

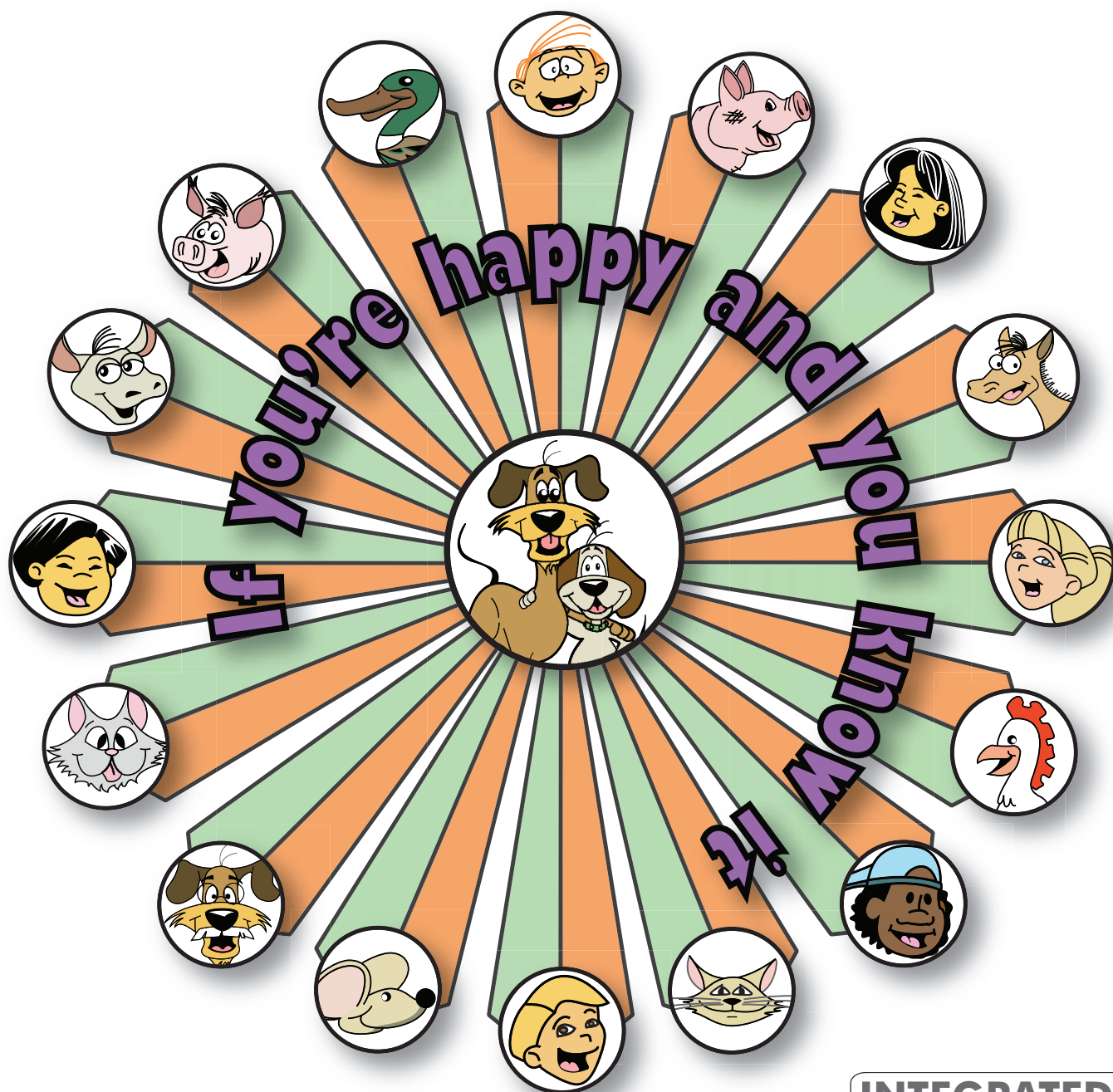
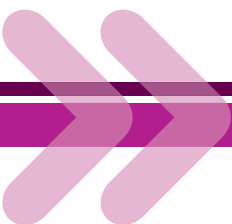
# INTEGRATED

Me In A Box

If you're happy and you know it

Middle Childhood 4-7

Learning Resource





**ORDERING INFORMATION:**

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INTEGRATED1688 ME IN A  
BOX – IF YOU'RE HAPPY AND  
YOU KNOW IT  
ISBN 978-1-74205-651-7



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**Integrated**

**Me In A Box**

**If you're happy and you know it**

**Middle Childhood**

**Learning Resource**

First published 2010

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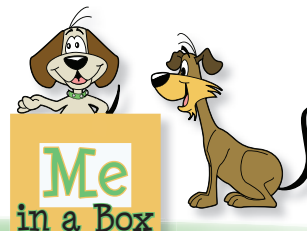
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## Overview of *Me in a Box*

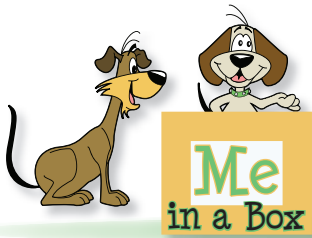
*Me in a Box* consists of two modules.

Module	Outcomes focus	Duration
1 If you're happy and you know it	<b>Health and Physical Education</b> 1. KNOWLEDGE AND UNDERSTANDINGS 4. SELF-MANAGEMENT SKILLS <b>English</b> 6. SPEAKING 9. WRITING	5 days
2 Standing on my own two feet	<b>Health and Physical Education</b> 1. KNOWLEDGE AND UNDERSTANDINGS 4. SELF-MANAGEMENT SKILLS 5. INTERPERSONAL SKILLS <b>English</b> 9. WRITING	5 days

Each module includes:

- a student work plan
- activities
- feedback and solutions
- an overview and outline.

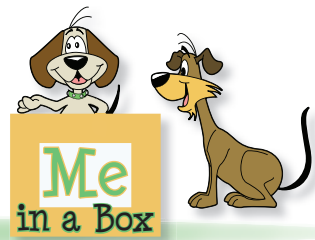




The resources and material you will need to complete *If you're happy and you know it* are:

- A4 blank paper – 5 sheets
- A4 blank card – 5 sheets
- a mirror
- glue
- coloured pencils and textas
- an empty bottle
- scissors
- 3 round balloons
- an empty box or container (about the size of a shoe box).



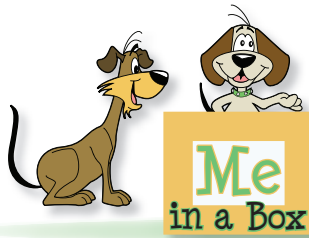


If you're  
happy and  
you know it

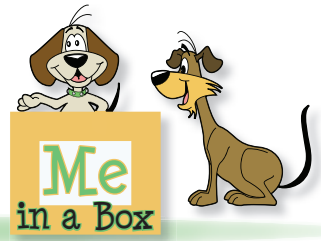




# Student work plan

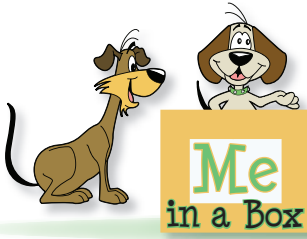


Day	Learning activity	Description of learning activity	Approximate timing	Student's initials
1 Me				
Day 1	1.1 Resource file	Create a contents page for resource file	15 mins	
	1.2 Me box	Decorate a container for storage	50 mins	
	1.3 Glad to be me!	Complete descriptions	20 mins	
	1.4 Graffiti wall	Collect comments	20 mins	
	1.5 Nouns and adjectives	Identify nouns and adjectives	15 mins	
	1.6 I'm a star	Create a 'Me' star	30 mins	
2 Fantastic families				
Day 2	2.1 Why I look the way I do	Identify ways to influence how you look	20 mins	
	2.2 Mums and babies	Match the mother to the baby	20 mins	
	2.3 Who do you look like?	Identify similar physical features	20 mins	
	2.4 Family traits	Identify similar skills and talents	15 mins	



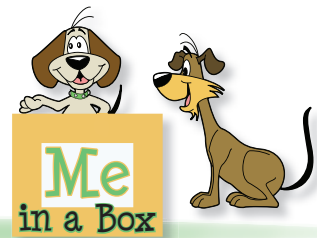
Day	Learning activity	Description of learning activity	Approximate timing	Student's initials
	2.5 Family tree	Create a family tree	40 mins	
	2.6 Family influence	Draw a picture of a way your family influence you	20 mins	
<b>3 Feelings</b>				
	3.1 Feelings list	List feelings	15 mins	
<b>Day 3</b>	3.2 What do you feel?	Identify emotions	20 mins	
	3.3 Diary	Complete a diary entry	20 mins	
	3.4 Mirror, mirror	Examine facial expressions	30 mins	
	3.5 Faces	Complete the chart	15 mins	
	3.6 Synonyms	Identify synonyms	15 mins	
	3.7 Similes	Identify similes	20 mins	
	3.8 Feelings poem Write a poem Illustrate the poem	Write and illustrate a poem	30 mins	





Day	Learning activity	Description of learning activity	Approximate timing	Student's initials
<b>Day 4</b>	3.9 Feelings collection	Complete a collection	65 mins	
	3.10 Body clues	Identify physical signs	45 mins	
	3.11 Dealing with intense emotions	Circle ways to cope with intense emotions	15 mins	
	3.12 Stress balls	Make a stress ball	25 mins	
<b>Day 5</b>	3.13 Traffic lights	Discuss ways to deal with intense emotions/situations	40 mins	
	3.14 Is it really that bad?	Rate the events	20 mins	
	3.15 Harum-scarum	Place events on a continuum	50 mins	
	3.16 Tree of trust	Create a tree of trust	20 mins	
	3.17 Diary	Complete a diary entry	20 mins	





## Signposts

Look for signposts throughout the module. They give instructions to help you with the learning activities.



