

Magic tools to overcome bullying and other stressful stuff!

A one-stop-shop to bring harmony to the classroom and empower your students for life!



TEACHERS' GUIDE

Disclaimer

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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Resource Set

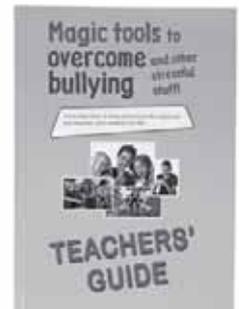
This Teachers' Guide is an integral part of the program and resource set for the schools *"Magic tools to overcome bullying and other stressful stuff!"*

Components of the resource set include:

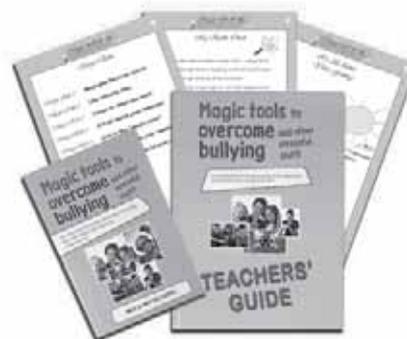
- **The text book:** Must be used in conjunction with the Teachers' Guide. Ideally each student to have a copy of the book, however the teacher may improvise by reading from his/her copy.



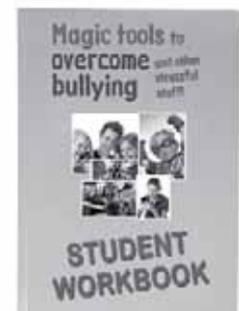
- **Teachers' Guide:** The guide includes easy-to-use lesson plans with student worksheets. It is interactive whiteboard compatible.



- **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".

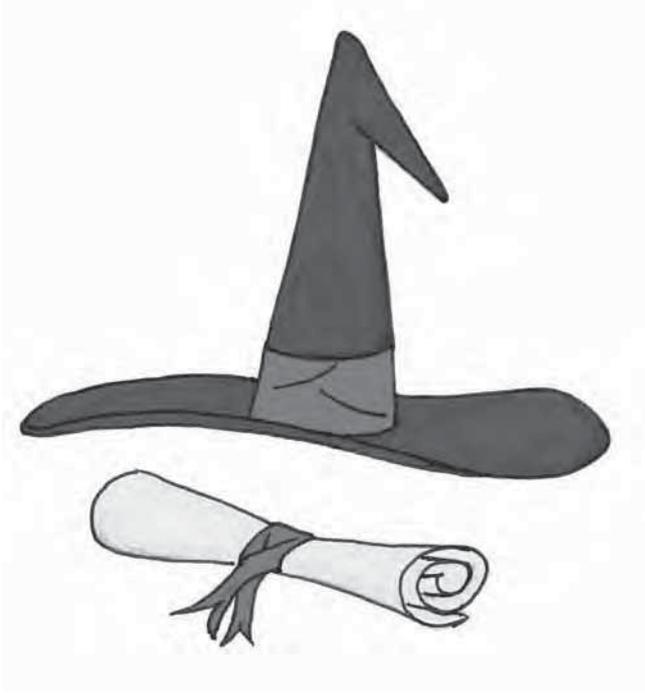
"I have learned that everyone goes through bad stuff in their life. This program has helped me to understand what to do and say to help them. I have become more positive".

"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.

