

ASPIRE

LIFE SKILLS PART 2



WORSHIPARTS

ASPIRE 

SELF AWARENESS

"What is the price of five sparrows—two copper coins? Yet God does not forget a single one of them. And the very hairs on your head are all numbered. So don't be afraid; you are more valuable to God than a whole flock of sparrows."

JUNIOR

Suggested Narrative: This term we are looking at what it means to be resilient. Some of you may have talked about this at school but basically it means bouncing back when tough stuff happens. It's about being able to stick with things even when they are hard.

All of us have some pretty tough stuff happen in our lives. It's like the Shawn Mendes song 'In my blood' where he sings 'sometimes I feel like giving up but I just can't. It isn't in my blood.'

This term we are going to do a series of activities each week that will help you develop some skills that help you get through some of the tough stuff.

This week we're looking at understanding yourself. Each one of us is so different in terms of what has happened to us, what we like, what we don't like, what makes us happy and sad.

When you're resilient, it means you aren't frightened of your feelings. It means that you can for example understand that maybe you were being mean to your friend because you were jealous of them.

Activity: Keep Calm

Suggested narrative: For this activity I need you to make yourself as comfortable as possible sitting on the floor.

Close your eyes.

In your relaxed state, imagine that you are walking along a path through a leafy green forest. The sun is shining, the birds are singing and the leaves are rustling in the gentle breeze. A little river gurgles merrily nearby. (Pause). You come upon a deserted cottage and you find yourself pushing open the door. (Pause). As you explore the dusty dark interior you find a large box.

With interest you open the box to find, to your surprise, a number of family photos. (Pause). Sorting through the photographs you find many which bring back situations from your past. Some are happy situations, others are sad. Take a moment to look at the pictures. (Pause).

Now choose one happy situation where you felt good about yourself. Study this photograph carefully. Who is in the photograph with you? Where are you? How are you feeling in the situation? What is it about the situation that makes you happy? (Pause).

Reflect on these questions and when you are ready, leave the cottage and retrace your steps through the forest and back into this room, bringing your photograph with you."

Now open your eyes. You can do this exercise anywhere. You don't even have to close your eyes if you don't want to if it's not the right place! Doing exercises like these can help you to get calm, stop and think about the things that make you happy.

SENIOR

Suggested Narrative: This term we are looking at what it means to be resilient. Has anyone heard of this before? What do you think it means?

Some of you may have talked about this at school but basically it means bouncing back when tough stuff happens. It's about being able to stick with things even when they are hard.

All of us have some pretty tough stuff happen in our lives. It's like the Shawn Mendes song 'In my blood' where he sings 'sometimes I feel like giving up but I just can't. It isn't in my blood.'

This term we are going to do a series of activities each week that will help you develop some skills that help you get through some of the tough stuff.

This week we're looking at understanding yourself. Each one of us is so different in terms of what has happened to us, what we like, what we don't like, what makes us happy and sad.

When you're resilient, it means you aren't frightened of your feelings. It means that you can for example understand that maybe you were being mean to your friend because you were jealous of them.

Activity: Keep Calm

Suggested Narrative: Today we're going to do a short activity that will help you think about what it means to be self-aware.

When you are ready, close your eyes.

I want you to imagine that you are walking alone on a hot sunny beach – there's nobody else around as you stroll happily. At the end of the beach two people are fishing. They are talking about you and seem to know you very well and for a long, long time.

One makes a nice comment about you and what you are like – listen to the words they are saying. (Pause) The other responds by mentioning something good you have done recently – something you may have achieved. What are they saying? (Pause) Now they are remembering a nice comment you made to somebody.

They go on to talk about the three qualities that they really like about you – what are these qualities? (Pause) As they finish speaking you realise that it's time to turn back and walk home. (Pause) Slowly say goodbye to this scene.

Now open your eyes. You can do this exercise anywhere. You don't even have to close your eyes if you don't want to if it's not the right place! Doing exercises like these can help you to get calm, stop and think about the things that make you happy.

EMPATHY

1 Peter 3:8 Finally, all of you should be of one mind. Sympathise with each other. Love each other as brothers and sisters. Be tender-hearted, and keep a humble attitude.

JUNIOR

Suggested Narrative: Who remembers what we're talking about this term?

This term we're exploring resilience. It's all about how we bounce back, even when tough stuff happens. One of the ways someone shows that they are resilient is when they show empathy. That's a pretty big word isn't it?

It basically means someone is able to understand how someone else is feeling. It's really important for how we get along with others, even people we don't like.

Activity: Show Me

Resources required:

1. Printed copy of the situation cards cut and ready to distribute.
(See *Printable Resources* on page 19)

Note to teacher: Depending on the size of the group get them into pairs or small groups and give each group a situation card. Get the kids to work out how they would show on their faces the feelings they have based on the situation.

