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The authors of this book do not dispense medical advice nor prescribe the use of any technique as a form of treatment for physical or mental problems without the advice of a physician or health care professional either directly or indirectly. The intent of the authors is only to offer information of a general nature to help you in your quest for spiritual, emotional and physical wellbeing. In the event you use any of the information in this book for yourself, the authors and the publisher assume no responsibility for your actions.

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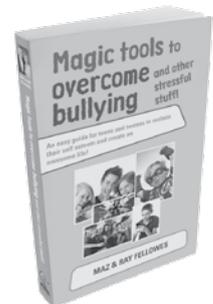
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Resource Set

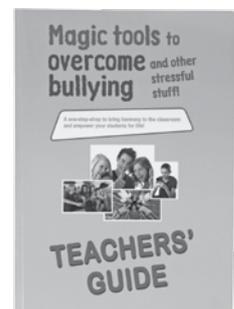
This Teachers' Guide is an integral part of the program and resource set for the schools **"Magic tools to overcome bullying and other stressful stuff!"**

Components of the resource set include:

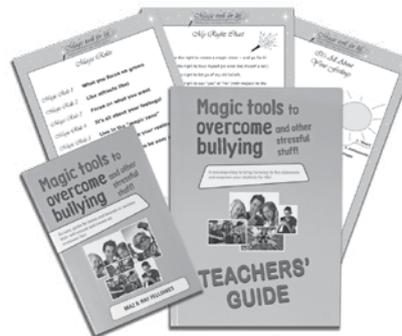
- **The text book:** Must be used in conjunction with the Teachers' Guide. Ideally each student to have a copy of the book, however the teacher may improvise by reading from his/her copy.



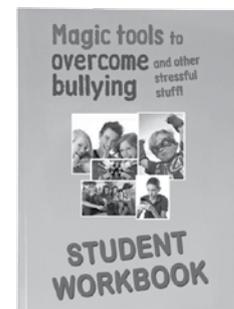
- **Teachers' Guide:** The guide includes easy-to-use lesson plans with student worksheets. It is interactive whiteboard compatible.



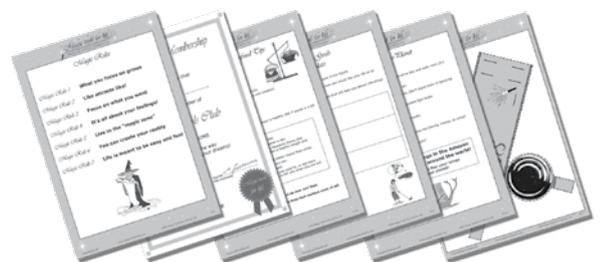
- **Teachers' Pack:** The pack includes one book, one Teachers' Guide and three A4 coloured posters.



- **Student Workbook:** To be used by students participating in the program. Ideally each student to have a copy of the workbook, however this is optional as the Teachers' Guide contains student worksheets that may be photocopied for instructional use only.



- **Free coloured downloads from website:** Ideally copied in colour and on cardboard in certain instances as described in the Teachers' Guide. Available to download from www.magictoolsforlife.com or www.magictools2overcomebullying.com



Additional resources available on-line at www.magictoolsforlife.com

- Magic tools to overcome bullying and other stressful stuff! – CD
- Magic Tools for Life Cards – Boxed Cards



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We would like to acknowledge the teachers and schools that have helped shape our Teachers' Guide through the Teachers' Pilot Program.

- Robyn Dillon and Sally Broadribb — St. James Catholic College, Cygnet, Tasmania
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- Vanessa Wright — New Norfolk High School, New Norfolk, Tasmania
- Carissa Rollins, Lindy Sherrin and Alka Matthews — Brighton Primary School, Brighton, Tasmania

Please accept our sincere thanks for your contribution and your commitment to make a profound difference to the health and wellbeing of students who have become involved in this program.

Maz and Ray Fellowes
Emma Christian

Testimonials

Comments from Teachers involved in the Teachers' Pilot Program:

"The format was good and easy to use. As a secondary teacher, there is a lot going on so it was great that I could quickly read through the notes, take in the chapter and easily engage the students from there".

"Overall, there has been a huge improvement with relationships within the class since doing the program. Students are more confident, they state what they are feeling and there are no put-downs".

"Looking back over the five week pilot, it was a happy time, where many of the values I have been working on in our religious area were really reinforced. It has created a common language and has given students a way to articulate what they are thinking".

"I noticed that the behaviour of the students improved and they now refer to the Magic Rules as common terms in the classroom. When students come to me about being bullied, we can discuss their personal ownership of the problem".

"As a teacher, I am also finding these tools are helping to bring insights into my own life".

"The experience will impact on the students in the future, because they bring lifelong tools that everyone can use throughout their life".

Comments from students involved:

"I loved this program! It has helped me change my whole life around and helped me feel very free. Thank you".

"I think that when I'm bullied they may be having a bad day. When I see bullies I used to feel scared, now I'm not".

"I have learned to feel confident in my life, smile and set goals for myself. I feel happier. I can do more things that I couldn't do before".

"Don't label people and don't care what other people think about you, just be yourself".

"I know now that one-one else has to like everything about me or agree with me all of the time and that we are all entitled to our opinions".

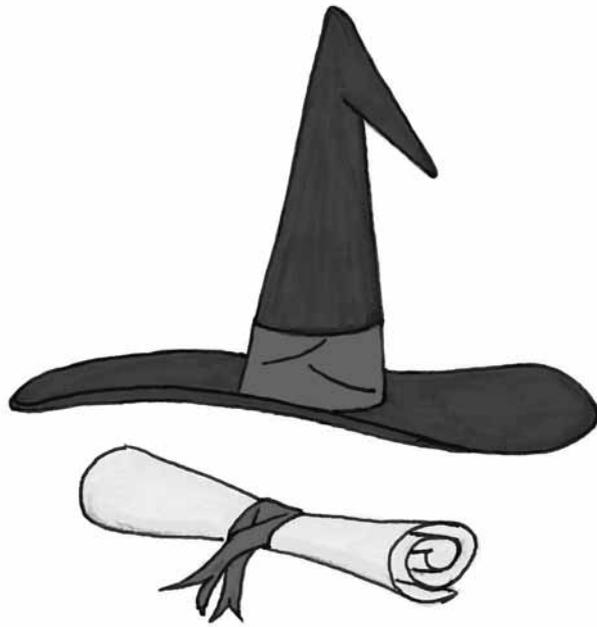
"I have learned that everyone goes through bad stuff in their life. This program has helped me to understand what to do and say to help them. I have become more positive".

"I have learned that people think differently and its made me realise that there are some good things that I can live for".

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Introduction for Teachers

Congratulations on choosing this Teachers' Guide, and taking the opportunity to make a profound difference in the lives of your students, as well as your own.

The guide is an integral part of the program and resource set for the schools "*Magic tools to overcome bullying and other stressful stuff!*".

Components of the resource set include:

- **The text book:** Must be used in conjunction with the Teachers' Guide. Ideally individual copies of the book are available for each student, however not absolutely necessary.
- **Student Workbook:** To be used by students participating in the program. Ideally each student would have a copy of the workbook, however this is optional as the Teachers' Guide contains student worksheets that may be photocopied for instructional use only.
- **Free coloured downloads** from website: Ideally copied in colour and on cardboard in certain instances as described in the Teachers' Guide. Downloads are available from www.magictoolsforlife.com or www.magictools2overcomebullying.com

Aspects of the program:

- Tailored to fit health and wellbeing curriculum syllabus strands, in particular, skills for personal and social development.
- 40 flexible lesson plans designed for a one-year program of weekly or daily sessions. Can be adapted for shorter periods if required.
- Program level is written for teens and tweens from year 5 to year 8.
- A blueprint program that may be tailored to other age groups.
- Designed to create a common and positive language amongst students.
- Intended to improve the sense of empowerment and attitudes of students in all aspects of life, both in and out of school.