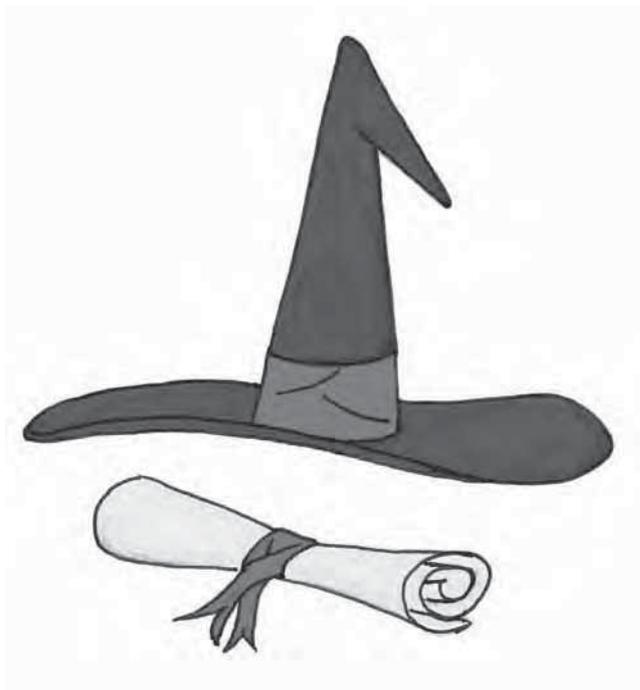
- We (and everything around us) are made of vibrating atoms creating energy.
- We are connected by the energy we emit and attract back.
- We have the ability to change our energy and vibration through adjusting our thoughts and feelings.
- With practice we can learn to attract the people, events and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

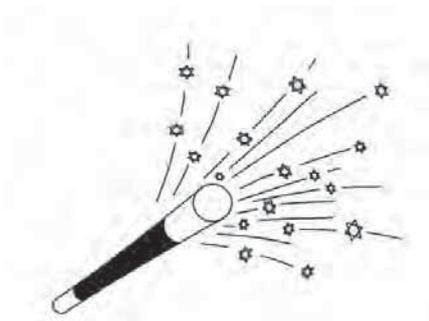
Out of Class Activity — Try this:

(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.

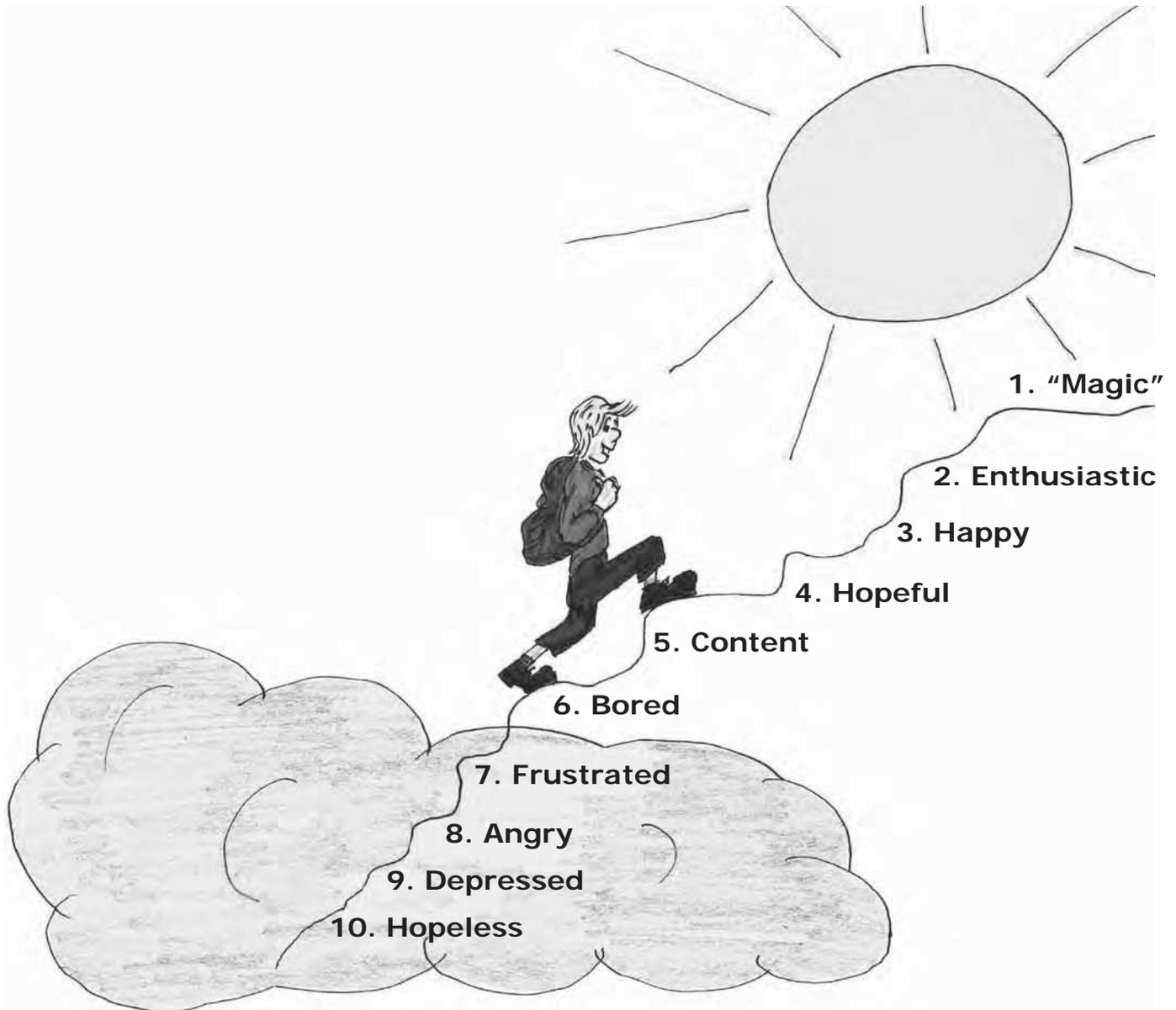
Student Activity — Try this:

(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!

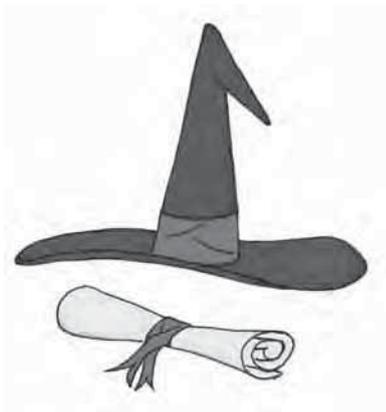
Student Activity — Try this:

(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 <i>Magic!</i>	
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

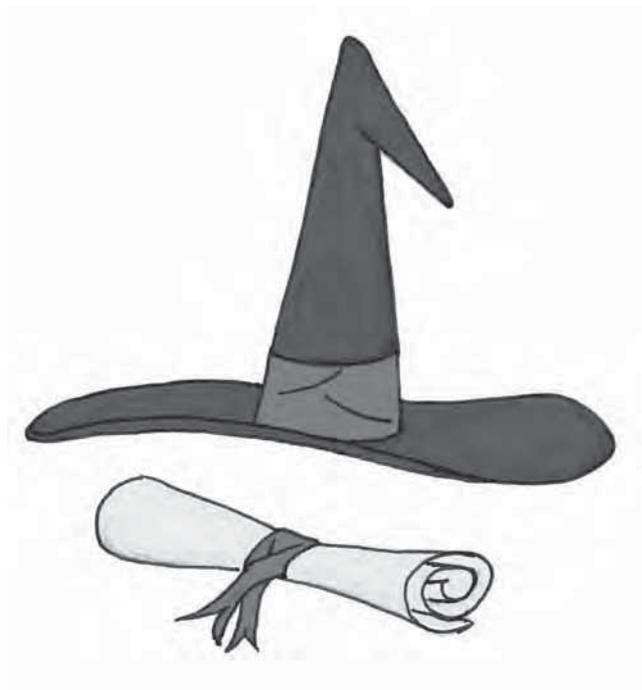
Aims and Objectives:

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.

