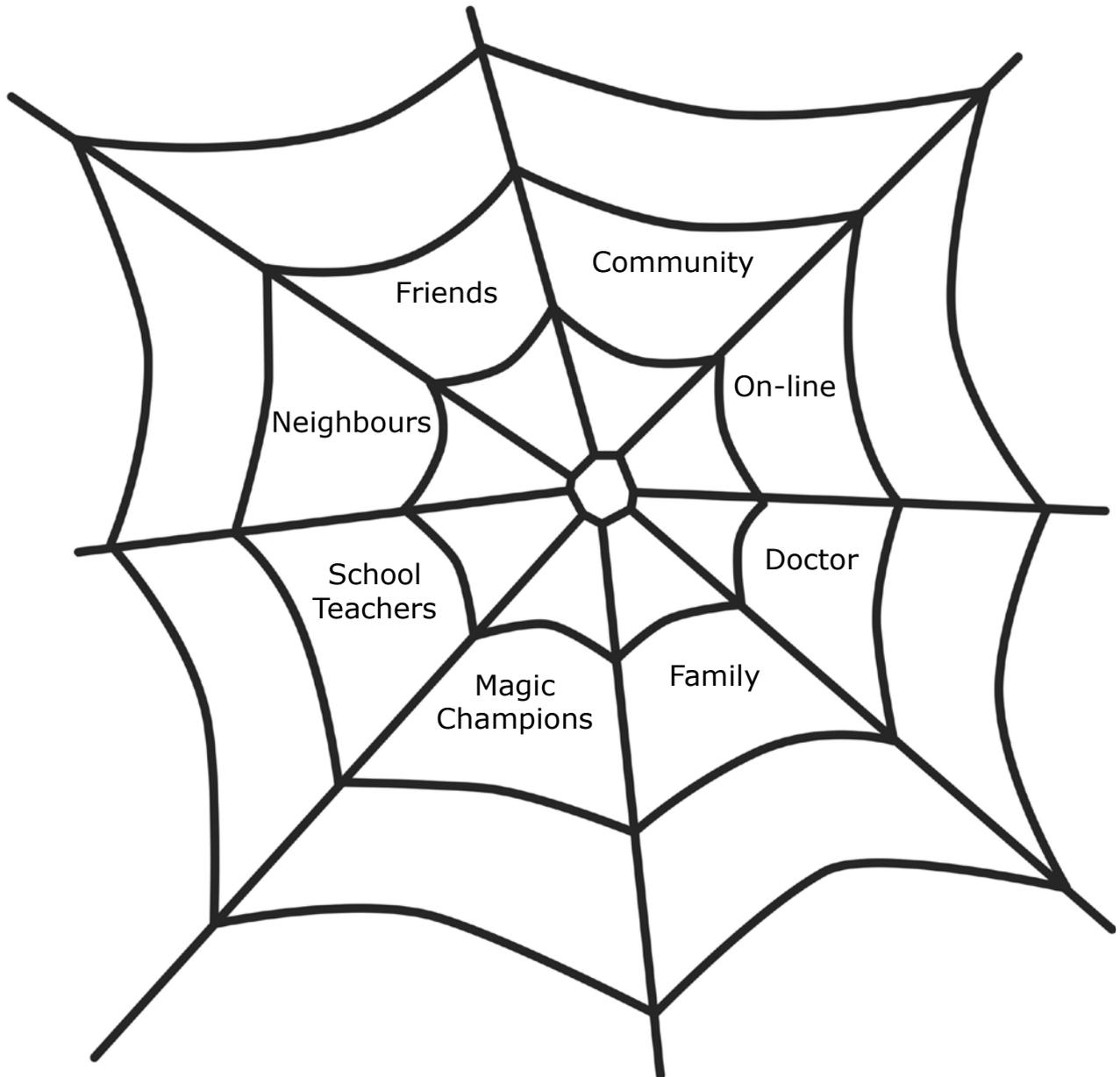


My Support Group



It's OK to ask for help!



Activity No. 16b

Telling a New Story

Objectives:

- The aim of this exercise is to reinforce the fact that we have choice in what we think, which in turn influences our feelings and responses.
- Bullying scenarios are used to compare how the “old me” might respond compared with how the “new me” might respond in particular situations.
- It’s important to let the students know that there is always choice in how they respond in any given situation.
- The more they practise telling their new story, the easier it will become.

For Students:

Please read pages 98 to 101 in the text book.
Please turn to page 102 and 103 of the text book.

For Teachers:

*Please pre-read pages 98 to 109 in the text book.
Photocopy Activity Worksheet No. 17 for students.*

- *Ask student to follow along as you describe the “Tricky Situation: Meeting a bully”.*
- *Refer to the scenario on page 98 “My old story” — reading the “My thoughts” examples first, then the “My feelings” followed by “My actions”.*
- *Explain that this is an example of how someone might react before they had recognised their strengths and chucked their COW.*
- *Now work through “My new story” on page 103 in a similar way.*
- *Explain that they can choose to think in this way. By doing this it will change the way they feel and how they react — and of course what they attract.*

Student Activity — Try this:

(Refer students to Activity Worksheet No. 17).

- Ask them to choose a tricky situation that they have had in the past and would like to change.
- Using “My old story” template make notes in the columns provided of how they thought, felt and reacted in the past when they came up against that situation.
- Now using “My new story” template, ask them to make notes in the columns provided of how they might think, feel and act in the future. *(Teachers please note: There are topical examples on pages 104 to 107 if students have difficulty deciding on a tricky situation to work on).*
- Invite students to notice how they react to situations over the coming weeks and discuss as a class.



