

## MOOD-CHANGERS

THE RESILIENCE PROJECT

# LESSON 26

MOOD-CHANGERS

**Take it home:** Speak to your parents about things they do for their own self-care.

**CHECK IN:**

Emotion

**Shaking a bad mood**

Things to help      Things to

Self-care is:

Examples of ways I can practise self-care:

- 1.
- 2.
- 3.

**Learning Intentions:**

- Students will investigate ways to influence their mood.
- Students will develop knowledge of good self-care and how self-care impacts on their moods.
- Students will be exposed to a range of practical activities that they can undertake outside of the classroom to be able to better control and direct their emotions and moods.

**Resources:**

- Internet access, speakers, projector.
- Student Journals.
- Video Resource List.
- Computer and internet access for each student.
- A3/butchers paper.
- Markers.

**Outline**

**Activity 1: Emotion/mood CHECK IN (5 mins)**

- When the students first walk into the room, have them check in with their emotions and mood by reflecting on how they are feeling (use the CHECK IN rating scale in the Student Journals).

**Activity 2: Shaking a bad mood (20 mins)**

- Everyone experiences changes in their moods throughout the day and week. This is normal. We cannot be upbeat and energetic all the time. However there are ways to combat a bad mood, or even avoid one altogether, and there are some activities that will make the mood even worse.
- Get students into small groups. Give each group two pieces of A3/butchers paper. Students are to divide the paper in half. On one side they should brainstorm all the ways to shake a bad mood and on the other side all the things they can think of that will make a bad mood worse.
- Have each group share their thinking with the class.
- Students record their top two answers from their brainstorm into their Student Journals.

**Activity 3: Avoiding a bad mood – self-care (20 mins)**

- In pairs, have students do some research on self-care. For example:
  - What does 'self-care' mean?
  - What are examples of ways that the students can practise self-care?
- Students are to record their answers in their Student Journals.
- Share what students discovered as a class.

**Extension Activity: Class self-care tool kit (10–20 mins)**

- Using the responses from Activity, come up with a class 'self-care' tool kit. Write a list of all the things students can do to show good self-care.
- Be very specific. Include, where possible, specific examples or links to self-care activities. For example, if one of the items on the list is 'chill out with music' get students to provide a playlist.
- Display the completed self-care tool kit in the classroom.