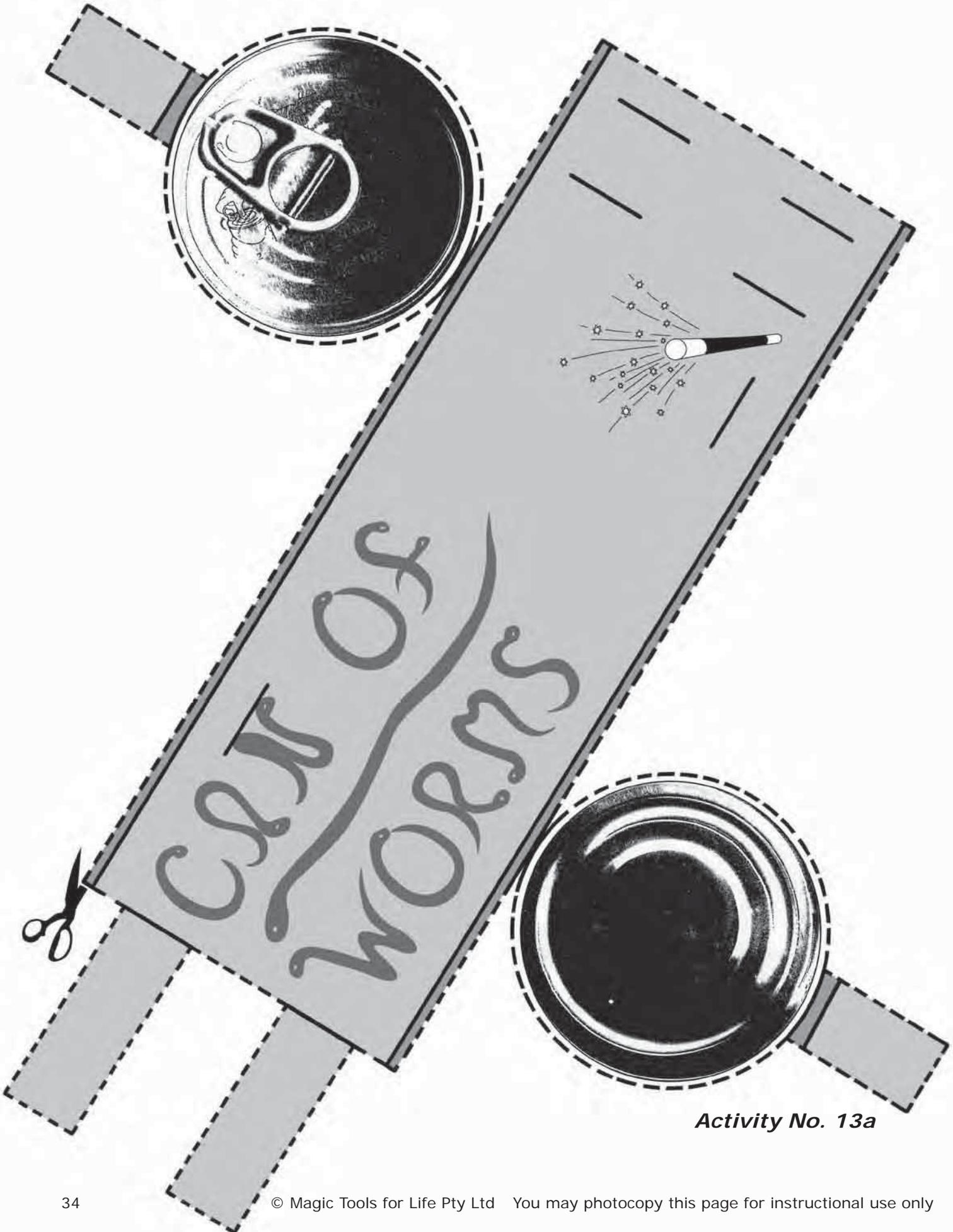
- *Ask them to cut out and prepare their own “Can of Worms”.*
- *They will also require lined paper.*
- *Read out the exercise on page 70 — these will be the instructions for the students.*

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.