Suggested narrative: Summarise by explaining that we should all agree to appreciate our differences and be sensitive to how someone else might be feeling.

Two friends are arguing and there is a misunderstanding. What role will you play? I show empathy by...	A friend is nervous before a school test. I show empathy by...
A new kid starts at school. It's the middle of the school term. They seem really lost as to where to find things in the classroom. I show empathy by...	Your friend's aunt has just died and she is really close to her. I show empathy by...
Your grandmother seems lonely because she doesn't get many visitors anymore. I show empathy by...	A kid from school that I don't know trips up the stairs as they get onto the bus. Everything falls out of their school bag. I show empathy by...

SENIOR

Suggested Narrative: Who remembers what we're talking about this term?

This term we're exploring resilience. It's all about how we bounce back, even when tough stuff happens. One of the ways someone shows that they are resilient is when they show empathy. That's a pretty big word isn't it? It basically means someone is able to understand how someone else is feeling.

People feel all kinds of different feelings: happy, sad, excited, nervous, scared, angry, lonely, confused, uncomfortable, surprised, shy, embarrassed, loved, and proud.

Sometimes people talk about how they're feeling, and other times they might not say anything, but their faces and bodies and movements may show how they feel.

When we can interpret how people might be feeling, we can adjust our behaviour to be kind towards them.

Activity: Frozen Feeling

Suggested narrative: For today's activity we're going to use our bodies to express emotions. When we are resilient we are able to not only express our emotions, but understand what emotions look like for other people.

Stand up, and make sure you have enough room to move without bumping into a classmate. I'll say, "Show how you look and how you move when you're happy." You make a face that shows how you feel when you're happy and move around in a happy way – without talking.

I'll then say 'freeze'. I'll then go on to name another feeling. You then show your feeling through your facial expressions and your movements.

Note to teacher: Feelings you could consider using:

1. Happy
2. Angry
3. Sad
4. Confused
5. Excited
6. Disappointed
7. Crazy
8. Scared

After a few minutes, stop the activity and talk about they moved for different feelings. How did they look and move when they're sad? When they're excited? When you're feeling scared?

Suggested narrative: Your challenge for the week is to try to observe someone you don't know at recess this week and see if they can interpret their body language to see how they may be feeling. If you think they look like they are feeling lonely or scared, maybe you could just hang with them.

INTERPERSONAL RELATIONSHIP SKILLS

John 13:34 So now I am giving you a new commandment: Love each other. Just as I have loved you, you should love each other.

Suggested narrative: We've been focusing on resilience for a couple of weeks now. I hope that it's starting to sink in that there are a variety of ways we can make sure we bounce back from some of the hard things that happen in our days.

Being resilient doesn't just mean being by ourselves. Rather, it means making sure we know how to care for people and let people care for us.

The Christian Bible shows us in the book of John that Jesus told us to love each other just like he loved us.

Friendships are great, but they can be tough. This week we're going to think about how to make a good friend and be a good friend.

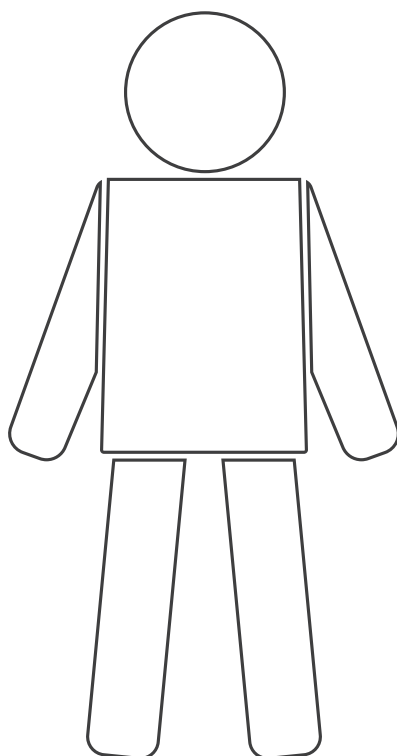
JUNIOR

Activity: Fab New Friend

Resources required:

1. Printed outline of person or large piece of paper and drawn person.
(See *Printable Resources* on page 20. Also available from Dropbox: <https://www.dropbox.com/sh/13jssx5bhpu5d6g/AAA7-xlwciMPrMNxP2izFMtoq?dl=0>)
2. Markers

Note for teacher: Draw an outline of a gingerbread person (or even any person) or stick up an A3 version of the included outline.



Suggested narrative: If we could create a fabulous new friend, what qualities would that person need to have?

You need to discuss this with your group and then write the strengths on the gingerbread person as the discussion progresses. (Include both visible and invisible strengths). I'd encourage you to think about what makes someone a good person and what good things come from different backgrounds.

