

# Year 8 Teacher Guide

Version 2



# MaKing Your Own MaGiC

Project Management and Leadership



By Ivan Honey



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

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DOUG DRAGSTER™



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Title: Year 8 Teacher Guide Making Your Own Magic

Target Audience: Teachers of Secondary school age students.

# Contents

<b>Introduction .....</b>	<b>1</b>
<b>The Get Happier Project Approach .....</b>	<b>3</b>
<b>The Get Happier Project Framework.....</b>	<b>3</b>
<b>Classroom Teacher or Facilitator Role .....</b>	<b>2</b>
<b>Conducting Group Discussions.....</b>	<b>3</b>
<b>Hints for Challenging Situations.....</b>	<b>3</b>
<b>Resources.....</b>	<b>11</b>
<b>Open Road Thoughts to Get Happier Poster set .....</b>	<b>12</b>
<b>Lesson Plans .....</b>	<b>17</b>
<b>Additional Learning Games.....</b>	<b>31</b>
<b>Mindfulness Activities .....</b>	<b>35</b>
<b>The Get Happier Project Framework.....</b>	<b>39</b>
<b>Glossary .....</b>	<b>40</b>

# **Welcome to *Making Your Own Magic:* *Get Happier Team Project* Year 8 (Ages 13+ )**

Following completion of *Get Happier Project: Secondary Year 7* students undertake *My Game Plan to Get Happier*. 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 dragster 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.

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 digital Teacher Guide of 13+ sessions, the digital resource used by the students is;

- ***Making Your Own Magic: 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 Project Approach

**The Get Happier Project** has been created with a focus on maintaining the interest and motivation of young adults and students. 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

**The Get Happier Project Framework** applying their learnings within unique and creative team projects to increase wellbeing in the school.

Year 8 students have completed the Year 7 Project ***Dragster Magic***, using ***Doug Dragster's Magic Book***. This provides the basis and framework applying their learnings within unique and creative team projects to increase wellbeing in the school in Year 8. They have learnt the Get Happier Project Framework components (see page 33 of this Guide). They have explored the affirmations of each component and the '***Your Keys to Get Happier***' which represent our positive self-affirming beliefs to improve our relationships, build resilience and enhance our wellbeing and happiness.

Each lesson in the Year 7 Program focussed around a related car part and a key understanding. As the students in Year 7 worked through the lessons to do with the car components they received the key related to it.

In Year 7 they completed 29 sequential learning sessions. Each session built on their knowledge of the previous session.

If you have not taught the Year 7 program you will need to read the Lesson Plans in the ***Year 7 Teacher Guide - Dragster Magic***, read the novella, ***The Amazing Adventures of Doug Dragster***, and read ***Doug Dragster's Magic Book*** to guide the Year 8 Program effectively.

You will also need to revise with the **Key Year 7** learnings which the students will be applying in their Year 8 Projects.

# 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 Year, 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

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# The Get Happier School Quick Guide

<p><b>Ready, Set, Go!</b> Recommended for Grade Prep &amp; One</p>	<p><b>Life's an Adventure</b> Recommended for Grade Two &amp; Three</p>	<p><b>The Magic in Life</b> Recommended for Grade Four &amp; Five</p>
<p>Students use <i>The Get Happier Story Books</i> and <i>Posters</i> to learn about feelings and how to get along with each other. The learnings are consolidated through games and fun activities. Teachers acquire a deeper understanding of behaviour and are able to create a great learning environment.</p>	<p>Teacher reads <i>The Amazing Adventures of Doug Dragster</i> 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 <i>My Get Happier Travel Journal</i>.</p> <p>Students write, draw, create constructions and play games.</p>	<p>Students complete activities in <i>Doug Dragster's Magic Book</i> to build their understanding of behaviour and further develop social &amp; emotional skills.</p> <p>Grade 4 complete Chapters 1-15 and Grade 5 complete Chapters 16-26.</p>
<p><b>Resources</b></p>	<p><b>Resources</b></p>	<p><b>Resources</b></p>
<ul style="list-style-type: none"> <li>• <i>Ready, Set, Go! Story Books (Digital)</i></li> <li>• <i>The Get Happier Toolbox Card set</i></li> <li>• Comprehensive <i>Ready, Set, Go! Teacher Guide</i></li> <li>• <i>The Get Happier Toolbox 20 Feelings Cards Powerpoint Slides</i></li> <li>• <i>Posters and Colouring Pages</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Amazing Adventures of Doug Dragster</i> story book</li> <li>• <i>My Get Happier Travel Journal</i> (students journal)</li> <li>• <i>The Get Happier Toolbox card set</i></li> <li>• Comprehensive <i>Life's an Adventure Teacher Guide for 71 lessons</i></li> <li>• <i>Posters</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Doug Dragster's Magic Book</i> (students journal)</li> <li>• Comprehensive <i>The Magic in Life Teacher Guide (43 lessons including additional games and activities)</i></li> <li>• <i>The Get Happier Toolbox card set</i></li> <li>• <i>Posters</i></li> </ul>
<p><b>Get Happier in Action</b> Recommended for Grade Six</p>	<p><b>Dragster's Magic</b> Recommended for Year 7</p>	<p><b>Making Your Own Magic</b> Recommended for Year 8</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>Students read the story book <i>The Amazing Adventures of Doug Dragster</i>. They then complete activities in <i>Doug Dragster's Magic Book</i> to build their understanding of behaviour, and further develop social &amp; emotional skills. This includes the use of <i>The Get Happier Toolbox</i> and an introduction to mindfulness skills.</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 project management and leadership.</p>
<p><b>Resources</b></p>	<p><b>Resources</b></p>	<p><b>Resources</b></p>
<ul style="list-style-type: none"> <li>• <i>Get Happier In Action Student Project Book</i> (students journal)</li> <li>• Comprehensive <i>Get Happier in Action Teacher Guide</i></li> <li>• <i>Posters</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>The Amazing Adventures of Doug Dragster</i> story book</li> <li>• <i>The Magic Book</i> (student journal)</li> <li>• Comprehensive <i>Dragster's Magic Teacher Guide</i> (29 lessons including additional games and activities)</li> <li>• <i>The Get Happier Toolbox card set</i></li> <li>• <i>Posters</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Making Your Own Magic - Get Happier Team Project</i> (student journal)</li> <li>• Comprehensive <i>Making Your Own Magic Teacher Guide</i></li> <li>• <i>Posters</i></li> </ul>
<p><b>For all parents in the school</b></p>	<p>Personal copy of <i>Happy Parenting: Raising Positive and Empowered Kids</i></p>	
<p><b>For teachers &amp; schools</b></p>	<p>One or two day training for all staff</p>	