"Old" vs "New" Story

How would the "old me" respond (with the COW in charge)?		What "tricky situation" from the past would you like to turn into a new story?		How would the "new me" respond?	
My thoughts:		My thoughts:			
My feelings:		My feelings:			
My actions:		My actions:			
<p>The more you stay here, the more of this you get! It's about what you <u>don't want!</u></p>			<p>By choosing to move here you will attract more good stuff. It's about what you <u>do want!</u></p>		
<p>This is what I don't want!</p>			<p>This is what I do want!</p>		

I can choose my thoughts and create my "new story"

Activity No. 17

Playing the Reframe Game

Objectives:

- The aim of this game is to increase the awareness of students of positive and negative words or statements used in everyday life.
- Building the skill of reframing is an excellent way to take toxicity out of words or phrases — creating positive feelings and responses.
- Reframing negative words creates a feeling of empowerment.

For Students:

Please read pages 110 to 111 in the text book.

For Teachers:

*Please pre-read pages 110 to 114 in the text book.
Photocopy Activity Worksheet No. 18 for students.*

- *Ask student to follow along as you walk through pages 112 and 113 and give the reframing examples including:*
 - *Reframing negative words into positive words.*
 - *Reframing in a similar way and going from past to present or future tense.*
 - *Reframing words in conversation with friends.*

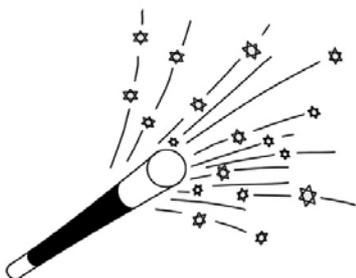
Student Activity — Try this:

(Refer students to Activity Worksheet No. 18).

- Ask students to think about a time when they have used negative words when referring to themselves or their ability.
- Using the worksheet write the negative words or phrases under the “Negative Words” column.
- Change the words from negative to positive in the “Positive Reframe” column.
- Ask students to share what they have written with the class or in small groups.

Playing the Reframe Game

Negative Words or Phrases	Reframe It!



Activity No. 18

Living in the Present Moment

Objectives:

- The aim is to help students stop agonising about the past or becoming anxious about the future.
- The technique of focusing in the present moment brings a sense of peace and control.
- The “nagger” (inner critic) is introduced to help students externalise their thoughts and take control of their lives.

For Students:

Please read pages 116 to 117 in the text book.

For Teachers:

Please pre-read pages 116 to 119 in the text book.

- *Ask student to follow along as you walk through pages 116 and 117 and highlight the key points.*
- *As you highlight the points ask students if anyone has noticed the “Nagger” or little voice in their head and if they would like to share any examples of what it had to say with the class or the person next to them.*
- *Next you will introduce new skills to bring them to the present moment so they stop hearing the Nagger.*

Student Activity – Try this:

- Invite students to begin to catch the Nagger and bring themselves back to the present moment. One way to do this is to try to be 100% present in the very moment.
- Ask students to turn to page 118 in their text book.
- Walk through the first exercise with them and apply it in the context of being in the classroom at that moment.
- Ask them to be silent, close their eyes and use their senses to notice the environment around them, e.g.
 - What can they hear? What can they feel?
 - What can they smell? What can they see when they open their eyes?
- Invite students to try to bring themselves back to the present moment as often as they can.

Note: An alternative exercise is available on the lower half of page 118 – bringing focus to the breath.

Saying Thank You

Objectives:

- The aim is to encourage students to develop an attitude of gratitude for several reasons:
 - Saying thank you brings with it positive and pleasant feelings — good for the soul!
 - It shifts focus to the positive things, no matter how small. *Rule No. 1: What you focus on grows*, and *Rule No. 3: Focus on what you want* come into play. The more appreciative we are of something the more likely we will attract more of it.

For Students:

Please read pages 120 to 121 in the text book.

For Teachers:

*Please pre-read pages 120 to 124 in the text book.
Photocopy Activity Worksheet No. 19 for students.*

- *Ask student to follow along as you walk through page 120 and highlight the key points.*
- *Walk through the gratitude examples on page 121.*
- *Ask students to turn to page 122 and walk through the examples of focusing on the positive events (no matter how small) and showing gratitude for them at the end of the day.*

Student Activity — Try this:

(Refer students to Activity No. 19).

- Invite them to begin to make a list of the small (or big) things that they are thankful for in all of the different areas of their lives, e.g. at school, at home, in the community.
- Ask them to begin each sentence in a similar way to the one used in the workbook i.e. "I am so happy and thankful for ..."
- Explain that practising "an attitude of gratitude" is in line with:
 - Magic Rule No. 1: What you focus on grows.
 - Magic Rule No. 3: Think about what you want.
 - Magic Rule No. 4: It's all about your feelings.
- Invite students to begin the habit of saying thank you at the start and end of each day.

Saying Thank You

What are you thankful for?

At Home...

At School...

In the Community...



Activity No. 19

The Power of Affirmations

Objectives:

- The aim is to explore the benefits of affirmations and possible blockages to bringing desired affirmations to reality.
- To provide tips and tools to help affirmations become more powerful and bring positive results.

For Students:

Please read pages 126 to 127 in the text book.

For Teachers:

Please pre-read pages 126 to 130 in the text book.

Photocopy Activity Worksheet No. 20 for students.