Surveys:

Pre-program and post-program surveys are included in the Guide to measure student progress and the effectiveness of the program. They may be used at intervals throughout the year if desired.

Queries or guidance:

If you have any queries or require guidance in the implementation of the program please email info@magictoolsforlife.com

Pre-program Survey for Students

School: Year: Name: (optional)

Please rate each question with numbers 0 to 5

Key: 0 = Never and 5 = Always

| Questions | 0 | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 1. I believe I can have the life I want. | | | | | | |
| 2. I know what I want to do in the future. | | | | | | |
| 3. I know how to work out a plan for the future. | | | | | | |
| 4. I know how I want to "feel" and "think" in the future. | | | | | | |
| 5. There are many things I am good at. | | | | | | |
| 6. I feel good about myself. | | | | | | |
| 7. There is not much about myself that I would like to change. | | | | | | |
| 8. When I speak in front of teachers, I usually feel confident. | | | | | | |
| 9. I think I am fun to be with. | | | | | | |
| 10. I feel I can say "no" if there is something I don't want to do. | | | | | | |
| 11. When I look in the mirror I like who I see. | | | | | | |
| 12. I think my parents like me the way I am. | | | | | | |
| 13. I know that how I feel about me is the most important thing of all. | | | | | | |
| 14. If I'm feeling down I know what to think and do to make myself feel better. | | | | | | |
| 15. I usually enjoy each day and have a smile even if it's on the inside! | | | | | | |
| 16. I laugh a lot. | | | | | | |
| 17. I understand it is important to get lots of exercise. | | | | | | |
| 18. I understand it is important to eat healthy foods. | | | | | | |
| 19. I think that other people like me for who I am. | | | | | | |
| 20. I find it easy to talk to people I don't know very well. | | | | | | |
| 21. I usually feel I am a part of the group I want to be with. | | | | | | |
| 22. I have lots of friends at school. | | | | | | |
| 23. I look for the good things in other people. | | | | | | |
| 24. When someone acts negatively towards me I think that they may just be having a bad day. | | | | | | |
| 25. I know how to help other people feel better if they are a bit down. | | | | | | |

Introductory Week for Students – Understanding the Program

Objectives:

- To engage students in discussion about the key driver for the program “to overcome bullying”.
- To begin exploration and discussion of the causes of negative actions and possible solutions.
- To introduce the year-long program.

Lead-in questions for Students:

1. What do you think are the main issues faced by students today at school, across Australia, or even across the world? [Suggest “bullying” if it is not raised]
2. Who has been bullied before? How did that feel? Why do you think people can be targets for bullying? [Suggest low self-esteem if not raised]
3. Who has been a bully? How did that feel? Why do you think people bully others? [Suggest low self-esteem if not raised]
4. What key strengths would help you or others lead a happy life? [Suggest high self-esteem, management of own emotions, understanding others, creating good relationships]

The key to this lead-in is to help students understand that self-esteem lies at the root of bullying for both those who are bullied and those who bully. This will enable them to make a connection between the program and bullying.

For Teachers:

Please pre-read pages 12 and 13 in the text book.

Program Introduction – Introduce program to students. Explain that this is a 12 month program to:

1. Learn how to attract positive people and events and create the life they want now and in the future.
2. Begin to feel great themselves, how special they really are and the wonderful things they have to offer.
3. Learn tips and tools to feel good no matter what is going on around them and how other people are behaving.
4. To build awesome relationships, make friends easily and truly connect with the people around them.
5. All in all to take control, feel happy and inspired – ready to take action and live life to the full!

Section One – Magic Rules

Aims and Objectives:

This section of the book is intended to introduce the universal law of attraction and the concepts which build on Albert Einstein's theory of relativity.

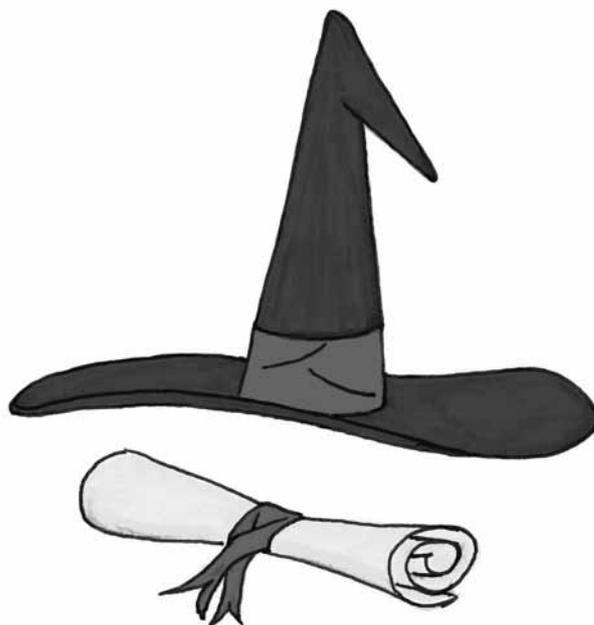
- We (and everything around us) are made of vibrating atoms creating energy.
- We are connected by the energy we emit and attract back.
- We have the ability to change our energy and vibration through adjusting our thoughts and feelings.
- With practice we can learn to attract the people, events and things we want into our life.
- We can literally create our own reality!

For Teachers:

*Introduce this section by reading page 15 of the text book to students.
Photocopy Activity Worksheet No. 1 for students.*

- *Please place the "Magic Rules" Poster on the wall (A3 size in colour if possible) — downloadable from www.magictoolsforlife.com.*

(Refer students to Activity Worksheet No. 1 for information).



Magic Rules

- Magic Rule 1*** **What you focus on grows.**
- Magic Rule 2*** **Like attracts like!**
- Magic Rule 3*** **Focus on what you want.**
- Magic Rule 4*** **It's all about your feelings!**
- Magic Rule 5*** **Live in the "Magic Zone".**
- Magic Rule 6*** **You can create your reality.**
- Magic Rule 7*** **Life is meant to be easy and fun!**



Activity No. 1

Rule One: What you focus on grows

Objective:

- The aim is to raise awareness of the power of thoughts.
- To develop the understanding that if we continually think about something (positive or negative) we attract it into our life. The example used is “bullying”.
- A simple exercise is included for students to begin to play with the idea we can attract what we think about before moving to more emotive issues.

For Students:

Please read pages 18 and 19 in the text book.

For Teachers:

*Please pre-read pages 18 and 19 in the text book.
Photocopy Activity Worksheet No. 2 for students.*

- *Asking students to follow along in their copies of the text, read paragraphs one and two.*
- *Read example 1 or 2 of good outcomes.*
- *Read example 4 of unpleasant outcomes (refers to bullying).*

Student Activity — Discuss this:

Ask students if anyone would like to give an example of a time when they thought or dreamed constantly about something they wanted and it happened.

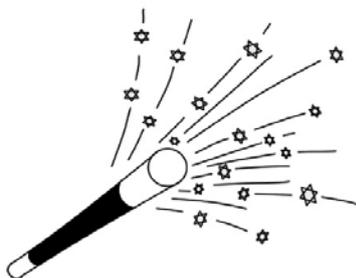
Out of Class Activity — Try this:

(Refer students to turn to Activity Worksheet No. 2).

- Using the text box on the bottom of page 18 of the text, introduce the next task to the students.
- Give an example such as this: Often when people buy a new car, they start seeing that car everywhere — because it is in their consciousness. Have a discussion so that students can give examples of when this may have happened to them.
- Now ask students to think of an object, something that is not normally in their everyday life — something like a motorbike or other specific vehicle, a type of bird or animal.
- Ask them to visualise the object and hold on to that thought for about a minute.
- Suggest to students that they will most likely see that object over the coming week. Throughout the week the students should keep a record of how many times they see the object on the Activity Worksheet No. 2.
- At the end of the week, discuss how often the students (or yourself!) saw the object.