# ***Making Your Own Magic: Get Happier Team Project 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 ***Making Your Own Magic - Get Happier Team Project*** phase of ***The Get Happier Project***. This program is for Year 8 students who have completed the earlier Year 7 program.

***Making Your Own Magic - Get Happier Team Project is a group leadership project where teams of students will create original works to help make your school a happier place.***

The Year 8 program is important as it reinforces the concepts and skills 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.

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 Teacher Guide contains the 13 Lesson Plans required to successfully develop, manage and complete the projects. 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 Consultant 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 Dead End Roads, The Four Wheels of Behavior, The Magic Questions, The Steering Wheel, The Driver's Seat, The Windscreen and The Engine which are taught during the Year 7 Program. 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 a group of 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

It is important to create a safe and respectful environment for the sharing of ideas and it is important to create ground rules about how to conduct a discussion. 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 you and your students learn about during the lessons). 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 this guide.

### 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 ***Making Your Own Magic: Get Happier Team Project*** 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 'breather' 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 what the student needs to re-engage in the lesson or group process.
- 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 are appropriate for addressing in the classroom. 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 meta-cognition.

## 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.

## **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 relationships are strengthened and 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](http://www.gethappier.net).

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

# Your Resource Package for The Teacher Guide to *Making Your Own Magic: Get Happier Team Project*

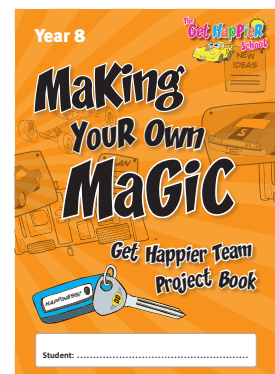
## 1. Making Your Own Magic: Teacher Guide

It is an easy, step by step guide to implementing the program in your classroom or group. While the groups operated fairly independently, teachers provide oversight and support and ensure that the plans in action are realistic and focussed. It is envisaged that projects can include digital media, art, music, literature, physical education, environmental science, and any area that lends itself to this project work.



## 2. Making Your Own Magic: Get Happier Team Project Book

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.