- *Ask students to follow along as you walk through page 126 and 127 and highlight the key points.*
- *Discuss the word "affirmation" and check that they understand that an affirmation is simply a statement that we use over and over and come to believe it is true.*
- *Refer students to page 128 and work through the tips to help bring affirmations to reality.*

Student Activity — Try this:

(Refer students to Activity Worksheet No. 20).

- Invite students to think about affirmations (statements) that they repeat to themselves or to other people about themselves.
 - List two or three of their most frequent affirmations.
 - Are they positive or negative affirmations?
 - If they are negative, how might they reframe them?
 - What actions could they take from page 128 to bring power to their new positive affirmations.

Note: Students hopefully now frequently use positive statements. If they find negative thoughts are still coming up, invite them revisit the "Letting go of negative beliefs" segment in Chapter Three.

The Power of Affirmations

Affirmations
<p>.....</p> <p>If Negative — Reframe it!</p> <p>↓</p> <p>.....</p>
<p>.....</p> <p>If Negative — Reframe it!</p> <p>↓</p> <p>.....</p>
<p>.....</p> <p>If Negative — Reframe it!</p> <p>↓</p> <p>.....</p>
<p>What actions am I going to take to bring power to my positive affirmations?</p> <p>.....</p>

Activity No. 20

Making Healthy Decisions

Objectives:

- The aim is to prepare students for the many choices that they need to make — to encourage them to think before acting.
- As we know, the frontal lobes of the brain are often bypassed and decisions are made directly by the emotional centre of the brain, especially when hormones are raging!
- Developing the knowledge that we are all 100% responsible for our decisions and holding discussion about the variety of choices to be made on a daily basis, provides a strong foundation for healthy decision making.

For Students:

Please read pages 132 and 134 in the text book.

For Teachers:

*Please pre-read pages 132 to 136 in the text book.
Photocopy Activity Worksheet No. 21 for students.*

- *Ask student to follow along as you walk through pages 132 and 134 and highlight the key points.*
- *Ask students to turn back to page 133.*
- *Discuss the shaded diagram "Am I above or below the line about my choices?"*

Student Activity — Try this:

(Refer students to Activity Worksheet No. 21).

- Using the template provided invite them think about a decision they made that had a not so good outcome:
 - When they made that decision did they take 100% responsibility for it?
 - Did they blame others?
 - Did they feel shame (blame themselves)?
 - Did they try to justify it?
- Invite them to think about this tool when they are making decisions over the coming week.

Making Healthy Decisions

What was my decision that had a negative outcome?	
.....	
Did I take 100% responsibility for the decision? Why?	YES / NO
Did I blame others? Why?	YES / NO
Did I feel shame (blame myself)? Why?	YES / NO
Did I try and justify it (make excuses)? Why?	YES / NO

Activity No. 21

Anchoring Magic Feelings

Objectives:

- The aim is to help students create a trigger to reach a desired emotional state, e.g. confidence.
- The exercise is another tool intended to reach positive feelings and feel empowered and in control.

For Students:

Please read pages 138 to 140 in the text book.

For Teachers:

Please pre-read pages 138 to 142 in the text book.

- *Ask student to follow along as you work through page 138 and highlight the key points.*
- *Walk through the benefits of anchoring on page 140.*

Student Activity — Try this:

- Ask students to turn to page 141 in the text book.
- Explain you are going to practise the anchoring exercise in the class.
- Ask them to think about a feeling that they would like to access whenever they need it, e.g. feeling confident, happy, empowered or "Magic".
- Walk through the exercise with them to make sure they understand the process.
- Making sure they have room to move, put on some upbeat music to bring them into a good-feeling state.
- Now take them through the exercise.
- When finished, invited them to share how it felt for them.
- Invite them to practise this in their own time with family or friends.

Please summarise Chapter Four with reference to the table of contents on page 10 of the text book.

Loving your Body

Objectives:

- The aim is to open discussion on body image, the influence of media and the unrealistic expectations of many young people.
- Tips are introduced to help improve body image and self-esteem and to celebrate the unique and special differences we all have.

For Students:

Please read pages 146 and 148 in the text book.

For Teachers:

Please pre-read pages 146 to 150 in the text book.

Photocopy Activity Worksheet No. 22 for students.

- *Have a pile of fashion magazines and some scissors ready, students may like to bring some magazines from home.*

Student Activity — Discuss this:

- Ask students to follow along in their copies of the text, read the text on page 146 (Let's talk about body image!) and highlight key points.
- Discuss with students the types of bodies they commonly see in magazines. Ask students to flick through the magazines and cut out common body types that are displayed. Lay them out all over a central desk, asking students to look at them. Discuss whether or not these pictures are realistic. Do they know anyone who looks like that? What kind of message are these pictures sending out? What would a normal body look like? If a magazine was filled with pictures of normal-looking people, do they think it would sell? Why or why not? If the answer is no, ask them if this body image has been so ingrained into their thinking that they even think that a magazine would not sell otherwise.
- Looking at the tips to improve body image and self-esteem on page 48 of the text, get students to work in small groups to make posters using one of the tips e.g. "Find out what you love doing!" could become a poster of dancing, walking, sports etc. Display these posters around the room.

Student Activity — Try this!

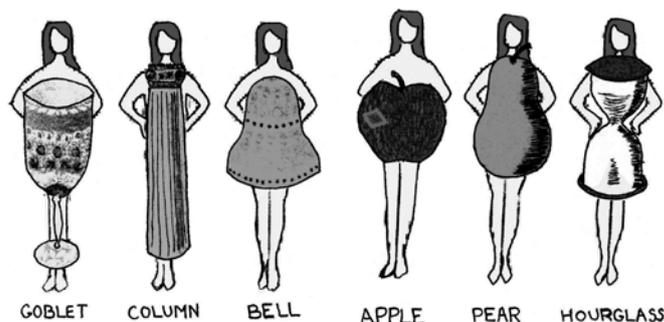
- Students can turn to Activity Worksheet No. 22 for more great tips on how to love their bodies.