Resource file – This signpost tells you to present your work in your file.



Record – This signpost tells you to record yourself speaking.



Reading – The reading signpost tells you to read from the suggested book.



Multimedia – The multimedia signpost tells you to use an audio CD, CD-ROM, video or DVD.



Presentation – The presentation signpost tells you to ask for help with deciding how you will present your learning, for example writing, art works, sound recording, video, word processing, making a model, computer- based presentations.

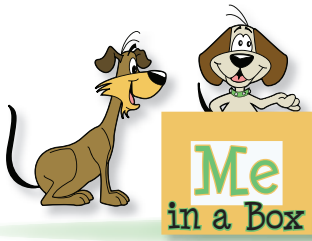


Computer – The computer signpost tells you to use a computer or the internet.

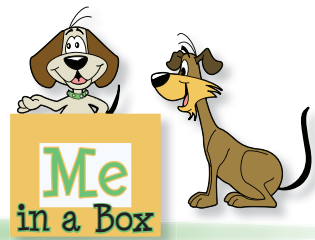


Scissors – The scissors signpost tells you to cut out a page from the book.



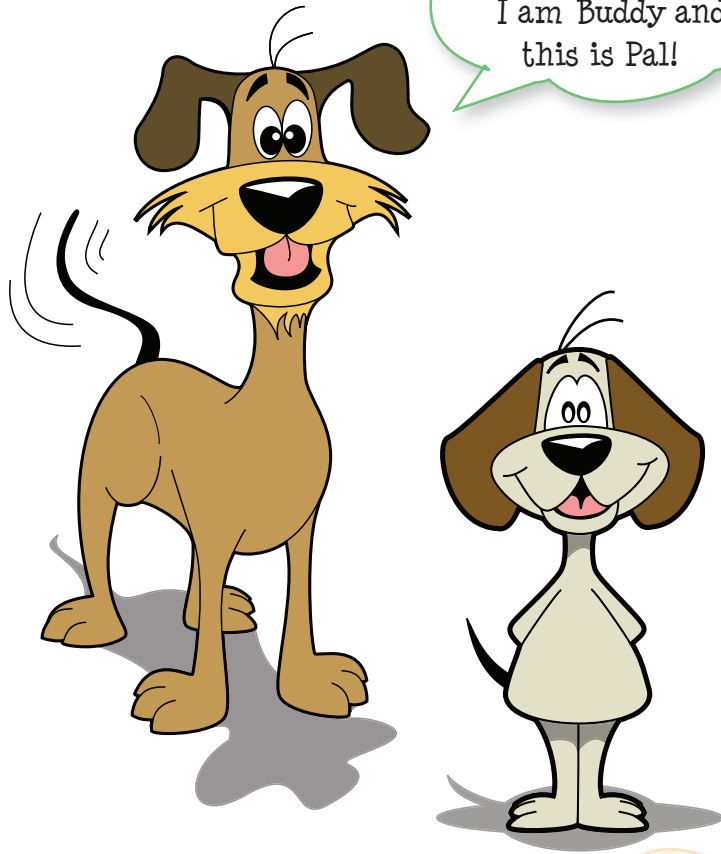






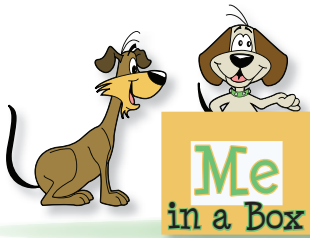
Me

Welcome to  
'Me in a box'.  
I am Buddy and  
this is Pal!



In this module you will be exploring things about yourself. You will be completing different activities. As you complete each activity, write your initials in the space provided on the student work plan.





## 1.1 Resource file

Many activities that you complete will need to be stored in your resource file. The work that will be included in the file will be clearly marked with the following symbol.



To help organise your file, you will need to create a contents page. The contents page should show the title of the activity and what page it can be found on. Complete the contents page as you store a piece of work.

### Hint:

Think about how to present your work. Your resource file is a showcase of all your work. You will need to consider things such as:

- the neatness of your work
- the layout of your file
- colours used.

Spend a few minutes setting up the page. Include the title – try and include some features that suit the topic.

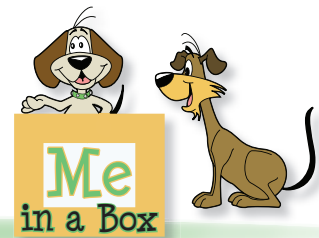
## 1.2 Me box

At the end of the module you will have many items. Find a container such as an empty box or bag and keep this aside to store some pieces of work. You will decorate your box to reflect who you are.

1. Things to think about before you begin:

- What colour do you like?
- What is your favourite book, TV show or band?
- Who is your favourite hero?





- Do you like to play sport?
- Do you have a favourite pet?
- Will you use pictures from magazines, photos or drawings?
- Will you paint, draw on or glue items onto your box?
- Where will you include your name on the box?

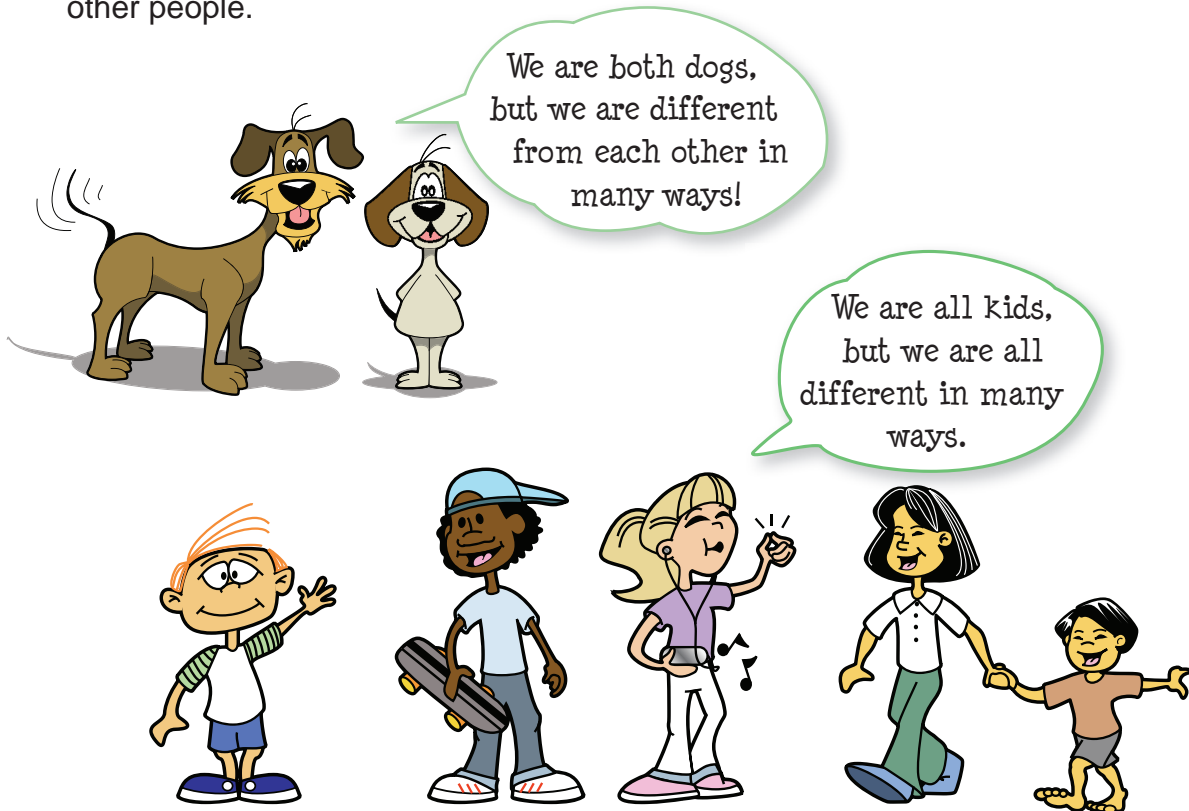
Take some time to think about these things. You may like to talk about your ideas with an adult before decorating your box.