What you focus on grows

| This Week | Did you see it? |
|------------------|------------------------|
| Monday | |
| Tuesday | |
| Wednesday | |
| Thursday | |
| Friday | |



Activity No. 2

Rule Two: Like attracts like!

Objective:

- The aim is to introduce the concept that we send out and attract energy that is on the same wave length. If we are in negative space we attract negative energy and events, and similarly if we are in positive space we attract positive energy and events.
- An exercise is included to invite students to explore past experiences of how they have attracted wanted and unwanted things.

For Students:

Please read pages 20 and 21 in the text book.

For Teachers:

*Please pre-read pages 20 and 21 in the text book.
Photocopy Activity Worksheet No. 3 for students.*

- *Asking students to follow along on their copies of the text, read paragraphs one and two to students.*

Student Activity — Try this:

(Refer students to Activity Worksheet No. 3).

- Ask students to recall a time when they were thinking a lot about something they did not want, and then it still ended up happening!
- Ask them to answer these three questions:
 1. What were you doing?
 2. What were you thinking or saying to yourself?
 3. What happened?
- In answering the three questions students may say things such as:
 1. **What were you doing?** *"I was playing the Playstation ..."*
 2. **What were you thinking or saying to yourself?** *"I don't want to fight with him, he had better stay away from me, I don't want to get into trouble because of him again!"*
 3. **What happened?** *"I was playing the Playstation, then my brother came over. Because I didn't want a fight I told him to go away, he said no, because he wanted to play too. I told him to rack off ... then it was on!" [The fight!]*

Like attracts like!

| Thinking about what you DON'T want | |
|---|--|
| What was the thing you didn't want to happen? | |
| What were you doing? | |
| What were you thinking or saying to yourself? | |
| What happened? | |
| Thinking about what you DO want | |
| What was the thing you did want to happen? | |
| What were you doing? | |
| What were you thinking or saying to yourself? (You may not have been thinking anything that you remember, you just knew inside that you could do it) | |
| What was the result and how did you feel? | |

Activity No. 3

Rule Three: Focus on what you want

Objective:

- The aim is to raise awareness and develop an understanding that most people focus on what they don't want in their lives. That changing the focus to what they want brings positive benefits.
- An exercise is included to invite students to think about good days and bad days they have experienced, and why things may have happened using the concepts just learned.

For Students:

Please read pages 22 and 23 in the text book.

For Teachers:

*Please pre-read pages 22 and 23 in the text book.
Photocopy Activity Worksheet No. 4 for students.*

Student Activity — Discuss this:

- Asking students to follow along on their copies of the text, read paragraphs one to three to students.
- Draw diagram below this text on page 22 on the white board.
- Emphasise that by focusing on what you want creates a positive feeling, which is much more likely to attract what you want.

Student Activity — Try this:

(Refer students to Activity Worksheet No. 4).

- Ask students to think about bad days vs. good days. Do you recall a time when you had a bad day and everything seemed to go wrong?
 - What sort of things happened?
 - What were you thinking about at the time?
 - How did you feel about it?

For this activity you have the choice of drawing or writing. You can fill out the table on page 22 or you can draw a mini comic strip, like the one we just saw on page 23, comparing the events of a good day and a bad day — demonstrating how these kind of days snowball!

Focus on what you want

| Bad Days vs Good Days | |
|--|--|
| Bad Day | Good Day |
| What happened first? | What happened first? |
| Next... | Next... |
| And then... | And then... |
| How did you feel at the end of the day? | How did you feel at the end of the day? |

You may wish to draw a cartoon strip!

| | | | |
|--------------------------|--|--|--|
| Day gone wrong... | | | |
| Good day... | | | |

Activity No. 4

Rule Four: It's all about your feelings!

Objectives:

- This rule introduces the fact that our feelings are the biggest indicator of what we attract into our lives (positive feelings attract positive things and negative attracts negative).
- It invites students to discuss the range or scale of feelings they experience.
- It raises awareness of the fact that if we move even just slightly up the scale it can make a big difference in what comes our way.

For Students:

Please read pages 24 and 25 in the text book.

For Teachers:

*Please pre-read pages 24 and 25 in the text book.
Photocopy Activity Worksheet No. 5 for students.*

- *Please place the "It's all about your feelings" Poster on the wall (A3 size in colour if possible) — downloadable from www.magictoolsforlife.com.*

Student Activity — Discuss this:

- Asking students to follow along on their copies of the text, read paragraph one.
- Draw the range of feelings on page 24 of the text on the whiteboard.
- Spend some time going through the feelings with the students, making sure they understand each emotion and if possible, give them examples so they are 100% clear.
- Explain that when we feel anywhere from "5. Content" upwards most of the time we are likely to attract what we want, because we are in that more positive frame of mind.
- The further up the scale we come we are living in the "Magic Zone" (over the coming weeks they will learn what techniques they can use to get in the "Zone").
- Emphasize that if we are feeling down and can move even just slightly up the scale it can make a big difference in how we feel and what comes our way.

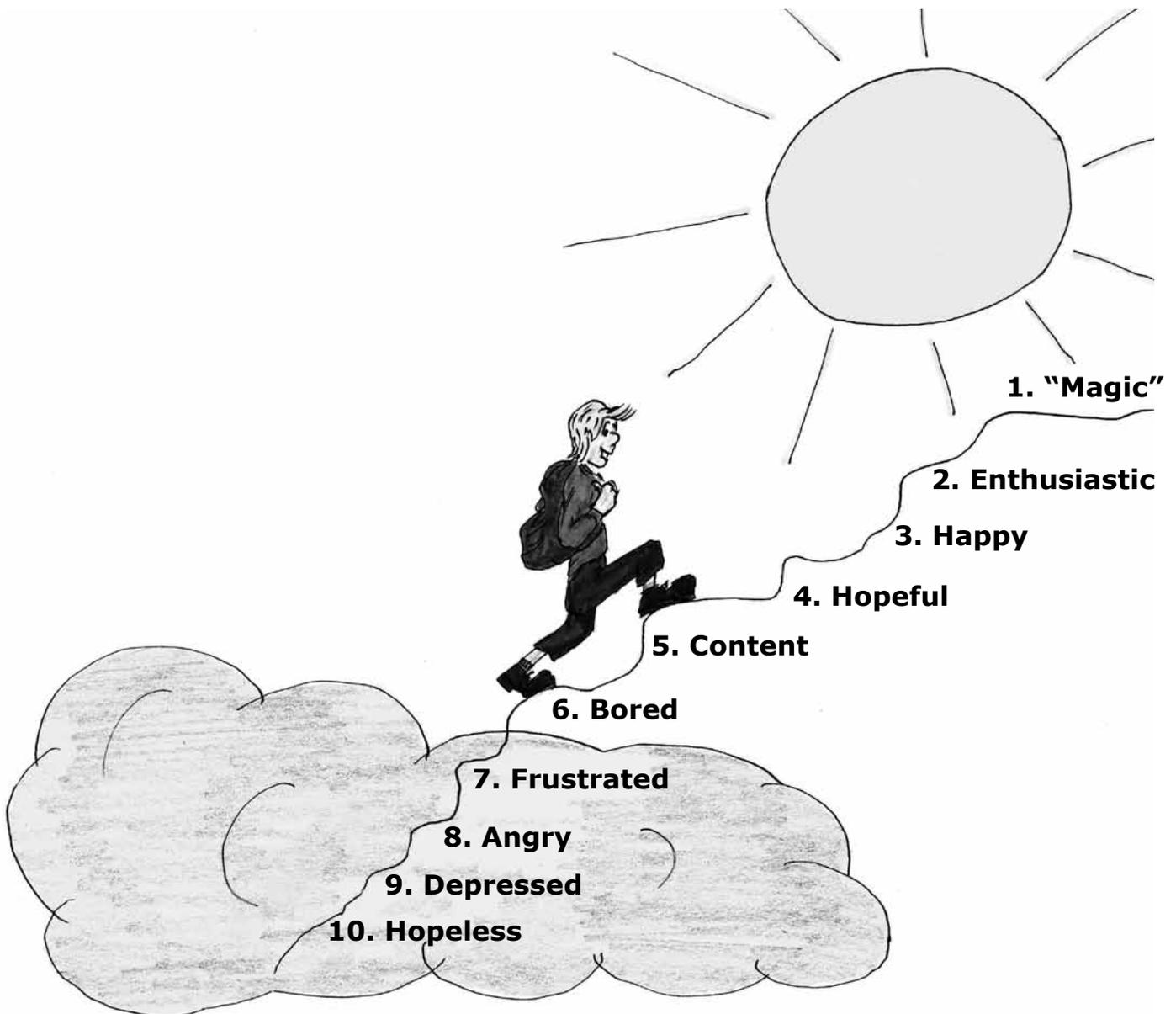
Student Activity — Try this:

(Refer students to Activity Worksheet No. 5).

