the Open Roads. It will be fun for each of you to try being a leader and to see if it is something that you like to do. Ask each team to choose a leader for the week (move around the teams and assist them to do this if required). Say: The leader's job this week is to lead a discussion with your team to decide what to call your project and how it will help people to get happier. Give each team member the chance to contribute to the discussion. Ask the teams to go to Page 3 of their copies of <i>The Get Happier Project In Action Project Book</i> and complete the activities on the page (move around the teams and assist them if required).
Evaluation	<ul style="list-style-type: none"> Say: Next week we will learn how to plan. Planning will help your projects work.



Lesson Plan 7: Let's Get Planning

Objective	<ul style="list-style-type: none"> To learn the components of an effective plan.
Materials	<ul style="list-style-type: none"> <i>The Get Happier Project In Action Teacher Guide</i> <i>The Get Happier Project In Action Student Project Book</i> (students workbook)
Connection	<ul style="list-style-type: none"> Ask the class: Who remembers what the second part of project management is? Why is it important to have a plan? (if necessary remind them that planning is the second part of project management and why it is important).
Explicit instruction	<ul style="list-style-type: none"> Say: Today we are going to find out more about planning which is the second part of managing a project. Ask the students to get out their copies of The Get Happier Project In Action Project Book and to break into their teams.
Guided practice	<ul style="list-style-type: none"> Ask each team to pick a new leader for the week. (move around the teams and assist them to do this if required). Say: Today we will break down our projects into simple achievable steps. Begin the discussion by explaining the SMART plan format (e.g: Plans work better when they have steps. Each project needs to be broken into steps. Each step needs to be specific, measurable, achievable (easy to do), realistic and have a time limit). Say: Your leader's job this week is to lead the discussion with your team to (1) break your project idea into steps and (2) to make sure the steps can be completed by your team. Then, the team needs to write down the steps they have chosen on Page 4 of their workbooks Move around the teams and assist them to complete the steps as required).
Evaluation	<ul style="list-style-type: none"> Say: Planning is important because it helps us to make sure that our projects will run on time and do what we want them to do. Next week we will continue to make our plans by looking at what resources and costs will be involved in our projects.



Lesson Plan 8: Let's Keep Planning

Objective	<ul style="list-style-type: none"> To identify the required resources and costs of the project.
Materials	<ul style="list-style-type: none"> <i>The Get Happier Project In Action Teacher Guide</i> <i>The Get Happier Project In Action Student Project Book</i> (students workbook)
Connection	<ul style="list-style-type: none"> Say: Making a good plan will help our project work. Making a plan helps a lot of things to work. Can you think of another example of when a plan can help something to work? Eg. Building a house, planning an event or creating a lego model!
Explicit instruction	<ul style="list-style-type: none"> Say: Today we are going to continue with our plans by working out what costs and resources we will need to complete our projects. Ask the students to get out their copies of <i>The Get Happier Project In Action Project Book</i> and to break into their teams.
Guided practice	<ul style="list-style-type: none"> Ask each team to pick a new leader for the week. (move around the teams and assist them to do this if required). Say: Your leader's job this week is to lead the discussion with your team to (1) work out what resources your group will need and (2) what the costs there will be to complete the project. Then, the team needs to write down the steps they have chosen on Page 5 of their workbooks. Don't forget stay on the Open Roads when having your discussions. Move around the teams and assist them to complete the steps as required).
Evaluation	<ul style="list-style-type: none"> Say: We have completed the first part of our plans. Next week we will finish our plans by making an action plan. Action plans are important because they list down who in the team will be responsible for doing each step or task.