SENIOR

Activity: Ad for a Friend

Resources required:

1. Pens and papers

Note to teacher: This is a small group activity where groups are instructed to use their creativity in developing an 'Advertisement for a Friend'. You will need to divide the participants into small groups (4 participants per group would work well).

Encourage students to think about the qualities they would like a new friend to have and how those qualities would contribute to the development of a healthy relationship. Acknowledge that not everyone values the same qualities in a friend so groups may have very different ideas.

Encourage individuals within a group to come to an agreement about a few qualities. Have the groups take turns sharing their advertisement with the larger group.

Suggested narrative: Today we are going to create a list of qualities of a friend I'm going to divide you into small groups to create an advertisement for the ultimate friend. You need to discuss your ideas within your small group and come to an agreement on the five most important qualities for a friend. Once you have agreed on the qualities you will include, you need to write an ad and present it back to the larger group so that they too might see why your fabulous friend is indeed the ultimate.

COMMUNICATION

James 1:19 Understand this, my dear brothers and sisters: You must all be quick to listen, slow to speak, and slow to get angry.

Suggested narrative: When we're doing our best to be resilient (remember, bouncing back), we need to do our best to work on having healthy relationships. Having healthy relationships means being able to ask other people about their lives, and even better, remembering what they told us. The Bible gives us some really great ideas about how to be a friend: quick to listen to others, slow to speak, and slow to get angry.

JUNIOR AND SENIOR

Activity: Getting Real

Resources required:

1. Printed 'Getting Real' grid with enough copies for one for each kid.
(See *Printable Resources* on page 21)
2. Pens

Suggested narrative: So to do today's activity we're going to get real. We're going to get to know people other than just basic greetings. For this activity, you need to pair up. Don't pair up with your BFF. Give someone else a chance to get to know why they are so awesome.

You have 5 minutes to get as many answers to the questions as you can. Mix up the order of the questions you ask. Make note of their answers.

What did you do after school yesterday?	Introduce yourself	What's your favourite thing to do at recess?	What's your favourite subject in school?	Use the word 'happy' in a sentence
What's your favourite TV show?	Who told you about Aspire?	I like your shirt! Where did you get it?	Does your family have a religion?	Do you play any sports?
How are you?	What's your favourite song?	How old are you?	What's your favourite book?	Show me your best dance move
What are your plans for the weekend?	Have you ever been away on a holiday?	Do you have any brothers or sisters?	Does your school give you homework?	How is your day going?
What food do you like to eat?	Do you have any pets?	What chores do you have to help with at home?	What suburb do you live in?	Do you live in a house or an apartment?

CRITICAL THINKING

Psalm 25.5 Lead me by your truth and teach me, for you are the God who saves me. All day long I put my hope in you.

Suggested narrative: Who remembers the theme for the term?

Last week we looked at showing our resilience by being interested in the lives of other people. Who was able to try this out during the week?

This week we are exploring what it means to have critical thinking in order to be resilient. Critical thinking isn't as scary as it sounds.

Has anyone ever heard someone say that something is 'fake news'? What do you think fake news could be? Not everything we read, especially on the internet or social media is true.

How do you think we work out whether something is 'fake news'?

JUNIOR AND SENIOR

Activity: Fake News

Suggested narrative: In today's activity we need to get into groups of 3 or 4 people. This activity we are going to do in small groups. I am then going to read out 5 news stories to you all and you as a group need to work out which two of these stories are the 'fake news'.

Countries Battle Over Bird Poop

Battles have been fought over many things: taxes, oil, spices ... poop? Yep. A two-year battle over islands covered in bird poop, or guano, broke out between Peru and Spain during the 1860s. Why the fuss over faeces?

At the time, guano was in high demand as a fertilizer. And it turns out the dry climate of the Chincha Islands in the Pacific Ocean preserves the guano left by seafaring birds. In fact some guano piles reportedly stood 150 feet tall!

Spain wanted to take control of the islands from Peru, a former colony. But the Peruvian government refused, and war broke out. Peru prevailed, though, and to this day remains the owner of the precious poop.

Seafloor City

In 2011, China stunned the world when it announced it had secretly set up a city of a thousand people on the seafloor off the country's south eastern coast.

Encased in a giant see-through dome, Seafloor City is protected from the surrounding waters by a 1,100-foot-thick transparent material developed in a top-secret lab in the city of Shanghai. At two square miles, the city is small but packed with the nation's smartest scientists.

The government has tasked them with studying things like marine life, how people might live on another planet, and if the human body can adapt to life underwater. Seafloor City has now become a major tourist destination, but only expert divers can reach it

Robot Hitchhikes Across Canada

Would you give a ride to a talking, hitchhiking robot? Nineteen carloads of Canadians did during the summer of 2014, helping the kid-size hitchBOT travel more than 3,700 miles from Halifax to Victoria. Anyone who offered hitchBOT a ride had to lift it into and out of the car because only its hitchhiking arm moved. But hosts were rewarded with a robot that could converse with its companions and share facts about the region the car was traveling through.