Loving your Body Tips

Improve body image and self-esteem!

- Learn to love your body and treat it with respect.
- Make a list of your strengths and the things you are good at and give out to others.
- Enjoy the special characteristics you have to offer.
- Learn to love and make friends with the person you see in the mirror.
- Grow to appreciate the many different sizes and shapes that human beings naturally come in.
- Wear clothes you feel good and comfortable in.
- Pass on the things in your wardrobe that don't fit.
- Say thank you for all the things your body does for you (walking, hugging).
- Find what you love doing — maybe dancing, walking or sports.
- Try to meet your own emotional needs as well the needs of others.
- Tell a new story about your body.
- Stand tall and feel your inner confidence.

**Love and nurture your body
— it's your temple for life!**



Activity No. 22

Feel-Good Foods

Objectives:

- The aim is to raise awareness and discussion about the suspect quality of many foods today and the importance of balance of healthy foods.
- Tips are provided to gradually introduce a healthy diet.
- Discussion about dieting is intended to highlight the pitfalls of dieting and changing the focus to aiming towards the ideal weight.

For Students:

Please read pages 152 in the text book.

For Teachers:

Please pre-read pages 152 in the text book.

Photocopy Activity Worksheet No. 23 for students.

- *Asking students to follow along in their copies of the text, read pages 152 to 158 throughout the week.*

Student Activity — Discuss this:

- Have ongoing discussions with students about the text in these pages in the book. Have they ever heard the phrase “you are what you eat”? What do they think this means? What foods are the students addicted to? Are all of these foods junk food? Why are they addicted to it? Does anyone ever look at the label on the side or back of the food they buy? What do they think a “balanced diet” is? How does this stack up against the information in the text? If the students know what a balanced diet is, why don't they eat it? How do their diets stack up against the balanced diet?

Student Activity — Try this:

(Refer students to Activity Worksheet No. 23).

- Fill out the daily food journal for the week, summarising their eating habits and making healthier suggestions to themselves at the end of the week.
- Create a poster for the class with healthy eating suggestions, the food pyramid and anything else the students can think of.



Feel-Good Foods

	Breakfast	Lunch	Dinner	Snacks
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Summary of my week in food:.....

.....

.....

How could I improve?.....

.....

.....

Activity No. 23

Making Exercise Fun

Objectives:

- The aim is to raise awareness of the connection between exercise, energy and general health.
- Tips are introduced to create a fun and enjoyable exercise routine along with a weekly fitness calendar.

For Students:

Please read pages 160 to 162 in the text book.

For Teachers:

Please pre-read pages 160 to 164 in the text book.

Photocopy Activity Worksheet No. 24 for students.

- *Asking students to follow along in their copies of the text, read pages 160 and 161.*

Student Activity — Discuss this:

- Ask students what sort of exercise they do on a regular basis — if any!
- Asking students to follow along in their copies of the text, read out page 162.
- Discuss some of the ideas in the text — did the students already know of the other benefits of regular exercise?

Student Activity — Try this:

(Refer students to Activity Worksheet No. 24).

- Fill out the daily exercise journal as simply or as complexly as the student would like.
- Take the class out each morning this week and have some fun! Set up an orienteering course, play handball, teach them a new game or a new sport such as touch football — get them out there!

Making Exercise Fun



Monday	Tuesday	Wednesday	Thursday
Friday	Saturday	Sunday	

Activity No. 24

Laughing Loudly

Objectives:

- The aim is to highlight the importance of laughter from physiological to emotional benefits.
- Techniques are introduced to use humour to lift entrenched negative emotion.
- The primary Magic Rules here are *No. 4: "It's all about your feelings"* and *Rule No. 7: "Life is meant to be easy and fun!"*.

For Students:

Please read pages 166 and 167 in the text book.

For Teachers:

Please pre-read pages 166 to 170 in the text book.

- *Asking students to follow along in their copies of the text, read page 166, the "Did you know" box on page 168 and page 169.*

Student Activity — Discuss this:

- Ask the students what has sent them into a fit of laughter in the past e.g. a time when they went into fits of laughter as a class, or personally.

Student Activity — Try this:

- Work through the "Play with this idea" activity on page 168 of the text.
- Spend the week trying to get the students laughing — here are some suggestions:
 - Watch "*Patch Adams*" — a movie about a doctor who goes into work dressed as a clown, it emphasises everything this section is all about!
 - Just start laughing, see if people follow, watch people's facial expressions, because that will set you off more! See if you can get the whole class into a fit of giggles!
 - Have the students think up little skits or (appropriate) jokes to tell the class.
 - Ask students if they have heard about the man collecting hugs. See if they can think of an idea of how they can try to "collect" smiles or laughter around the school.

Chilling Out

Objectives:

- The aim is to highlight the importance of rest to refresh and renew the cells of the body.
- Relaxation techniques, including a guided meditation, are introduced to help with sleeping and reaching a calm state.

For Students:

Please read page 172 in the text book.

For Teachers:

Please pre-read pages 172 to 178 in the text book.

- *Ask students to follow along in their copies of the text, read page 172 and 176.*

Student Activity — Discuss this:

- Asking students what they do to relax, share what you do to relax and how it makes you feel afterwards.