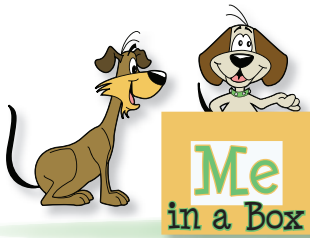


2. Decorate your box using your ideas and any materials you have available. Take your time and make sure the box reflects who you are.
3. When you have finished take a photo of your box and include this in your resource file.

## 1.3 Glad to be me!

Every one of us is a unique individual. This means we are different from other people.



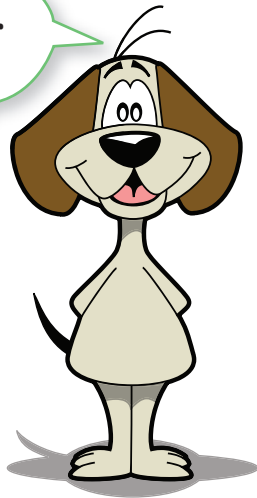


What makes you unique?

Write down some descriptions about yourself in the following sections.

### Physical (the way I look)

I like how my fur feels so soft.

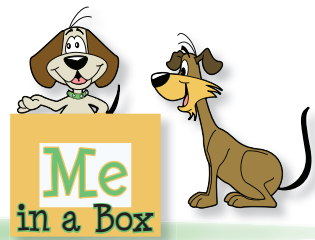


I like my strong legs that let me run fast.



Good things about the way I look:





## The way I act

Good things about the way I act:



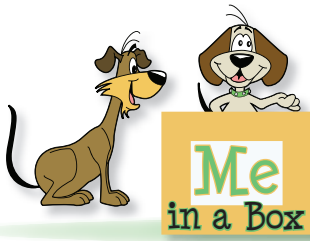
I am proud of always being polite and using my manners.

## Likes and dislikes

What I like:

I like to eat bones. I don't like onions.





What I don't like:

## Skills and talents

Look at the following list of skills and talents. Circle the ones you are good at.

drawing

swimming

playing sport

cooking

reading

dancing

singing

science

maths

running

writing

gardening

walking

riding

skipping

telling stories

skate  
boarding

gaming

painting

puzzles

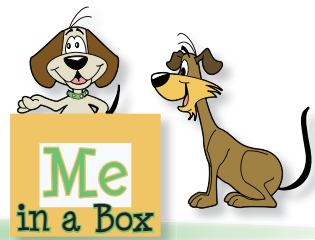
building

composing

telling jokes

sewing





Add other things not in the list that you are good at.

What do you think your good points are?



Write down the top five things that are special about you and make you glad to be you:

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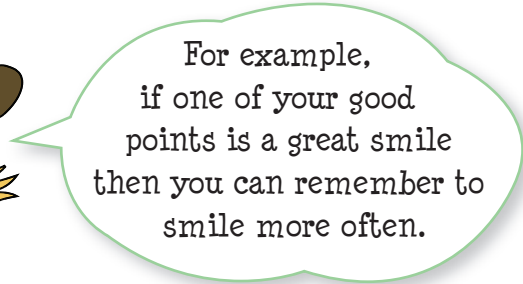
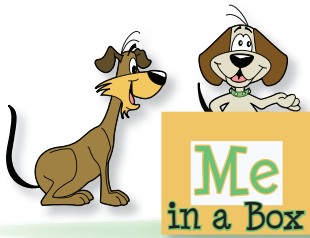
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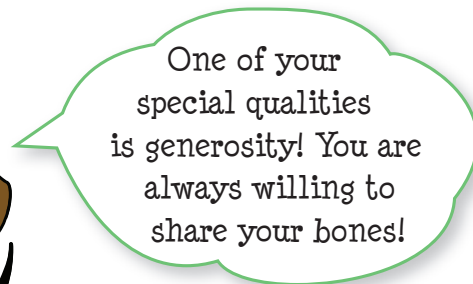
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## 1.4 Graffiti wall

What do you think other people think about you? What would they say are your special qualities?



Collect some comments on what others think are your unique qualities or what makes you special. You can do this by talking to people in person, on the phone or by email.

On the following page you will see 'My graffiti wall'.

Cut out the page.

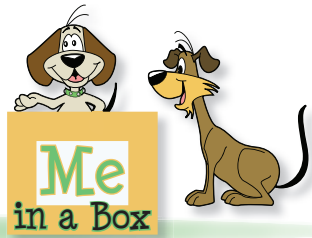
Ask family members, friends and relatives to write down something they think is special about you: a special quality or something special you do.

(If you need to contact people by email or phone you can write in the comment yourself.)

Display this graffiti wall somewhere that will remind you what a special person you are.

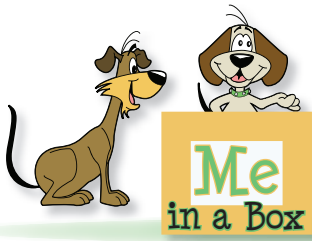


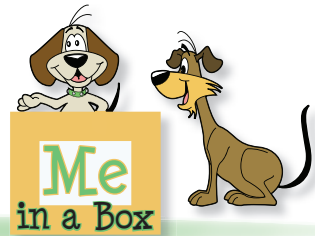




My graffiti wall





## 1.5 Nouns and adjectives

A noun is a word that names people, places and things.

Example:

**Danielle** read a **book** in the **park**

**Danielle** is a noun because it is a person's name.

**Book** is a noun because it is a thing.

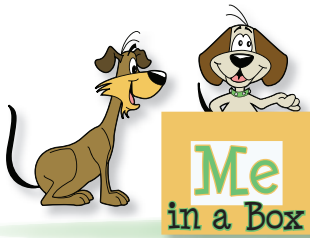
**Park** is a noun because it is a place.

Think about the nouns that could be used about you, for example:

Kathy      sister      daughter  
girl      female      child  
Australian      friend      student  
human      swimmer      cook      girlfriend

Write down as many nouns about yourself as you can think of.





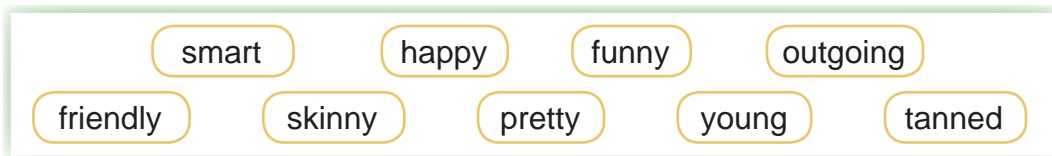
An adjective describes a noun.

Example:

Sheila is a **happy** girl.

The adjective happy describes Sheila.

Think about the adjectives that could be used to describe you, for example:



Write down as many adjectives to describe yourself as you can.

Write a sentence about yourself using a noun and an adjective.

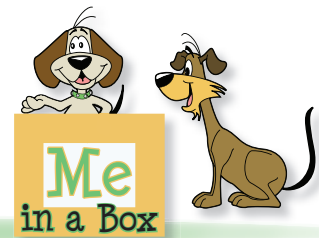
Example:

Buddy is a friendly dog.

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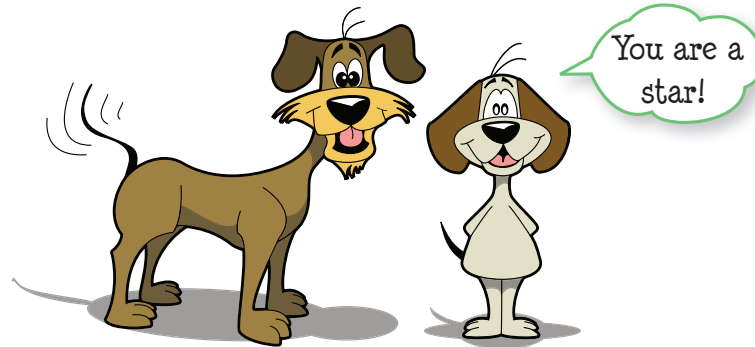
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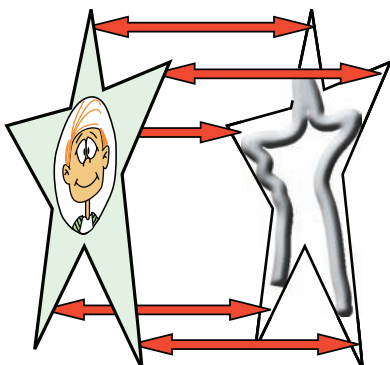
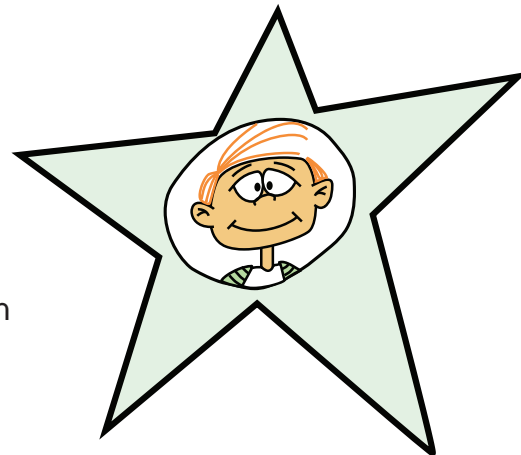
## 1.6 I'm a star

You have already written down many things about yourself. You have also seen that other people think you have many special or unique qualities.

