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WELL-BEING ACTIVITIES

A HANDBOOK FOR TEACHERS

FOR GIRLS AGED 7 - 12 YEARS



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Welcome!

A Note To Instructors

This resource provides teachers with a diverse range of creative activities to help girls be the happiest versions of themselves.

The activities are based on positive psychology principles, a field of psychology that focuses on the positive influences and events in our lives. It is about identifying our positive traits, individual strengths, positive experiences and then building upon these to foster higher levels of happiness and well-being.

As a field, positive psychology focuses on character strengths, optimism, life satisfaction, happiness, well-being, gratitude, compassion (including self-compassion), self-esteem and self-confidence.

With this in mind, the activities in this book will help girls:

- **identify individual strengths**
- **develop a stronger sense of self**
- **build stronger relationships**
- **understand the benefits of a growth mindset**
 - **develop resilience**
 - **set goals**
 - **cultivate gratitude**
 - **enjoy life**

At Girl Power, we believe that children are most likely to engage effectively in their learning and stick at something if they are enjoying themselves. Therefore, the activities in this book are creative, thought-provoking and most importantly, FUN!

These activities have been selected from various lesson and workshop plans that have been created over the years at Girl Power. As they have been taken from different lesson plan formats, you will notice that some activities are described in short paragraphs while others are 'scripted' to help explain a concept and/or activity. At the back of this book you will find printable resources to support many of the activities.

Before embarking on any of the activities, remember to introduce the concept clearly first by way of a fun brainstorm/discussion or 'teacher in role' approach and give explicit instructions about what is expected of the students.

We hope that your students enjoy the activities that they help them understand how truly amazing they really are!



Warm Up Activities

Toss And Talk

Girls sit or stand in a circle (use the cushions if sitting). The girls randomly toss or roll the 'Question Ball' around to each other and answer the first question that they see. Ensure you or your assistant help some of the girls read the questions, as not all girls may be of the same reading ability. Comment on the girls' eg 'I love that book too', 'Did you visit the Eiffel Tower when you went to Paris?', 'Why did you choose that super power?'

The Question Pot

Girls sit in a circle. Place a 'pot' in the middle filled with Question Cards. Pass a squishy ball (or another object) around the circle to music. When the music stops, the person holding the squishy ball picks a question from the pot and answers it. If they can't think of an answer, they can say 'I'll ask the group' and someone else in the group can answer. Continue until everyone has had a turn.

The Wind Blows

The wind blows for those...

- Whose name starts with A
- Who has a birthday in October
- Who has a sister
- Who has a pet
- Who likes chocolate icecream
- Who walks to school
- Who plays football
- Who likes reading books
- Who speaks more than one language
- Who have sung a solo in front of an audience
- Who have given a speech on their own
- Who have something kind lately
- Who have done something brave
- Who have given someone a compliment lately (explain what a compliment is)
- Who have received a compliment lately
- Who have worked hard at something and got better at it



Pass The Box

For this activity, you will need 6-8 boxes, ranging in very small to large, that fit inside each other. Inside each box, place a Question Card. Girls sit in a circle and pass the box around to music. When the music stops, they open one box and read out the question and answer it. You can ask others to also answer the question - it may prompt some interesting discussion.

Silent Shapes

As a whole group, without speaking, make formations such as a triangle, a square, the letter P,T and X, the number 10 and a fruit bowl. Students must not mime words or speak – they can only communicate through gesture and eye contact.

Warm Up Activities

Find Someone Who...

Play music, when the music stops, the teacher calls out a category such as; shoe size, hair colour, age, favourite colours, birthday months, height. The class must then organise themselves in order pertaining to the category.

What Are You Doing?

All students stand in a circle. One actor begins the game by entering the circle and performing an activity e.g. swimming, cooking, getting dressed etc. The next student in the circle then says 'What are you doing?' and the first actor must answer with something they are NOT doing e.g. 'I'm writing a letter' or 'I'm weeding the garden'. The student who asked the question then enters the circle and performs the activity that the last actor said. The next person in the circle says 'What are you doing?' and that actor replies with something they are NOT doing ... and so it goes around the circle until everyone has had one or two turns.

Meet In The Street

Organise the class into two groups who stand in 2 lines facing each other. Give them a character and ask them to meet in the middle (which is the 'street'), have a brief conversation and then move to the other side (ie so that the lines have swapped positions).

Variation: Insist that the conversation that the characters have 'in the street' is using one word only such as 'bananas' or 'jellybeans'. Therefore, the character must be enacted by way of physical activity, facial expressions and the tone of voice, rather than through the conversation content!

Dance Detective

The students stand in a circle and one person is chosen to be the 'detective'. That person moves to the other side of the room, closes their eyes and puts their hands over their ears. Select a 'leader' from the circle - they perform movements that everyone copies. The detective then tries to guess who is the leader. The leader must keep changing the actions, and try to make the actions interesting! Once the detective has guessed the leader, someone else becomes the detective.



Musical Characters

The children move around to music and when the music stops, the teachers calls out various characters which the children then become. Play for about 6 rounds of various characters such as; fairies or elves, robbers, kittens, dinosaurs, robots etc

Musical Emojis

Play music as the children dance around. When the music stops, ask a child to pull an Emoji Feelings card from a box. The group then moves around as if they are feeling that way and the music begins again. They continue to do so until the music stops again and another child pulls a different card from the box. Encourage the girls to think about the way people look when they feel that way e.g. angry – tight fists, stamping feet, clenched teeth or scared hands to face, little steps, big wide eyes. Continue for about 6 different feelings.

Warm Up Activities

Rock, Tree, Star, Bridge

Choose someone to be at the front of the room, they must keep their backs turned to the class. The students dance as the music plays. When it stops, all students must make one of the above positions (rock, tree, star or bridge – make sure the trees don't look like stars!) The person who is at the front of the room calls out one of the above things without turning around to look (rock, tree, star or bridge). All of the people who were in the position of the object that was called out come to the front. The initial caller goes back into the game and it starts again. The new group up the front must decide together what they will call out and do so when the music stops. They rejoin the game once there is a new group at the front.

Musical Objects

Students are put into groups of 3 or 4. Music is played as the children move around the room. When the music stops, the teacher calls out an object which the children must then become, making sure that they work with their group, not individually. The game can be given a theme before hand, such as machines, rooms in the house, animals, household appliances etc.

Jumping Joni

Everyone stands in a circle. Tell students to think of their first name and the letter their name starts with. Then tell them to think of a word that begins with that same letter which they can act out. It can be an action, adjective (describing word), animal, etc. Start with your own name as an example (mine is always "Jumping Joni"), showing them how to do a movement that corresponds with your descriptive word-name combination. Everyone repeats the word-name combination while doing the movement. You may need to help younger students.

After everyone has had a turn, start again but this time have them as a group repeat the word-name and movement for each person around the circle to see if they can remember everyone's name and action.

Stop, Go, Jump, Clap

Ask girls to - Stop, Go, Jump, Clap Call out these directions (STOP, GO, JUMP, CLAP) – after a few minutes, make it more complex by telling the girls that stop means go and go means stop – then after a couple more mins tell the girls that jump means clap and clap means jump! Invite a girl to call out the directions. Wave, Smile, Introduce, Find something in common. Repeat as per previous activity but swap for WAVE, SMILE, INTRODUCE, SOMETHING IN COMMON (afterwards re-cap and point out that this is a way we can meet new people)

Frozen Pictures

Place the girls into groups of 3-4. Ask them to create 'Frozen Pictures' - first they will dance to music (freestyle) and when the music stops, they are to create the frozen picture (tableau) that the teacher calls out

eg

- the party
- the beach
- starting a new school
- helping someone
- meeting a new friend
- falling over in the playground



Activities About Identity and Strengths

Hot Seat

Girls get into pairs. One person is in the 'hot seat' and must talk about something that interests them without saying 'um' or 'er' or repeating themselves! Once the child does one of these things they are out and they swap so that the other person is in the 'hot seat'.

The Magic Box

The children sit in a circle. They pretend that there is a giant box in the middle of the circle, filled with all sorts of objects! Ask if anyone would like to pretend to find something in the box, mime using it and then put it back. Everyone else has to guess what they plucked out of the box!

I Love My (Insert Friends/Family/Pets/Hobbies etc) Because...

Students are placed in an talk show/interview situation where they must talk about the topic describing all the details and giving reasons as to why they love it. The interviewer must think of interesting questions to ask and can even open it up to the audience to ask some.

Variation: Give students one minute to talk about their job without stopping or saying 'um'. Have students pair up and talk to each other about their jobs, swapping partners at the teacher's signal.

Friendship Game Show

Choose 4 girls to come up and sit in 4 chairs. Option to give each girl a funny hat or other accessory to wear). Give each girl a buzzer. One by one, as the TV Host, read the scenarios on the IDENTITY GAME SHOW cards. If the girls think they know the answer, they press their buzzer. The first one to press their buzzer gets to answer – if you like their answer, give them a point. To add a bit of drama, you could let them 'ask a friend' from the audience if they aren't sure! Try to allow each girl to have a turn and get points. Responses to the scenarios should also promote discussion about the situations. After you have gone through all the question cards, tally up the points and give the person with the most points a prize. If you like, you can stop the activity half way through the cards and give 4 different girls the opportunity to play.

The Interview

In pairs, girls interview each other as if they are applying for a job that they would like to do when they grow up. After a few minutes, swap. You might like to ask some pairs to perform for the rest of the group.

Strengths Bracelets

Using coloured cord and beads, get the girls making their own special STRENGTHS bracelet. The girls love to wear their bracelets straight away and proudly show their parents at the end of the workshop!



Activities About Identity and Strengths

Body Cut Outs

How are we all different? Let's do a fun activity thinking about how different we all are... Girls get into groups of around 4. As a group they create ONE body cut out by one girl lying on several pieces of paper stuck together with masking tape, then drawing around the body and cutting it out. They can add a face, hair, clothes etc but the main thing is that they write randomly all over the body cut out the things that make us different... eg interests, hobbies, strengths, foods we like and don't like, favourite colours, favourite movies and tv shows, things we like doing for fun, different clothes we like to wear, body shape, hair colour, height, skin colour. Pin the body cut outs along a wall and look at all the ways we are different



Star Catchers

Explain that you will be making a 'star catcher' and show them an example. The three small stars will reflect their strengths (one strength per star) and on the large star they can write something that they would like to learn or get better at. The good thing about strengths is that we can increase them and improve them through practise! Before commencing, discuss some examples - you could explain the strength and goal written on your own sample 'star catcher'!

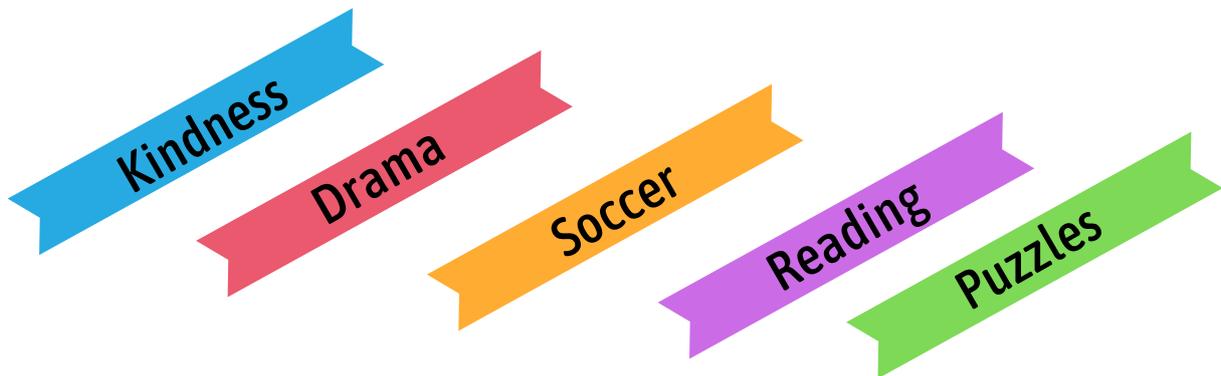


Activities About Identity and Strengths

Strengths Chains

Girls select strips of paper, corresponding to their strengths, write the strength on the paper and then stick them together to form a chain. They can create a chain to wear as a necklace, hair piece, a couple of bracelets, belt or something else of their own choosing!