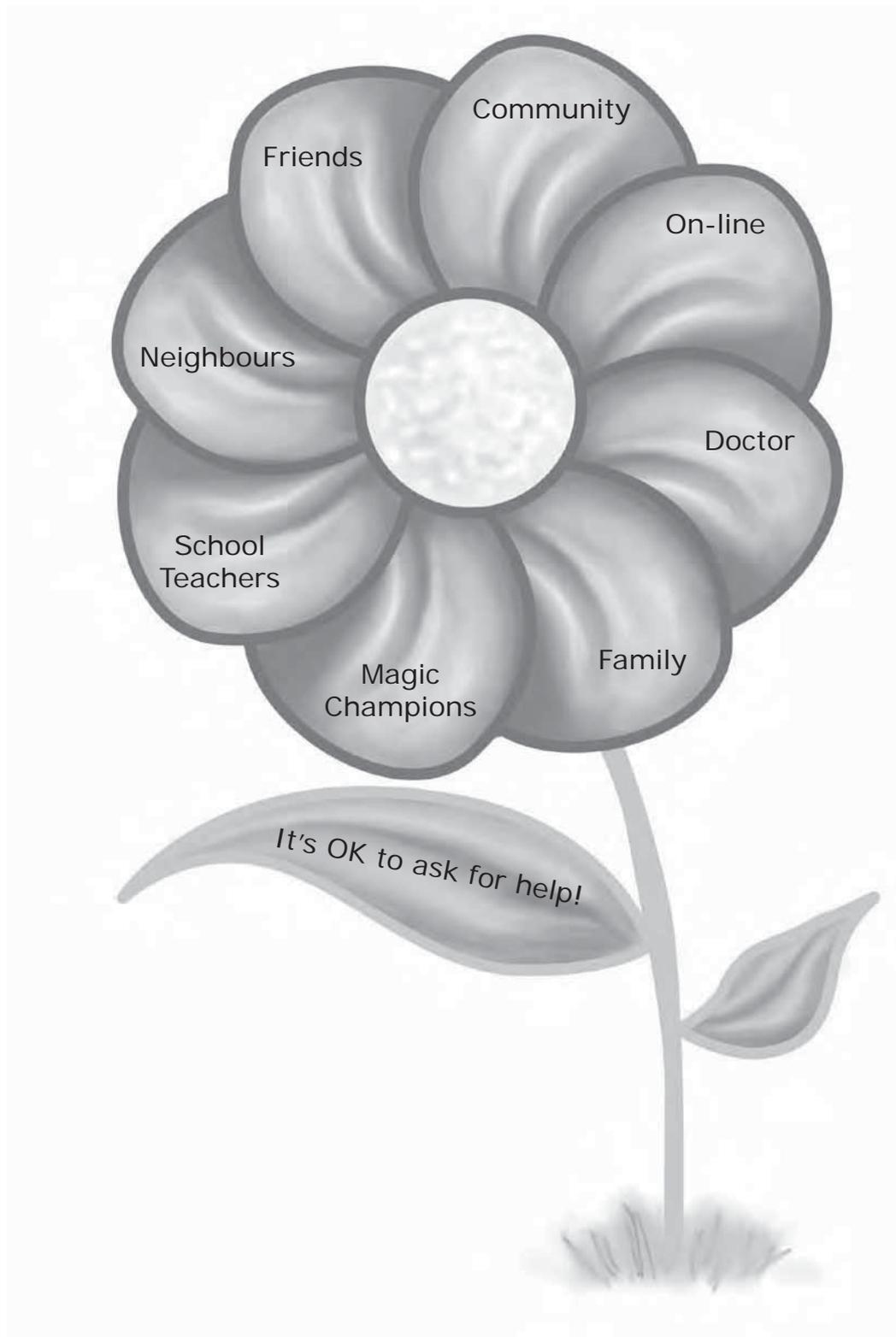
Student Activity — Try this:

(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.