- Ask students where they think they are feeling at the moment on the chart.
- Invite them to share what is happening to make them feel this way. What have they been thinking about? If they don't want to talk about it ask them about past emotions.
- Ask them what kind of things they could do to move up the chart even one step.

Note: The wall chart can be used for students to check on their emotions regularly as a class.

It's all about your feelings!



Activity No. 5

Rule Five: Living in the “Magic Zone”

Objectives:

- The aim is to introduce the “Magic Zone”, explore what it means and what it brings into your life. That feeling great opens the doorway to a great life.
- An exercise is included to introduce the concept of how feeling good yourself has an impact on the feelings of other people — through your influence.

For Teachers:

*Please pre-read pages 26 and 27 in the text book.
Photocopy Activity Worksheet No. 6 for students.*

Student Activity — Discuss this:

- Asking students to follow along on their copies of the text, read page 26.
- Write the word “Magic” on the whiteboard, surrounding it with a circle — ready for brainstorming.
- Students are to work in pairs or small groups to come up with as many single words as they can to describe “Magic”.
- Come together as a group and write all these words onto the whiteboard, discussing students’ statements and suggestions as you go.
- Read the “Did you know?” text on page 27. Ask the students if they tried it through the week, and what happened! Random acts of kindness are always the most rewarding!

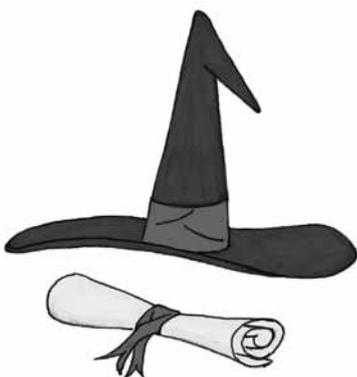
Student Activity — Try this:

(Refer students to Activity No. 6).

- Ask students to think individually about a time when they might have felt “Magic” (based on all the words suggested and written on the board earlier) in the past. They need to think about these three questions:
 1. How did it feel for you?
 2. Describe what was happening for you.
 3. How did you connect with the people around you?
- Some examples might be as follows:
 1. *“I felt in control, happy, energetic — as if I could do anything!”*
 2. *“I woke up OK in the morning. Mum made my favourite breakfast, my brother and I didn’t fight and I made it to school in time to play handball. Then we actually did some cool stuff in Maths and English today and we had Music – my favourite lesson! As well as that, lunch was fun, my friends and I had a great time talking and planning Kate’s birthday.”*
 3. *“I was happy with my family, there were no problems today! My friends and I laughed all day, and the teacher was in a great mood — no-one got into trouble and we all had a bit of fun.”*

Living in the "Magic Zone"

| Feeling Magic! | |
|--|--|
| How did it feel for you? | |
| Describe what was happening for you... | |
| How did you connect with the people around you? | |



Activity No. 6

Rule Six: You can create your reality

Objectives:

- The intent is to introduce the concept that everyone has choice and can attract good things by choosing positive thoughts and creating positive feelings, energy and vibrations.
- That we can control our external environment by living in the “Magic Zone” as often as possible.

For Teachers:

Please pre-read pages 28 and 29 in the text book.
Photocopy Activity Worksheet No. 7 for students.

Student Activity — Discuss this:

- Asking students to follow along on their copies of the text, read page 28.
- Discuss as a class the idea that you have the ability to create your own reality. What does this mean? *It means that, in general, the only thing stopping (or sometimes starting) someone from doing something is their own thoughts. It is usually that person’s mind telling them they cannot swim 100m, that they can’t sing in the school production or that they are not good at Maths or English. While that person may be getting messages from significant other people who fuel these thoughts, it is up to that person to CHOOSE their own positive thoughts and create their own reality!*
- Ask students if any of them remember a time when they stopped themselves from doing something, possibly due to negative self-talk.

Student Activity — Try this:

(Refer students to Activity Worksheet No. 7).

- Students can do this in pairs or individually and write down as many positive things about themselves for each topic. Topics and examples are below:
 - **Good stuff comes my way:** *“My friends are great, I complete ALL my school work and I have joined the Army Cadets!”*
 - **I can be, do or have anything I want!** *“I get great marks, I WILL be a Vet, I am happy and I have good friends.”*
 - **School’s great (did I say that?!)** *“I actually ask for help in Science now and I’m going much better — less embarrassing!”*
 - **My parents are great (that couldn’t have been me!)** *“I am NICE to my parents now — it’s not hard. They’re nice back!”*
 - **I enjoy the moment:** *“I have fun doing silly things, rather than trying to look cool — it’s much more fun!”*
 - **I see a great future — a world where anything is possible:** *“I am going to be a leader one day! Maybe join the SRC!”*

When you get in the “Magic Zone” you really can create your reality!

You can create your reality

| My Reality! |
|---|
| Good stuff comes my way! |
| I can be, do or have anything I want! |
| School's great! (Did I just say that?!) |
| My parents are great! (That couldn't have been me!) |
| I enjoy the moment. |
| I see a great future — A world where anything is possible! |

Activity No. 7

Rule Seven: Life is meant to be easy and fun!

Objectives:

- The aim is to dispel the myth that life has to be “hard” to achieve great results.
- It explores the difference between taking action with “ease” and “effort”.
- It introduces the power of visualisation in creating things with ease and the concept that, if it feels hard it will be hard, and if it feels easy it will be easy.

For Teachers:

*Please pre-read pages 30 and 31 in the text book.
Photocopy Activity Worksheet No. 8 for students.*

Student Activity — Discuss this:

- Asking students to follow along on their copies of the text, read pages 30 and 31.
- Discuss the difference between effort and ease. Discuss the term dis-ease and the idea that disease occurs when we are not in tune with our inner-self.

Student Activity — Try this:

(Refer students to Activity Worksheet No. 8).

- Invite students to write down things they feel they do with effort, such as taking the garbage out, peeling the vegetables, doing homework, cleaning their room, completing a test or doing a favour.
- Once the list is full, ask the students to discuss WHY these things/jobs are considered to use effort. Is it they are scared about doing it? Uncertain? Is it someone else’s wish?
- Get the students to copy down ideas off the board that are relevant to them for later.
- Now the students have to try and think about these things in a different light. Students need to begin to take action “with ease”! Ask students to visualise and think about each job. What is it that they get out of the job? Pocket money? A happy parent? Higher marks at school?
- For each task, students now need to turn it around into a more positive task, a task that can be done “with ease”. An example of how they could do this is:
 - Taking the garbage out: *“I will get pocket money for this. If I do it quickly I can get back to my game. If I do this without complaining I won’t have mum and dad on my back!”*
- By doing this consistently and practising these thoughts regularly, students will begin to realise that the task does not require as much effort after all. This is mainly due to a change in the thought process behind each task — it’s not hard! It’s easy and fun!