Student Activity – Try this:

- Ask the students to lie on the ground in their own space. They should be lying on their backs with their arms on the ground and legs outstretched.
- Now try the activity on page 174 of the text. Ask students to focus on each and every part of their body one at a time from the toes, feet, ankles, right through to the top of their heads. Another tip is to get them to squeeze the muscles in that area for 7 seconds and then release.
- Ask the students to lie on the ground in their own space. They should be lying on their backs with their arms on the ground and legs outstretched. Now try the activity on page 177 of the text called "Relaxation Meditation". If you want to change the setting you can, the idea is to get the students totally relaxed and thinking only about what they are hearing.
- Spend some time this week doing "relaxing" activities such as silent reading, drawing and even the game "Sleeping Lions" — even the bigger students enjoy playing this game! If you haven't heard of it before, the students lie on the ground as still as possible. If they are caught moving, they are out and can help look for other people moving. The last one left "in" wins!

Metaphysical Ideas

Objectives:

- Building on the body-mind connection, the aim of this section is to introduce the concept of metaphysical reasons for ailments, injuries or disease.
- The intention is to highlight the importance of feeling “at ease” with yourself and for students to think about and gain insights from what their body is telling them.

For Students:

Please read page 180 in the text book.

For Teachers:

Please pre-read pages 180 to 184 in the text book.

- *Asking students to follow along in their copies of the text, read pages 180 to 183.*

Student Activity — Discuss this:

- Discuss the concepts that have been mentioned here. Ask students if they remember a time when they were feeling down, scared, anxious or negative and also felt physically ill? Were they worrying about getting an immunisation injection to the point of feeling sick and nauseous? Have they ever worried about something so much that they ended up getting frequent headaches?
- Get the students to stop and think more often when they are feeling sick. Is there something else going on for them? Can they do anything about it using all the tools they have gained through this process? Do they need to let go of any negative beliefs, seek help, think more positively or just focus on what they want? If the students start practising this, along with the toolbox of tips they already have, more than likely they will notice a change in their patterns of dis-ease!

Please summarise Chapter Five with reference to the table of contents on page 11 of the text book.

Section Three – Magic Surrounds

Aims and Objectives:

Section Three builds on the learnings from Sections One and Two and assumes that students now have a strong and healthy sense of self, and are beginning to practise and master their emotional reactions to situations.

It is designed to help students develop their “emotional intelligence” further by focusing on social awareness and relationship management. It is aimed specifically to:

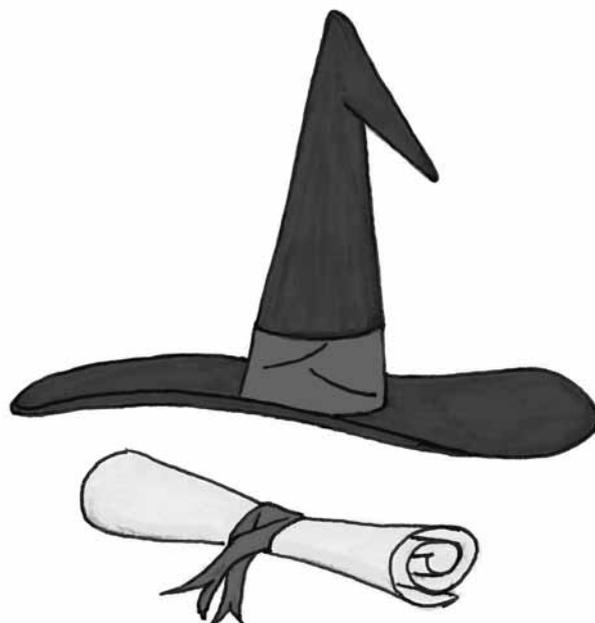
- Raise awareness and acceptance of the different perspectives we have as individuals.
- Explore and let go of unhelpful judgment of people and events.
- Assist in helping students to build healthy relationships.
- Encourage students to take on the role of leader and become Magic champions.

It is also aimed at increasing “spiritual intelligence” by:

- Raising awareness of our connection to everything in the close and expansive environment and how small actions have a ripple effect and a big impact on the whole.

For Teachers:

- *Introduce this section by reading page 187 of the text book to students.*



Understanding Others

Objectives:

- The aim is to explore the differences in the way other people perceive things and the fact that it's OK to have a different view.
- It introduces the importance of empathy and how we are more help to others as well as ourselves by choosing empathetic rather than sympathetic reactions.

For Students:

Please read pages 190 to 191 in the text book.

For Teachers:

Please pre-read pages 190 to 192 in the text book.

Photocopy Activity Worksheet No. 25 for students.

- *Ask students to follow along as you walk through pages 190 and 191.*
- *Discuss the difference in perception of people in how they see the glasses on page 191.*
- *Ask students to turn to pages 192 and 193 and to follow you along as you walk through the paragraphs describing "sympathy and empathy".*

Student Activity — Try this:

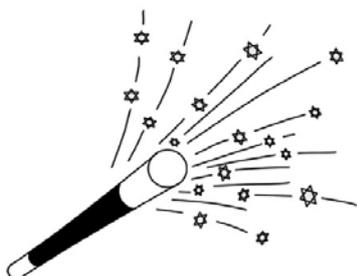
- Invite students to discuss the difference between sympathy and empathy.
- Ask them to think of a time when something negative happened to them and one of their family members or friends might have shown them too much sympathy.
 - How long did they stay in a negative mood?
- On the other side, can they think of a time when something negative happened and they were treated with empathy?
 - How much difference did that make to the length of their negative mood?

