

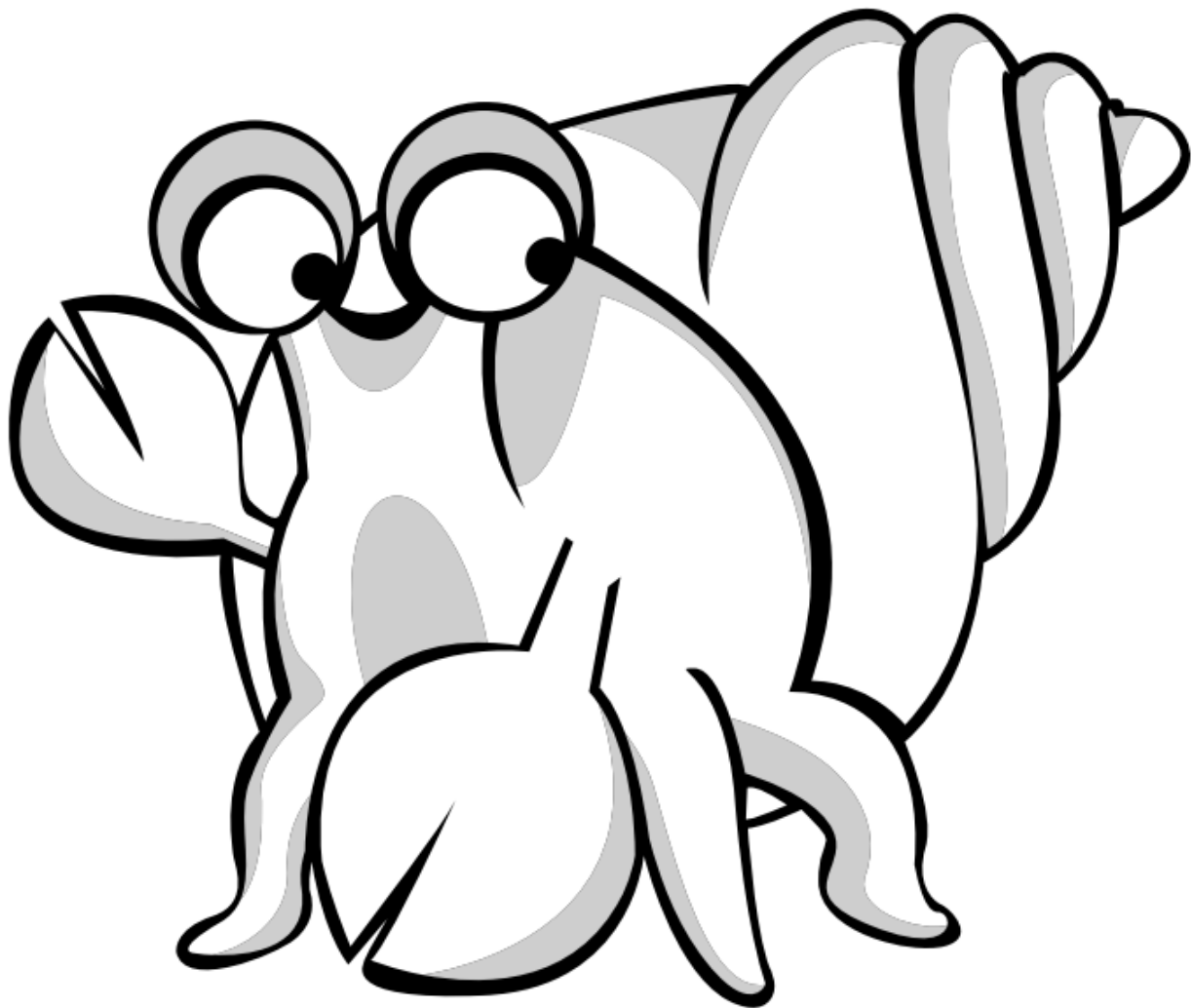


Activity sheet: Key area 1: Self-awareness

Focus 2: Seeing the bright side

Name: \_\_\_\_\_

Hermit Crab

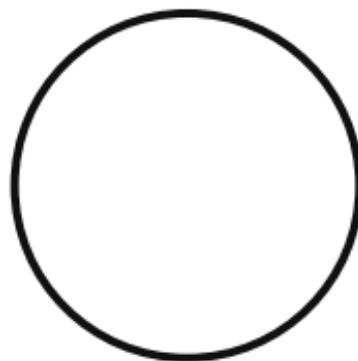
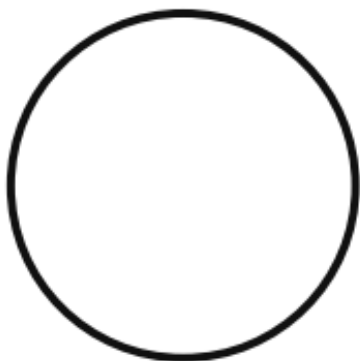
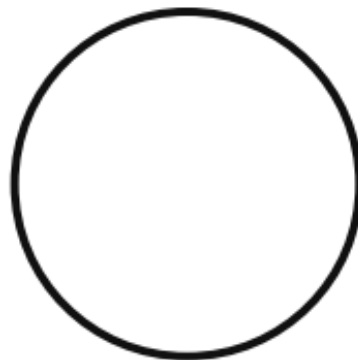
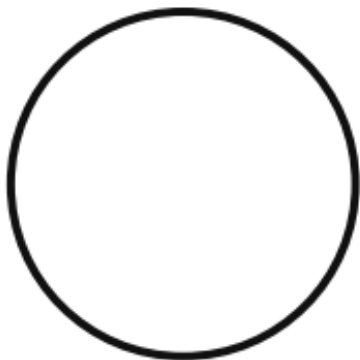
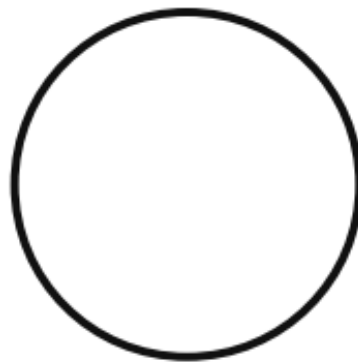
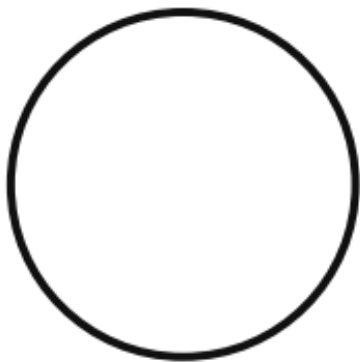


**Activity sheet: Key area 1: Self-awareness**

**Focus 3: The power of smile**

Name: \_\_\_\_\_

Smiling faces



## Activity sheet: Key area 2: Self-management

### Focus 1: Different feelings, different days

Name: \_\_\_\_\_

My many coloured days

When I'm feeling...

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I'm feeling...

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So I...

---

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When I'm feeling...

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---

I'm feeling...

---

---

So I...

---

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When I'm feeling...

---

---

I'm feeling...

---

---

So I...

---

---

When I'm feeling...

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---

I'm feeling...

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So I...

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**Activity sheet: Key area 2: Self-management**

**Focus 2: Helping myself when I'm feeling blue**

Name: \_\_\_\_\_

How to bring cheer

How to bring cheer

When I am feeling sad I can try to...

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Until I start to feel happier.

**Activity sheet: Key area 2: Self-management**

**Focus 3: Responding to feelings of frustration and anger**

Name: \_\_\_\_\_

What is feeling frustrated and angry like?

<b>What does it feel like?</b>	
<b>What does it sound like?</b>	<b>What does it look like?</b>

## Resource sheet: Key area 2: Self-management

### Focus 3: Responding to feelings of frustration and anger

#### Taming tiger mountain board game – cards

##### **Situation**

You are playing in the sandpit and another student throws sand in your face and laughs at you.

##### **Situation**

You have built a new Lego® toy and your little brother breaks it

##### **Situation**

You are invited to go ice-skating with a friend and their family on the weekend, but there is a family function at your grandparents' house on the same day. Your parents say you are to come to the family function.

##### **Situation**

You are playing board games in class. When choosing a game to play, you and another student try to take the same one. The teacher tells you to let the other student take the game.