This is the end of Section One. Please summarise the 7 Magic Rules with reference to the wall chart.

Life is meant to be easy and fun!

| Things done with effort. | Why is it an effort? | How can I think about this job "with ease"? |
|---------------------------------|-----------------------------|--|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Activity No. 8

Section Two – Magic Tools

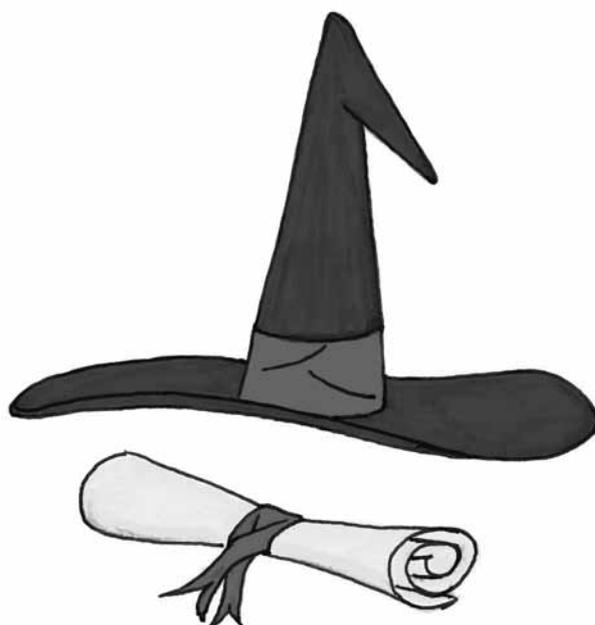
Aims and Objectives:

The aim of this section is to empower students to feel great about themselves and about life in general. It provides practical tools to assist them to:

- Create a magic vision for any aspect of their life, by setting holistic goals and taking action.
- Build self-esteem and develop their emotional intelligence, particularly in the areas of self-awareness and self-management of emotions and reactions.
- Understand the power of choice in the way they respond to external situations. To take their self-awareness to the next level and begin to create healthy and positive events in their lives.
- Begin to acknowledge the mind-body connection and the importance of inner love and respect for their body in leading a happy and fulfilling life.

For Teachers:

Introduce this section by reading page 35 of the text book to students.



How the Brain Works

Objective:

To introduce the power of visualisation and the mind-body connection. How rehearsing mentally can enable us (open neurological pathways) to re-enact a situation in a similar way in reality.

For Teachers:

Please pre-read pages 38 and 39 in the text book.

Student Activity — Discuss this:

- Refer students to page 38 in their text book.
- Read with them and invite them to discuss this concept in more detail.
- Ask if anyone recalls if they consciously picture an action before they physically do it, e.g. catching a ball.

Student Activity — Try this:

- Invite students to participate in this exercise:
 1. Sit tall and straight and turn your head to the right, noting how far you can go (without moving your body).
 2. Now close your eyes and without moving imagine turning your head quite a bit further.
 3. Now repeat step one and notice how much further you can go.

Ask how many people went further because of this visualisation.

Invite students to try to visualise their actions before doing them (physically or mentally) over the coming week and ask for their feedback.

Setting Goals

Objective:

To introduce the skill of goal setting, in particular to help students determine what they do want to achieve or to be different in the way they think, feel and act.

For Teachers:

*Please pre-read pages 40 to 45 in the text book.
Photocopy Activity Worksheet No. 9 for students.*

- *Refer students to the setting goal section beginning on page 40 in their text book.*
- *Explain that you are going to begin the process of setting goals. That they can use this process to set goals in any area. Examples are long term goals to choose their career, or short term goals such as feeling more confident and in control (empowerment goals).*
- *Explain you are going to help them set empowerment goals.*
- *To demonstrate, draw the template on page 45 on butcher's paper and use the "What I do want" example words on page 43.*

Students Activity — Try this:

(Refer students to Activity Worksheet No. 9).

- Invite them to write down their goals for how they would like to think, feel and act/respond to situations in everyday life.

Note: If they are having difficulty coming up with their goals they can either:

- Think about what is not wanted — this can bring clarity about what is wanted (refer to examples on page 43).
- Use the miracle question on page 41.

Setting Goals

1. Think what you would like to do, be or have in the future.
2. If you're not sure let's break it down to how you would like your life to be different from now.

It is important to include good-feeling goals that will help you attract the things you want in the future.

| | |
|------------------------|--|
| Thinking goals: | |
| Feeling goals: | |
| Doing goals: | |



Activity No. 9

Creating my Magic Vision — New Story

Objective:

- The aim is to take the individual thinking, feeling and doing goals determined in Step 2 and build them into a vision statement to create a vivid good feeling picture.
- Writing and verbalising words in the present tense brings reality to the vision.

For Teachers:

*Please pre-read pages 46 to 49 in the text book.
Photocopy Activity Worksheet No. 10 for students.*

- *Refer students to page 46 and 47 in their text book.*
- *Explain you are going to take the goals from the example yesterday to create a vision statement.*
- *On butcher's paper draw the example on page 49 (refer to the goal example as you build it).*
- *Remind them that this is linked to all of the Magic Rules (refer to wall poster).*

Students Activity — Try this:

(Refer students to Activity Worksheet No. 10).

- Invite them to build their personal vision statement on the worksheet provided.
- Make sure they put in a date (at least 3 months in the future), write it in the present tense and use lots of good-feeling words.
- Invite them to read their vision statement frequently and imagine that it is absolutely true.
- Explain that they are re-training their brain in this process.

Note: Remind them they can push the date out later if they would like to.

Creating my Magic Vision — New Story

Fill in the spaces below to create your vision using the goals that you set earlier. Keep it positive and in the present tense.

It is and I feel so

[Date]

[Feeling goals]

.....
[Feeling goals]

I
[Thinking goals]

.....
[Thinking goals]

Now I can
[Doing goals]

.....
[Doing goals]

And I feel
[Feeling goals]

.....
[Feeling goals]



Activity No. 10

Taking Action!

Objective:

- The aim is to introduce the notion that if we take action we are much more likely to achieve our goals on several levels.
- It provides the opportunity to break a large or daunting task into small practical and achievable pieces.
- Taking action creates positive feelings leading to an increased point of attraction to what is wanted.

For Teachers:

Please pre-read pages 50 to 56

Photocopy Activity Worksheet No. 11 for students.

- *Refer students to page 50 and 51 in their text book.*
- *Explain to students that you are going to create an action plan from the goals and vision statement example you built earlier in the week.*
- *On butcher's paper build the example on page 53 (alternatively work through the example in the text book with them).*

Students Activity — Try this:

(Refer students to Activity Worksheet No. 11).

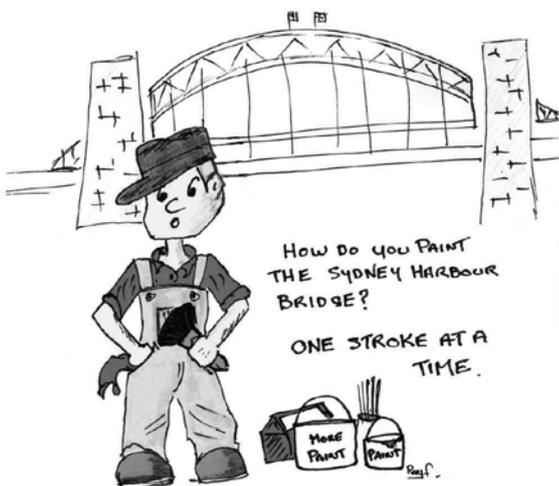
- Invite them to build their personal action plan on the worksheet provided.
- Encourage them to include some actions that they will find easy and enjoyable and some with a bit of stretch.
- Encourage them to ask other students for ideas and to complete their plan out of class if they run out of time.