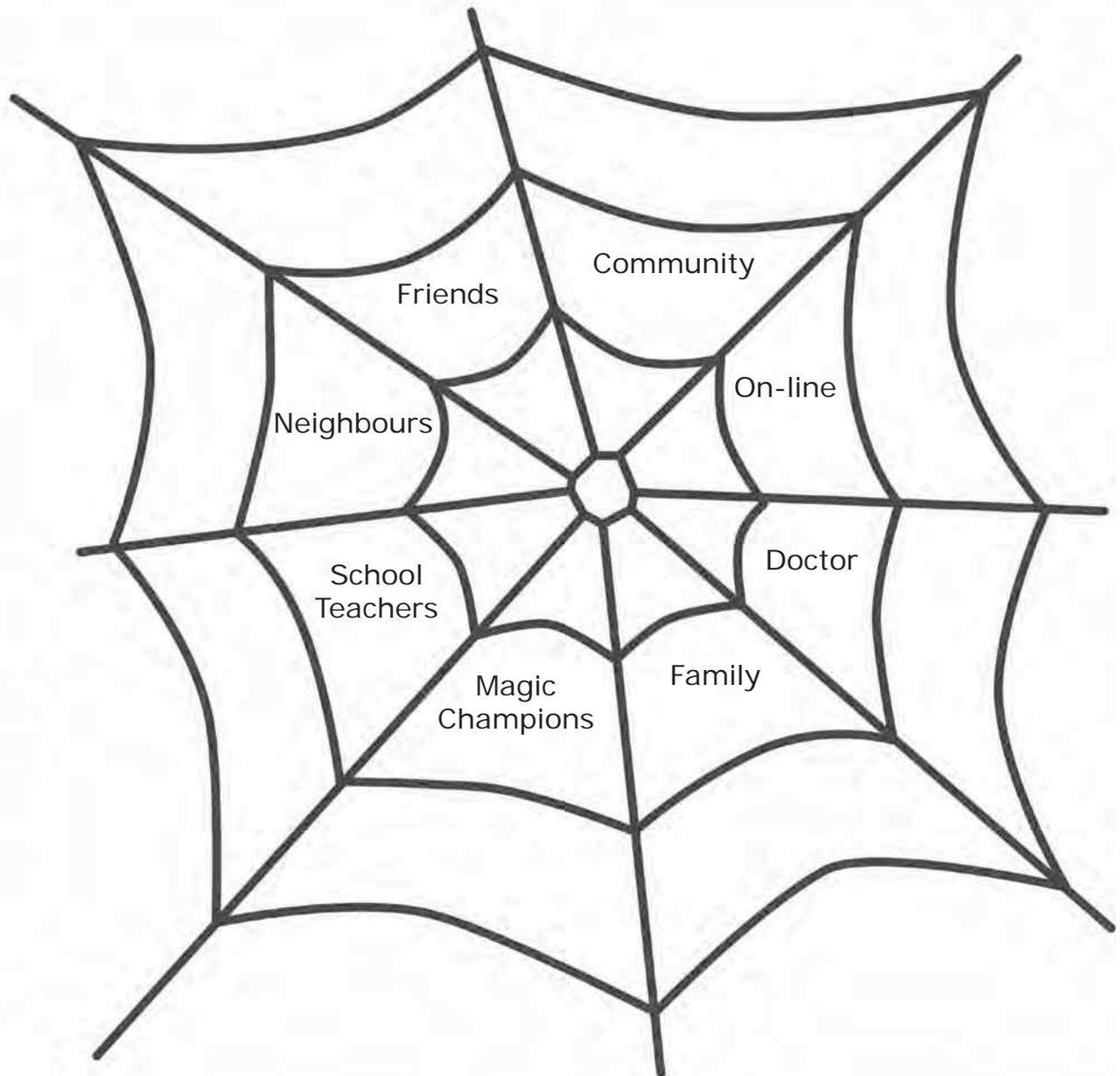
Please summarise Chapter 3 using the Table of Contents on page 10 of the text book as a reference. Congratulate students on their progress so far in recognising the special and unique people that they are!

My Support Group



Activity No. 16a

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:			
The more you stay here, the more of this you get! It’s about what you <u>don’t want!</u>			By choosing to move here you will attract more good stuff. It’s about what you <u>do want!</u>		
This is what I don’t want!			This is what I do want!		