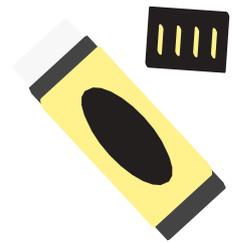
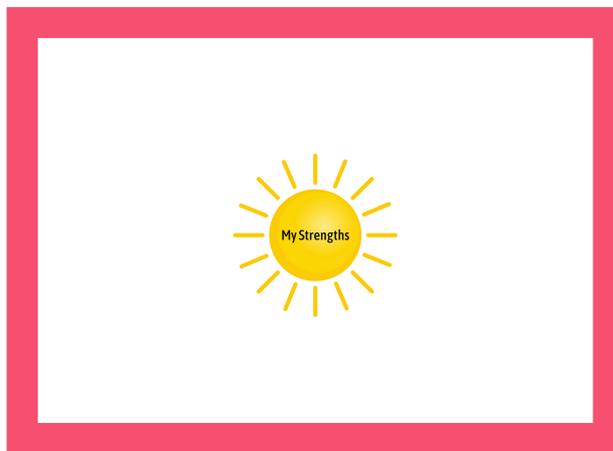
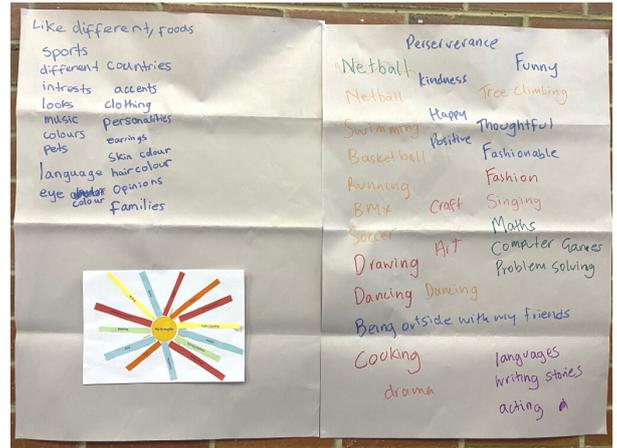
- Creative Strengths (red)
- Sports Strengths (orange)
- Language Strengths (yellow)
- Logic Strengths (green)
- Character Strengths (blue)



Activities About Identity and Strengths

Strengths Suns

Use a different colour (as above) to circle each strength. Explain that they will now create their own Strength Sun picture using the printed sun template and the paper with strength strips, ready to cut to stick on with glue. The strengths should be coloured in the applicable colours for the type of strength and stuck down so they project from the sun like rays.



CREATIVE STRENGTHS (colour red or pink)

Dancing

Making videos

Painting

Craft

Baking

Drawing

Playing an instrument

Making stories

Making things

Singing

Making costumes

CHARACTER STRENGTHS (colour blue)

Kind

Helpful

Thoughtful

Generous

Caring

Honest

Brave

Determined

Organised

Independent

Funny

SPORTS STRENGTHS (colour orange)

Basketball

Running

Swimming

Football

Netball

Soccer

Tennis

Table

Skiing

Horse riding

Dance

LANGUAGE STRENGTHS (colour yellow)

Speaking things

Helping others

Making questions

Conversation skills

Writing

Acting

Understanding other languages

Spelling

Reading

Writing

LOGIC STRENGTHS (colour green)

Puzzles

Maps

Solving problems

Coding

Modeling

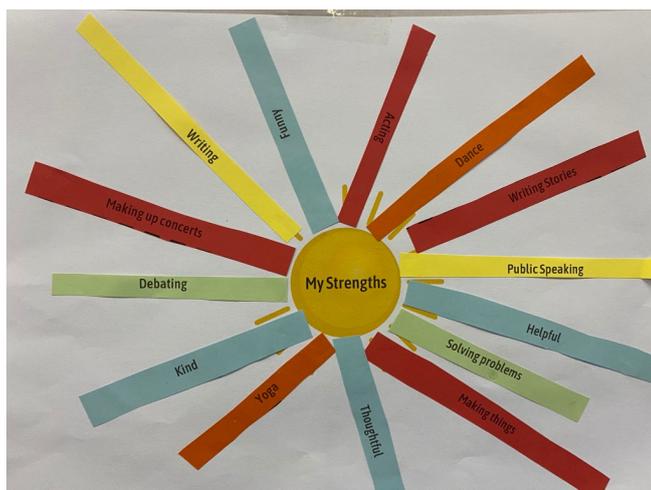
Reading maps

Science

Maths

Fishing things

Computer Games



Activities About Friendship & Social Skills

Mirror Mirror

Students get into pairs – one is 'A' and one is 'B'. Pairs face each other. When you say 'action', A is to move very slowly and 'B' must copy every movement. The 'reflection' should not only notice physical movements but also facial expressions. Swap roles. Select a couple of pairs (the best 'reflections') to show the rest of the class. See if they can guess who is 'A' and who is 'B' – it should be difficult to tell if the pair are doing this well.

The Alien Gibberish Game

Nominate an alien and a professor. The alien is an expert in FRIENDSHIP but can only speak alien language (gibberish) but the professor can understand that language. The alien and the professor sit in front of the class as the other students ask questions of the alien. The professor must translate each question into the alien language and then the alien answers in gibberish. The professor then translates the alien's answer into English. Both alien and professor should gesticulate as much as possible with their questions and answers to make it more interesting for the audience. N.B. the meaning of 'gibberish' may have to be explained and practised before playing this game.

Yes, And...

Divide students in pairs. Each pair improvises a conversation but must start their dialogue with 'yes and', which means they must continue their partner's story, not block their idea. Give the pairs some scenarios for inspiration (see end of this programme for scenario ideas). Allow the students to practice in their own space and then select some pairs to improvise for the class. Repeat in groups of 3 or 4.

Wanted: A Friend!

Divide the students into groups of 4 or less. Each group devises a short TV ad for a friend - get them to think about the qualities of a positive friendship. Groups perform and discuss.

As an alternative to the above, you could ask the groups to create a poster advertising for a friend.

Emotion Crescendo

All students stand in a circle. Think of one line that they are all going to say one at a time eg 'This is certainly a surprise', 'This is really strange', 'My hair just turned blue'. Then give the class an emotion eg sad, angry, excited, in love. One at a time the students say the line in the circle with the emotion but with each actor, the emotion increases. While the first actor who says the line may only give a hint of the emotion, the last actor should be really 'over the top'! All those actors in between need to make sure that their emotion is only slightly more increased than the actor before them.

Musical Friendships

Music is played as the children move around the room. When the music stops, the teacher calls out a friendship situation in which all the children must take part e.g. a friend is sad, someone is left out, a friend wins a swimming race, two friends disagree on what to play at lunchtime etc. All girls should try to find a role to play in within the situation with as little fuss as possible. When the music starts again, the children move around the room until the music stops and another situation is called out. Some of the girls may even have some good ideas for the situations.

Activities About Friendship & Social Skills

Meet Someone New

Ask the girls to grab their cushions and sit in front of you - have a 5 minute group talk about making friends. Put questions to the group - how do you make a new friend? What qualities do you look for in a new friend? What elements of a friendship make you feel good? ie listening, caring, kindness, fun etc. Ask the girls to get into pairs with someone they do not know and discuss the following (note: when they have completed their chat in one pair, they can find someone else new) :

- Discover what you both have something in common ie a cat, dog or age
- Give each other a compliment
- What do you both like doing for fun? ie tennis, dancing or painting

Friendship Posters

Paraphrase the following in your own words

'We have just discussed friendships and you have all come up with some fantastic ways to make new friends. Now we know how to make a new friend, let's talk about ways to keep our friends, to maintain positive friendships. Who would like to share ideas on how to keep a friend? What about things like, being kind? Listening to your friend? Showing empathy? Having fun together? Taking turns? Now, let's get into groups of 4 or 5 and together as a team, write or draw the elements of what it takes to create a positive friendship, on butchers paper. Be as creative as you wish (when finished, invite each group to share their creation, with one person as the spokesperson).'



Activities About Friendship & Social Skills

Positive Friendship Plays

Girls get into groups. Each group picks a positive friendship quality card from a hat. They must create a short play demonstrating the friendship quality. Perform and discuss.

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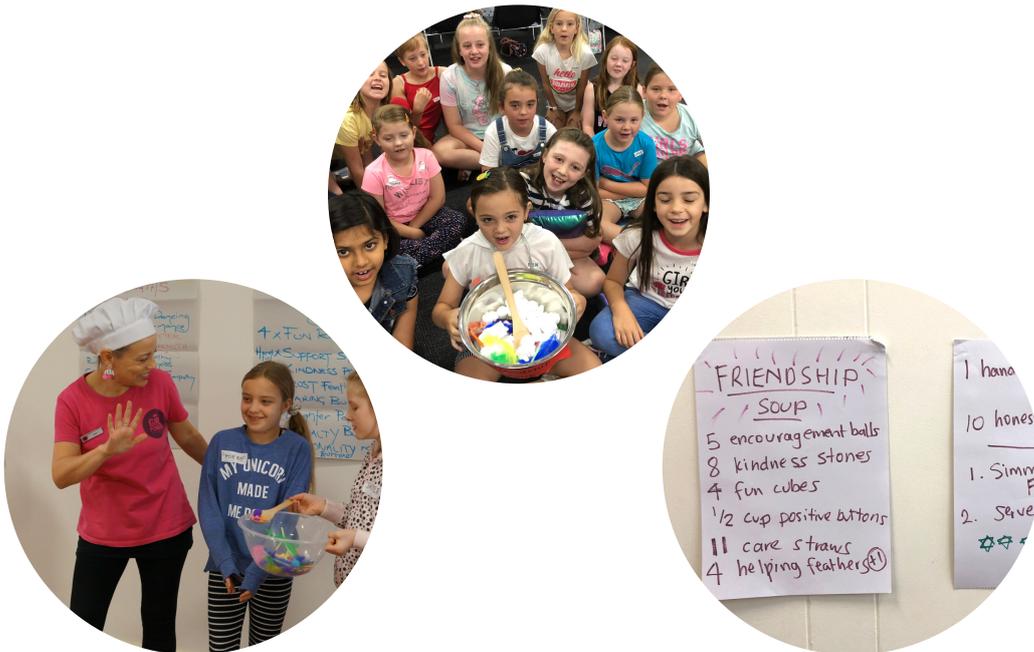
Musical Friendships

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Activities About Friendship & Social Skills

Friendship Soup

Ask all girls to come and sit on the floor on their cushions in front of a table, where you have set up various containers filled with craft materials such as pom poms, buttons, coloured stones, straws, pop sticks etc. Ask someone to be a volunteer and give them a chef hat to wear. Explain that you are now going to make Friendship Soup! Transform yourself into an eccentric chef! In your own entertaining way, encourage the girls to suggest ingredients for your Friendship Soup! Girls come up and choose a craft material to be an ingredient as they put it into the bowl. As the ingredients are named, write them on the butchers' paper. Every time you do this, it will look a little different but the ingredients often include kindness, caring, sharing, fun, communication, loyalty, respect, honesty and trust.