(Refer students to Activity Worksheet No. 25).

- Ask them to complete the worksheet — to think about times they have supported their friends.
 - Did they act with sympathy? How did it feel?
 - Did they act with empathy? How did that feel?
 - Knowing what they know now could they change the way they support their friends?

Understanding Others

Think about how you give support to your friends	
Do you act with empathy? How does it feel? Give an example...	
Do you act with sympathy? How does it feel? Give an example...	
Knowing what you know now, how could you change the way you support friends and family?	



Activity No. 25

Letting go of Labels

Objectives:

- The aim is to explore the purpose of judgment and the use of judgment or labels in a functional vs unhelpful sense.
- It is intended to raise awareness of the negative impact of judging statements or questions and the benefits of positive choices.
- A simple exercise is included to help students develop the skill of externalising labels e.g. “name calling” and how they might let go without investing any emotion.

For Students:

Please read pages 194 in the text book.

For Teachers:

Please pre-read pages 194 to 198 in the text book.

- *Ask students to follow along as you walk through pages 194 and highlight the key points.*
- *Invite them to share any experiences of how they have judged comments other people may have made to them in the past and how their reaction may have changed now that they are building their self-awareness and managing their emotions in a more conscious way.*

Student Activity — Try this:

- Ask students to turn to page 196 in the text book.
- Work through the exercise with them — to let go of labels and judgments of an object that they don't have any emotion about.
- Now walk students through page 197.
- Discuss how removing labels and judgment is yet another tool to stay in a good feeling space and how students may apply this technique to their everyday lives.

Note: An alternative exercise is included on page 195 of the text book. This example uses the reframing technique to turn judging questions into learning questions.

Looking for the Positives

Objectives:

- The purpose of this concept is to provide another tool for students to build better relationships, particularly ones that have deteriorated over time.
- It explores the path of relationships and how they might start off well and then deteriorate because of the shift in focus from positive to negative aspects of behaviour.
- The exercise and practice of looking for and being thankful for positives, no matter how small, draws upon *Magic Rule No. 1: "What you focus on grows"*, and *Rule No. 3: "Focus on what you want"*.

For Students:

Please read pages 200 to 201 in the text book.

For Teachers:

*Please pre-read pages 200 to 204 in the text book.
Photocopy Activity Worksheet No. 26 for students.*

- *Ask student to follow along as you walk through pages 200 and 201 and highlight the key points.*
- *Invite them to share any examples of where they have noticed this in their own lives or the lives of others around them (keeping within the bounds of confidentiality).*
- *Now walk through page 202 with students.*

Student Activity — Try this:

(Refer students to Activity Worksheet No. 26).

- Ask them to think about a relationship that they would like to improve.
 - What things in the relationship do they focus upon at the moment?
 - What changes would they like to have in the relationship?
 - What positive things (no matter how small) do they see about the person involved or their actions?
 - What plan can they put in place to mentally note these positives on a daily basis?
- Invite students to share how their feelings changed when they focused on the positive aspects during this exercise. Mention that if their feelings have improved, so has their ability to attract what they want!

Looking for the Positives

Think about the relationships you would like to improve — who is this relationship with?	
What things in the relationship do you focus on at the moment?	
What changes would you like to have in the relationship?	
What positive things (no matter how small) do you see about the person involved or their actions?	
What plan can you put in place to mentally note these positives on a daily basis?	

Activity No. 26

Hanging with Magic-Minded People

Objectives:

- This topic introduces the idea of “synergy” and the powerful energy of like-minded people.
- Referencing *Magic Rule No. 2: “Like attracts like”* — the aim is to highlight the advantage of associating with Magic-minded or positive people.
- An exercise invites students to explore the dynamics of their own group of friends and the power of choice.

For Students:

Please read pages 206 to 208 in the text book.

For Teachers:

*Please pre-read pages 206 to 210 in the text book.
Photocopy Activity Worksheet No. 27 for students.*

- *Ask students to follow along as you walk through pages 206 and 207.*
- *Invite them to share their thoughts on the implications of mixing with negative or positive people.*
 - *What have they noticed in their own community?*

Student Activity — Try this:

(Refer students to Activity Worksheet No. 27).

- Using the example exercise on Page 208 ask students to think about the choices they have made about the people they hang around with.
 - Do they feel empowered and in control of their life?
 - Are their friends a good influence on them? In what way?
 - Is there anything they would like to change about the company they keep?
 - How might they go about making those changes?
- Invite students to share how they found the exercise.

Please summarise Chapter Six with reference to the table of contents on page 11 of the text book.

Hanging with Magic-Minded People

What kind of people do you hang around with?	
.....	
Do you feel empowered and in control of your life?	
Are your friends a good influence on you? In what way?	
Is there anything you would like to change about the company you keep?	
How can you start going about making these changes?	

Activity No. 27

Becoming a Magic Champ

Objectives:

- The aim is to reinforce the feeling of self-esteem and self-worth of students by imparting your belief as a teacher that they are ready to lead others.
- It reinforces the fact that they initially don't necessarily have to take additional action if they don't want to.
- By simply living in the *Magic Zone* as much as possible, they become a role model. They emit a positive energy and vibration that will influence others.

For Students:

Please read pages 215 and 217 in the text book.