The bot had a ton of fun as it journeyed across Canada, sightseeing, making new friends, riding a ferry, and even attending a wedding.

Plants Make Music

It may sound crazy, but plants can be musical. A new device converts electrical currents moving across a plant's surface into sound. The device works by placing probes on the leaves and translating the currents into audio.

What does this "music" tell us about the secret life of plants? Scientists aren't quite sure yet. They are, however, hoping the research will eventually help us learn more about the natural world.

But one day soon your houseplants could sing: A fund-raising campaign to make the device available worldwide has reached its goal.

Astronaut Infestation

In what was dubbed the "out-of-this-world itch sitch," half the astronauts aboard the space shuttle Triumph were ordered to return to Earth after an epic outbreak of head lice struck in 1994.

At first the astronauts tried to live with the lice, making jokes while scratching their scalps during video conference calls with NASA. When things got worse, some shaved off their hair. But over time the lice proved too powerful.

The astronauts couldn't get rid of them and were distracted from their high-stakes duties. So they were sent home to recover. NASA says it's unsure how the lice boarded the ship, or if the extra-persistent pests were extra-terrestrial.

Answer: Seafloor City and Astronaut Infestation are both fake!

True or false newspaper 'headlines' (from National Geographic Junior)

CREATIVE THINKING

Exodus 35:31 31 The LORD has filled Bezalel with the Spirit of God, giving him great wisdom, ability, and expertise in all kinds of crafts.

Suggested Narrative: By now you are all really getting the hang of what it means to be resilient. Did anyone notice any 'fake news' this week on social media or on the TV?

Last week we explored using our brains critically to work out whether something was true. This week we are using our brains to creatively solve problems. This doesn't just mean throwing some paint and glitter on a picture of a unicorn to make it pretty.

Instead, creative thinking means addressing a problem from a variety of different perspectives. The Bible talks about wisdom and creativity.

I'd love to see what creativity can come from your minds as you approach today's challenge.

JUNIOR

Activity: Get Thinking

Resources required:

3. Paper
4. Markers/pens

Note to teacher: Split the class up into three different groups (if there is a large number of kids, then each scenario can be duplicated. Each group will have a piece of paper and some markers. They have to answer the question on their paper with as many different ideas as possible. They need to present it back to the whole class after 4 minutes.

Suggested narrative: Today in groups, you are each going to be given a group scenario to consider. Your job is to write down as many different ideas as possible to each of the questions. After four minutes you will then present your scenario back to the group.

The aim of this activity is to get you thinking as creatively as possible. Creative thinking isn't about being rude or inappropriate, but rather about training our brains to think in new ways. The more we do it, the more our brains will begin to express its creativity.

Scenario:

- What could happen if cats could bark?
- What could happen if it always rained on Saturdays?
- What if cars never wore out?

SENIOR

Activity: Old Pizza

Resources required:

1. Whiteboard or large sheet of paper and pen

Suggested narrative: Today's task is simple: In five minutes, you guys need to come up with w. No one is permitted to criticise someone else's suggestions.

The aim of this activity is to get you thinking as creatively as possible. Creative thinking isn't about being rude or inappropriate, but rather about training our brains to think in new ways. The more we do it, the more our brains will begin to express its creativity.

I'll write up your ideas (use paper, whiteboard, whatever you have) and see if we can do it in the time limit.



DECISION MAKING

Romans 12:2 Don't copy the behaviour and customs of this world, but let God transform you into a new person by changing the way you think. Then you will learn to know God's will for you, which is good and pleasing and perfect.

Being a resilient person doesn't mean bad things won't happen anymore. Over the past couple of weeks, we have been talking about our thinking and looking at how we can be critical and creative when facing a problem.

This week we're going to think about resilient decision making. All day, every day, we make decisions. We decide what to eat, which pair of socks to wear, whether we brush our hair or not, whether we listen in class.

We might not spend days thinking about what to do, but we still go through a process of making a decision. The Bible talks about working out what God's will is. He created you and he has a plan for your life. You can talk to him and ask him for help in making decisions.

Some decisions are however a little more challenging than others. It can be hard to know where to even start. Even adults can find it hard.

JUNIOR

Activity: Wheelie Hard

Resources required:

1. A printed copy of the decision wheel for each kid
(See *Printable Resources* on page 22. Also available from Dropbox: <https://www.dropbox.com/sh/13jssx5bhpu5d6g/AAA7-xlwciMPrMNxP2izFMtoq?dl=0>)
2. Pens

Suggested narrative: Today you are all going to be given an adapted copy of what's called a 'decision wheel'. I'm going to read you a scenario. Then you need to go through your decision wheel and answer each question to help you work out what you need to do in this situation.