Friendship Fires

Paraphrase the following text that is in italics

Sometimes, in our friendships, we might come across 'Friendship Fires'. These are friendship situations that make us feel sad, confused, upset or even angry. It is quite normal for this to happen in relationships, even for adults! But what we want to try to avoid is letting 'friendship fires' turn into great big bonfire. How might a 'friendship fire' start?

Using the 'fire' print outs, write a 'friendship fire' in each fire image and stick onto the wall. The girls will most likely say things like..

- being left out of events or activities
- feeling as if people are talking or laughing about you behind your back
- being asked not to be friends with someone else
- mean comments
- friend being bossy
- sharing secrets

What do you think you could do to stop these 'fires' from becoming big bon fires? In other words, how could you extinguish these fires? The girls will typically say things like...

- talk to your friend about how you feel (feelings)
 - respect others' opinions and differences (respect)
 - invite them to spend time with you (inclusion)
 - think about the situation from their perspective (empathy)
 - be nice, show kindness (nice)
 - have some time apart (distance)
 - say sorry (sorry)

Activities About Friendship & Social Skills

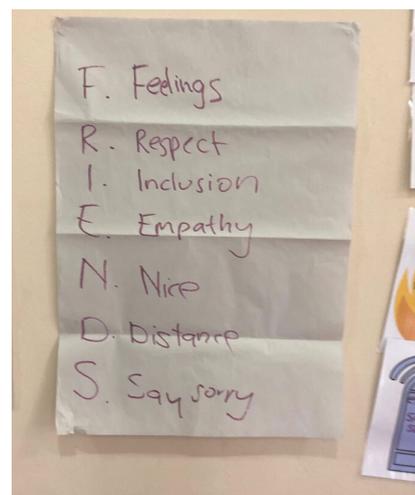
Friendship Fires (cont.)

As the conflict resolution ideas are suggested, write them on the Extinguisher signs. Stick them next to or on the fires.

If the girls struggle to come up with appropriate responses, you can gently guide them towards these responses - it's important that the girls have ownership of the strategies.

This is fantastic girls - you already know some brilliant ways that you can put out friendship fires!

Point out that we can actually arrange these extinguishers in an acrostic poem format to remember them easily. If we take the first letter of each of the strategies, it spells FRIENDS!



Activities About Friendship & Social Skills

Friendship Fire Plays

Ask the girls to get into small groups (3-4 in each group). Write a friendship issue (from your group brainstorm) on blank cards or pieces of paper. Each group randomly gets a scenario. They are to create a short play based on the scenario on the card and demonstrate how they might manage or resolve the situation. Encourage them to refer to the FRIENDS acrostic poem for strategies. Give the girls around 10 minutes to practise their scenes and then ask them to perform for the rest of the group (if a group or an individual doesn't feel comfortable performing, that's ok, they can discuss instead or you can read out the scenario and discuss with the whole group).

After each group has performed, discuss the way they resolved the issue. Use discussion prompts such as:

Which strategies did the group use?

How well did the strategies work?

Is there another way they could have resolved this situation?

How would each character feel in this situation?



Friendship Hearts

Cut out the hearts and write nice messages to friends and special people in your life. You can use different colours and add sparkles or stickers if you like. Tell them what you really like and appreciate about them!

Friendship Game Show

Choose 4 girls to come up and sit in 4 chairs. Option to give each girl a funny hat or other accessory to wear). Give each girl a buzzer. They test their buzzers. One by one, as the TV Host, read the scenarios on the FRIENDSHIP GAME SHOW cards. If the girls think they know the best way to respond to the scenario, they press their buzzer.

The first one to press their buzzer gets to answer – if you like their answer, give them a point. To add a bit of drama, you could let them 'ask a friend' from the audience if they aren't sure! Try to allow each girl to have a turn and get points. Responses to the scenarios should also promote discussion about the situations.

After you have gone through all the question cards, tally up the points and give the person with the most points a prize. If you like, you can stop the activity half way through the cards and give 4 different girls the opportunity to play.

Activities About Friendship & Social Skills



Friendship Cup Cakes

Friendship is very important – it's a human instinct to feel that you belong, it's what has helped us survive. Friendships help us feel happy and safe, friends support us during sad times and also during happy times. Friends encourage us to try new things, help us learn to share and we also can have lots of fun with friends. Today we are going to look at how to make friends, how to maintain friendships and what to do to solve conflict and arguments.

Explain that a friend is like a cupcake.....show the girls a pre-made cupcake prop. 'I'll explain why a friendship is like a cupcake!' Turn yourself into a chef – pop on the chef hat. Optional accent!!

Place a patty pan in a cupcake tin. The patty pan is the base – it needs to be reliable because it has to hold the batter, the icing and the sprinkles! Like the patty pan, we need to have a starting place for a friendship. Where might you meet a friend? Write on wall.

Making A Friend (Batter) Next, we need some batter for the cupcake. The cupcake batter is full of ingredients needed to make a friend – what are some ways we could make a friend? Write some of these on paper on the wall. Here is my batter! Take a paper towel, scrunch it into a ball, sticky tape together) and then pop in the patty pan. Then take some coloured tissue paper, wrap it around the paper towel ball and tape together. You could choose one of the girls to help you.

Keeping A Friend/Positive Friendships (Icing). What's next on a cupcake? That's right – icing!! The icing on a cupcake is the yummiest part! This is like all the elements of a great friendship! What might some of these be? Brainstorm and write positive friendship elements on the paper on the wall. Let's put the icing on this cupcake! Paint the top of the cupcake in a contrasting bright colour (you could get one of the girls to choose the colour or take a vote).

Extra Special Friendships (Sprinkles) Now, is there anything else we could add to our friendship cupcake? Maybe sprinkles? Sprinkles are like those lovely things that make a friendship even more special. Can you think of some friendship sprinkles? eg smiles, nice notes, compliments, encouragement etc Write the 'sprinkles' on the wall and then ask one of the girls to sprinkle some glitter shapes over the cupcake – the paint will still be wet so you won't need glue. There!! What a beautiful friendship cupcake!



Friend's FRIENDSHIP RECIPE
Write down 5 ways you could
Meet and get to know a friend:
Know and talk to them
Keep saying hi to them
Help them
Share something in common
and having some things
at school.
Write down 5 ways you could
KEEP a friend:
Being Kind Be polite
Showing respect
Spending time together
often
Write down some friends
doing things SPRI...

Activities About Friendship & Social Skills

Crumbling Friendship Cupcakes

Paraphrase the following text that is in italics

Sometimes our friendships crumble a bit like cupcakes and it can make us feel sad, confused, annoyed or angry. This is a normal part of life and having relationships with people but there are some ways to help stick friendships back together or stop them crumbling away altogether. Can you think of some ways your friendship might crumble?

Write them on the sad cupcake print outs. Stick them on the wall.

How can we put the cupcakes back together?

Write strategies on the happy cupcake print outs and stick on the wall.

If the girls struggle to come up with appropriate responses, you can gently guide them towards these responses - it's important that the girls have ownership of the strategies.

This is fantastic girls - you already know some brilliant ways that you can put the Friendship cupcakes back together!

Point out that we can actually arrange these extinguishers in an ACROSTIC poem format to remember them easily. If we take the first letter of each of the strategies, it spells FRIENDS!

Stick the ACROSTIC poem up (with just the letters) and fill in the blanks.



Activities About Friendship & Social Skills

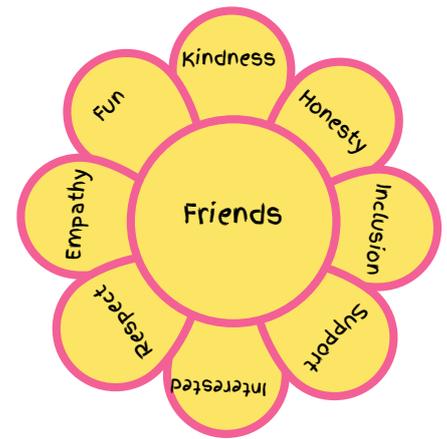
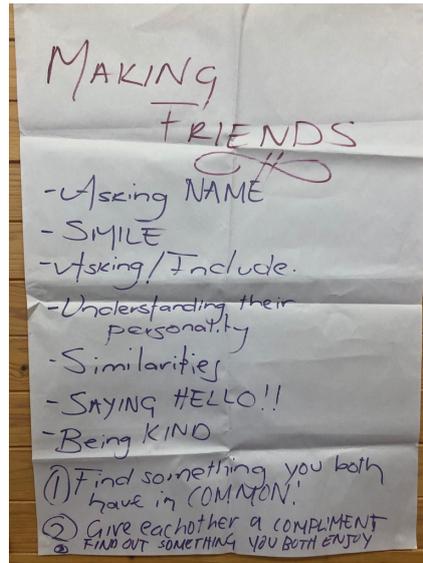
Friendship Flowers

Girls sit in front of a table, where you have set up your 'gardening props'. Ask someone to be your assistant and give them a funny hat or other accessory to wear. Transform yourself into a funny gardener! Explain that you are going to show the girls how to grow 'friendship flowers'. In your own entertaining way, explain that..

You need a pot and some soil- this is the foundation of the friendship

- the way the friendship started (the pot can either be an actual small seedling pot OR just cut out from paper)

Ask the girls to suggest PLACES or SITUATIONS where friendships might form eg at school, sport, dance classes, through family etc. Write them on butchers' paper on the wall.



The next part of the flower is the stem - this is how to MAKE a friend

Ask the girls to suggest ways to make a new friend. Also ask for 'conversation starters' - these are things you can say to someone to start a conversation eg ask their name, find something in common, compliment them etc. Write them on butchers' paper on the wall.

Roll up a green piece of paper, stick it together and stick it in the pot on a blob of plasticine or playdough. Sprinkle small rocks around it to keep it in place. So you now have the friendship FOUNDATION and some ways to MAKE a friend.

The next part of the flower is the petals - these are like the elements of a HAPPY friendship. Ask the girls to suggest elements of a happy friendship and write them on some pre-cut petals. Stick the petals around a pre-cut paper circle and then stick the circle and petals to the stem with sticky tape. You have now created a Friendship Flower!

Explain to the girls that just like a flower, friendships need to be looked after! Flowers need sun and water to survive - what do friendships need?

Now it's time for the girls to create their own Friendship Flowers!

Rolled up green paper for the stem



Activities About Friendship & Social Skills

Sad and Happy Flowers

Paraphrase the following text that is in italics

Sometimes, in our friendships, we might experience situations with our friends that make us feel sad, confused, upset or even angry. It is quite common for this to happen in relationships, even for adults! But what we want to try to avoid is letting little things get really big when they don't need to. We don't want our lovely happy flowers to be sad!

Using the SAD FLOWER print outs, write down some friendship issues from the girls' ideas. The girls will most likely say things like..

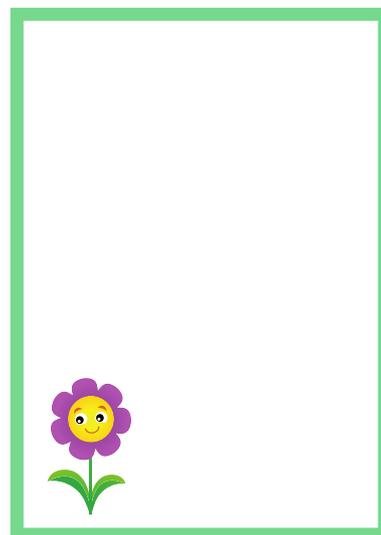
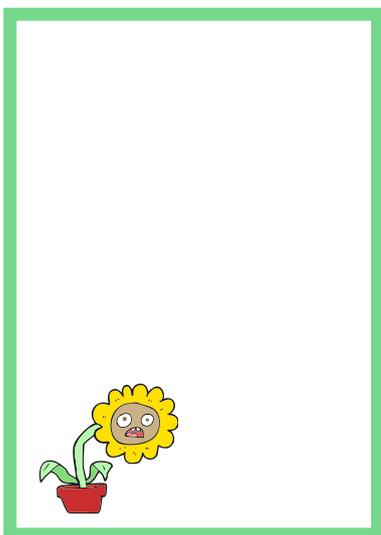
- being left out of events or activities
- feeling as if people are talking or laughing about you behind your back
- being asked not to be friends with someone else
- mean comments
- friend being bossy
- sharing secrets

What do you think you could do to turn these sad flowers back into happy flowers?

