

STAMPED

Lesson 38
IF AND THEN

If: _____
then: _____

What am I grateful for?

What are three moments of awesome today?

1. _____
2. _____
3. _____



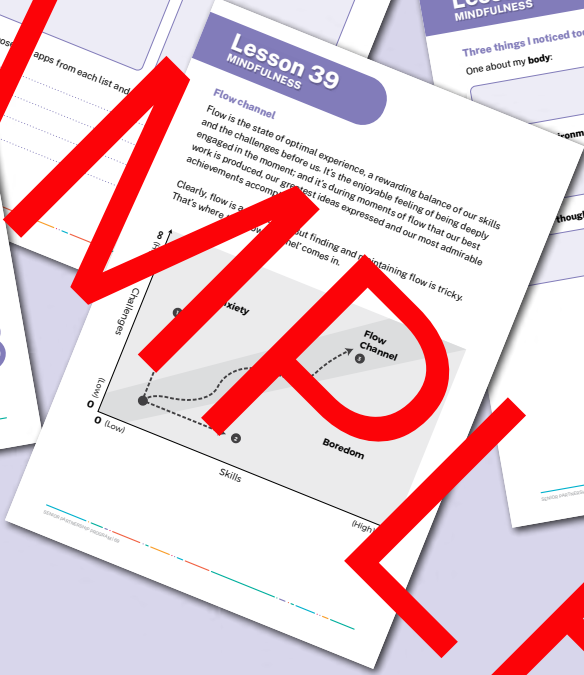
Lesson 38
IF AND THEN

Make a list of some apps that are 'helpful' or 'not helpful' to your wellness:

Helpful: _____

Unhelpful: _____

Choose _____ apps from each list and _____



Lesson 39
MINDFULNESS

Three things I noticed today:
One about my body: _____

Environment: _____

Thoughts: _____



Extension Activity:

Apps (10 mins)

- Invite students to fill in the table in their student journal. It asks students to categorise the apps on their phone as 'helpful' and 'unhelpful'.
- This activity can assist students to better manage their screen time and as a result, focus on the things that are important in their lives.

Lesson 38

IF AND THEN

LEARNING INTENTIONS:

- Students will explore the impact of if and then thinking on their happiness

RESOURCES:

- Student Journals.
- Video Resource List.
- Internet access, speakers and projector.
- Access to TRP Teacher Resource hub.

OUTLINE:

Activity 1: If and then thinking (20 mins)

- The 'if and then' model of happiness is an unsustainable model that many of us live by: If I get this iPad, then I will feel happy; if I get this car, then I will feel happy. The trouble is, there is always something out there that is better than what we have.
- Watch **Video 1121** from the Video Resource List.
- Introduce students to the concept of 'if and then thinking'. Define the concept.
- Instruct students to complete the 'If and Then' statement in their Student Journal.
- Discuss the answers as a class.
- Instruct students to create their own truthful 'if and then' statements.
- Discuss with students the potential dangers with this line of thinking. For example, increased failure, decreased self-worth, stress, wanting to fit in.
- Finally, following the 'if and then' activity, ask students to note down five things they are grateful for.
- What are three moments of awesome you've experienced today?

Lesson 39

MINDFULNESS

LEARNING INTENTIONS:

- Students will experience mindfulness through flow.

RESOURCES:

- Student Journals.
- Balloons.
- Access to TRP Teacher Resource hub.

OUTLINE:

Activity 1: Balloons (20 mins)

- Warm up with a game of keeping the balloon up in the air. The aim of the game is to keep the balloon in the air as long as possible within the group by touching, hitting and kicking it gently. Divide the class into two teams and see who can keep the balloon in the air the longest.
- Debrief the game:
 - > Who found it too hard and wanted to give up?
 - > Who found it too easy and was bored?
 - > Who found it a good balance between the two — a good level of challenge? Explain that these people may have experienced a moment of flow. Go through the flow channel (this should be quite familiar for students).
- Flow channel: Flow is the state of optimal experience, a rewarding balance of our skills and the challenges before us. It's the enjoyable experience of being deeply engaged in the moment, and it is during moments of flow that our best work is produced, our greatest ideas expressed and our most admirable achievements accomplished.
- Clearly, flow is a good thing, but finding and maintaining flow is tricky. That's where the Flow Channel comes in.

Activity 2: Journal reflection (5 mins)

Have student complete the following in their Student Journals:

- Three things I noticed today:
 - > One about my body.
 - > One about my environment.
 - > One about my thoughts.