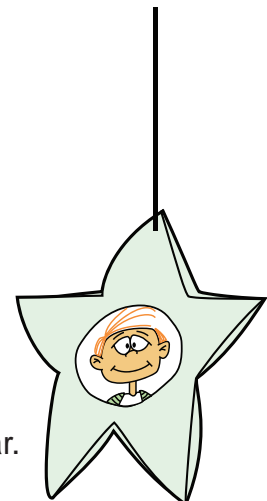


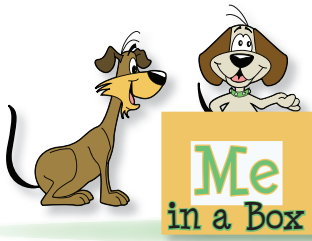
Let's make a star showing how special you are.

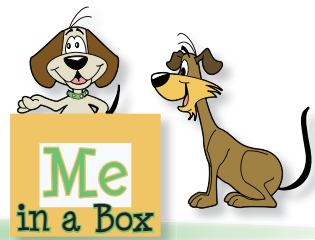
1. Use the template of a star (on page 87) to draw around on two pieces of card.
2. Cut out both stars.
3. Glue a photo or drawing of yourself in the middle of one of the stars.
4. Write nouns and adjectives about yourself on the points and on the back star.  
(**Hint:** You may like to refer back to the previous activity.) You may also like to decorate the star as well.



5. Stick the two stars together, leaving a small gap.
6. Through the gap, push crumpled paper or tissues until the star is plump.
7. Seal the gap.
8. Attach string to the top of the star.
9. Place the star in your Me box.







2



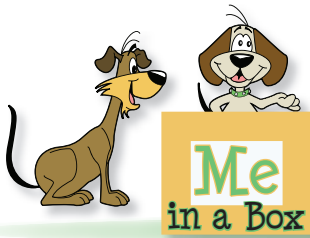
## Fantastic families



A lot of people spend time thinking about the way they look. For example, they may think about the way their hair is styled or the clothes they are wearing. Sometimes they also worry about what other people will think of them.

The way you look can come from your genes. Genes are sections of DNA that are like instructions for making you; they are passed on to you from your parents.





## 2.1 Why I look the way I do

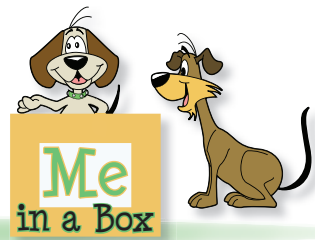
Part of the reason for the way you look are your genes, but there are other things that influence how you look. Can you think of any?

In the following table fill in ideas in each section about what you can do in this area to influence the way you look.

<p><b>Eating</b></p> <p>For example: have breakfast</p>	<p><b>Clothes</b></p> <p>For example: wear nice clothes</p>
<p><b>Exercise</b></p> <p>For example: get exercise</p>	<p><b>Health</b></p> <p>For example: be positive</p>







What area can you improve in?

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## 2.2 Mums and babies

Most people will think about the way they look each day. But have you ever thought about why you look the way you do?



Baby animals often look the same as their parents.

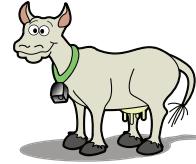
I look like my dad. We have the same nose and coat colour.





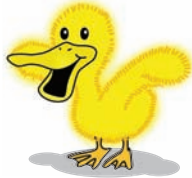
See if you can match the baby animals. Draw a line from the baby to its parent.

Puppy



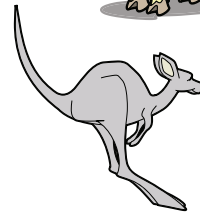
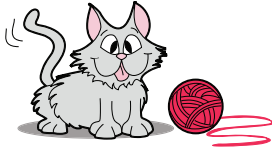
Cow

Duckling



Goat

Kitten



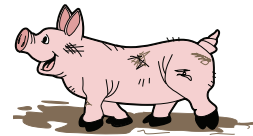
Kangaroo

Chick



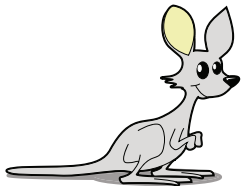
Dog

Calf



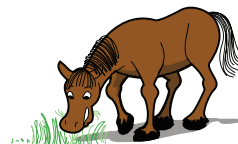
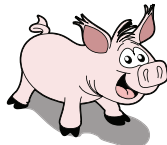
Pig

Joey



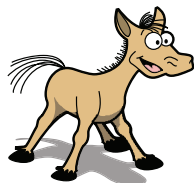
Cat

Piglet



Horse

Foal



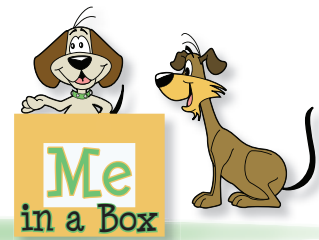
Duck

Kid



Hen





Baby animals do not look exactly the same as their mothers, but have similar features, for example colouring or eye shape.

Some of your features or physical build come from your mum or your dad. Or sometimes people can look like other people in their family, for example their grandmother.

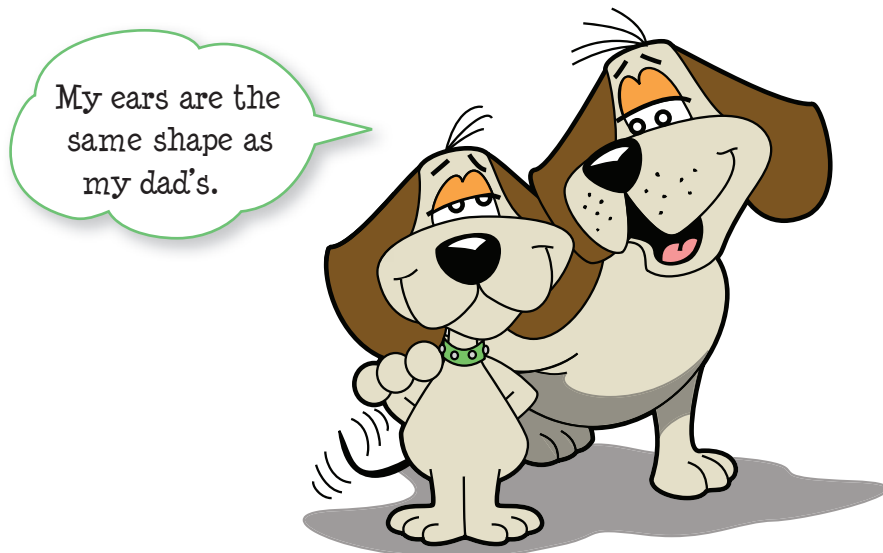
## 2.3 Who do you look like?

Look at yourself in a mirror. Use the following table to guide you in what features to look at. Tick the box if your features look like your mum's, dad's or a grandparent's.

**Hint:**

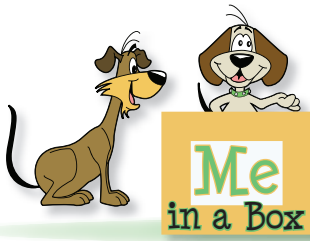
You may need photos of other family members to help you with this activity.