The girls will typically say things like...

- talk to your friend about how you feel, communicate
- 'talking is sorting' (feelings)
- compromise, take turns, respect others' opinions and differences (respect)
- invite them to spend time with you (inclusion)
- think from their perspective (empathy)
- show kindness (nice)
- have some time apart (distance)
- say sorry (sorry)

Write the FRIENDS acrostic poem on one of the HAPPY FLOWER print outs.



Friendship Chatterbox

This will get you and your friends talking!

Watch the instruction video in this module and then get busy making your own Friendship Chatterbox!

Here are some questions you could write on your chatterbox!

1. What is something that always makes you laugh?
2. If you could have a super power, what would it be?
3. Would you rather eat pizza or pasta?
4. If you could invent something to help people, what would it be?
5. Tell me a random fact about you that I don't know
6. If you were on a desert island and could only take 3 things, what would they be?
7. If someone made a movie about your life, what would it be called?
8. What would you do if you won a million dollars?

If you enjoy this, you could make another chatterbox with different questions.

Have fun!



Activities About Growth Mindset & Resilience

Mini Plays

The children get into groups of 2 - 4. They devise a short play demonstrating a fixed mindset and then a growth mindset (for the same situation). You could get them to pick a Situation Card from a hat or get them to come up with their own ideas. Perform and discuss.



Growth vs Fixed Mindset Crayon/Watercolour

Give the girls a printed copy of two heads - one will represent a growth mindset and the other fixed. In pastel crayons, the girls write words and statements on each of the heads to reflect a fixed or growth mindset. Encourage girls to use brighter colours for growth and darker colours for fixed. Paint over with watercolours and allow time to dry.



Sort The Cards

In groups of around 3 or 4, girls sort cards into piles for 'growth mindset' and 'fixed mindset'. They write the corresponding number for each card on a sheet. When finished, they check their numbers with an Answer Sheet.



Activities About Growth Mindset & Resilience

Teacher In Role

Ask for two volunteers to stand at the front. Give one girl a stretchy animal and the other a marble. Paraphrase the following:

So (insert name of girl holding stretchy animal) can you stretch that? Yes! Try side ways as well. What about you (insert name of girl holding the marble), can you stretch that? No, it stays in the same shape. These items, the stretchy lizard and the marble are going to represent a 'growth' mindset and a 'fixed' mindset. Does anyone know what a growth mindset is? (hands up - girls answer) Right, so a growth mindset is when you think that you can get better at something by practising and putting in some effort. Whereas if you have a fixed mindset, you think that you're either good at something or you're not and there's no point trying if you're not good at it. Who here can ride a bike? (most girls will put up their hands). What happened when you first started to learn to ride a bike? You fell off? What did you do after that? You got back on again! Did anyone say "That's it, I'm never going to ride a bike ever again in my whole life!" No? Well, you all had a growth mindset then! I'm now going to act out a couple of scenarios - if you think the person in the scenario has a growth mindset, hold your arms out really wide like this (demonstrate) but if you think they have a fixed mindset, clench your hands into tight fists like this (demonstrate). Ok? Right, let me just take a moment to get into character!

Be as dramatic as you like as you improvise this 'teacher in role' scenario!

Hi, my name is Emily and I just found out my part in the school musical. The show is 'The Little Mermaid' and I auditioned for the part of Ariel. But guess what? I didn't get the part of Ariel! I just got the part of a dumb fish! I mean, I didn't really practise much for the audition - but if I was good, I'd just get the part whether I've practised or not! I just must be really bad at singing and acting. Girls should have clenched fists. Hey, why are you all clenching your fists like that? (girls respond) You think I have a fixed mindset? What's that? (girls respond) What's the opposite of a fixed mindset? (girls respond) A growth mindset? What's a growth mindset? (girls respond) So, what would I say about the musical if I had a growth mindset?

Ask a volunteer to come up in front of the group and be 'Emily', talking about the same scenario but with a growth mindset (girls can respond by opening their arms out wide). After this scenario, you can take on other characters and enact a fixed or growth mindset scene and again the girls can either clench their fists or hold their arms out wide.



Activities About Growth Mindset & Resilience

Growth Mindset Game Show!

Paraphrase the following text that is in italics



Who here can ride a bike? (most girls will put up their hands). What happened when you first started to learn to ride a bike? You fell off? What did you do after that? You got back on again! Did anyone say "That's it, I'm never going to ride a bike ever again in my whole life!" No? Well, you all had something called a GROWTH MINDSET then!

A growth mindset is when you think that you can get better at something by practising and putting in some effort. Whereas if you have a FIXED MINDSET, you think that you're either good at something or you're not and there's no point trying if you're not good at it.

Who can tell us an example of when they have had a GROWTH mindset? (girls respond - as they do so, ask them what a FIXED mindset version of the same scenario would have looked like). They may even like to come out the front and act a couple of them out for the group.

So do you think you know what a growth and what a fixed mindset is now? You do? Well, let's test you by playing a super fun....game show!

I am going to introduce you to.....(pop on a sparkly hat and/or jacket/glasses)... Mrs Razzle Dazzle!!!

Choose 4 girls to come up and sit in 4 chairs. Option to give each girl a funny hat or other accessory to wear). Give each girl a buzzer. They test their buzzers. One by one, as the TV Host, read the scenarios on the 'ROAR' cards. If the girls think they know the best way to respond to the scenario, they press their buzzer.

The first one to press their buzzer gets to answer – if you like their answer, give them a point. To add a bit of drama, you could let them 'ask a friend' from the audience if they aren't sure! Try to allow each girl to have a turn and get points. Responses to the scenarios should also promote discussion about the situations eg why or why not they would ask for help, what kind of help would they need, who would they ask etc.

After you have gone through all the question cards, tally up the points and give the person with the most points a prize. If you like, you can stop the activity half way through the cards and give 4 different girls the opportunity to play.



Activities About Growth Mindset & Resilience

Bounce In Time

Form a big circle. Give each girl a bouncy ball. Ask them to bounce the ball and catch it in the same hand, then clamp the other hand over that hand and transfer the ball to the other hand. Repeat. Ask them whether they think everyone will be able to do it all together at exactly the same time? Some will say no - respond with, 'well let's give it a go!'

The girls bounce the balls, all trying to bounce them at exactly the same time. Play music with a strong regular beat (eg 'We Will Rock You' by Queen') and keep in time - try not to drop the balls!

Afterwards, prompt discussion with these questions...

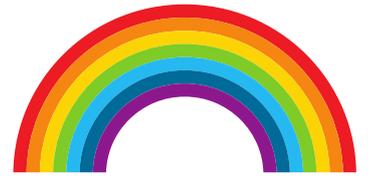
- Did we manage to all do it at the same time?
- What did you find hard about the activity?
- What did you have to do to keep in time (hints: focus, listen, watch, not bounce too hard)
- You demonstrated a growth mindset when you did that activity - you persevered. If you had a fixed mindset how would that activity have been different?



Relaxation Activities

Rainbow Relaxation

Ask the girls to grab a cushion, spread out, lie or sit down. Read the following...



See if you can totally relax on the floor. Relax your head...your shoulders...your tummy...your legs....and your feet. Feel your body becoming lighter and lighter. Now imagine that your body is gradually turning into all the colours of the rainbow. It changes from one colour to the next. Firstly your body is red....your whole body is red...feel your body giving out energy and strength. Slowly, you are now giving out orange colour. Your whole body becomes orange. Feel yourself giving out happiness and joy. You are now full of happiness and joy. Slowly, you are now giving out yellow colour. Your whole body becomes yellow. Feel yourself giving out intelligence. You are now full of intelligence. Slowly, you are now giving out green colour. Your whole body becomes green. Feel yourself giving out harmony and friendship. You are now full of harmony and friendship. Slowly, you are now giving out blue colour. Your whole body becomes blue. Feel yourself giving out peace. You are now full of peace. Slowly, you are now giving out indigo colour. Your whole body becomes indigo. Feel yourself giving out gentleness. You are now full of gentleness. Slowly, you are now giving out violet colour. Your whole body becomes violet. Feel yourself giving out beauty and self-respect. You are now full of beauty and self-respect. You are the rainbow, your colours are going out everywhere. Feel yourself getting bigger and bigger, your colours going out further and further, until they cover up this whole room, then further until they cover the whole country, and still further until they cover the whole world. As you spread out all the colours, you are also spreading energy, happiness, intelligence, friendship, peace, gentleness and beauty. You spread out even farther and become even bigger. Now your colours of light are spreading throughout the whole universe. You are as big as the whole universe, your colours of light shining out in every direction in space. Slowly, all the colours change into a stream of white light. This white light is now flowing down the top of your head down to your heart. Feel all the white light going into your heart.

After the session is complete, ask the girls to take a seat in a circle. Start a discussion about ways to calm down and centre ourselves when stressed. Ask the girls for ideas on what they do.

How does your body feel when you feel stressed?

What is your body telling you when you feeling these things?

What are some things you can do to calm your mind and body?



Relaxation Activities



Balloon Relaxation

Read the following (or say in your own words) slowly and calmly

Find a comfortable spot to lie or sit, away from other people. Close your eyes. As you are lying or sitting there, gently place your hands on your tummy. Feel your tummy lift and expand as you breathe in and lower as you breathe out. Try to breathe slowly so you can feel your tummy going up and down. Now, as you are lying there with your eyes closed, you are going to create some pictures in your mind. Imagine that there is a red balloon floating high in the air above you. It has a long string attached. You wonder why it is there and where it came from. It gradually floats lower towards the ground, lower and lower until it is just above you and you can reach up and hold onto the balloon's string. The balloon pulls you up so you are standing on your tippy toes. It pulls you even higher until you are floating above the ground. It pulls you higher and higher until you are floating above the trees and the houses around you. What else can you see from way up high in the air? It then takes you to your favourite place in the whole world - somewhere that makes you happy. You float down into that happy place and look around. What can you see? What can you hear? What can you smell? What can you feel? Can you taste anything there? Are other people there? Are there any animals there? Or perhaps you like to be on your own at your happy place. Enjoy your time at your happy place for a few moments.

Now with that happy feeling still with you, you are lifted back into the air by the balloon and it carries you up high in the air once again. You float back over the trees, over houses and slowly back down into the park where you started. You gradually let go of the balloon and it gently floats off into the air. But the happy feeling you had at your happy place stays with you. Once again, feel your tummy rise and fall with your breaths. Now, slowly open your eyes and sit back up.

Ask the girls to take a seat in a circle. Start a discussion about ways to calm down and centre ourselves when stressed. Ask the girls for ideas on what they do.

- How does your body feel when you feel stressed?
- What is your body telling you when you feeling these things?
- What are some things you can do to calm your mind and body?



Relaxation Activities

Happy Place Relaxation

Ask the girls to lie on the floor, using the cushions for their heads and close their eyes. Take them through the following mindfulness activity. Speak slowly and softly.