There's no answer that's right or wrong here. Rather, it's a helpful thing you can do whenever you have a decision to make.

Suggested scenario to be read: It is recess. Everyone is out on the playing fields, including the teacher. You have to go the toilet. On the way to the toilet, you pass your class and notice that there is someone in the room.

You stop and peek in out of curiosity. Just as you do, you see one of your best friends reach into another person's desk and take something out of it. You quickly move past the door before you are seen. Just before the lunch bell rings, the students whose desk you saw your friend reach into, walks up to the teacher.

A moment later the teacher announces that this student's entire pencil case with pencils, pens and lunch money in it has been stolen.

What do you do?

SENIOR

Activity: Wheelie Hard

Resources required:

1. A printed copy of the decision wheel for each kid
(See *Printable Resources* on page 22. Also available from Dropbox: <https://www.dropbox.com/sh/13issx5bhpu5d6g/AAA7-xIwc1MPrMNxP2izFMtoa?dl=0>)
2. Pens

Suggested narrative: Today you are all going to be given an adapted copy of what's called a 'decision wheel'. I'm going to read you a scenario. Then you need to go through your decision wheel and answer each question to help you work out what you need to do in this situation.

There's no answer that's right or wrong here. Rather, it's a helpful thing you can do whenever you have a decision to make.

Suggested scenario: It is recess. Everyone is out on the playing fields, including the teacher. You have to go the toilet.

On the way to the toilet, you pass your class and notice that there is someone in the room. You stop and peek in out of curiosity. Just as you do, you see one of your best friends reach into another person's desk and take something out of it.

You quickly move past the door before you are seen. Just before the lunch bell rings, the students whose desk you saw your friend reach into, walks up to the teacher.

A moment later the teacher announces that this student's entire pencil case with a mobile phone and some money in it has been stolen.

What do you do?



PROBLEM SOLVING

James 1:5-7 If you need wisdom, ask our generous God, and he will give it to you. He will not rebuke you for asking. But when you ask him, be sure that your faith is in God alone. Do not waver, for a person with divided loyalty is as unsettled as a wave of the sea that is blown and tossed by the wind. Such people should not expect to receive anything from the Lord.

JUNIOR AND SENIOR

Activity: Twenty Turns

Suggested narrative: Today we are going to do things a little differently. We are going to do an activity and then come back as a group to reflect on it.

Note to teacher: Get the group to sit or stand in a circle. Inform the group that from this point on they cannot speak unless instructed. If this task is too easy for the Seniors, you can get the group to face outwards and close their eyes while they undertake the task.

Suggested narrative: The goal is for the group to count to twenty with one person saying one number at a time. You can't talk unless you are saying a number. Any one of you can start the counting. A different person must say the next number. If, however two or more of you happen to speak at the same time, then the counting must begin again. It's totally possible to do...

Note to teacher: After approximately five minutes, call the group back together to discuss some of the following questions:

Suggested questions:

1. Did you think this was going to be an easy or difficult challenge?
2. How did you as a group work out how to manage this?
3. How is this different from other situations in which you need to solve problems?
4. How could you apply what you've seen today in your week this week?

Suggested narrative: This week we have been looking at problem solving as part of being resilient. This is perfect for those of you who want to take your dancing further. Dancing requires you to learn new moves. Sometimes those moves come easily, other times they require plenty of practice. You may even have to try new ways at attempting it.

Being good at solving problems is something that most of us have to learn and practice. It's so easy to give up, but the results aren't as awesome.

Last week when we talked about decision making, I said that you could even talk to God about decisions you need to make. The same thing is true when you need to solve a problem. You can talk to God about any problem you need to solve.

And remember, if you are worried about something, you can always talk to a safe person teacher at school.

COPING WITH STRESS

Isaiah 26.3 You will keep in perfect peace all who trust in you, all whose thoughts are fixed on you Who hear knows what stress is? It seems like quite a grown up thing to be stressed. But really, everyone has stress every day, even babies.

Babies are stressed if they are looking around and can't find their mum or dad. That might be one reason they start crying. A pre-schooler might feel stressed when they build a tower and it keeps falling over and they can't work out why.

A grown up might feel stressed if their phone is ringing, all their children are crying and the doorbell rings. Stress our brain's reaction to things happening that we can't calmly make sense of. When we are resilient, we understand that stressful things will happen but we understand how our own brain and body works and what helps it calm down.