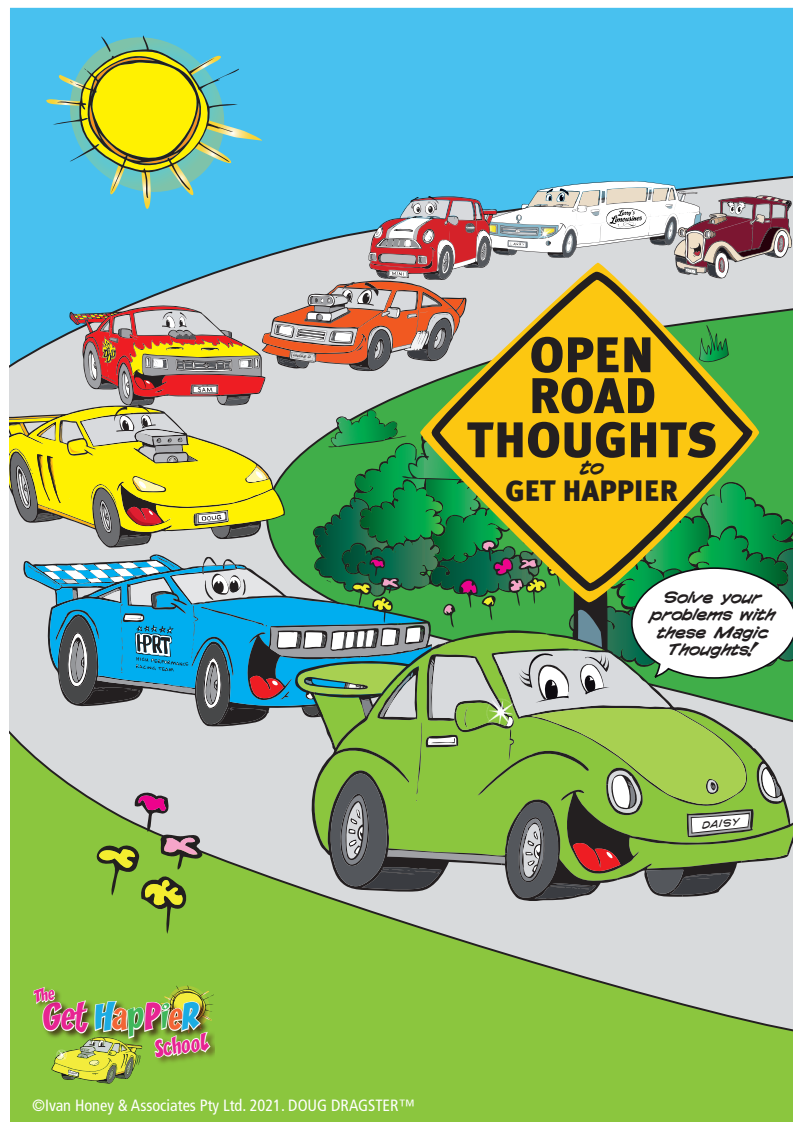


## 3. Resources to Print

- **The Get Happier Project Framework** - you'll find this at the back of this guide.
- **Open and Dead End Road Posters.**  
located in your resources section from the website
- **Magic Questions Poster.**  
located in your resources section from the website
- **Open Road Thought to Get Happy Poster set**  
located in your resources section from the website



# 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.

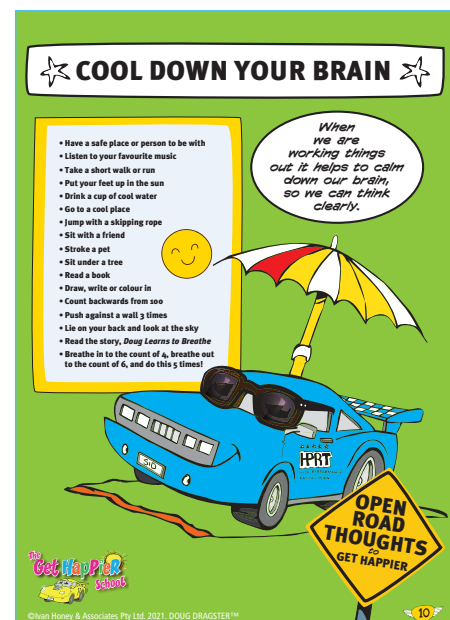
- The **Cool Down your Brain** poster is a reminder that solving problems when in a distressed state is unlikely to be helpful. It is important to learn the simple strategies listed and other mindfulness skills to reach a calm state before looking for solutions.

- 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?*

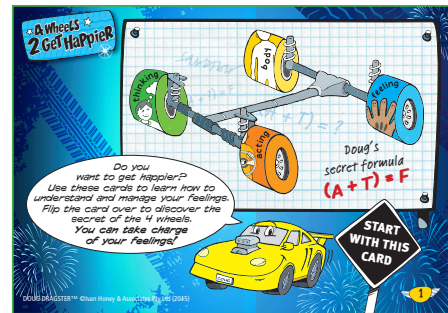
- When reading a story of conflict or discussing a character in a movie, you could ask the above questions.

- 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.



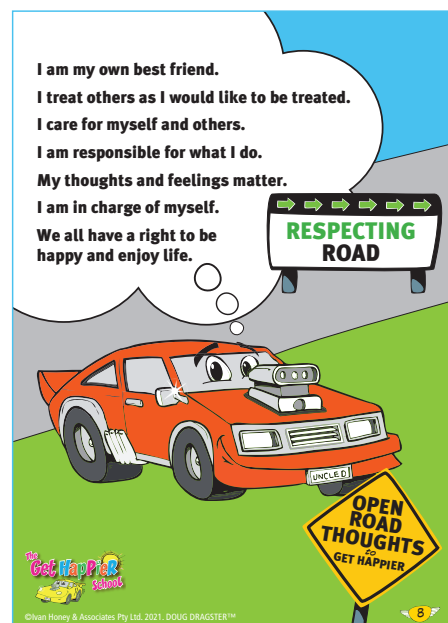
- Children could act out a role-play to illustrate a dilemma. The class could identify which **Open Road** will help resolve the problem and the best thoughts to help get happier. They would then be asked why they chose that thought and how it would help.
- For older children, look at a current event 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 ROUNABOUT

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

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.