Imagine it is a beautiful sunny day and you are walking in a park.

Look around at the big beautiful trees.

Listen to the birds chirping.

Smell the scent of the leaves on the trees

Feel the nice warm sun on your shoulders and the top of your head.



You now see a really big tree in the park and there's something unusual in the trunk of the tree. You walk a little closer and realise that it is a door! You place your hand on the door knob - feel the shape of it in your hand. Now turn the doorknob and push open the door.

You look around and you are in a place that always makes you feel happy. Imagine where that place is - it will be different for all of you. Imagine that you are there right now, in your happy place. Look at what is around you - what can you see? What can you hear? What can you touch? Just stay in your special place for a few moments and enjoy your time there.

Now, it's time to go back through the door. In your mind, slowly walk through the door of the tree, close the door behind you and walk back into the park.

Now, after the count of 3, slowly open your eyes and come up into a sitting position.

Afterwards, ask the girls to form a circle. Prompt discussion using the following questions...

- How do you feel after our relaxation activity?
- How did you feel when you were at your 'happy place'?
- When do you think would be a good time to do the 'happy place' activity?
- What sorts of things can make us feel anxious or stressed?
- How does your body feel when you are stressed? (eg stomach ache, headache, butterflies, sweaty, hot etc)?
- What are some other ways you could calm your mind and calm your body (eg deep breathing, reading, exercise, time outside, playing with a pet etc)?



Relaxation Activities

Treating Our Senses

Ask the girls to lie on the floor, using the cushions for their heads and close their eyes. Take them through the following mindfulness activity. Speak slowly and softly.

Think about something that you like to look at. It might be the beach, pictures of cats, a forest, a painting, birds....something that always makes you smile inside when you see it. Imagine looking at it right now.

Think about something that you like to listen to. It might be a certain song, birds chirping, waves crashing on the beach, or rain beating down on the roof of your house imagine you can hear it now....something that always makes you smile inside when you hear it. Imagine listening to it right now.

Think about something that feels nice. It might be patting your dog, swimming in water, hugging your mum, snuggling up next to a warm fire or the feeling you get in your tummy when you jump high on a trampoline.... imagine you can feel it now....something that always makes you smile inside when you feel it. Imagine the feeling..

Think about something that you like to taste. It might be a certain drink, a sweet treat or your favourite dinner... imagine you can taste it now....something that always makes you smile inside when you taste it. Imagine tasting it right now.

Now think about something that you like to smell. It might be a your mum's perfume, oil diffusing in your bedroom, freshly cut grass, sea air, your favourite meal cooking in the kitchen, a flower... imagine you can smell it now....something that always makes you smile inside when you smell it. Imagine smelling it right now.

Now, after the count of 3, slowly open your eyes and come up into a sitting position.

Afterwards, ask the girls to form a circle. Prompt discussion using the following questions...

- How do you feel after our relaxation activity?
- How did you feel when you were at your 'happy place'?
- When do you think would be a good time to do the 'happy place' activity?
- What sorts of things can make us feel anxious or stressed?
- How does your body feel when you are stressed? (eg stomach ache, headache, butterflies, sweaty, hot etc)?
- What are some other ways you could calm your mind and calm your body (eg deep breathing, reading, exercise, time outside, playing with a pet etc)?

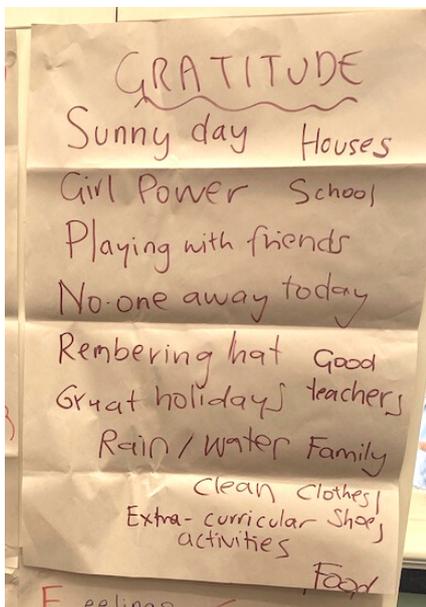


Gratitude Activities

Gratitude Self-Portraits

As a group, brainstorm the things that we can feel thankful for. The girls will often mention things like food, a house, clothes and education. Encourage them to also think about some less obvious things such as something their mum or dad may have done for them that morning, a compliment from a friend or a hug with a puppy. Ask them how they feel when they think about these things.

After the brainstorm, each girl will create a piece of Gratitude artwork. In the middle of a piece of a small canvas or thick paper, the girls are to draw and outline themselves (just their face) in black crayon (they may wish to use pencil first). They then paint the image and as it is drying stick on cut out words that represent the things they are grateful for in life. They could add sparkly stickers or other creative materials.



Gratitude Rocks

Demonstrate how to create a Gratitude Rock, and the purpose of the rock (to remind them of what they appreciate in their lives) and ask the girls to give some examples of words to use on their rock eg family, friends, courage, positivity, peace etc. Emphasise they need to write the word first in lead pencil and nice and bold. Then outline the word with a permanent black marker (medium tip), then it is time to decorate with coloured pens and sparkly gems!

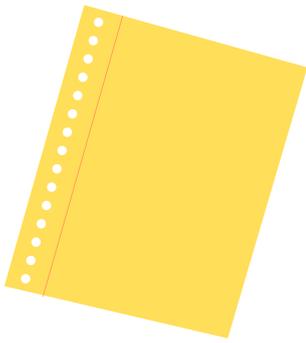




Make Your Own Gratitude Jar!



You will need....



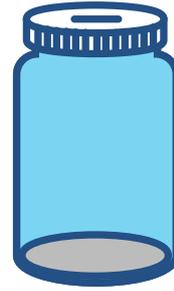
Paper



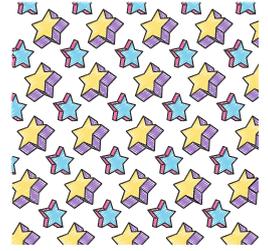
Scissors



Pens



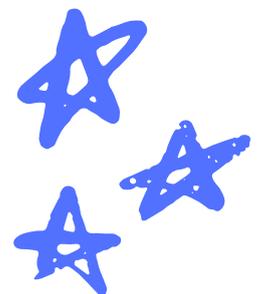
Empty Jar



Stickers
(optional)

Cut a piece of paper into small squares. On each piece, write something you are grateful for. Pop all the pieces of paper into the jar. Make a 'Gratitude Jar' label and decorate with stickers etc

Add a new 'gratitude' note each night before you go to bed!



Other Activities To Build Confidence & Self-Esteem

Walking Through

Students imagine they are walking through the following:

a dark, spooky haunted house

a hot desert

the jungle

a swamp

the snow

a cave

a storm

any other creative ideas?

They can walk from one side of the room to the other.

Musical Situations

Music is played as the children move around the room. When the music stops, the teacher calls out a situation in which all the children must take part e.g. a car accident, a space ship lands in the middle of the street etc. All children should try to find a role to play in within the situation with as little fuss as possible. When the music starts again, the children move around the room until the music stops and another situation is called out. Continue as long as the children are enjoying themselves! Some students may have some good ideas for the situations.

Space Jump

Four actors are selected. One actor enters the stage area and pretends to perform an activity of their own choosing. The teacher calls 'space jump' after a few seconds (and when the activity has been clearly established) and the actor freezes as they are at that moment. The second actor enters and performs a different activity that begins from the position that the first actor ended in (e.g. the first actor may be 'frozen' as she was painting a wall and the second actor might enter and continue by reaching up high in a cupboard to fetch something). The first actor should join in with the second actor's activity. Actors can make it easier for the others by talking in relation to what they are doing (eg 'I can't quite reach the tennis racquet from the top shelf... can you help?') The game continues as the teacher calls 'Space Jump' for the second, third and fourth actors (each time, all other actors on stage join in the new activity). The game can either finish when the teacher calls 'Space Jump' for the fourth time OR the actors can then go backwards through all scenes until the first actor is left on stage on their own again, performing the first activity.

No it's not it's a ...

Students sit in a circle. An object such as a drink bottle is passed around the circle. Every child must imagine that it is something else (eg a telescope, a cricket bat, a rolling pin, a trumpet) and grab it from the last person in the circle and say 'No it's not, it's a ... (eg hairbrush)'. Each child should not just tell us what it is, but demonstrate its use. The game finishes when everyone has had a turn (smaller groups may like to go around the circle twice.)

Postcards

Organise the students into groups of around 4. Play some music – the groups will walk/dance to the music until it stops. Then call out a place that a 'post card' could be from eg Hawaii, Antarctica, Queensland, the Australian Bush, Paris etc. The students have to form a tableau with their group based on a picture on a postcard from that particular place. They should try to make the postcard interesting by using different levels.

Other Activities To Build Confidence & Self-Esteem

Slide Show

Divide the class into small groups. Give each group a topic or title (e.g. our jungle safari, the Olympics etc). The groups must create 4-5 freeze frames telling a story using their title. They then present it to the class who closes their eyes in between each frame while the teacher counts to 5.

Quick Change

Students sit in a circle. Choose one student to be the 'changer'. Let the class study his/her appearance for 3 seconds. Ask the 'changer' to move out of sight and change 3 things about his/her appearance eg pull a sock down, change a watch from one hand to the other, untie a ribbon, take a cardigan off etc When the student re-enters the space, the others have to figure out what has changed. Continue for several rounds or until everyone has had a turn at being the 'changer'. This activity encourages students to be observant.

I Am A Tree

Stand in a circle. One person goes into the middle and stands like a tree and says 'I am a tree'. One at a time (randomly as people come up with an idea), others also go into the circle and become something related to the tree and pretend to be that thing. Each person must say 'I am a...' eg the sparrow sitting on a branch, a creek running next to the tree, a person reading under the tree, a dog weeing on the tree (!) etc.

Try different starting positions and statements such as 'I am an astronaut', 'I am a birthday cake', 'I am a boat', 'I am a cave' etc

One Word Story

This activity encourages the students to work creatively, as a team and focus. Group sits in circle. One player says a single word to start a story. The next student says another word – continue around the circle. The aim is to tell a story one word at a time that still makes sense.

Girl Power Game Show

Using the same format as the Identity, Friendship and Growth Mindset Game Shows, host a general Girl Power Game Show to test the girls' knowledge on all aspects of the workshop!



Other Activities To Build Confidence & Self-Esteem

Pass The Salt

All the children sit in a circle and imagine they have a plate of food in front of them. They all pretend they want some salt on their food and everyone individually asks for the salt from the person next to them. The salt is passed around the circle as the teacher calls out various feelings that the children must enact as they ask for the salt from the person next to them (i.e. every 4 or 5 children change the feeling). Feelings could include Happy, sad, angry, tired, scared, bored, cold, annoyed, in a hurry, shy, excited, in love, depressed, nervous, hungry, sulky, confused, bossy, cheerful, friendly, vague, irritated, desperate, indecisive, suspicious, disgusted, hesitant

Sad, Mad, Bad

Form groups of 2-4. Create a sequence of tableaux that represent sad, mad and bad. Transition through the 3 tableaux on repeat in slow motion, fast motion, sudden/sharp.

Colour Your Character

Talk to the students about how different colours make them feel. Eg black – scared, red – hot, yellow – happy, blue – cold etc. Ask them to walk around the room. Call out various colours and ask the students to demonstrate through their walk how that colour makes them feel. Then ask the students to find their own space and mime doing something that you call out eg wrapping a present, washing a car etc and every 20 seconds or so, call out a different colour. You should see the change in emotion with every colour. You may like to ask half of the class to sit and watch the other half for this activity. Remember that there is no right or wrong in the way a colour makes the child feel – in fact, the differences make the activity more interesting!