For example:

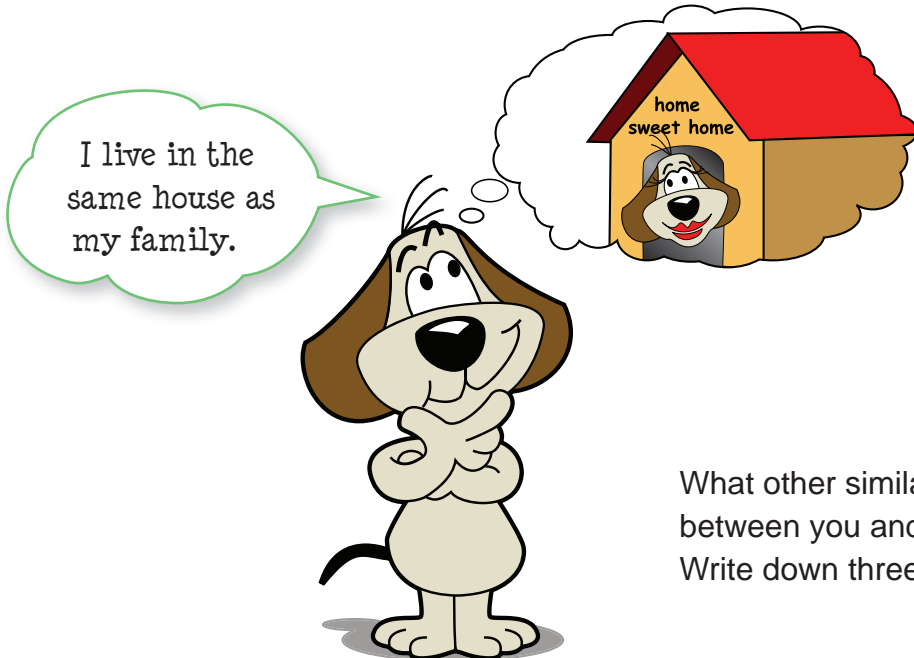


	Mum	Dad	Grandparent
ears		✓	





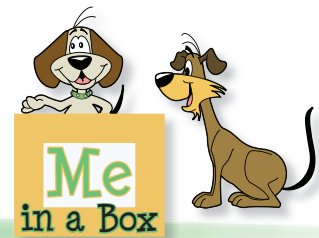
	Mum	Dad	Grandparent
eyes			
ears			
nose			
chin			
hair			
face shape			
skin			
body shape			
freckles			
able to roll tongue			
big toe			



What other similarities are there between you and your family?  
Write down three other similarities.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_





## 2.4 Family traits

What are you good at? Is this the same with other members of your family?

Refer back to the activity 1.3 and your list of skills and talents. Tick the boxes on the following table to show who in your family is good at an activity.

There are blank spaces for you to fill in activities or talents of your own choice.

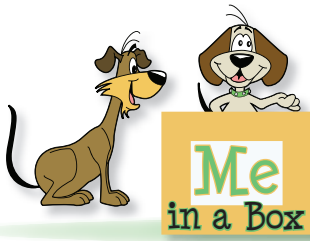
Activity/ Talent	Me	Mum	Dad	Brother or sister	Grand- parents	Other family members
drawing						
swimming						
playing sport						
cooking						
reading						
dancing						
singing						
science						
gardening						
painting						
maths						
running						
riding						
composing						

Do any special talents or interests run in your family? Briefly explain why you think this is or isn't the case.

---

---





## 2.5 Family tree

Where have your genes come from? One way to see the generations of a family is a family tree. Your task is to complete a simple family tree.

Each row of names on the tree is a generation. This family tree will show three generations of your family.

More detailed family trees would include all the brothers and sisters of all the people in your family.

1. First find out the full names, dates and places of birth of your parents and your grandparents. Remember to include yourself.

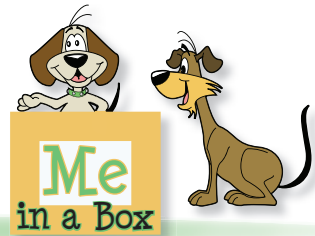
**Hint:**

You will need to talk to your parents and possibly your grandparents to help you complete this activity.

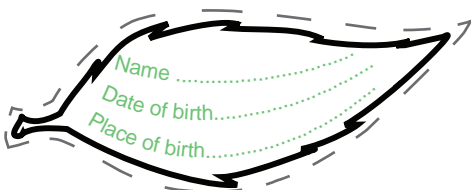
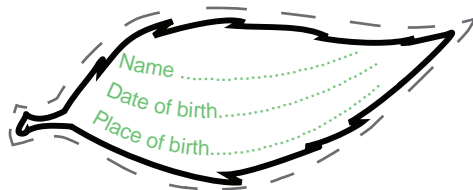
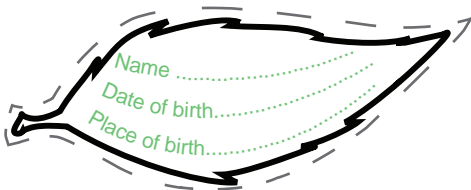
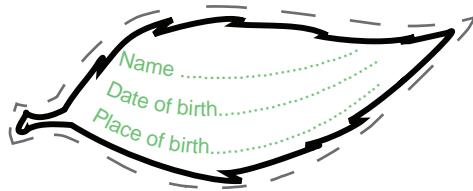
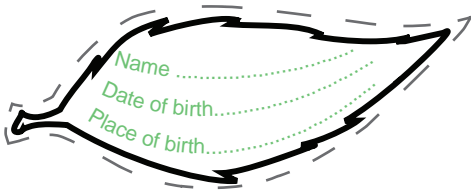
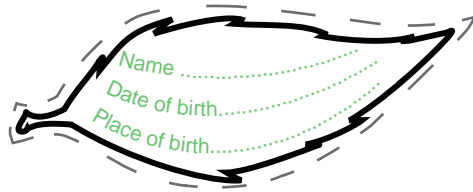
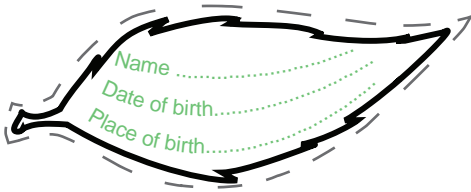
Record this information on the table.

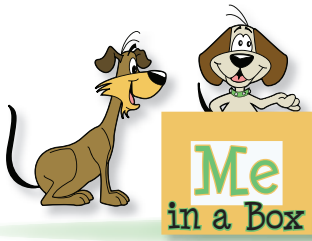
Name	Date of birth	Place of birth



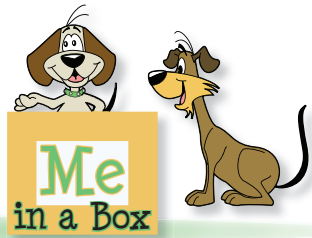


2. Write your name, place and date of birth on a leaf.
3. Fill in one leaf for each other person.
4. Cut out the leaves.
5. Glue the leaves in the correct position on the family tree.