Lesson Plan 9: Let's Make a Team Action Plan

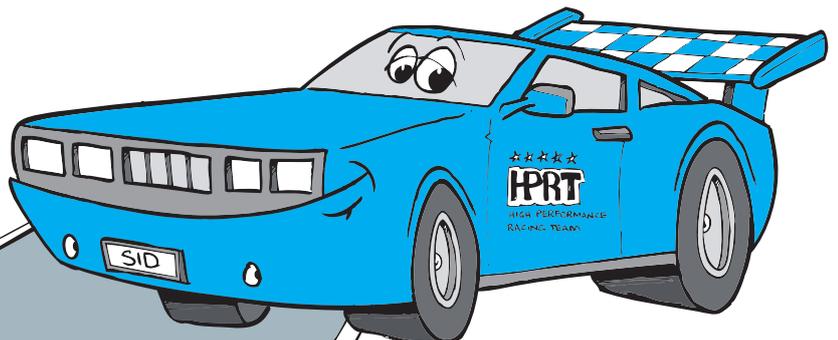
Objective	<ul style="list-style-type: none"> To create an Action Plan.
Materials	<ul style="list-style-type: none"> <i>The Get Happier Project In Action Teacher Guide</i> <i>The Get Happier Project In Action Student Project Book</i> (students workbook)
Connection	<ul style="list-style-type: none"> Ask the class: Who remembers what we are going to do for our project today? (Remind the class if necessary that Action plans list down what which team member will do to help get our projects completed).
Explicit instruction	<ul style="list-style-type: none"> Say: Today we are going to continue with our plans by making Action plans. Ask the students to get out their copies of <i>The Get Happier Project In Action Project Book</i> and to break into their teams.
Guided practice	<ul style="list-style-type: none"> Ask each team to pick a new leader for the week. (move around the teams and assist them to do this if required). Say: Your leader's job this week is to lead the discussion with your team to (1) work out what each team member will be responsible for to run your project. Then, the team needs to write down the steps they have chosen on Page 6 of their workbooks. Move around the teams and assist them to complete the steps as required).
Evaluation	<ul style="list-style-type: none"> Ask the class to provide examples of when they or one of their team mates were on an Open Road (for example when they were a good listener, or when they were encouraging to another team mate). Say: Now we have finished our plans. Before we do them, we need to check our plans to make sure that they will work. We can do this by using the Magic Questions.

Lesson Plan 10: Let's Check our Plan

Objective	<ul style="list-style-type: none"> To familiarize students with a method for checking and evaluation of their plans.
Materials	<ul style="list-style-type: none"> <i>The Get Happier Project In Action Teacher Guide</i> <i>The Get Happier Project In Action Student Project Book</i> (students workbook)
Connection	<ul style="list-style-type: none"> Ask the class: Who remembers what we are going to do for our project today? (Remind the class if necessary that today they will be checking plans).
Explicit instruction	<ul style="list-style-type: none"> Say: Today we are going to check our plan to make sure it will work. Checking things before we start will help the project run on time and to keep the costs down. Checking before we start to do something can help a lot. Can you think of another example of when checking something before you do it, can help? Eg when you go camping you need to check that you have all the equipment. Ask the students to get out their copies of <i>The Get Happier Project In Action Project Book</i> and to break into their teams.
Guided practice	<ul style="list-style-type: none"> Ask each team to pick a new leader for the week. Say: Your leader's job this week is to lead the discussion with your team to check your plans. Remember to give all team members turn talking and to use the Open Roads. Then, the team needs to write down their answers on Page 7 of their workbooks. Move around the teams and assist them to complete the steps as required).
Evaluation	<ul style="list-style-type: none"> Ask the class to provide examples of when one of their team mates were on an Open Road (for example when they were a good listener, or when they were encouraging to another team mate). Say: Now that we have checked our plan we can start the next part of our project. The Doing part!

Lesson Plan 11: Let's Make Your Plan!

Objective	<ul style="list-style-type: none"> To create individual plans to get the Team Action Plans done.
Materials	<ul style="list-style-type: none"> <i>The Get Happier Project In Action Teacher Guide</i> <i>The Get Happier Project In Action Student Project Book</i> (students workbook)
Connection	<ul style="list-style-type: none"> Ask the class: Who remembers what we are going to do for our project today? (provide a reminder if necessary)
Explicit instruction	<ul style="list-style-type: none"> Say: Today we are going to work on individual plans to get our Action plans completed. Sometimes you might be working individually on these or sometimes you might be working with other team members. These are the actions we have agreed to do for our team so that our team can complete its part of the project. Ask the students to get out their copies of <i>The Get Happier Project In Action Project Book</i> and to break into their teams.
Guided practice	<ul style="list-style-type: none"> Ask each team to pick a new leader for the week. (move around the teams and assist them to do this if required). Say: Your leader's job this week is to lead the discussion with your team to complete your individual plans. You can find these on Page 8 of your workbooks. Move around the teams and assist them to complete the steps as required).
Evaluation	<ul style="list-style-type: none"> Review together as a team to be certain that someone is taking responsibility for each part of the group plan. Say: Next week everyone will start the first step of their plan.