##### **Situation**

At lunchtime you are playing cricket with a group of students. When you are batting, you miss the ball and it is caught by the wicketkeeper behind you. The wicketkeeper claims you nicked the ball and are out. You insist you missed it.

##### **Situation**

In class, the student sitting next to you keeps trying to talk to you. When you tell them that you want to pay attention to the lesson, the teacher turns around, sees you talking, and gets cross at you.

##### **Situation**

One of your friends stops playing with you at school and you don't know why.

##### **Situation**

You go to the theme park with your older sister and her friends. You all line up to go on the roller-coaster but the staff says you are too small to go on the ride.

##### **Situation**

You are talking to your friends about your local beach holiday. Another student interrupts and says that wasn't much of a place to go for a holiday and that they went overseas.

##### **Situation**

One of your tee-ball teammates draws a really mean picture of you missing the ball, copies it and gives one to every member of the team.



## Resource sheet: Key area 2: Self-management

### Focus 3: Responding to feelings of frustration and anger

#### Taming tiger mountain board game – cards

##### Responses

- 1 – Say nothing and try to fix the toy.  
Stay where you are
- 2 – Break one of their toys.  
Move back 2 spaces
- 3 – Make it clear to them how much this has upset you,  
then rebuild the toy. Move forward 1 space

##### Responses

- 1 – Throw sand in their face.  
Move back 2 spaces
- 2 – Tell them to stop and keep playing.  
Stay where you are
- 3 – Find a teacher and ask for help.  
Move forward 1 space

##### Responses

- 1 – Choose a different game to play.  
Move forward 2 spaces
- 2 – Sulk in the corner and refuse to play any other games.  
Move back 2 spaces
- 3 – Complain loudly that it isn't fair, but accept the  
teacher's decision. Move back 1 space

##### Responses

- 1 – Refuse to go to the family function and storm off to  
your room. Move back 2 spaces
- 2 – Ring your friend and tell them you are sorry, but you'll  
come with them next time. Move forward 2 spaces
- 3 – Go to the family function, be miserable and ruin it for  
everyone else. Move back 1 space

##### Responses

- 1 – Explain to the teacher what was really happening and  
continue to pay attention. Move forward 1 space
- 2 – Don't talk to the student anymore during the lesson,  
even if they are talk to you. Stay where you are
- 3 – Raise your voice at the teacher.  
Move back 2 spaces

##### Responses

- 1 – Ask the other students if they saw what happened and  
accept their decision either way. Move forward 2 spaces
- 2 – Tell the wicketkeeper that they're wrong and refuse to  
give up the bat. Move back 1 space
- 3 – Give up your bat to avoid conflict.  
Stay where you are

##### Responses

- 1 – Tell your sister that she can still go on the ride and  
you'll wait for her. Move forward 2 spaces
- 2 – Tell your sister that you should all go to another ride  
without such stupid rules. Move back 1 space
- 3 – Argue with the staff.  
Move back 2 spaces

##### Responses

- 1 – Confront them and demand an explanation.  
Move back 1 space
- 2 – Just ignore it, you think they'll come  
around eventually. Stay where you are
- 3 – Ask them if anything is wrong and if you can help.  
Move forward 2 spaces