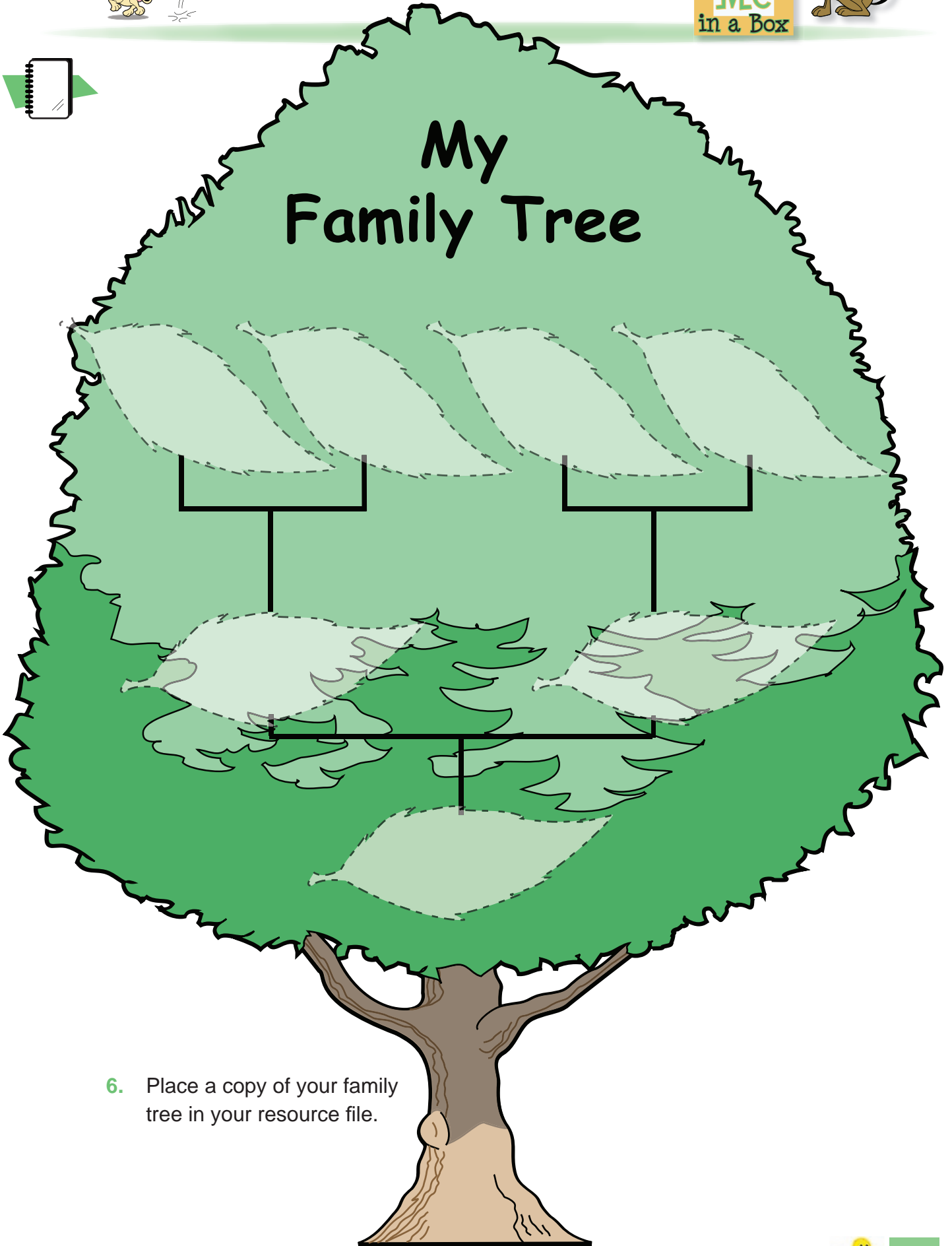






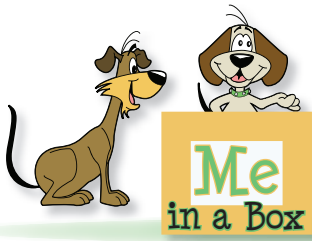


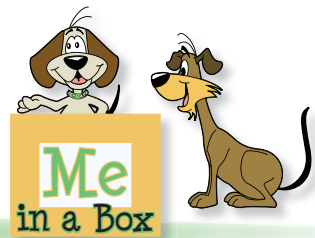
# My Family Tree



6. Place a copy of your family tree in your resource file.







## 2.6 Family influence

Your family doesn't only influence the way you look. It can also influence what you eat, how you think and what you wear. Think about how your family influences you.



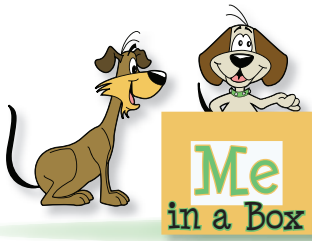
My parents like to eat bones and I do, too. But sometimes I wish I could eat other things for dinner - like my friend Jenny the cat, who eats fish.

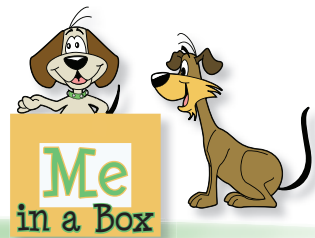
In the box below draw and write about a way you think your parents influence you.

How do you feel about this?

---







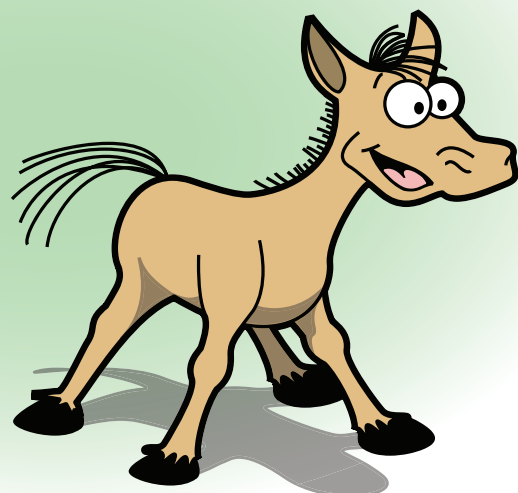
# 3 Feelings

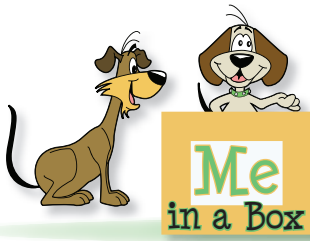
Everyone has feelings.

But what are feelings?

Feelings can be:

- sensations, like a feeling of goose bumps
- ideas or beliefs, like 'I'm really good at sport!'
- emotions, like happiness, fear, hate or love.





## 3.1 Feelings list

List as many feelings and emotions as you can think of.

When you have finished look over your list. Can you group some of the feelings together? For example, angry, mad, and furious would be in the same group.

Draw coloured circles around feelings that you think go together.

angry

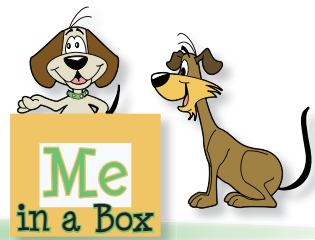
mad

furious

## 3.2 What do you feel?

Everyone has different feelings and emotions about things. For each of the following scenes think about all of the emotions you might feel.





Tick the boxes showing how you might feel.

Scenario	Feeling							
	Sad	Angry	Worried	Scared	Excited	Happy	Grumpy	Other
You forgot your lunch								
You didn't get invited to your friend's party								
You see your mum								
A parcel has arrived for you								
Starting at a new school								
You are going on holidays today								
Your best friend is moving to a new town								

Next read the following situations and then think of all the emotions or feelings you might feel. Talk about each one with an adult.

1. Your pet dog is very old and has not been very well for the past few days. Your parents book an appointment with the vet for tomorrow.

What emotions do you think you would feel? Look at some suggestions below. Circle the ones you think you would feel. Write any others you can think of.

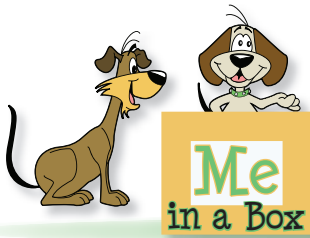
fear                      sadness                      worry                      surprise  
 anger                      happiness                      nervousness

---



---





2. You have just received a brand-new bike and you and your friend decide to take turns riding it around the yard. You have a three-minute ride and then allow your friend to have a turn, but your friend refuses to get off the bike after three minutes.

Write down all the emotions you might feel.

---

---

---

3. Someone you love very much and who you haven't seen for years is coming to visit you.

Write down all the emotions you might feel.

---

---

---

4. You have just received a mysterious gift from an uncle. It isn't your birthday and the gift is large, has an unusual shape and is tightly wrapped.

Write down all the emotions you might feel.

---

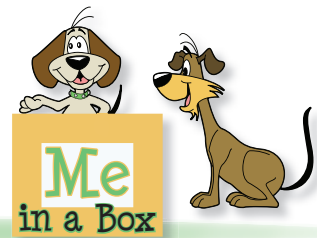
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---

There is no right or wrong emotion to feel, as each person is unique. Different situations will cause people to feel very different things.







## 3.3 Diary

A diary is a good way of recording your day-to-day thoughts, feelings and observations. It can be like a best friend, so entries may begin with Dear Diary or Hi Diary. Writing in a diary can make you feel better about yourself and help you to work through your feelings, as it's a great way to express your emotions. It can help you deal with a feeling such as anger or sadness. It is also a great place to store your memories.

Remember to put the date at the top of each entry and then you can write about anything that happened that day and how you felt about it.

You should include facts and important information, and write using full sentences and suitable paragraphs.

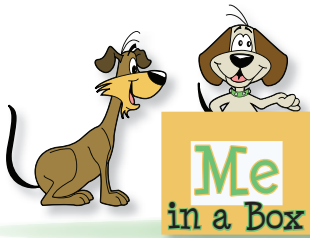
You will find pages for your diary on page 84 and 85.



Complete a diary entry about an event or time when you were really happy.  
What happened? Why did you feel so happy?

Then, if you have time, write about anything else you want to.





## 3.4 Mirror, mirror

When people experience emotions, the expressions on their faces change. Let's examine these by looking into a mirror to see the expressions change on your face as you pretend to feel the emotions.

**Note:** For this activity you will need a mirror.

Look into the mirror.

- What do you look like when you are angry?

Observe your face.

- What happens to your mouth, eyes, body posture?

Ask someone to take a photo of you showing an **angry** face.

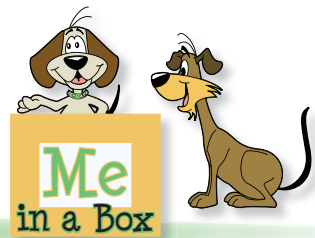
Place the photo here.

**Hint:**

If you don't have a camera, draw your face.

Label your observations about your expression.





For example:

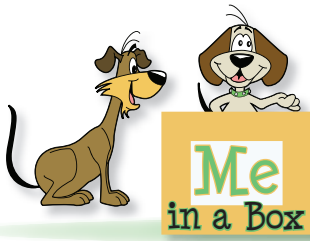


Now observe yourself in the mirror when you are happy.  
What happens to your mouth, eyes, body posture?  
Ask someone to take a photo of you showing a **happy** face.  
Place the photo here.

---

Label your observations about your expression.