JUNIOR

Activity: Colour Away the Stress

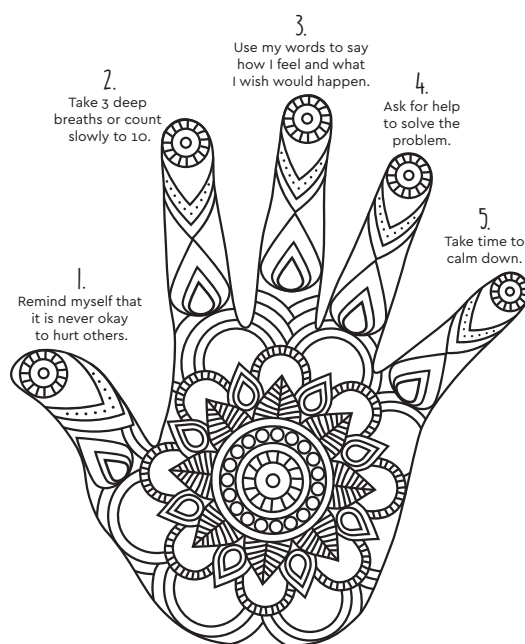
Resources Required:

1. A copy of the sheet '5 steps to managing big emotions' for each kid
(See *Printable Resources* on page 23. Also available from Dropbox: <https://www.dropbox.com/sh/13issx5bhpu5d6g/AAA7-xlwciMPrMNXp2izFMtoq?dl=0>)
2. Plenty of colouring in pencils and markers

Suggested narrative: One of the ways that we can work with stress is to find ways to relax our brain. Colouring is actually a really clever way of doing it.

Today we are going to take a few minutes to start colouring in this page. On it are five helpful things you can think to do when you feel overwhelmed. Like with dancing, the more you practice it, the easier it gets.

5 STEPS TO MANAGING BIG EMOTIONS



SENIOR

Activity: No Stress Chatterbox

Resources required:

1. A copy of the 'No Stress Chatterbox' for each of the kids (plus a few spares). Ideally these are already cut out before the lesson. (See *Printable Resources* on page 24. Also available from Dropbox: <https://www.dropbox.com/sh/13issx5bhpu5d6g/AAA7-xlwc1MPrMNxP2izFMtoa?dl=o>)
2. Some spare paper for early finishers who want to make their own

Teacher instructions for folding the chatterbox:

1. Cut out the chatterbox
2. With the printed side up, fold in half to make a rectangle. Fold that rectangle in half to get a square.
3. Open the chatterbox up fully and place the printed side down on the table. Fold each corner into the centre (the point of the corner will need to touch the middle). This will give you a square.
4. Flip over the chatterbox. The folded in corners will be against the table. Again fold in each corner so that the point touches the centre.
5. Flip over again and fold in half to crease, unfold and then fold in half the other way to crease. Unfold. You should then end up with a square with little pockets at each corner.
6. Fold in half with the pockets on the outside. Hold the chatterbox so that the openings of the pockets are down. Put the thumb and index finger from one hand into the pockets on one side.
7. Put your thumb and index finger into the other two pockets. Pinch your index fingers and thumbs together.

Suggested narrative: We all need our own toolbox in our brain of things we can do to fix the stress when it happens. We can't always fix everything that is happening around us, but we can use some of our tools to cope.

Today we are making a 'chatterbox' of things you could try when you are feeling nervous, angry, alone or confused. You can always make more of these at home as you develop a better understanding of your stress and what helps you feel better.



COPING WITH EMOTION

Proverbs 29.11 Fools vent their anger, but the wise quietly hold it back.

Suggested narrative: This is our last week of learning a bit more about how to be resilient. Every single person on the planet could work every day of their life at being resilient and still have room to grow. This last term has just been a starting point at beginning to understand what resilience is and how we can go about becoming more resilient.

For this last week, we are going to talk about coping with our emotions. Who here has ever felt happy? What about sad? We all feel emotion, every day. It's part of what makes us who we are.

Our job as resilient people is to learn how to manage some of these emotions. This doesn't mean we stop feeling emotion but instead can be healthy in the way we express things like anger.

In the Bible, there is a saying that 'fools vent their anger (they express it, show it loudly and clearly), but the wise hold it back (they find a way to be calm and work out what they need to do with their angry feelings).

After some time of practicing managing emotion, you will realise that you are able to tell a little faster when an emotion is starting to happen for you.

That's really great because it gives you an opportunity to get control of it if you are thinking it might be getting out of control.

JUNIOR AND SENIOR

Activity: Instant Calm

Suggested narrative: For today's activity we are going to practice feeling things and then rapidly switching to another emotion. I'm going to get you to act out an emotion. I'll then yell 'calm'. When I yell 'calm', you will need to put your hands on your belly, close your eyes. I will then slowly count to ten. As I count to ten, you need to breathe in and out ten times. Focus on feeling the way your belly expands and contracts as you breathe.

I will then yell out the next emotion.

Suggested emotions:

- | | | | |
|---------|--------------|----------------|-----------------|
| • Happy | • Sad | • Angry | • Surprise |
| • Crazy | • Worried | • Disappointed | • Nervous |
| • Shy | • Excitement | • Shock | • Embarrassment |

PRINTABLE RESOURCES

EMPATHY / SITUATION CARDS / Activity: Show Me (page 4)



Two friends are arguing and there is a misunderstanding. What role will you play? I show empathy by...