Please summarise Chapter Two with reference to page 54 of the text book.

Note: Check in on their progress over the coming weeks.

Taking Action!

| | What | How | When |
|----|--|--|--|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| | ↑ Write down <u>what</u> you want to do. | ↑ <u>How</u> might you begin to do this? | ↑ <u>When</u> could you have it done by? |



Activity No. 11

What are your Strengths?

Objectives:

- The aim of this exercise is to facilitate the realisation for every student that they have many strengths which they draw on and utilise frequently without thinking about it.
- The suggestion to invite the students to have fun with the cards and gather the view of family or friends in relation to their strengths, often provides them with reinforcement of their discovered and unacknowledged strengths.

For Students:

Please read pages 58, 64 and 65 in the text book.

For Teachers:

Please pre-read pages 58 to 66 in the text book.

Photocopy Activity Worksheet No. 12a and 12b for students or if possible download the "Magic Tools Cards" from www.magictoolsforlife.com on cardboard in colour.

Photocopy Activity Worksheet No. 12c and 12d.

- *Asking students to follow along in their copies of the text, read page 58, and then pages 64 and 65, highlighting key points.*
- *Return to page 60 and read the list of strengths, making sure to explain and give examples where needed.*

Student Activity — Discuss this:

- Ask students what they think about the idea of having more than one intelligence (after reading pages 64 and 65). Generate a discussion based around their concepts of intelligence and what they think their parents may think intelligence is.

Student Activity — Try this:

- Using the sheets of Magic Tools Cards downloaded from the website ask students to cut out each individual strength card from the sheet. Once done explain that they need to go through the cards one by one and place them into three piles. The piles will be ALWAYS, SOMETIMES and NEVER.
- Ask students to keep the cards in separate piles then write them down onto Activity Worksheet No. 12c "My Strengths — Worksheet".
- For homework — and for those who are curious — take the strength cards home and ask a family member or friend to do the same for you using Activity sheet 12d. See if they think you have strengths in areas you didn't think that you did. Invite family members to do their own cards too.

Strength Words

| | |
|-----------------|-----------------|
| Reliable | Sensible |
| Friendly | Relaxed |
| Cheerful | Warm |
| Positive | Happy |
| Creative | Caring |
| Careful | Honest |
| Funny | Loving |
| Talented | Helpful |

Activity No. 12a

Strength Words

| | |
|---------------------|-------------------|
| Independent | Supportive |
| Responsible | Brave |
| Hardworking | Patient |
| Enthusiastic | Confident |
| Adventurous | Organised |
| Protective | Sensitive |
| Thoughtful | Polite |
| Determined | Forgiving |

Activity No. 12b

Strengths Worksheet

| YOU | Always | Sometimes | Never | YOU | Always | Sometimes | Never |
|----------|--------|-----------|-------|--------------|--------|-----------|-------|
| Reliable | | | | Independent | | | |
| Friendly | | | | Supportive | | | |
| Cheerful | | | | Responsible | | | |
| Positive | | | | Hardworking | | | |
| Creative | | | | Enthusiastic | | | |
| Careful | | | | Adventurous | | | |
| Funny | | | | Protective | | | |
| Talented | | | | Thoughtful | | | |
| Sensible | | | | Determined | | | |
| Relaxed | | | | Brave | | | |
| Warm | | | | Patient | | | |
| Happy | | | | Confident | | | |
| Caring | | | | Organised | | | |
| Honest | | | | Sensitive | | | |
| Loving | | | | Polite | | | |
| Helpful | | | | Forgiving | | | |



Activity No. 12c

Strengths Worksheet

| FAMILY | Always | Sometimes | Never | FAMILY | Always | Sometimes | Never |
|-----------------|---------------|------------------|--------------|---------------------|---------------|------------------|--------------|
| Reliable | | | | Independent | | | |
| Friendly | | | | Supportive | | | |
| Cheerful | | | | Responsible | | | |
| Positive | | | | Hardworking | | | |
| Creative | | | | Enthusiastic | | | |
| Careful | | | | Adventurous | | | |
| Funny | | | | Protective | | | |
| Talented | | | | Thoughtful | | | |
| Sensible | | | | Determined | | | |
| Relaxed | | | | Brave | | | |
| Warm | | | | Patient | | | |
| Happy | | | | Confident | | | |
| Caring | | | | Organised | | | |
| Honest | | | | Sensitive | | | |
| Loving | | | | Polite | | | |
| Helpful | | | | Forgiving | | | |



Activity No. 12d

Letting go of Negative Beliefs

Objectives:

- The aim of this exercise is to provide a vehicle for students to let go of mistaken or limiting beliefs about themselves.
- To challenge the myth a “belief” is set in stone.
- To explore the fact that we create our beliefs. We do this because of the messages we pick up from others. Also from the practice of thinking something over and over until we believe is it true.
- To help them understand how we mistakenly take on negative messages about ourselves from early childhood and form our self-concept based upon those messages.

For Students:

Please read pages 68 to 69 in the text book.

For Teachers:

Please pre-read pages 68 to 72 in the text book.

Photocopy Activity Worksheet No. 13a and 13b for students (if possible download the “Can of Worms Template” from www.magictoolsforlife.com on cardboard in colour to replace 13a).

Asking students to follow along, read the text on page 68 and 69.

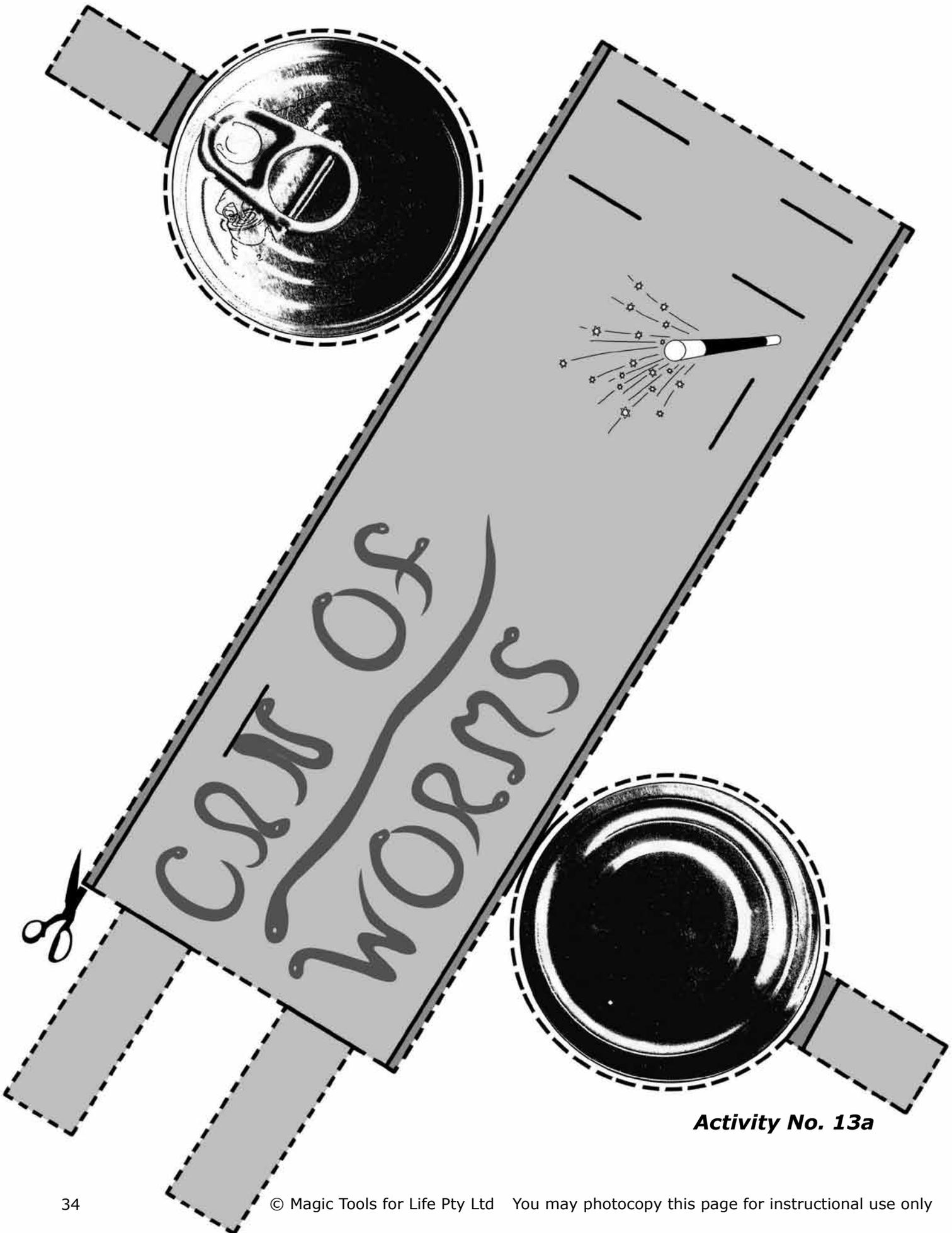
- *Ask them to cut out and prepare their own “Can of Worms”.*
- *They will also require lined paper.*
- *Read out the exercise on page 70 — these will be the instructions for the students.*