For Teachers:

*Please pre-read pages 214 - 217 in the text book.
Photocopy Activity Worksheet No. 28 for students.*

- *Asking students to follow along in their copies of the text, read pages 214 and 217.*
- *Ask students what kinds of qualities they think they now have, after this process of self-discovery. If they struggle, help them remember some of the things that they have learnt throughout the year:*
 - *They know how to focus on what they want, the positive side of things.*
 - *They know how to create a new story, which comes in handy in many situations, particularly bullying!*
 - *They are better communicators!*
 - *They know how to make people smile and laugh.*
 - *They are healthy eaters and get motivated through doing a balanced amount of exercise... and much, much more!*

These qualities, when witnessed by other students, family and friends, provide a very positive influence.

Student Activity — Try this:

(Refer students to Activity Worksheet No. 28).

Ask students to fill out their sheet about "What it means to be a leader". Here they need to think about the qualities of a leader and how leaders would go about their day — what do they do differently? The aim of this is to help students realise that they themselves have potential to be great leaders!

Becoming a Magic Champ

Think about what it means to be a leader	
How would you go about your day?	
What benefits would it bring to other people?	
What would you do differently to other people?	
In what ways do you think you could lead others at school, at home or in the community?	

Activity No. 28

Growing your Circle of Friends

Objectives:

- The purpose of this topic is to encourage Magic Champs to take the next step of actively inviting others to take initiative and grow a Magic-minded culture at school or in the community.
- It explores the idea of “collective consciousness” and the impact of negative vs positive mass energy. All of the Magic Rules have an influence here.
- The aim is also to invite Magic Champs to explore collective positive visualisation to make a difference.

For Students:

Please read pages 218 and 219 in the text book.

For Teachers:

Please pre-read pages 218 to 221 in the text book.

- *Asking students to follow along in their copies of the text, read pages 218 and 219.*

Student Activity — Discuss this:

- Ask students to research the term “collective consciousness” — they may need internet access for this activity. Discuss what this means, making sure that the students understand that when you are part of a negative collective consciousness, the negative thoughts that are hijacking you, taking you over and making you feel bad, are often not even their thoughts! They are the thoughts of the group. Ask students why this is a bad thing. Some extreme examples might be of suicide bombers — did they really want to kill themselves? Or was this a negative collective consciousness that had hijacked them to the extreme?
- Often negative collective consciousness can get out of control, discuss this and compare it to a more positive collective consciousness. Why would the second one be more favourable?
- Ask students how this idea can relate to the school or community environment. Hopefully they are at the stage now where they will make suggestions on their own that indicate they understand the effect an ever-increasing feeling of positivity would have on certain environments. What can they do to “grow their circle of friends”? How can they help others to think differently and change their own lives in the process? The text on page 220 of the text book will help with suggestions for this section.

Please summarise Chapter Seven with reference to page 221 of the text book.

Caring for our Planet

Objectives:

- The aim is to encourage students to think in terms of *Magic Rule No. 3: "Focus on what you want"* for our planet. To take time to appreciate the amazing intellect and beauty of nature and to feel truly connected to the environment around them.
- It provides tips for each person to make a difference in looking after our planet.

For Students:

Please read pages 224 and 225 in the text book.

For Teachers:

*Please pre-read pages 224 to 227 in the text book.
Photocopy Activity Worksheet No. 29 for students.*

- *Ask students to follow along as you walk through pages 224 and 225.*
- *Discuss how collectively (many people) think about what they don't want in regard to our environment, instead of what they do want!*
- *Invite them to share their experience of how they hear people discuss the environment e.g. climate change.*
- *Remind students about the earlier discussion about "synergy" and the power surge when many people are focused on the same thing.*

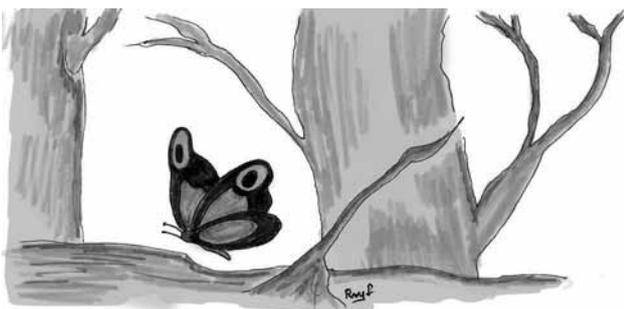
Student Activity — Try this:

(Refer students to Activity Worksheet No. 29).

- Ask students to brainstorm ways we can collectively protect our planet as a community and a country.
- Invite them to create a personal plan to care for our planet.
 - How might they think differently?
 - What specific actions can they take at home or in the community?
 - How could they influence others e.g. family, friends, others?
- Invite students to share their ideas with the class.

Caring for our Planet

My Plan!	
How can I think differently?	
What specific actions can I undertake at home or in the community?	
How can I influence others e.g. family and friends?	



Activity No. 29

Connecting with our Planet

For Students:

Please read pages 228 and 229 in the text book.

For Teachers:

Please pre-read pages 228 to 233 in the text book.

Photocopy post-program survey and feedback form for students.

- *Ask students to follow along as you walk through pages 228 and 229 and highlight the key points.*
- *Discuss the connection we have as individuals to everything around us.*
- *Revisit discussion about Magic Rule No. 2: "Like attracts like" and our connection by waves of energy, not only to people, but to everything in the environment.*
- *Reinforce that this is why small actions by an individual can have a big effect on the whole environment (refer to the pond diagram).*
- *Discuss how important this is in the big picture of life on our planet.*
- *Ask students to share their thoughts on this and their understanding of this connection.*

Please summarise Chapter Eight with reference to page 230 of the text book.

Program Summary:

- As this is the last week in the program, take the opportunity to recap with students on the year. Use the table of contents on pages 10 and 11 of the text book with reference to the wall charts including "Magic Rules", "It's all about your feelings" and any other you have posted for reference during the year.