A friend is nervous before a school test. I show empathy by...

A new kid starts at school. It's the middle of the school term. They seem really lost as to where to find things in the classroom. I show empathy by...

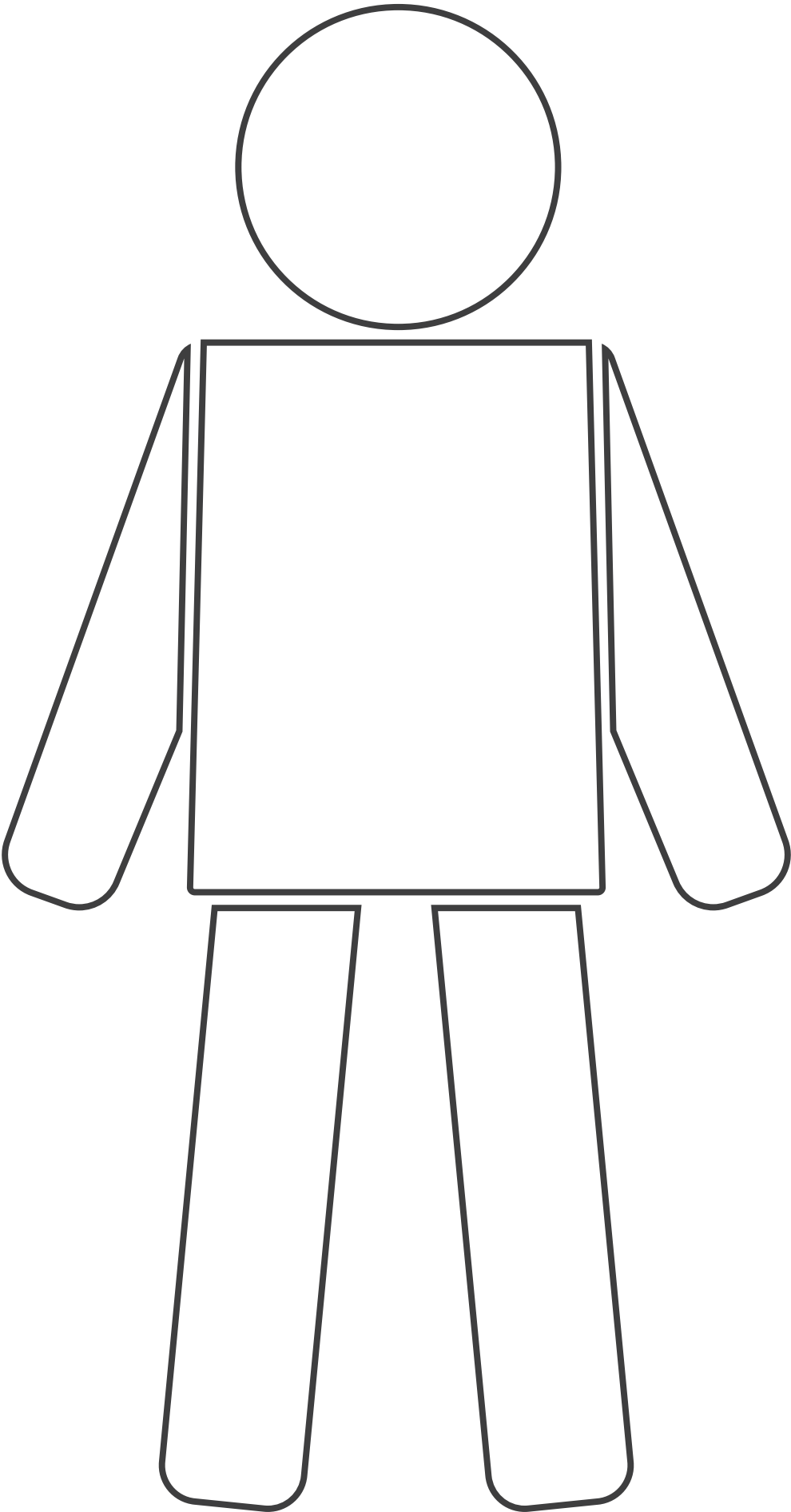
Your friend's aunt has just died and she is really close to her. I show empathy by...

Your grandmother seems lonely because she doesn't get many visitors anymore. I show empathy by...

A kid from school that I don't know trips up the stairs as they get onto the bus. Everything falls out of their school bag. I show empathy by...