1. After reading the storybook, *'The Amazing Adventures Of Doug Dragster'*, or after Chapter 5 in *'The Magic Book'*,

Say: Why do you think the author wrote this book?

Look out the website, [www.gethappier.net](http://www.gethappier.net) and check out the Kid's Dragtrack.

2. Then say, 'When we learn about the 4 wheels /4 parts of behaviour, and how important our thoughts and mindsets are to be successful, it is a good idea to have the most effective mindsets. Top footballers and athletes use their minds to help improve their performance, and we can use our thinking to get happier and solve problems.

We also learnt about the Open and Dead End Roads, and how thinking Dead End Road thoughts all the time will cause us unhappiness. So it makes a lot of sense to use the thoughts that lead to happiness and success.

3. But before we start, the dragsters have a '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.**

4. Then, 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: Getting Started

<b>Objective</b>	To review the Get Happier Framework and identify the components to enable students to recognize the basis of the project.
<b>Materials</b>	<ul style="list-style-type: none"> <li>• <i>The Amazing Adventures of Doug Dragster</i> (book or audiobook)</li> <li>• <i>Making Your Own Magic: Yr 8 Teacher Guide</i></li> </ul>
<b>Connection</b>	<ul style="list-style-type: none"> <li>• <b>Say:</b> You will remember reading the stories about Doug Dragster and his friends in the storybook, <i>The Amazing Adventures of Doug Dragster</i> 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>).</li> </ul>
<b>Explicit instruction</b>	<ul style="list-style-type: none"> <li>• <b>Say:</b> 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.</li> <li>• 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>.</li> </ul>
<b>Guided Practice</b>	<ul style="list-style-type: none"> <li>• When you have completed the brainstorming session, <b>Say:</b> 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.</li> <li>• <b>Say:</b> 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.</li> </ul>
<b>Group Wrap Up</b>	<ul style="list-style-type: none"> <li>• <b>Say:</b> During the next week keep thinking about some project ideas and bring them to the next lesson.</li> </ul>

## Lesson Plan 3: Project Management Activity

<b>Objective</b>	To complete a fun team activity to help students recognize the importance of planning and other processes in creating effective teams.
<b>Materials</b>	<ul style="list-style-type: none"> <li>• <i><b>Making Your Own Magic: Yr 8 Teacher Guide</b></i></li> <li>• Enough spaghetti dry pieces (thin style) and marshmallows for the class to use to construct model skyscrapers.</li> <li>• A timer</li> </ul>
<b>Connection</b>	<ul style="list-style-type: none"> <li>• <b>Say:</b> 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.</li> </ul>
<b>Explicit instruction</b>	<ul style="list-style-type: none"> <li>• Break class into small groups.</li> <li>• Give each group enough pieces of spaghetti and marshmallows so that they will be able to construct a 'skyscraper'.</li> <li>• <b>Say:</b> You and your team are going to work together to construct a spaghetti and marshmallow skyscraper.</li> <li>• <b>Say:</b> Each team will have 20 minutes to make their skyscraper. This is not about winning or losing, but about learning.</li> <li>• <b>Say:</b> Each skyscraper must be strong and tall and be able to stay standing for at least 10 minutes once you have finished.</li> <li>• <b>Say:</b> I will balance a book on top of the skyscraper to see how strong it is. The strongest skyscraper will be the winner!</li> <li>• <b>Say:</b> 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.</li> <li>• <b>Say:</b> You can break the spaghetti in half but you cannot break the marshmallows nor can you join them together to create a bigger marshmallow.</li> <li>• <b>Say:</b> If you eat any of your marshmallows, you will be cannibalizing your project and you may not have the strongest skyscraper.</li> </ul>
<b>Guided practice</b>	<ul style="list-style-type: none"> <li>• <b>Say:</b> 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).</li> </ul>

<b>Guided practice continued</b>	<ul style="list-style-type: none"> <li>• 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?)</li> <li>• After the 20 mins has elapsed: <b>Say:</b> 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).</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>• Facilitate a team discussion whilst waiting to see which is the strongest design by asking each team to discuss their process including these points:</li> <li>• How long did your team spend on planning?</li> <li>• How long did your team spend on construction?</li> <li>• Did your team build the skyscraper together or did individual students work by themselves when making it?</li> <li>• How well did your team work together?</li> <li>• Did anyone become the leader? What enabled that person to assume that position?</li> <li>• What open road behaviors did your team use?</li> <li>• In view of the outcome of the strongest design, what actions or procedures might your team use to improve your own design next time?</li> <li>• If you were to do this project again, what would you recommend?</li> <li>• 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).</li> <li>• As teams evaluate their process, ask them to itemise the strategies for improvement on a journal entry for this project.</li> <li>• As a class, share the strategies they have noted, categorize them into four areas of : <ol style="list-style-type: none"> <li>1. <b>Planning;</b></li> <li>2. <b>Construction procedures;</b></li> <li>3. <b>Teamwork: Cooperation /Responsibilities;</b></li> <li>4. <b>Time management.</b></li> </ol> </li> <li>• Post these four categories and strategies somewhere that they can be utilized in the next project development.</li> </ul>