Next observe yourself in the mirror when you are sad.

What happens to your mouth, eyes, body posture?

Ask someone to take a photo of you showing a **sad** face.

Place the photo here.



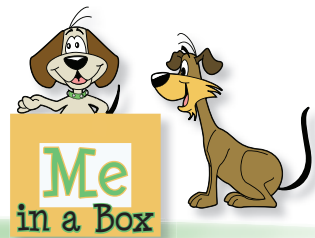
Finally observe yourself in the mirror when you are excited.

What happens to your mouth, eyes, body posture?

Ask someone to take a photo of you showing an **excited** face.

Place the photo here.





## 3.5 Faces

The following faces show different emotions. Choose from the following list of words. Write the correct word under each of the faces. You will also notice that some of the boxes are blank. Draw the correct facial expressions in each blank box to show the feeling.

anxious

surprised

shocked

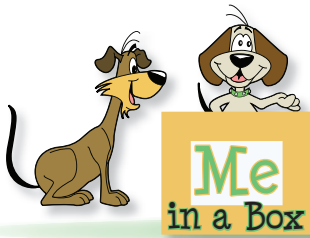
embarrassed

shy

happy

 _____	 angry	 _____
_____	 sad	 _____
 _____	 _____	_____





## 3.6 Synonyms

Synonyms are words which have the same or similar meaning.

For example, synonyms for angry could be:  
mad, irate, cross, enraged, furious, hot ...

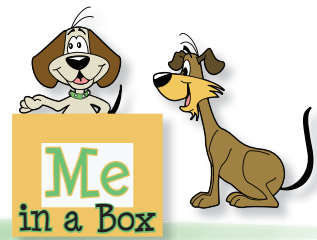
Synonyms are very useful when you are writing about or describing feelings.

See if you can match the following synonyms about feelings by drawing a line to the correct word.

The first one has been done for you.

amazed	←	irritated
caring		happy
timid		tired
smug		courageous
annoyed		surprised
cheerful		angry
mad		loving
truthful		satisfied
weary		honest
fearful		shy
brave		afraid





How many synonyms can you think of for the following emotions?

Happy

---

---

---

Sad

---

---

---

## 3.7 Similes

When we are describing an emotion or feeling, similes can help give other people an idea of what we are actually feeling.

A simile uses the features of one object to create a mental picture of another object. It is a way to compare two things, using the words 'like' or 'as'.

Example:

If you wanted to say that someone swims well, then you could use the simile 'She swims like a fish', because fish do swim well.

You can spot a simile by the words 'like' or 'as' in a sentence.

Another way to remember is to think of the word 'similar'. A simile is a way of saying one thing is similar to another.

Read the similes below and circle the words 'like' or 'as'.

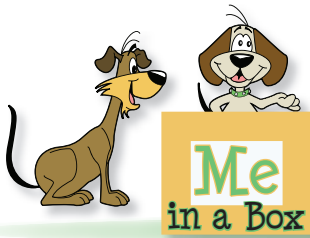
He was as big as a bus.

They fought like cats and dogs.

John can sleep like a log.

Jenny ran as fast as the wind.





Similes are often used in common sayings.

Choose from the words below to finish the similes for each picture.

busy

slow

quiet

slippery

wise

As \_\_\_\_\_ as a bee.



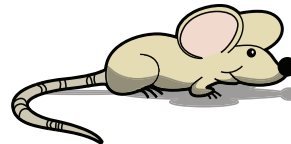
As \_\_\_\_\_ as a snail.



As \_\_\_\_\_ as an owl.



As \_\_\_\_\_ as a mouse.



As \_\_\_\_\_ as an eel.



Read the two well-known similes below:

As light as a feather.

As tough as nails.

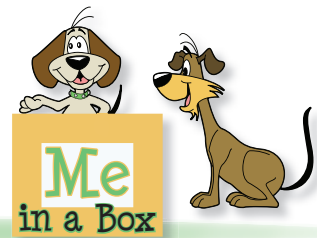
Make two new similes by changing the last word. Remember, your simile should create a word picture for the reader.

As light as a \_\_\_\_\_

As tough as \_\_\_\_\_

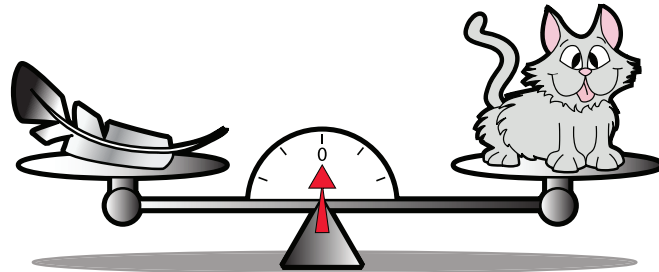






Think about what could be as 'light as a feather' or as 'tough as nails'?

Use the similes 'as light as a feather' or 'as tough as nails' to describe two things.



How about 'The newborn kitten was as light as a feather'?

## 3.8 Feelings poem

For this activity you will need to use your imagination and similes to write a poem!

First choose an emotion, for example fear, love, anger or sadness.

Use the following questions to help you write a poem about the feeling.

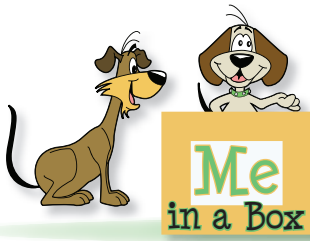
- What colour is the emotion?
- What does it sound like?
- What does it look like?
- What does it taste like?
- What does it smell like?
- What does it feel like?

Example:

Anger

- black as night
- rumbles like thunder
- looks like a raging bull
- tastes as bitter as a lemon
- a stench in my nostril like rubbish
- anger feels ugly.





Write your poem here.

Finally, illustrate your poem.

Include a copy in your resource file.





## 3.9 Feelings collection

Think about the feeling of happiness. What situations, experiences, people, places, things, sounds make you feel happy?

For this activity you are going to make a happiness collection of at least six things. This is a collection that shows what happiness is to you, or makes you feel this emotion. You will then give a short talk about five of these items, which you will video or record.

1. Before you start your collection, take a moment to think about the following questions and discuss them with an adult:

- When do you feel happy?
- Where do you feel happy?
- What things or experiences make you happy?
- Where will you find things for your happiness collection?

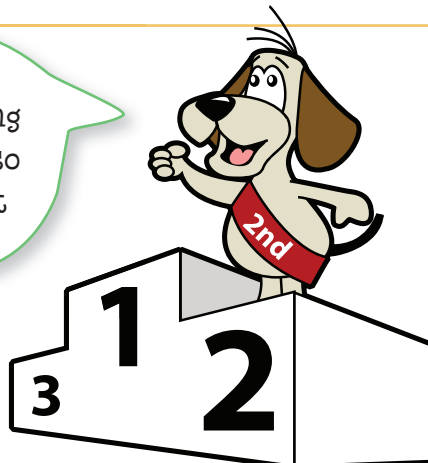
Decide how you can include people or places or events, for example photos of your family or favourite places, a magazine article on your favourite sport, a drawing you did of your pet, footy cards, a birthday card from your nana, a necklace, a shell you found on holidays, a party invitation ...

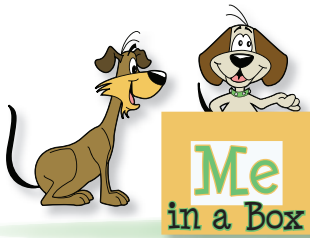
Your collection can include anything you wish. But you must have at least six things, and each part of the collection must be something that makes you happy.

### Hint:

Discuss all of your choices with an adult first to make sure there are no safety issues.

I am going to put my 2<sup>nd</sup> place running ribbon in, as I was so happy I nearly burst when I won it!



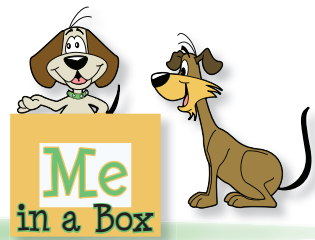


2. In the box below write down some ideas for things to include in your collection.

3. It is now time to find and collect objects.
4. When you have collected all the things you need, set up a display of all of your objects.
5. Prepare a short talk on your collection (just like a short news-telling session). During this you will:
  - talk about your collection
  - explain why each item is in your collection
  - explain how you feel about the collection
  - talk about any missing items or things you might like to add.

To help you remember what to say you may like to use note cards. On each note card write some simple dot points to help jog your memory.





Example:

Running ribbon

- Won for race
- At carnival
- Mum and Dad were proud
- Keep it on my pin-up board






6. You may like to have a rehearsal.
7. Give your short talk. (Remember to record it.)

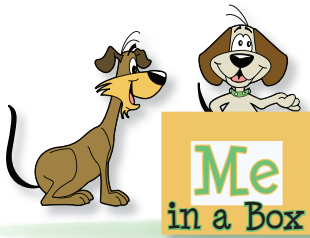


Remember to make eye contact with the audience and to speak clearly and loudly.