Museums

This is a great game to play if you have a few minutes to fill at the end of a lesson or workshop. Play some soft music. The students imagine that they are all statues in a museum and form tableaux. Give the museum a theme such as 'a horror museum', 'a movie star museum', 'an animal museum' etc. The actors should make sure that their tableaux are indicative of the type of museum it is. One person is a guard who walks slowly around the statues – if he/she sees someone move he/she says 'Got ya!' and that person is out. The 'statues' must move, however, when the guard has his/her back to them, otherwise no one is ever out! Keep the game going until only one or two 'statues' remain.



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**What's the most fun
thing that happened
today?**

**What made you laugh
today?**

**What do you feel
grateful for today?**

**What was the weirdest
thing that happened
today?**

**Who did you talk to or
play with today?**

**Did you help anyone
with anything today?**

**What did you do
outside today?**

**Did someone help you
with something today?**

**What was the
hardest thing you did
today?**

**Who were you kind to
today?**

**What did you eat for
lunch today?**

**What nice things did you
say to yourself today?**

Did you learn
something new today?

Did you do something
that was hard today
(but you still did it!)?

Who was kind to you
today?

Did you have to be brave
today?

Did you say
something nice to
someone today?

Did you do something
today that you just LOVE
to do?

**Did you bounce back
from a problem today?**

**What is something you
like about someone in
this group?**

**Who made you smile
today?**

**What positive things did
you say to yourself
today?**

**If you were an emoji
right now, what kind
of emoji would you
be?**

**Did you see any animals
today?**



Angry



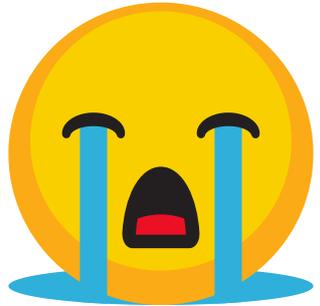
Frustrated



Surprised



Happy



Sad



Embarrassed



Confused



Proud



Grumpy



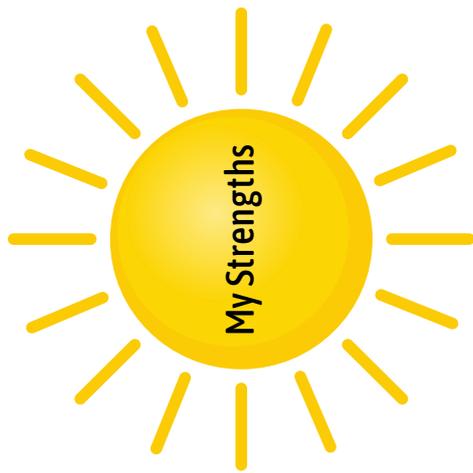
Excited



Scared



Tired



CHARACTER STRENGTHS

Kind

Helpful

Thoughtful

Generous

Caring

Honest

Brave

Determined

Organised

Independent

Funny

SPORTS STRENGTHS

Basketball

Running

Swimming

Football

Netball

Soccer

Tennis

Yoga

Surfing

Horseriding

Dance

CREATIVE STRENGTHS

Dancing

Making videos

Painting

Craft

Acting

Drawing

Playing an instrument

Writing Stories

Making things

Singing

Making up concerts

LOGIC STRENGTHS

Puzzles

Lego

Solving problems

Following written instructions

Debating

Reading maps

Science

Maths

Fixing things

Computer Games

LANGUAGE STRENGTHS

Explaining things

Telling stories

Asking questions

Conversation skills

Acting

Understanding other languages

Spelling

Reading

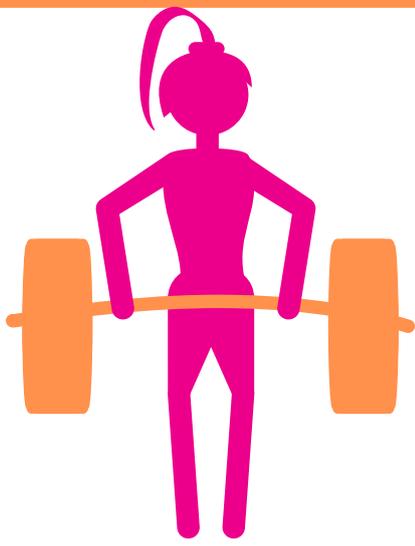
Public Speaking

Writing

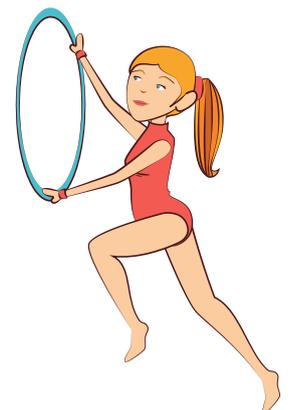


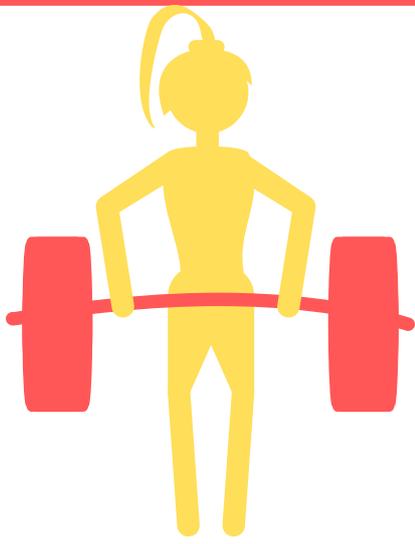
CHARACTER STRENGTHS





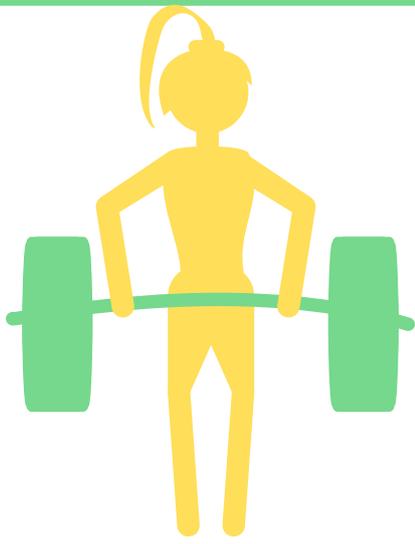