Student Activity — Try this:

- Ask students to think about the beliefs they hold. They now know that they have many strengths — but the aim here is to look at the negative or mistaken beliefs they hold. Ask them to think of anything at all that holds them back. There could also be bad experiences that they think about a lot. List them down too.
- Invite them to write them down in dot-point form with a gap in between each point.
- When they have their list, ask them to cut each belief separately and place it in their “COW”. The list is personal and they don’t need to show anyone.
- Invite students to start thinking about how they might dispose of their “COW”.
- Refer students to Activity Worksheet No. 13b and invite them to read the declaration as they dispose of their “COW” or together in the classroom.

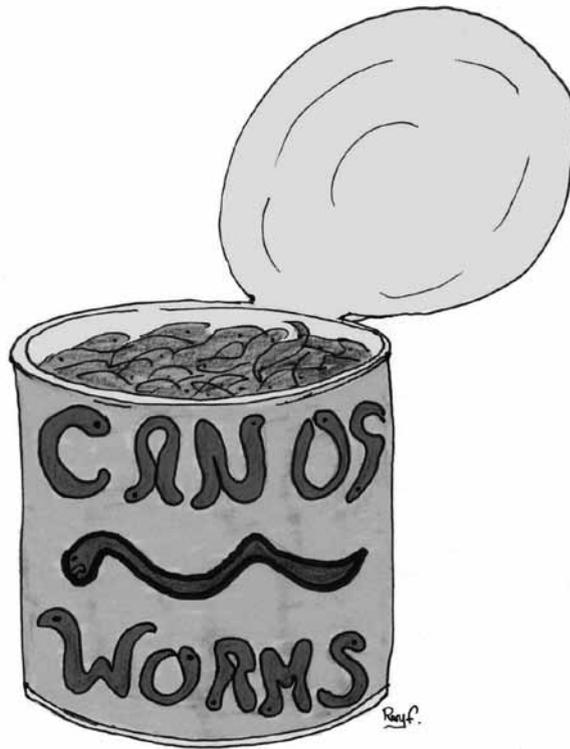
Note: The Can of Worms exercise often has profound results. It invites students to externalise their negative thoughts and beliefs and undertake a ritual to discard them. This process coupled with the verbal declaration to reclaim their self-esteem is most often a very empowering and liberating experience. It’s important that they keep their “COW” confidential to avoid any potential negative repercussions.

Can of Worms Template



Activity No. 13a

Can of Worms Declaration



Say out loud!

I have carried this
“Can of Worms” far too long and
I don’t need it in my life
any more!
From this moment on I reclaim
my self-esteem and release the
“new me”!

Activity No. 13b

Know your Basic Rights

Objectives:

- The aim here is to build the appreciation that we are all entitled to basic rights. Surprisingly many people, even as adults, don't realise that they have these rights due to past-conditioning.
- It goes without saying that the extensions on several of the rights do need to be emphasised due to the age of the students e.g. "I have the right to say 'yes' or 'no' (with respect)."
- It is also important to emphasise that each and every one of us are entitled to these rights, e.g. "I have the right to say 'no', and so does the person (or people) I am interacting with."

For Students:

Please read pages 74 in the text book.

For Teachers:

*Please pre-read pages 74 -75 in the text book.
Photocopy Activity Worksheet No. 14 for students.*

- *Asking students to follow along in their copies of the text, read pages 74 and 75.*
- *Make sure that students understand what they mean, that everyone has these rights, including their family members, their friends and even teachers! This is a big one for helping students to deal with peer pressure.*

Student Activity — Try this:

(Refer students to Activity Worksheet No. 14).

- Invite them to share in reading the rights and discussing their meaning.
- Get students to get into pairs or groups and think of examples where they could use each right. Each group then needs to report back to the class.
- Encourage them to think about different situations and also times when claiming these rights might not be appropriate, where respect may be needed.

Note: you can visit www.magictoolsforlife.com to download a copy of "My Rights" chart to post on the wall (A3 size in colour if possible).

My Rights

1. I have the right to create a Magic Vision – and go for it!
2. I have the right to love myself (or even like myself a lot!).
3. I have the right to let go of my old beliefs.
4. I have the right to say “yes” or “no” (with respect to the situation).
5. I have the right to make mistakes, to grown and learn.
6. I have the right to make my own decisions (with awareness of the consequences).
7. I have the right to feel good no matter how people are behaving around me.
8. I have the right to be sensitive to others but not take on their problems.
9. I have the right to voice my opinion (while respecting the opinion of others).
10. I have the right to ask others for help or support.
11. I have the right to feel free.
12. I have the right to just “be me”.

I am proud to claim these rights as my own!

Activity No. 14

Understanding Communication

Objectives:

- Continuing development of self-awareness, the aim is to build an understanding of the different styles of communication in terms of aggressiveness, passiveness and assertiveness and what the drivers might be in each case.
- The examples purposefully relate to bullying behaviour. The intention is to provide a good vehicle for discussion and invite each student to assess their own communication style.

For Students:

Please read pages 77 to 78 in the text book.

For Teachers:

*Please pre-read pages 77 to 80 in the text book.
Photocopy Activity Worksheet No. 15 for students.*

- *Asking students to follow along in their copies of the text, read pages 76 to 78 outlining the different forms of communication.*

Student Activity — Discuss this:

- Ask students to work in small groups and talk about times when people around them, or even themselves, have communicated in an aggressive manner, a passive manner or an assertive manner. What was happening in the situation? What was the outcome of using that form of communication? Students should make a list of things people might say in an aggressive or assertive tone.

Student Activity — Try this:

(Refer students to Activity Worksheet No. 15).

- Ask students to look at the box on page 79 that gives some tips on becoming assertive. In pairs, ask students to see if they can think of any more tips — between 5 and 10 is great practice for them! Share these tips as a class. You could even put these tips together as a poster or a little booklet!
- Using Activity No. 15 of their Student Workbook, the instructions are simple; students need only to fill out the blank spaces, answering the corresponding questions.

Understanding Communication

| How do you communicate? | |
|---|--|
| Answer the questions below and try to remember some examples of when you communicated like this! | |
| Are you aggressive, passive or assertive? | |
| What outcomes have you had in the past with this form of communication? | |
| How do you feel about the way you communicate? | |
| What would you like to change about the way you communicate? | |
| What steps will you take to make the change? | |

Activity No. 15

Quickly Releasing Strong Emotions

Objectives:

- The aim of this exercise is to develop awareness of the physiological reasons we react in emotive ways.
- The exercise introduces a technique for students to manage and let go of intense emotions that may overpower or hijack their thought processes.