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

<b>Objective</b>	<ul style="list-style-type: none"> <li>To identify the stages in a project.</li> <li>To generate possible project ideas using brainstorming and for students to prioritize their preferences.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li><i>Making Your Own Magic: Yr 8 Teacher Guide</i></li> <li><i>Making Your Own Magic: Student Project Book</i></li> <li><b>Mind Map:</b> 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 <a href="https://imindmap.com/how-to-mind-map/">https://imindmap.com/how-to-mind-map/</a></li> </ul>
<b>Connection</b>	<ul style="list-style-type: none"> <li><b>Say:</b> Last week we made a spaghetti skyscraper in teams and we charted some ideas for successful project development. 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.</li> </ul>
<b>Explicit instruction</b>	<ul style="list-style-type: none"> <li><b>Say:</b> Today, we are going to find out more about Project Management.</li> <li><b>Say:</b> Project Management has four parts: An <b>Idea</b> part, a <b>Planning</b> part, a <b>Doing</b> part and a <b>Evaluating</b> part. (Write the four parts on the board as a reminder for the class).</li> <li><b>Say:</b> Today we will be looking at the <b>Idea</b> part.</li> <li>Ask the students to get out their copies of <i>My Game Plan to Get Happier</i> book.</li> </ul>
<b>Guided practice</b>	<ul style="list-style-type: none"> <li>Share some of the project examples that are located on Page 6 &amp; 7 of this guide that would be suitable for your class (or you may have ideas of your own).</li> <li><b>Ask:</b> Looking at our OPEN ROAD posters, which ones of these should be keep in mind when we are working in teams?</li> <li>Ask the students to go to Page 1 of their copies of <i>Making Your Own Magic: Student Project Book</i>.</li> <li><b>Say:</b> 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 use 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.'</li> </ul>

<b>Guided practice</b> continued	<ul style="list-style-type: none"> <li>• You may find mind mapping an effective process to help students explore ideas.</li> <li>• 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.</li> <li>• Ask each class member to note three projects they would like to work on in their MY GAME PLAN book (keep a list of the project ideas for the next class).</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• <b>Say:</b> Next week we will be selecting which ideas we will use for our projects.</li> </ul>



## Lesson Plan 5: Let's Choose an Idea

<b>Objective</b>	<ul style="list-style-type: none"> <li>To identify the preferred roles of each student in creating a project.</li> <li>To create a more detailed description of their proposed project.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li><i>Making Your Own Magic: Yr 8 Teacher Guide</i></li> <li><i>Making Your Own Magic: Student Project Book</i></li> </ul>
<b>Connection</b>	<ul style="list-style-type: none"> <li>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).</li> </ul>
<b>Explicit instruction</b>	<ul style="list-style-type: none"> <li>Ask the students to get out their copies of <i>Making Your Own Magic: Student Project Book</i>.</li> </ul>
<b>Guided practice</b>	<ul style="list-style-type: none"> <li>Ask the students to go to Page 2 of their copies of <i>Making Your Own Magic: Student Project Book</i>. Complete the activity on the page with the class.</li> <li>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.</li> <li>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.</li> <li>Finalize 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.</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>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).</li> <li><b>Say:</b> Next week we will break into our teams and start planning our projects.</li> </ul>

## Lesson Plan 6: Let's Break into Teams

<b>Objective</b>	<ul style="list-style-type: none"> <li>To clarify team process, structure and operation.</li> <li>To create a more detailed description and purpose for each project.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li><i>Making Your Own Magic: Yr 8 Teacher Guide</i></li> <li><i>Making Your Own Magic: Student Project Book</i></li> </ul>
<b>Connection</b>	<ul style="list-style-type: none"> <li>Say to the class: I'm sure you remember what team you are in!</li> <li>Ask the students to get out their copies of <i>Making Your Own Magic: Student Project Book</i> (tell them to check Page 2 of their workbooks if they need a reminder).</li> </ul>
<b>Explicit instruction</b>	<ul style="list-style-type: none"> <li>Ask the class to break into their teams.</li> </ul>
<b>Guided practice</b>	<ul style="list-style-type: none"> <li>Facilitate a discussion about how teams work. Remind each team to use the Open Roads when they are having discussions.</li> <li><b>Say:</b> 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.</li> <li>Ask each team to choose a leader for the week (move around the teams and assist them to do this if required).</li> <li><b>Say:</b> 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.</li> <li>Ask the teams to go to Page 3 of their copies of <i>Making Your Own Magic: Student Project Book</i> and complete the activities on the page (move around the teams and assist them if required).</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li><b>Say:</b> Next week we will learn how to plan. Planning will help your projects work.</li> </ul>