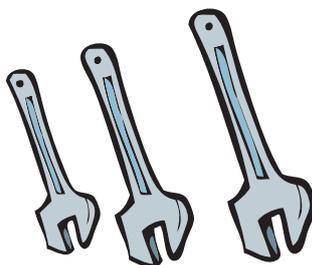


Lesson Plan 12: Let's Do it!

Objective	<ul style="list-style-type: none"> • To make sure each team is ready to start their project. • To continue completing the steps on their plans until their projects are ready to do.
Materials	<ul style="list-style-type: none"> • <i>The Get Happier Project In Action Teacher Guide</i> • <i>The Get Happier Project In Action Student Project Book</i> (students workbook)
Connection	<ul style="list-style-type: none"> • Say: Who remembers what we are going to do this week? (provide a reminder if necessary). By now all our teams have their project idea and have made their plans. This means that everyone's project should be ready to start. And that's what we will be doing today!
Explicit instruction	<ul style="list-style-type: none"> • Say: Before we start, we will check in to see if each team is ready. • Ask the class to get out their workbooks and break into their teams.
Guided practice	<ul style="list-style-type: none"> • Ask each team to pick a new leader for the week. • Say: Your leader's job this week is to lead the discussion with your team to make sure that everyone is ready to start. Don't forget to stay on the Open Roads each time you have a discussion. • Move around the teams and assist them as required). • Ask each Leader to report on their groups progress (and facilitate a discussion with the class as required). • Then instruct the groups to begin by completing Page 9 of their workbooks.
Evaluation	<ul style="list-style-type: none"> • Say: Next week each team will continue to complete their action plans. Remember that Action plans are our doing phase. • Keep using this lesson plan (revise or shorten content as needed) until the teams have completed their parts of the project. Use the acronym SMART (Simple Measurable Achievable Realistic can be completed in our Timeframe). Write SMART on the board as you explain this to the students. • Remind the students to complete the evaluation exercises every week, on page 16 and 17 of the student book. There are more sheets they can use at the back of their workbooks.

Lesson Plan 13: Project Completion

Objective	To evaluate and celebrate all the teams completed projects.
Materials	<ul style="list-style-type: none"> • <i>The Get Happier Project In Action Teacher Guide</i> • <i>The Get Happier Project In Action Student Project Book</i> (students workbook)
Connection	<ul style="list-style-type: none"> • Say: We have turned our ideas into plans and run and completed every project. Great work teams! We are up to the evaluation part of Project Management.
Explicit instruction	<ul style="list-style-type: none"> • Ask the class to get out their workbooks and break into their teams. • Say: Now that we have finished our project we need to evaluate our efforts.
Guided practice	<ul style="list-style-type: none"> • Ask each team to pick a new leader for the week. • Say: Now that you have finished your project your leader's job this week is to lead the discussion and organize team members to produce a report about project. You can find the template for the report on Pages 11 and 12 of your workbooks.
Independent practice	<ul style="list-style-type: none"> • Say: Go to pages 13 and 14 of your workbooks to complete your individual evaluation forms.
Evaluation	<ul style="list-style-type: none"> • Remind the class that their projects may have changed from their first ideas and that is okay. Sometimes we discover new, different or better ways of doing things as we work. Sometimes things don't work out at all and that is okay too, because it helps us to learn how to do things better. • Collect each team's and the individual reports and send them to the Get Happier Project so that student can be sent a Certificate for completing the course. To wrap up you may like to celebrate with your class. • Ask students to complete the 'Review of the Get Happier School program' The 2 evaluation forms will be linked to the beginning of Grade 5 and the end of Grade 6.