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.*

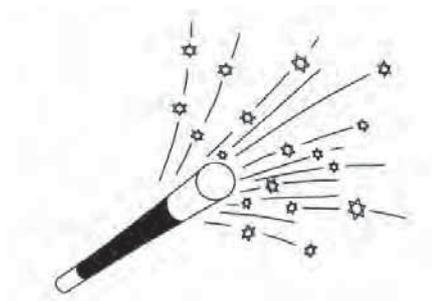
Student Activity — Try this:

(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!

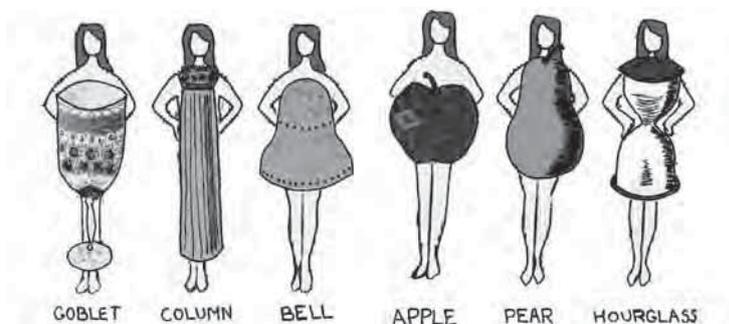
- Students can turn to Activity Worksheet No. 22 for more great tips on how to love their bodies.

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.*

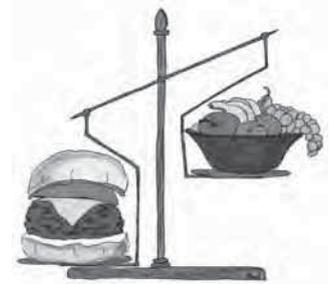
Student Activity — Discuss this:

- 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:

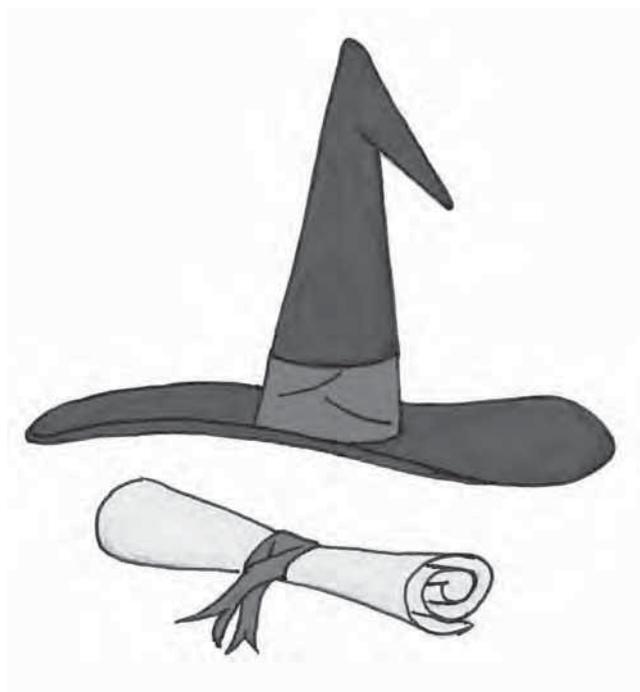
- Raise awareness and acceptance of the different perspectives we have as individuals.
- Explore and let go of unhelpful judgment of people and events.
- Assist in helping students to build healthy relationships.
- Encourage students to take on the role of leader and become Magic champions.

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:

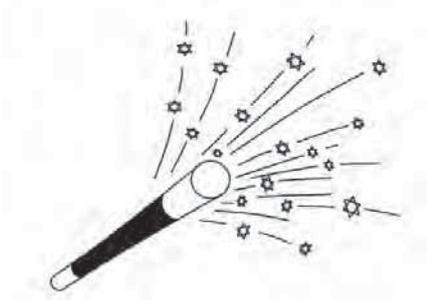
- Invite students to discuss the difference between sympathy and empathy.
- Ask them to think of a time when something negative happened to them and one of their family members or friends might have shown them too much sympathy.
 - How long did they stay in a negative mood?
- On the other side, can they 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 *BArts, 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</i> (24 hours)	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