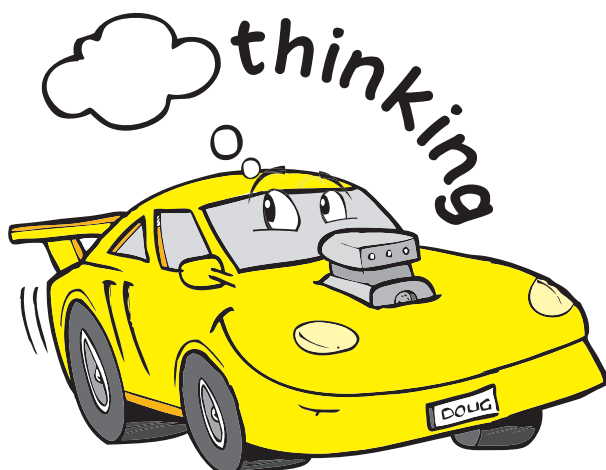


## Lesson Plan 7: Let's Get Planning

<b>Objective</b>	<ul style="list-style-type: none"> <li>To learn the components of an effective plan.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li><i><b>Making Your Own Magic: Yr 8 Teacher Guide</b></i></li> <li><i><b>Making Your Own Magic: Student Project Book</b></i></li> </ul>
<b>Connection</b>	<ul style="list-style-type: none"> <li>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).</li> </ul>
<b>Explicit instruction</b>	<ul style="list-style-type: none"> <li><b>Say:</b> Today we are going to find out more about planning which is the second part of managing a project.</li> <li>Ask the students to get out their copies of <b>Making Your Own Magic: Student Project Book</b> and to break into their teams.</li> </ul>
<b>Guided practice</b>	<ul style="list-style-type: none"> <li>Ask each team to pick a new leader for the week. (move around the teams and assist them to do this if required).</li> <li><b>Say:</b> Today we will break down our projects into simple achievable steps.</li> <li>Begin the discussion by explaining the <b>SMART</b> 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).</li> <li><b>Say:</b> 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</li> <li>Move around the teams and assist them to complete the steps as required).</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li><b>Say:</b> 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.</li> </ul>

## Lesson Plan 8: Let's Keep Planning

<b>Objective</b>	<ul style="list-style-type: none"> <li>To identify the required resources and costs of the project.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li><i>Making Your Own Magic: Yr 8 Teacher Guide</i></li> <li><i>Making Your Own Magic: Student Project Book</i></li> </ul>
<b>Connection</b>	<ul style="list-style-type: none"> <li><b>Say:</b> 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!</li> </ul>
<b>Explicit instruction</b>	<ul style="list-style-type: none"> <li><b>Say:</b> Today we are going to continue with our plans by working out what costs and resources we will need to complete our projects.</li> <li>Ask the students to get out their copies of <i>Making Your Own Magic: Student Project Book</i> and to break into their teams.</li> </ul>
<b>Guided practice</b>	<ul style="list-style-type: none"> <li>Ask each team to pick a new leader for the week. (move around the teams and assist them to do this if required).</li> <li><b>Say:</b> 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.</li> <li>Don't forget stay on the Open Roads when having your discussions.</li> <li>Move around the teams and assist them to complete the steps as required).</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li><b>Say:</b> 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.</li> </ul>



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

<b>Objective</b>	<ul style="list-style-type: none"> <li>To create an Action Plan.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li><i>Making Your Own Magic: Yr 8 Teacher Guide</i></li> <li><i>Making Your Own Magic: Student Project Book</i></li> </ul>
<b>Connection</b>	<ul style="list-style-type: none"> <li>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).</li> </ul>
<b>Explicit instruction</b>	<ul style="list-style-type: none"> <li><b>Say:</b> Today we are going to continue with our plans by making Action plans.</li> <li>Ask the students to get out their copies of <i>Making Your Own Magic: Student Project Book</i> and to break into their teams.</li> </ul>
<b>Guided practice</b>	<ul style="list-style-type: none"> <li>Ask each team to pick a new leader for the week. (move around the teams and assist them to do this if required).</li> <li><b>Say:</b> 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.</li> <li>Move around the teams and assist them to complete the steps as required).</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>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).</li> <li><b>Say:</b> 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.</li> </ul>