Examples of Mindfulness Activities

Mindful Posing

This is an easy way for students to remember to be mindful and to re-focus their energy.

To start, tell your students that doing fun poses can help them feel powerful, free, happy and like they belong.

Then ask them to stand up and try one of the following two poses:

- **The Superman:** This pose is practiced by standing with the feet just wider than the hips, fists clenched, and arms reached out, stretching the body out as long as possible.
- **The Wonder Woman:** This pose is struck by standing tall with legs wider than hip width apart and hands or fists placed on the hips.

The Mindful Jar

The Mindful Jar is an activity can teach students about how strong emotions can take hold, and how to find calm when these strong emotions come up.

- Firstly, get a jar and fill it almost all the way to the top with water.
- Next, add a spoonful of glitter glue to the jar.
- Screw on the lid and shake the jar to make the glitter swirl.
- Say to the students: “Imagine that the glitter is like your thoughts when you’re mad or upset. See how they swirl around and make it really hard to see through the jar clearly? That’s why it’s so easy to make silly decisions when you’re upset – you’re not seeing clearly. This is normal and it happens to all of us”.
- Now watch what happens when you’re still for a couple of moments. Keep watching. See how the glitter starts to settle and the water clears? Your mind works the same way. When you’re calm for a little while, your thoughts start to settle and you start to see things much clearer”.
- What can we learn from this activity to help ourselves when we are under stress?
- What word, action, or thought will you use to remember this concept of calming yourself before you make a decision? Choose a word you can use when you need it, eg, ‘CLEAR’, ‘SETTLE

Mindful Relaxation

The following relaxation script can also be used to help re-focus the class and their energy if they are at risk of becoming disengaged.

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

Say: Lie down or sit in a comfortable position.

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.

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. A dragster revs up its engine when it needs power. But to know if your engine is working smoothly and well, the dragster must let off the power allow the engine to idle, and listen to see if it is running smoothly and efficiently.

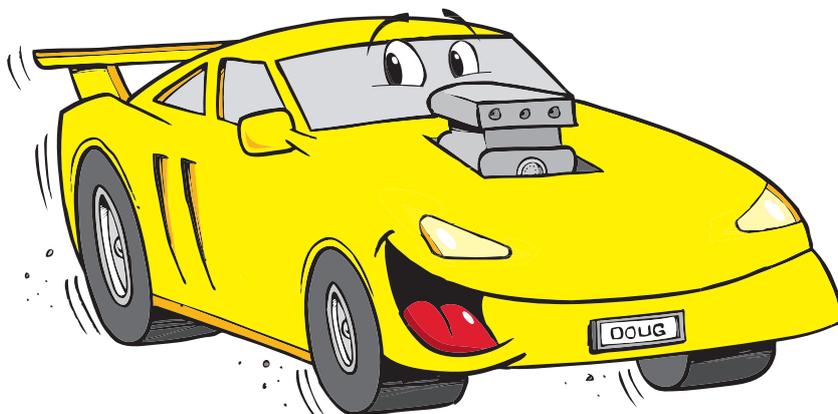
Let your ribs expand out to the sides... and then let the air out.

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. Ask: Does it feel nice to relax? Do you enjoy this calm feeling? This process could be helpful to you when you are beginning to stress about a difficult situation in your life. Do you think this activity would help you fall asleep at night when you are stressed out about a test or a big day coming up?

Note: We need to remember that students are experiencing stress about many things and as yet don't have the coping mechanism to deal with this stress. That is one of the reasons we are teaching mindfulness



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



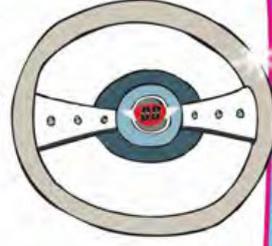
2. *How do I see new opportunities and transform my reality?*

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



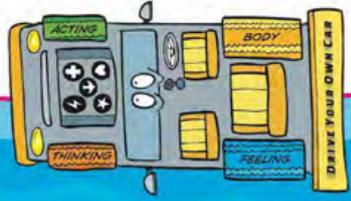
4. *What is my source of energy and power?*

The Engine



Putting it all together!

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




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