##### Responses

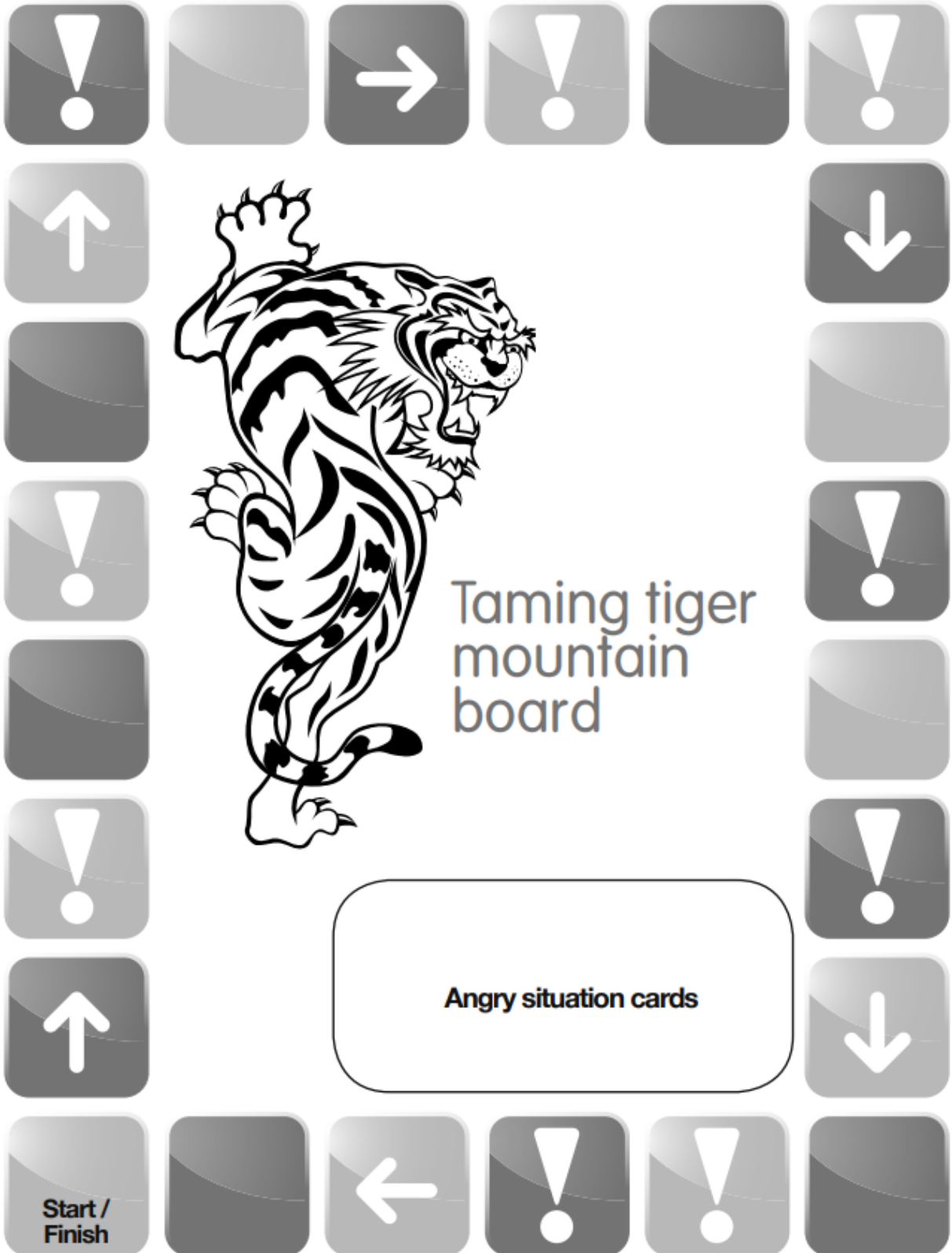
- 1 – Draw and send a nasty picture back.  
Move back 2 spaces
- 2 – Ignore the picture.  
Stay where you are
- 3 – Ask your teammate why they drew the picture.  
Move forward 1 space

##### Responses

- 1 – Tell them the holiday was great, but you're sure  
overseas was too. Move forward 2 spaces
- 2 – Tell them that they are being rude.  
Stay where you are
- 3 – Tell them overseas is not that great.  
Move back 2 spaces



Resource sheet: Key area 2: Self-management  
Focus 3: Responding to feelings of frustration and anger



## Activity sheet: Key area 3: Social-awareness

### Focus 1: Bringing colour into other people's lives

Name: \_\_\_\_\_

#### Character study

<b>Name of character?</b>	
<b>What does the character look like?</b>	
<b>What kind of person is the character?</b>	
<b>What does the character's home look like?</b>	
<b>What are the character's attitudes toward other characters in the story?</b>	
<b>Does the character change as a result of events in the story?</b>	
<b>How did you feel about this character?</b>	

## Resource sheet: Key area 4: Relationship skills

### Focus 4: What is bullying?

What is bullying?

Bullying is:

When these things happen again and again to someone and it is hard for the person being bullied to stop these things from happening



### Exclusion

Being ignored, left out on purpose, or not allowed to join in.