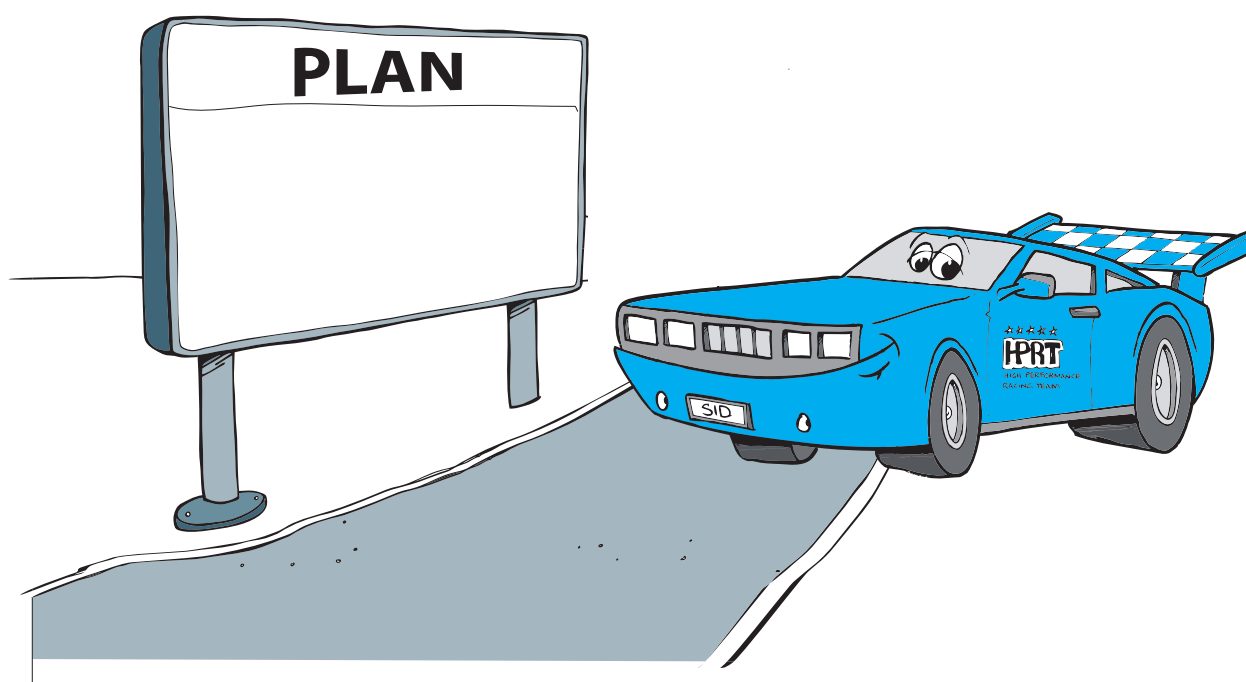


## Lesson Plan 10: Let's Check our Plan

<b>Objective</b>	<ul style="list-style-type: none"> <li>To familiarize students with a method for checking and evaluation of their plans.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li><i>Making Your Own Magic: Yr 8 Teacher Guide</i></li> <li><i>Making Your Own Magic: Student Project Book</i></li> </ul>
<b>Connection</b>	<ul style="list-style-type: none"> <li><b>Ask the class:</b> Who remembers what we are going to do for our project today? (Remind the class if necessary that today they will be checking plans).</li> </ul>
<b>Explicit instruction</b>	<ul style="list-style-type: none"> <li><b>Say:</b> 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.</li> <li>Ask the students to get out their copies of <i>Making Your Own Magic: Student Project Book</i> and to break into their teams.</li> </ul>
<b>Guided practice</b>	<ul style="list-style-type: none"> <li>Ask each team to pick a new leader for the week.</li> <li><b>Say:</b> 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.</li> <li>Move around the teams and assist them to complete the steps as required).</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li><b>Ask the class</b> 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).</li> <li><b>Say:</b> Now that we have checked our plan we can start the next part of our project. The Doing part!</li> </ul>

## Lesson Plan 11: Let's Make Your Plan!

<b>Objective</b>	<ul style="list-style-type: none"> <li>To create individual plans to get the Team Action Plans done.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li><i>Making Your Own Magic: Yr 8 Teacher Guide</i></li> <li><i>Making Your Own Magic: Student Project Book</i></li> </ul>
<b>Connection</b>	<ul style="list-style-type: none"> <li>Ask the class: Who remembers what we are going to do for our project today? (provide a reminder if necessary)</li> </ul>
<b>Explicit instruction</b>	<ul style="list-style-type: none"> <li><b>Say:</b> 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.</li> <li>Ask the students to get out their copies of <i>Making Your Own Magic: Student Project Book</i> and to break into their teams.</li> </ul>
<b>Guided practice</b>	<ul style="list-style-type: none"> <li>Ask each team to pick a new leader for the week. (move around the teams and assist them to do this if required).</li> <li><b>Say:</b> 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.</li> <li>Move around the teams and assist them to complete the steps as required).</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li><b>Review together as a team to be certain that someone is taking responsibility for each part of the group plan.</b></li> <li><b>Say:</b> Next week everyone will start the first step of their plan.</li> </ul>