SPORTS STRENGTHS



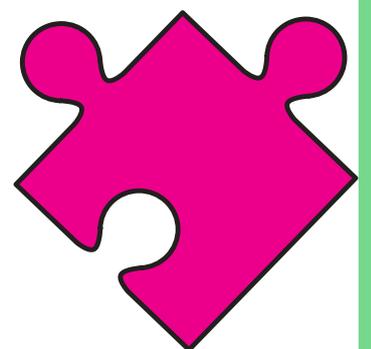


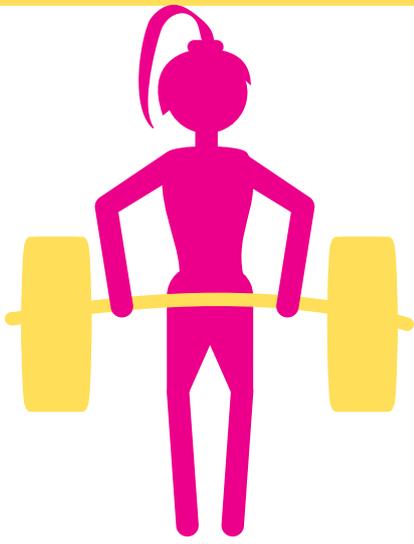
CREATIVE STRENGTHS



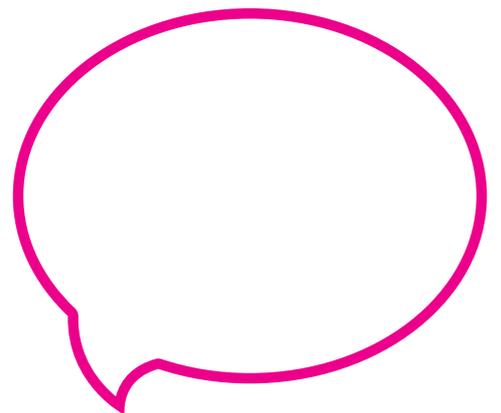


LOGIC STRENGTHS





LANGUAGE STRENGTHS





Kindness



Caring



Respect



Trust



Support



Fun



Sharing



Listening



Loyalty



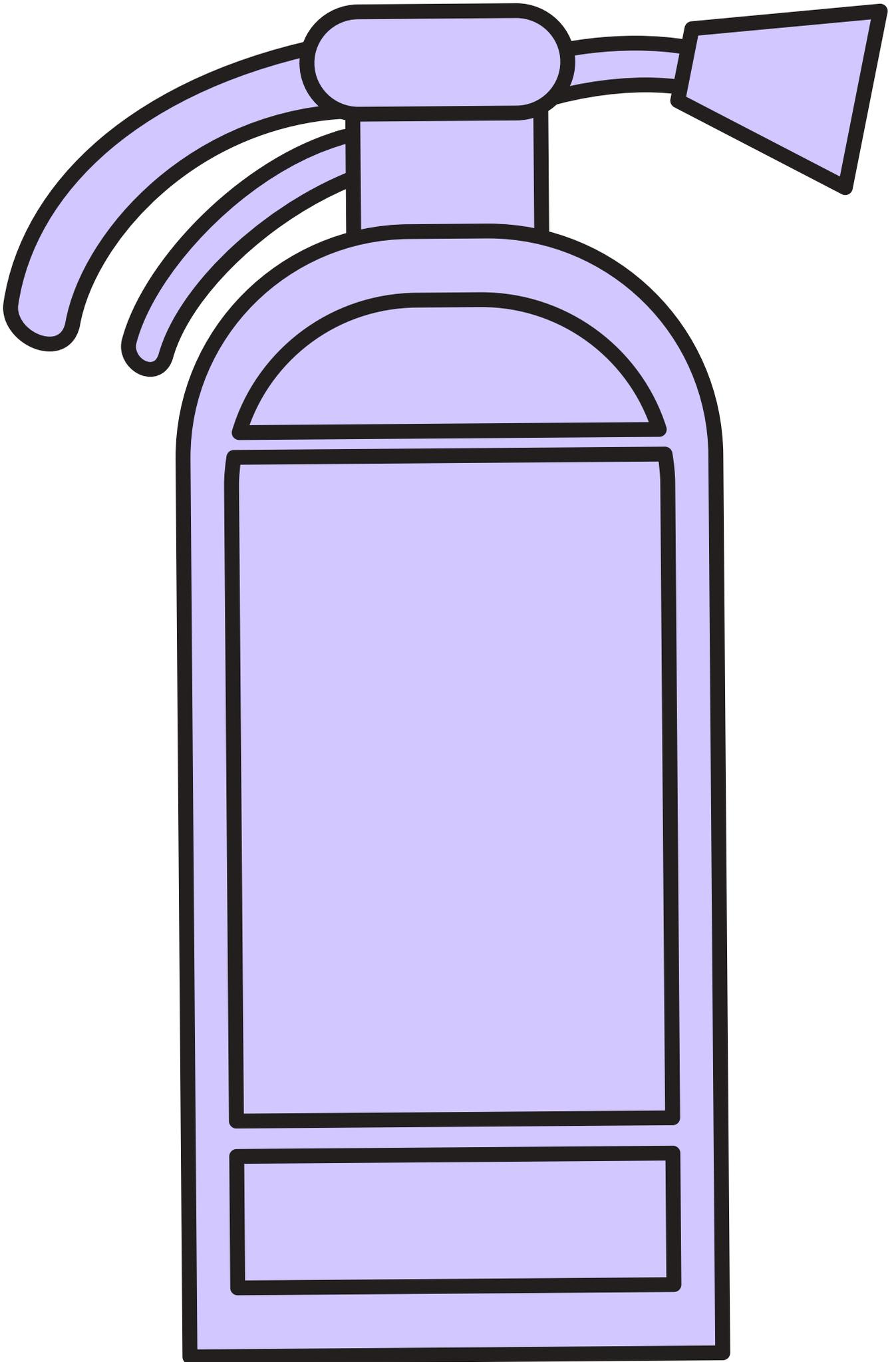
Encouragement



Laughs



Thoughtfulness





**I told my friend
a secret and
she's gone and
told other
people.**

**My friend told me
she won't be my
friend anymore if I
hang out with
other people.**

**My friend keeps
telling me what
to do.**

**Someone is
saying means
things about
another friend of
mine.**

**My friend can't
come to my
Christmas party
because her family
don't celebrate
Christmas.**

**My friend borrowed
my favourite top
over a month ago
and hasn't given it
back yet.**

**My friend is having
some other friends
over on the
weekend and I feel
sad that I'm not
invited.**

**My friend has
started hanging out
with someone else.**

**I told my friend
that her new
haircut is a bit
weird and I think I
hurt her feelings.**

**I had some yoghurt
in my hair and my
friend laughed and
said I looked silly**

**I accidentally
broke my friend's
pen and now
she's not talking
to me.**

**My friend's pet dog
died a few days
ago and she's been
really quiet since.**

**My friend always
wants to borrow
my things.**

**My friend says mean
things about another
friend of mine and I
don't like it.**

**My friend is always
telling me what to
do which is
frustrating.**

**My friend says I
should change my
hairstyle because
it's 'not cool'.**

**My friend always
distracts me
when I'm trying
to do my work.**

**My friend says she
wants to come over
on the weekend but
I just want to relax
on my own.**

My friend wants me to go somewhere with her but I don't want to go.

My friend says mean things about other people and I don't like it.

My friend wants to borrow something precious of mine and I don't want to lend it.

My friend wants me to do something that we shouldn't do and I feel uncomfortable about it.

I left my friend out of an activity and I think she feels sad.

I spread some gossip about my friend to others and now she is upset.

My friend posted a photo of me on social media that I don't like.

My friend wants to borrow my phone and I don't want to lend it to her.

My friend is going through a hard time at home and isn't talking to me much.

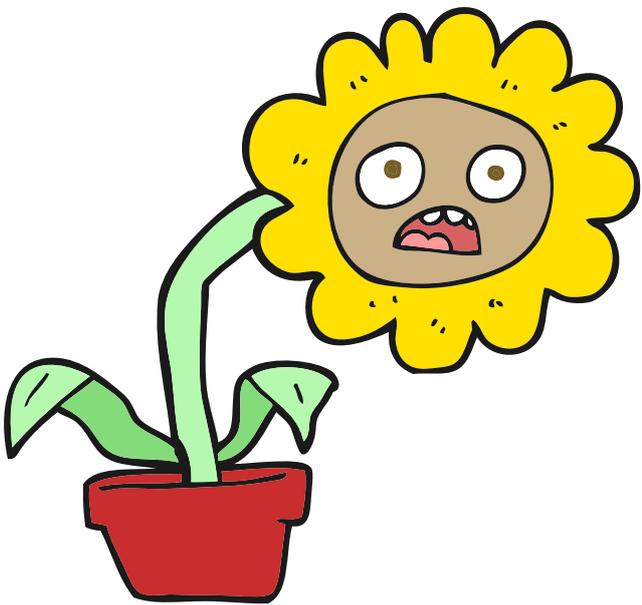
My friend keeps telling me what I should wear and I just want to wear what I like.

My friend always wants to talk about something that makes me feel uncomfortable .

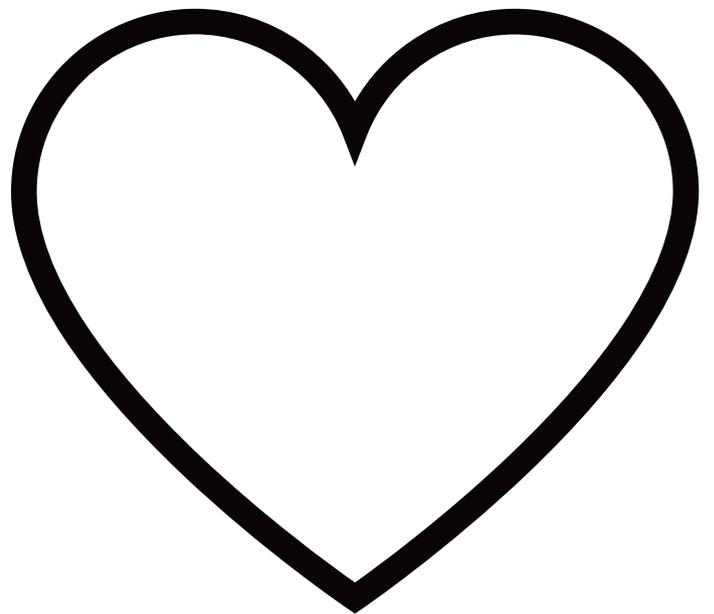
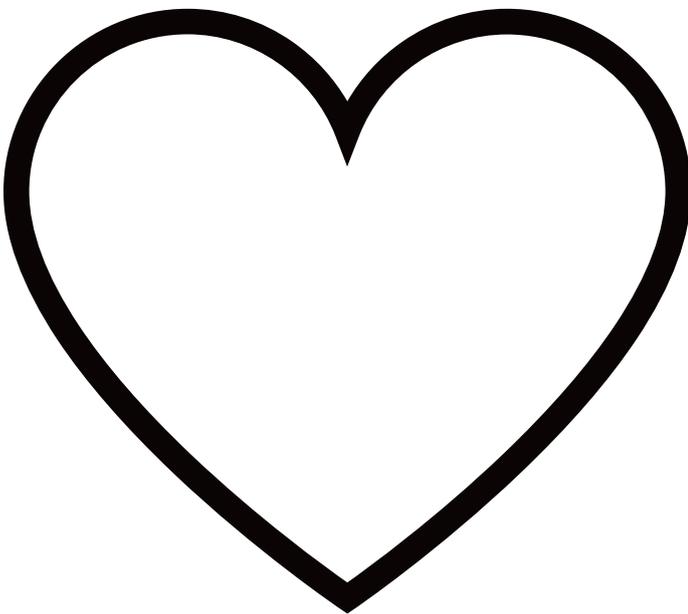
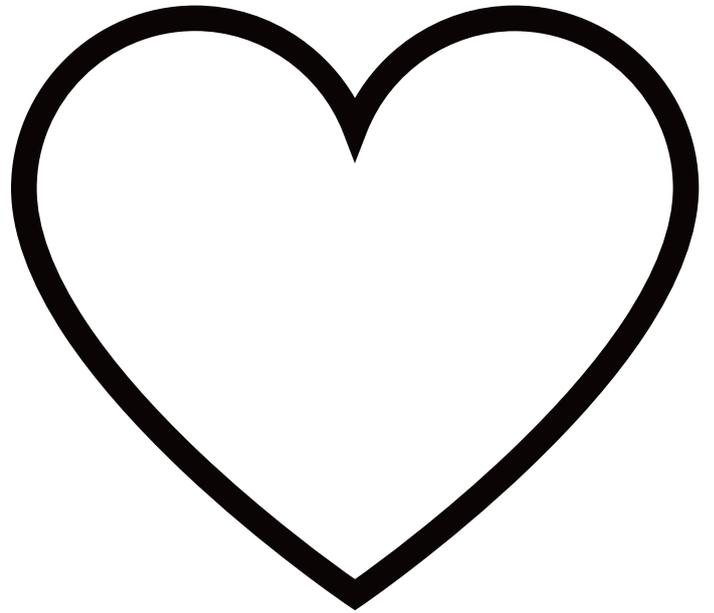
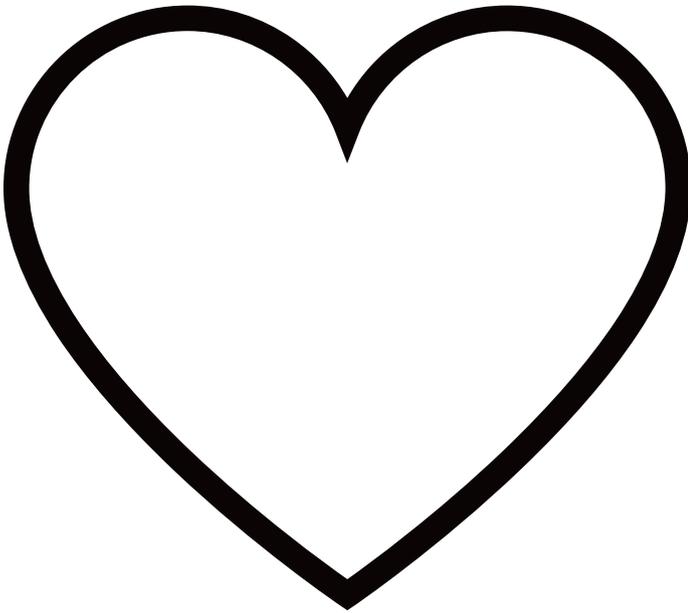
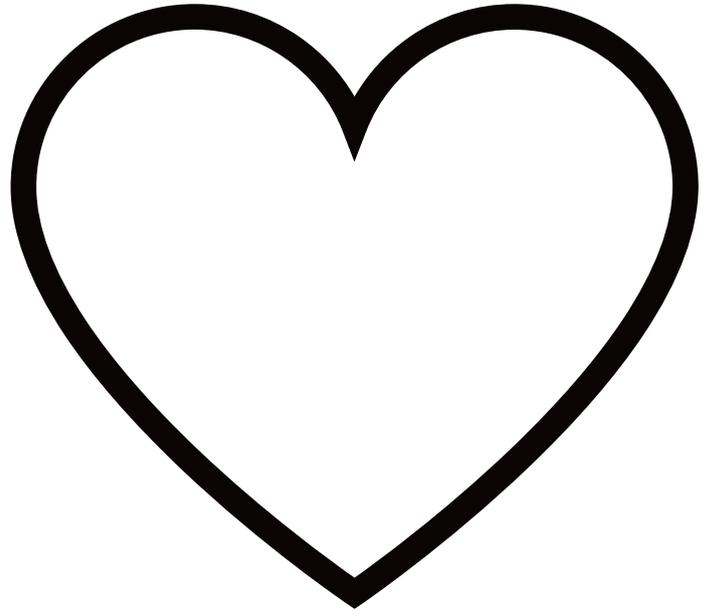
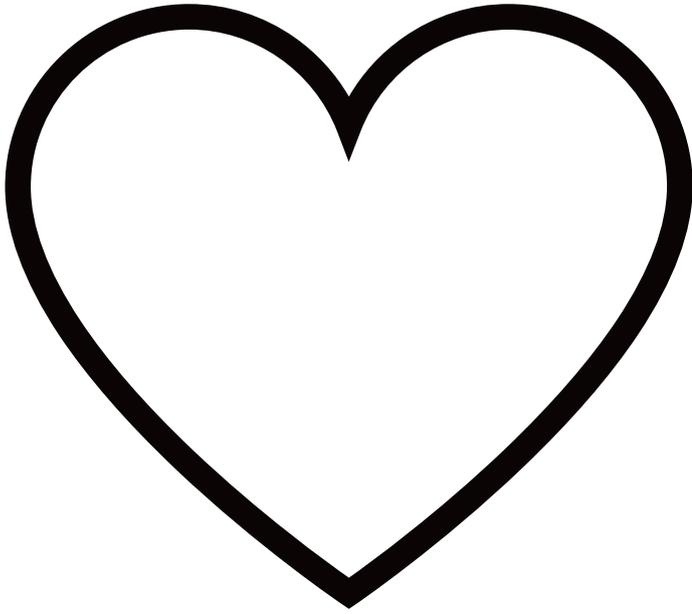
I told my friend that I don't like the hair accessories she wears and I think she's upset.