Closing Words for Students:

- Ask students to turn to pages 232 and 233 in the text book. Ask them to follow as you read through the "Closing Words".

Post-program Survey:

(Refer students to the Post-program survey and feedback form).

- Ask them to complete the Post-program survey and feedback form and record their key learnings from the program.
- If time permits, ask them to share their key learnings verbally with the class.

Student Certificate:

Finally present students with a program completion certificate (downloadable from our website www.magictoolsforlife.com (in colour and on cardboard).

Post-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.						

Other Feedback:

What are the most important things you have learned from participating in the program?

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How are you using the things you have learned in your everyday life at school, at home or when you are out and about?

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Do you now feel differently about yourself or what is happening around you?

If so — in which way?

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Can you suggest anything that might improve the program or activities?

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Do you have any other comments?

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Thank you for filling out the survey! We really hope you have enjoyed the program!

Closing Words for Teachers

Thank you for your role in bringing the "Magic Rules and Tools for Life" to your students and providing them with the foundation skills (a blueprint) they can use in every aspect of their life, now and in the future!

We sincerely hope that you personally have embraced the concepts and learnings presented and feel more empowered as a teacher and in every aspect of your life.

Any feedback on the program and its application is very welcome via www.magictoolsforlife.com website blog, or email to info@magictoolsforlife.com.

Warm regards,

Maz and Ray Fellowes
Emma Christian

About the Teachers' Guide Authors



Maz Fellowes MEd (Couns) ATMS ICF

As co-author, with my husband Ray, of "*Magic tools to overcome bullying and other stressful stuff!*" this Teachers' Guide is the natural next step in our vision to bring the Magic Rules and Tools for Life to young people around Australia and the world.

I have always had a passion for natural therapies and a belief that with a holistic approach we all have the capacity to realise our full potential. Those ideals and beliefs provided strong foundations for my work as a human resource consultant and the successful implementation of leadership, performance enhancement, management of change and engagement initiatives.

My dream was realised in 2007 with transition into my counselling and empowerment-coaching business, offering services to the workplace and the community. The blueprint of the program underpins the resources now offered, with much excitement, to help our youth shape their lives and become our leaders of tomorrow!

On a personal note, Ray and I are blessed to have four wonderful sons and seven grandchildren (so far) who we lovingly profess to be our greatest teachers. My favourite ways to relax include yoga, walking, reading and spending time with our treasured family and friends.



Emma Christian BAerts, BTeach

After going through a tumultuous time at high school (coupled with other events throughout the ensuing years, resulting in an extremely low self-esteem) I decided to become a teacher and strive to make a difference to the lives of the students I teach. If I could do one thing to improve one student's life, then I would be a happy person.

When Maz and Ray approached me with the brilliant idea for a book to deal with bullying AND self-esteem, my mind went into overdrive! Imagine being able to give students — the very people I wanted to help — the tools to be able to deal with bullying and all of life's other stresses! This was too good to be true. So I embraced the opportunity and here I am — co-writer of the Teachers' Guide!

After graduating from University with my Bachelor of Teaching, I have been privileged to work in a variety of schools around Hobart, Tasmania. I am thoroughly enjoying my current role as a grade seven teacher at Rokeby High School.

I am also a single mother of the most gorgeous boy in the world Lucas (biased I know!), and have a passionate love of photography, painting, drawing, reading and camping.

My hope is that this resource will help save just one student from letting their negative thoughts, emotions and self-esteem take control of their lives, as I let mine. My dream is that one day bullying and low self-esteem in teenagers will be a thing of the past. On that day I will be ecstatic!

Resources

Suggested Reading

For Teens & Tweens:

- *Being a Happy Teen*, Andrew Matthews, 2005, Seashell Publications
- *Teentalk*, Sharon Witt, 2008, Collective Wisdom Publications
- *The 7 Habits of Highly Effective Teens*, Sean Covey, 1998, Fireside
- *The Secret to Teen Power*, Paul Harrington, 2009, Simon Pulse
- *Buzzard Breath and Brains*, James Maloney, 1998, University of Queensland
- *Being Me* DVD Series for Middle and Upper Primary, ABC Education Schools

For Teachers:

- *I could do anything if only I knew what it was*, Barbara Sher, 1999, Hachette Australia
- *A New Earth*, Eckhart Tolle, 2005, Penguin Group
- *Synchro Destiny*, Deepak Chopra, 2004, Random House
- *The Indigo Children*, Lee Carroll and Jan Tober, 1999, Hay House Inc.
- *You Can Heal Your Life*, Louise L. Hay, 1999, Hay House Inc.
- *The Law of Attraction*, Esther and Jerry Hicks, 2006, Hay House Inc.
- *The Power of Now*, Eckhart Tolle, 2005, Penguin Group
- *The Secret*, Rhonda Byrne, 2006, Simon Schuster

Help Lines:

<i>Kids Help Line (24 hours)</i>	1800 551 800
<i>Suicide Help Line</i>	1300 651 251
<i>Domestic Violence Help Line</i>	1800 800 098
<i>Alcohol and Drug Service Info</i>	1300 131 340
<i>Youth Beyond Blue</i>	1300 224 636
<i>Life Line</i>	131 114

Websites:

<i>Headroom</i>	www.headroom.net.au
<i>Headspace</i>	www.headspace.org.au
<i>Kids Help Line</i>	www.kidshelp.com.au
<i>Reachout</i>	www.reachout.com.au
<i>Youth Beyond Blue</i>	www.youthbeyondblue.com