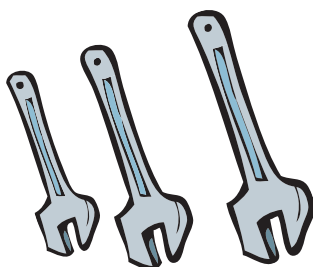


## Lesson Plan 12: Let's Do it!

<b>Objective</b>	<ul style="list-style-type: none"> <li>To make sure each team is ready to start their project.</li> <li>To continue completing the steps on their plans until their projects are ready to do.</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li><i>Making Your Own Magic: Yr 8 Teacher Guide</i></li> <li><i>Making Your Own Magic: Student Project Book</i></li> </ul>
<b>Connection</b>	<ul style="list-style-type: none"> <li><b>Say:</b> 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!</li> </ul>
<b>Explicit instruction</b>	<ul style="list-style-type: none"> <li><b>Say:</b> Before we start, we will check in to see if each team is ready.</li> <li>Ask the class to get out their workbooks and break into their teams.</li> </ul>
<b>Guided practice</b>	<ul style="list-style-type: none"> <li>Ask each team to pick a new leader for the week.</li> <li><b>Say:</b> 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.</li> <li>Move around the teams and assist them as required).</li> <li>Ask each Leader to report on their groups progress (and facilitate a discussion with the class as required).</li> <li>Then instruct the groups to begin by completing Page 9 of their workbooks.</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li><b>Say:</b> Next week each team will continue to complete their action plans. Remember that Action plans are our doing phase.</li> <li>Keep using this lesson plan (revise or shorten content as needed) until the teams have completed their parts of the project. Use the acronym <b>SMART</b> (Simple Measurable Achievable Realistic can be completed in our Timeframe). Write <b>SMART</b> on the board as you explain this to the students.</li> <li>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.</li> </ul>

## Lesson Plan 13: Project Completion

<b>Objective</b>	To evaluate and celebrate all the teams completed projects.
<b>Materials</b>	<ul style="list-style-type: none"> <li>• <i>Making Your Own Magic: Yr 8 Teacher Guide</i></li> <li>• <i>Making Your Own Magic: Student Project Book</i></li> </ul>
<b>Connection</b>	<ul style="list-style-type: none"> <li>• <b>Say:</b> 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.</li> </ul>
<b>Explicit instruction</b>	<ul style="list-style-type: none"> <li>• Ask the class to get out their workbooks and break into their teams.</li> <li>• <b>Say:</b> Now that we have finished our project we need to evaluate our efforts.</li> </ul>
<b>Guided practice</b>	<ul style="list-style-type: none"> <li>• Ask each team to pick a new leader for the week.</li> <li>• <b>Say:</b> 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 12 and 13 of your workbooks.</li> </ul>
<b>Independent practice</b>	<ul style="list-style-type: none"> <li>• <b>Say:</b> Go to pages 14 and 15 of your workbooks to complete your individual evaluation forms.</li> </ul>
<b>Evaluation</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>



# 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:

### Back Wheels

#### Feelings

Lonely

Angry

Sad

#### Body

Aching head gasket

Pain in the engine

Burnt out gearbox

### Front Wheels

#### Thoughts

I must be first, all the TIME

Other cars are slow

It's not my fault

#### Actions

Driving fast, all the TIME

Blowing my horn

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

Happy

Calm

#### Body

Strong

Healthy

### Front Wheels

#### Thoughts

I will work this out

#### Actions

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 (so that the car pictures cannot be seen). 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 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. Using the car picture on the card they will start a narrative which will incorporate the feeling that is represented 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 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.

## 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.**

# Mindfulness Activities

## 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 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?

## 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.

## **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 color and darken as they dry, becoming a dense, dark-colored 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.

## Favourite Day Visualization

This is a visualization technique that you can do anywhere, as it does not require anything but your memory. This is a wonderful technique to induce relaxation. It works because our brain does not distinguish between a visualization and the actual experience. Whatever we think about can create the same feelings as if we were experiencing it now. Practicing relaxation exercises helps us to stay calm. When we are calm we think more clearly. When we think clearly we make better choices and it is easier to practice and improve like Sid.

**Say:** I want you to sit quietly for a moment. You can close your eyes if you wish.

Take some slow calming breaths. Just focus on the breath flowing in and out of your body.

Now I want you to take some time to think about one of your favourite days from the past. Think about this day, your favourite day, what were you doing on that day? Who was there with you? What was the weather like? Where were you? Was it hot or cold, chilly or sunny? What were you wearing? What did you talk about? What could you smell? What sounds did you hear? What did you eat?

Remember and visualize this experience in as much detail as possible, using all of your senses. Spend time thinking about what you smelled, saw, felt, heard, and tasted.

Now slowly open your eyes and give yourself a shake.


You can do this whenever you need to give your mood a boost.




# 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**



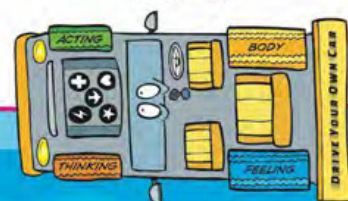
7. **How do I solve problems and get the best out of life?**  
**The Magic Questions**



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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## 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