### Physical

Being hit, kicked or pushed around.

### Lies or Rumours

Having lies or nasty stories told about someone.



### Threats

Being threatened or made afraid of getting hurt.

### Verbal Abuse and Teasing



Being made fun of and teased in a mean and hurtful way.

## Activity sheet: Key area 4: Relationship skills

### Focus 5: Who is involved in bullying?

Name: \_\_\_\_\_

Who is involved?

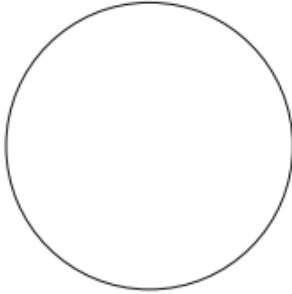
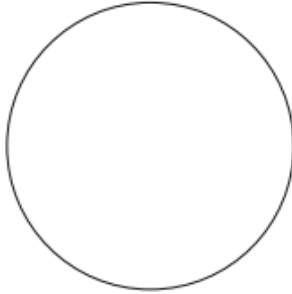
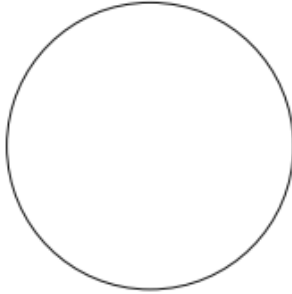
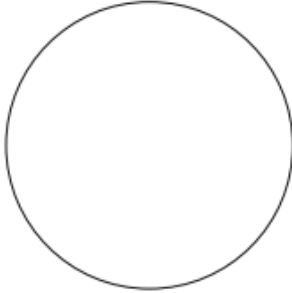
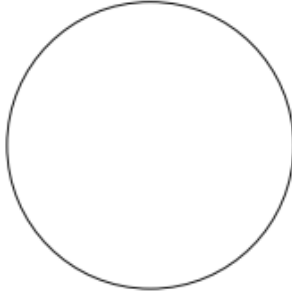
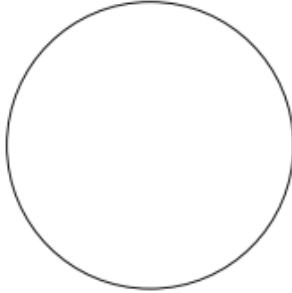
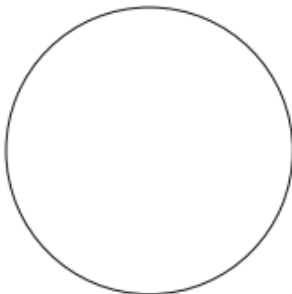
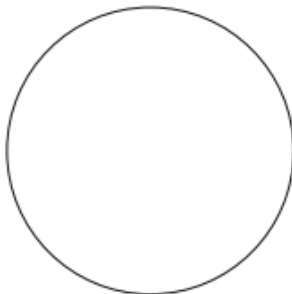
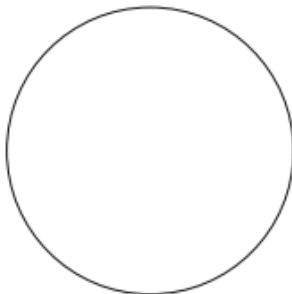
<b>Person bullying</b>	<b>What did they do?</b>
<b>Person or people being bullied</b>	<b>What did they do?</b>
<hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/>
<b>Bystanders</b>	<b>What did they do?</b>
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## Activity sheet: Key area 5: Social decision-making

### Focus 1: How I feel in social situations

Name: \_\_\_\_\_

Feeling faces cards

<b>Happy</b> 	<b>Upset</b> 	<b>Scared</b> 
<b>Relaxed</b> 	<b>Worried</b> 	<b>Sad</b> 
		

**Activity sheet: Key area 5: Social decision-making**

**Focus 2: What can I do if I'm bullied?**

Name: \_\_\_\_\_

Walk, talk or ask for help

**Walk**

**Talk**

**Ask for help**





## Activity sheet: Key area 5: Social decision-making

### Focus 3: Asking for help

Name: \_\_\_\_\_

My support group