For Students:

Please read pages 82 to 84 in the text book.

For Teachers:

Please pre-read pages 82 to 86 in the text book.

- *Asking students to follow along in their copies of the text, read pages 82 and 84 in stages throughout the week.*

Student Activity — Discuss this:

- As you read out the text from the book, discuss these concepts as a class group. Have students (or yourself) ever felt that your emotions have hijacked you? Can anyone share these stories? What happened and what was the outcome after the outburst? How do you think things would have been different if you had of stayed in control of your emotions?

Student Activity — Try this:

- Ask the students to practice letting go of their emotions. If something happens throughout the week to make them feel angry, remind them of the step-by-step process to let go of these emotions.
- Throughout the week the class can work in groups to create a number of smaller, or one large sign to go up in the classroom reminding students of these steps — decorate the signs, draw pictures, and make them as visible as possible.

Loving yourself Enough

Objectives:

- The aim is to build on previous exercises to help students develop a greater sense of self-worth and respect for themselves.
- To introduce discussion about the difference between “ego love” and “inner love”.
- If students find it difficult to come to terms with the words “love myself” changing words to “like myself” is another option. Alternatively they could say “every day I am learning to love myself more and more”.
- Like any change in perception, the more frequently “loving yourself” is referred to the more desensitised the students will become to any embarrassment or self-consciousness they might feel.

For Students:

Please read pages 88 and 89 in the text book.

For Teachers:

Please pre-read pages 88 to 92 in the text book.

- *Asking students to follow along in their copies of the text, read the first 3 paragraphs on page 88 and all of page 89.*

Student Activity — Discuss this:

- Discuss with students the difference between what their initial thoughts might have been (that someone who loves themselves has a big ego) and someone who loves themselves in the way that means that they are happy with who they are, an inner love.

Student Activity — Try this:

- Ask students to discuss the questions on page 88 of the text in small groups of 3 or 4. Each person will need to discuss which roles they feel they play in their own life; which ones make them feel good and which ones don't make them feel so good. Then the other people in the group will answer the fourth question in the form of advice to the first person — what could that person choose to think and do differently to feel good about those roles? Through this exchange with other group members, the students will gain essential practice at learning how to love themselves.

Out of Class Activity — Try this:

- Ask students to turn to page 90 of the text and practice saying the positive messages to themselves.
- Invite students to begin the habit of congratulating themselves as page 90 explains.

Seeking Help

Objectives:

- The aim is to make sure that each student thinks about and plans their support network in case of need.
- It is important to encourage them to seek support from like-minded colleagues as well as a cross-section of others in their local environment.

For Students:

Please read pages 94 in the text book.

For Teachers:

Please pre-read pages 94 to 97 in the text book.

Photocopy Activity Worksheets No. 16a and 16b for students.

- *Ask students to follow along in their copies of the text, read page 94.*

Student Activity — Discuss this:

- Have a discussion as a class about times when they might need to talk to someone, or times when in the past they wish someone had been there for them to chat to.
- Discuss who to talk to in different circumstances e.g. for a bullying issue at school the student might like to talk to a Magic Champ, a friend or a teacher; for an issue with a brother or sister, a parent or friend might be the right person, although for a more serious issue seeking help beyond family and friends might be the right thing to do.

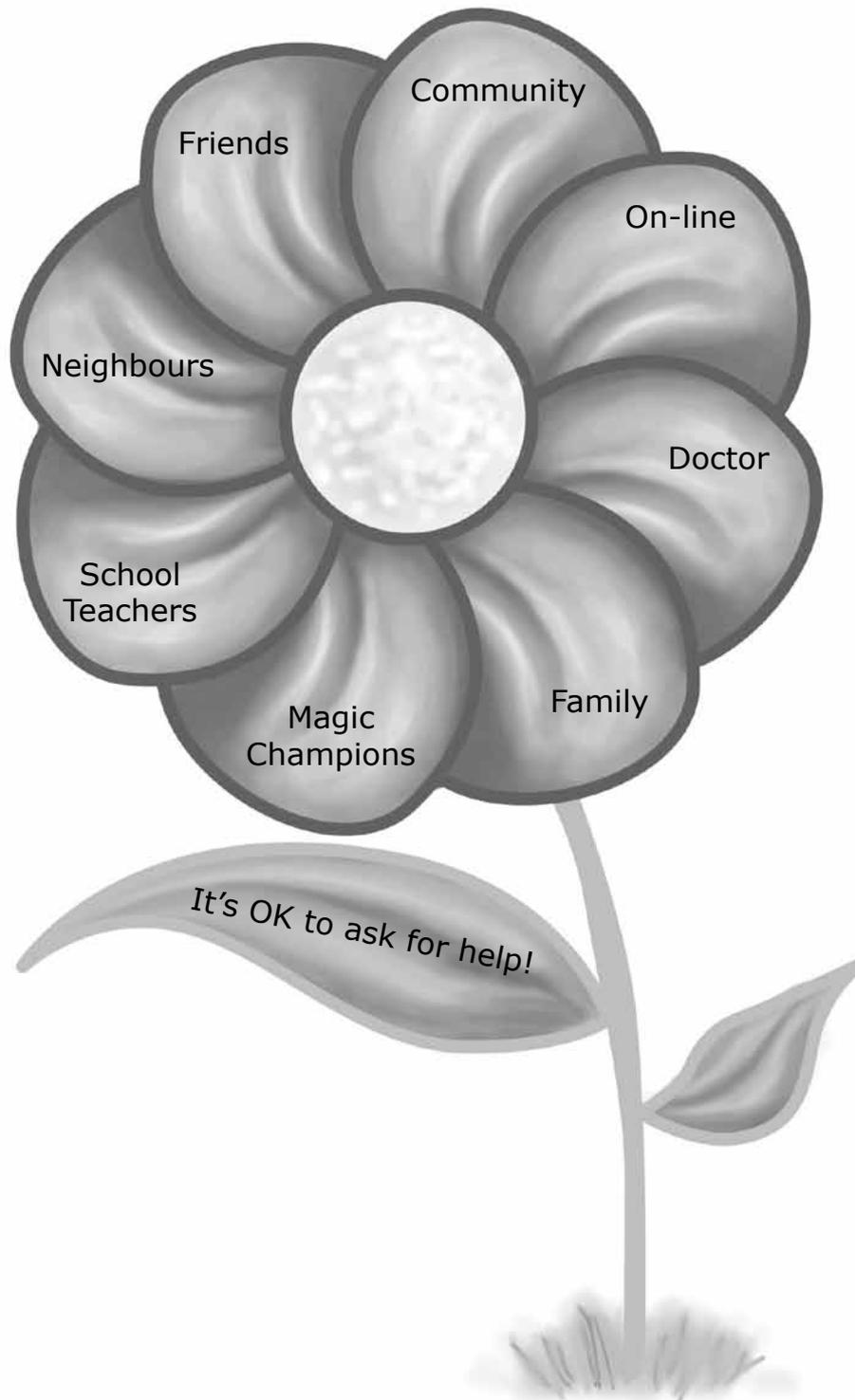
Student Activity — Try this:

(Refer students to Activity Worksheets No. 16a and 16b).

- Check out the text box on page 95 of the text book. Here it asks students to build a list of people to become part of their support network. They may choose between template 16a or 16b to fill in some names and phone numbers.
- On page 96 of the text are some important and useful phone numbers for the students in Australia to access when needed. An idea is to have a copy of relevant self-help information in the classroom.

Please summarise Chapter 3 using the Table of Contents on page 10 of the text book as a reference. Congratulate students on their progress so far in recognising the special and unique people that they are!

My Support Group



Activity No. 16a