PRINTABLE RESOURCES

INTERPERSONAL RELATIONSHIP SKILLS / PERSON OUTLINE / Activity: Fab New Friend (page 6)



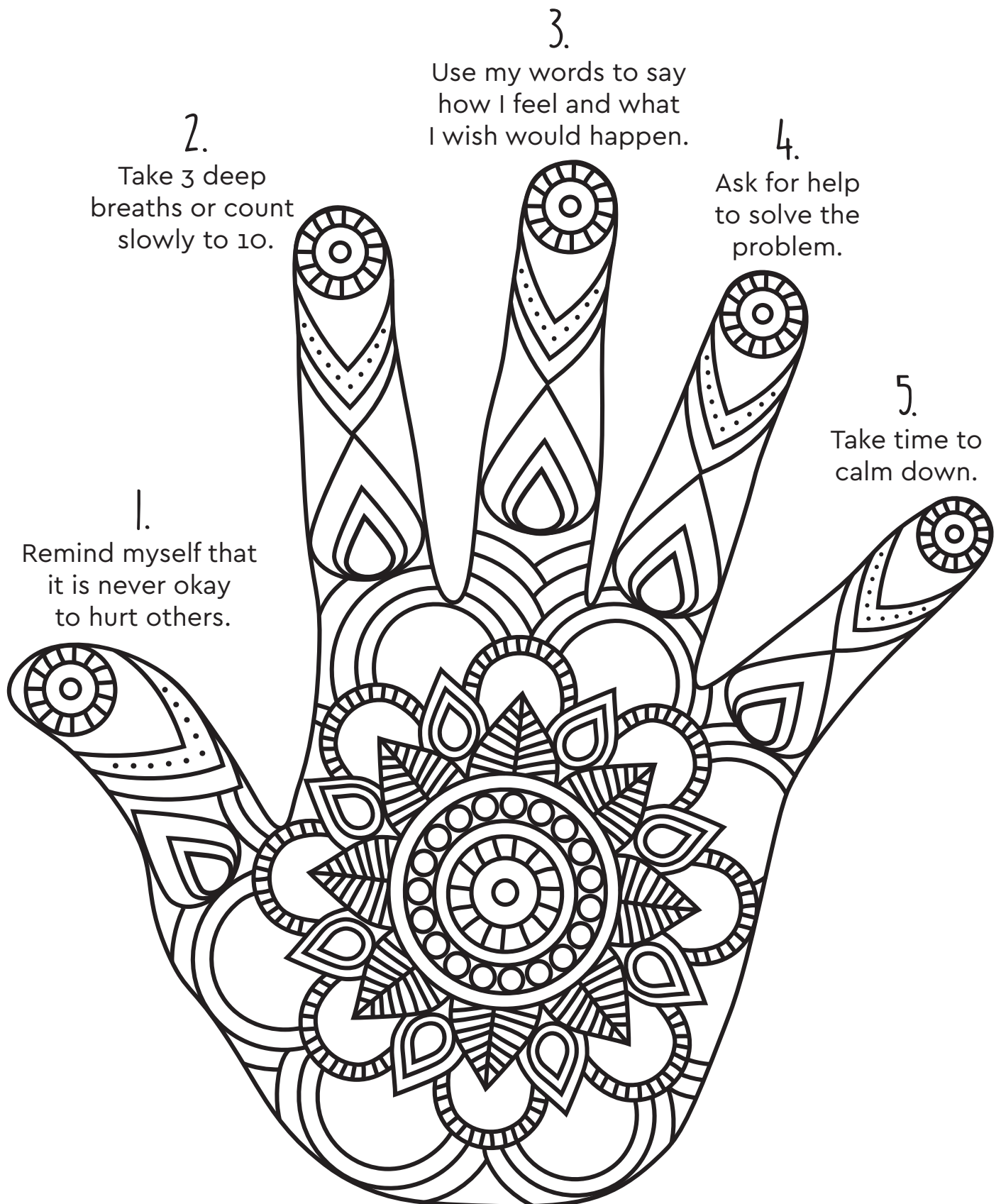
PRINTABLE RESOURCES

COMMUNICATION / GETTING REAL GRID / Activity: Getting Real (page 8)

What did you do after school yesterday?	Introduce yourself	What's your favourite thing to do at recess?	What's your favourite subject in school?	Use the word 'happy' in a sentence
What's your favourite TV show?	Who told you about Aspire?	I like your shirt! Where did you get it?	Does your family have a religion?	Do you play any sports?
How are you?	What's your favourite song?	How old are you?	What's your favourite book?	Show me your best dance move
What are your plans for the weekend?	Have you ever been away on a holiday?	Do you have any brothers or sisters?	Does your school give you homework?	How is your day going?
What food do you like to eat?	Do you have any pets?	What chores do you have to help with at home?	What suburb do you live in?	Do you live in a house or an apartment?



5 STEPS TO MANAGING BIG EMOTIONS



PRINTABLE RESOURCES

COPING WITH STRESS / CHATTERBOX / Activity: No Stress Chatterbox (page17)