TRUE OR FALSE?

**You should
always do what
your friend tells
you to do**

TRUE OR FALSE?

**Friends support
each other
during sad and
happy times**

TRUE OR FALSE?

**One way to make
a new friend is to
say something
nice**

TRUE OR FALSE?

**Your friend
should always
do what you
want them to do**

TRUE OR FALSE?

**It's ok to tease
your friend
sometimes**

**Name one way
you could put
out a
Friendship Fire**

TRUE OR FALSE?

**Friends care
about each
other's feelings**

TRUE OR FALSE?

**One way to mend a
broken friendship is
to say sorry**

TRUE OR FALSE?

**You should
change to be like
everyone else**

TRUE OR FALSE?

**Sometimes
friends need
some time apart.**

**What would you
do if a friend
told you not to
play with the
new girl?**

**What would you
do if you weren't
invited to a
birthday party?**

**You have to give
a talk in front of
the class but you
don't think you
are good at talks**

**You don't
understand the
Maths question**

**All your friends
can ride a bike
and you can't**

**You join the
soccer team but
you don't know
the rules**

**You want to join
the netball team
but you have
never played
netball before**

**You want to be
able to do a
cartwheel**

You don't get the part you want in the school play.

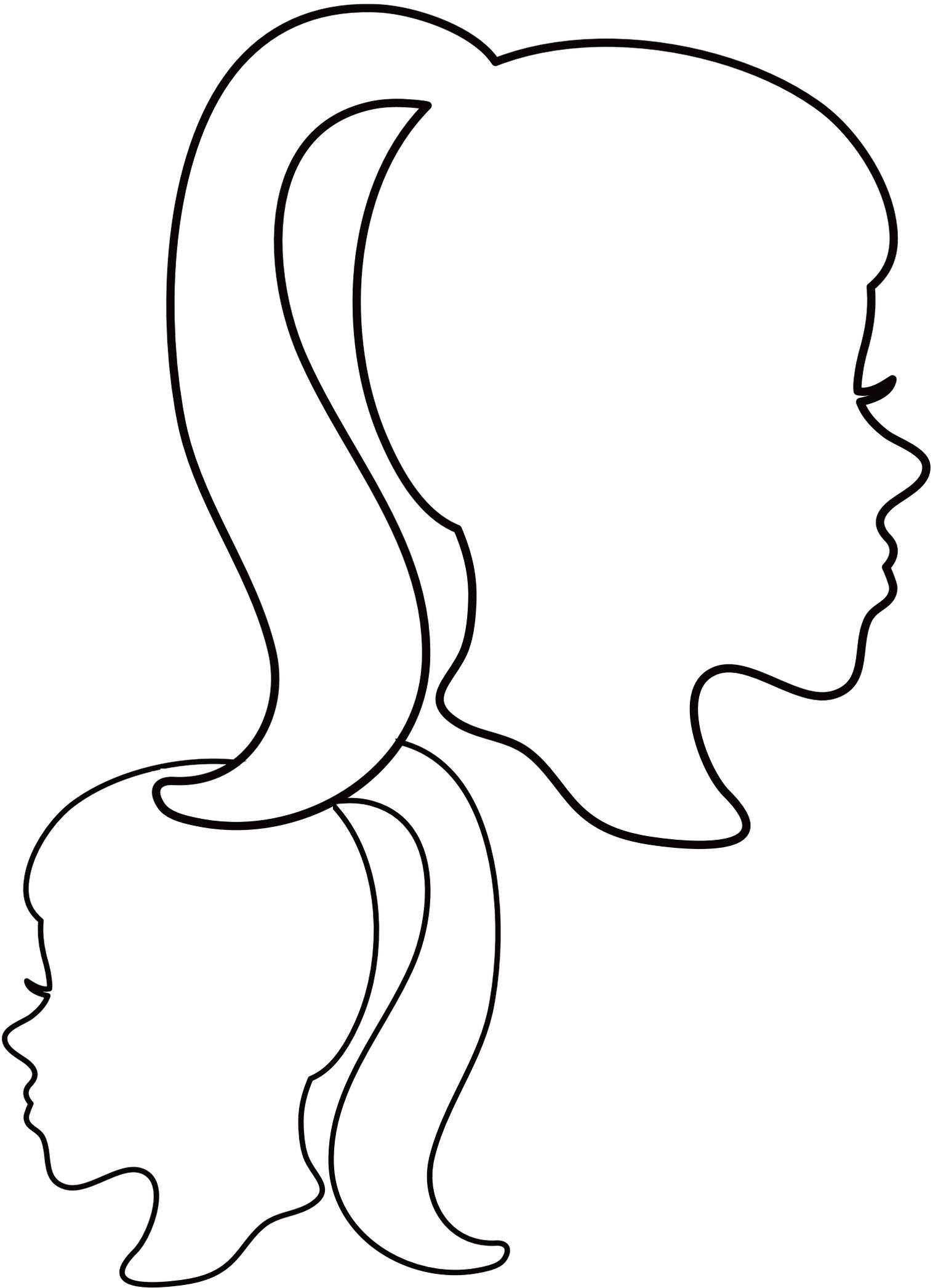
You make a cake and it burns.

You get a low mark in a test.

You make a mistake when you are painting.

You want to try tap dancing but are worried you'll look silly.

Your room is always messy and you wish you could be tidier.



Growth and Fixed Mindset

Look at each card and record the number from each card in the correct box below.

Growth Mindset	
Fixed Mindset	

1.
This homework is impossible

2.
I am going to learn from my mistakes

3.
Even if I keep trying, I won't get any better at this

4.
There's no way I'll finish this book. It's too long.

5.
This work is hard but I'll keep trying

6.
I'll never know how to do this Maths

7.
I'll try something different to solve this problem

8.
I'm just no good at reading.

9.
Mistakes help me learn.

10.
If I keep practising, I'll get better

11.
I don't understand this....yet.

12.
If I get stuck, I'll ask for help

13.
I love a good challenge!

14.
I don't need to practice.

15.
I'm not naturally good at Art so I won't put in any effort

16.
I already tried once and I can't do it!

17.
I give up.

18.
Everything has
to be perfect.

19.
I can always
improve so I'll
keep
practising.

20.
I'm just no
good at this!

21.
I haven't
figured it out
YET.

22.
I can do hard
things.

23.
I am a problem
solver.

24.
I won't try
because I might
fail. .

25.
I'm not as smart
as everyone
else.

26.
I strive to do my
best.

27.
I don't compare
myself to
others.

28.
I'll try harder
next time.

29.
I am brave
enough to try.

30.
I might as well
quit before I
make a fool of
myself.

31.
I'm worried that
I'll make a
mistake.

32.
I stick with
things and don't
give up easily.

Growth and Fixed Mindset

Answer Sheet!

Growth Mindset

2, 5, 7, 9, 10, 11, 12, 13, 19, 21, 22, 23, 26,
27, 28, 29, 32

Fixed Mindset

1, 3, 4, 6, 8, 14, 15, 16, 17, 18, 20, 24, 25,
30, 31

True or False?

If I don't win at something, there's no point

True or False?

I don't have to be the best at everything I do

Fixed or growth mindset?

"My homework is really hard. I'm not going to do it"

Fixed or growth mindset?

"I want to get better at netball, so I'll practise at home"

Give us an example of a time you had a growth mindset

What is something you'd like to get better at?

What is a growth mindset?

What is a fixed mindset?

Fixed or growth mindset?

"If things don't work the first time, I give up"

Fixed or growth mindset?

"If I put in some effort, I get better at things"

Fixed or growth mindset?

"If I don't understand something, I ask someone to explain"

Fixed or growth mindset ?

"I got a low mark in a Maths test. I must be bad at Maths"

I Am Grateful For....

Family

GAMES

Health

**CLEAN
WATER**

INTERNET

PEACE

LOVE

Friends

Mum

Grandparents

TOYS

FOOD

My Dog

HOME

EDUCATION

Fresh Air

SPORT

PETS

DANCE

Music

HAPPINESS

SAFETY

computer

MOVIES

TREATS

MY CAT

BOOKS

Freedom

SWIMMING

MY BFF

POOL

COUSINS

TEACHERS

FABULOUS

FUN

My

EXERCISE

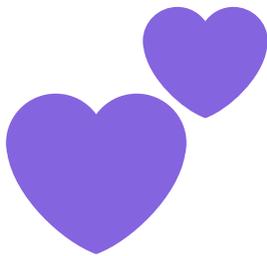
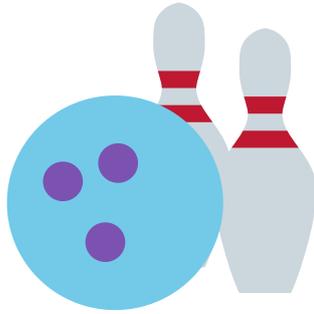
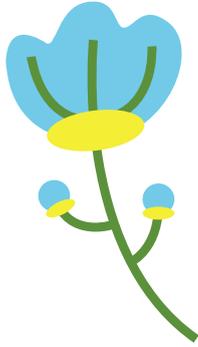
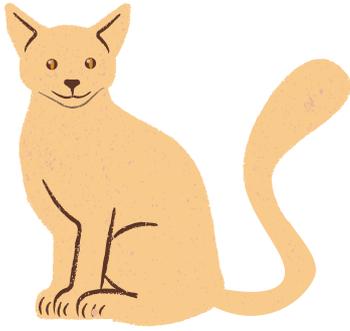
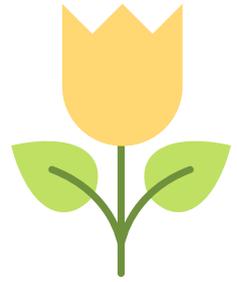
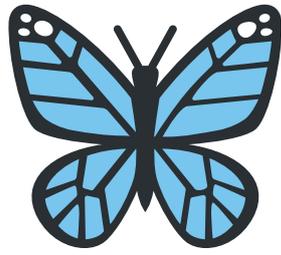
TIMES

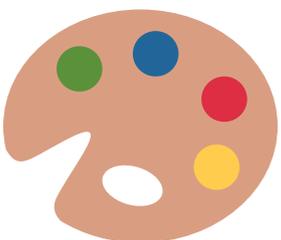
bedroom

ANIMALS

CONFIDENT

MONEY





When you speak to yourself in a positive way, it boosts your self-esteem.
Name 3 positive things you could say to yourself.

What advice would you give a friend who is always comparing herself to others?

Do you think that it's important to try to always 'fit in'? Explain why or why not.

True or False?
Being proud of who you are means you are stuck up and better than everyone else.

True or False?
If you are feeling upset, it can help by chatting to someone about it.

True or False?
It's ok to feel good and feel proud when things go well for you.

If someone told you that one of your hobbies or interests was stupid, what would you say/do?

True or False?
With practise, we can turn negative thoughts into positive thoughts

Think about a time you were kind to someone. How did that make you feel?

Name 3 of your strengths.

True or False?
If you look good, you will always feel happy

True or False?
It's better to have loads of friends you don't know very well than a few close friends

True or False?
If you can't think of something nice to say to someone, it's best to say nothing at all

What would you do if someone encouraged you to be mean to someone else?

Do you think it is important to have breaks from digital devices? Why or why not?