8. Complete the checklist of your presentation with an adult.

				Comment
I spoke at a good pace (not too fast or too slow)				
I spoke with a clear voice				
I covered all of the items in my collection				
I used my note cards				





Other notes about the presentation:

---

---

9. Take a photo of your collection and include it in your resource file.
10. Send a copy of the presentation to your teacher.

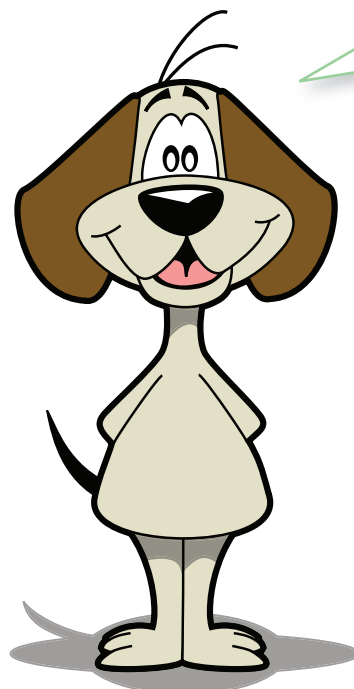
## 3.10 Body clues

Have you ever felt upset?

Do you remember how your body felt?

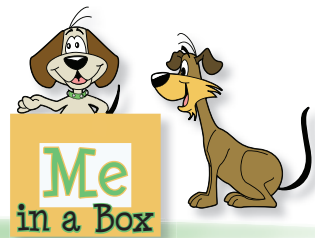
When you experience an emotion, your body sends you signs.

Recognising these signs helps you to identify what you are feeling. This is an important part of managing your feelings.



For example, if you are feeling nervous you may have sweaty palms, or you may be able to feel your heart beating very fast.



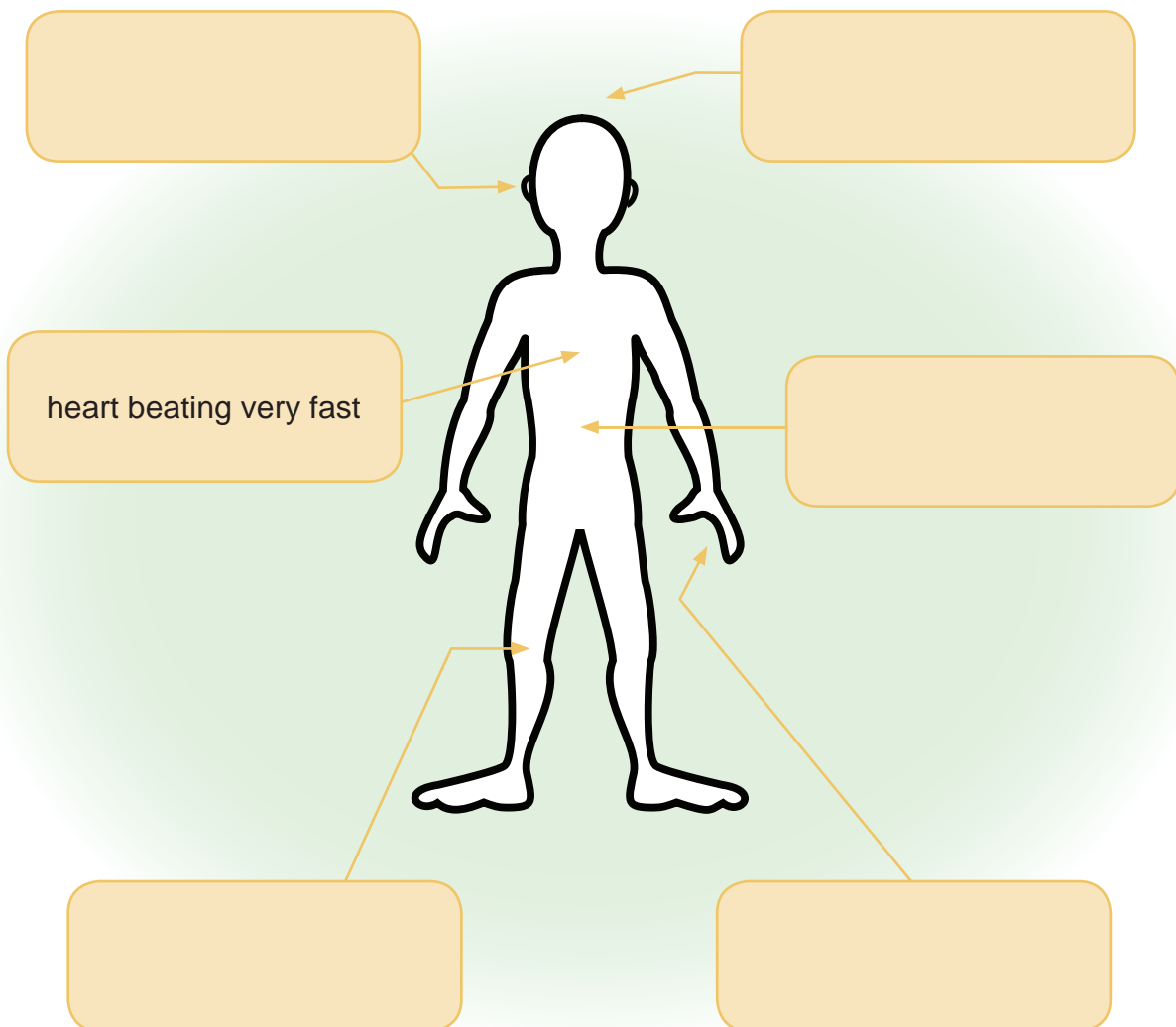


Think about a time when you were feeling upset. What signs did your body give you?

A. In each box on the following body, write down a sign you might get from this part of your body if you were feeling upset. To help you one has already been done.

**Hint:**

You may like to talk with an adult about this activity.





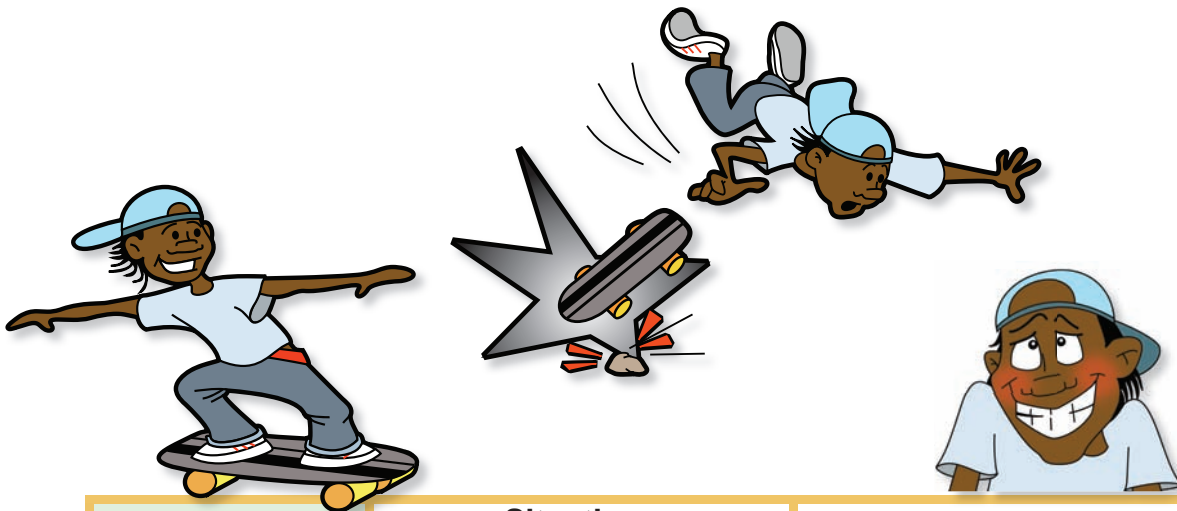
Your body language can also give others clues as to how you are feeling.



Look at the following scenario and think about:

- the emotions you might feel
- the signs your body gives you
- the type of body language you would show
- other situations that may make you feel this way.

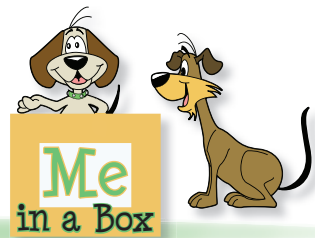
One of the emotions that you may feel in this situation is embarrassment. Let's use the feeling of embarrassment to complete the following table.



Feeling	Situations (things that make me feel this way)	Body clues (physical signs/body language)
Embarrassment	standing in front of the class making a mistake slipping over forgetting someone's name	red flush on cheeks (blush) nervous movement arms crossed looking away or down nervous laugh



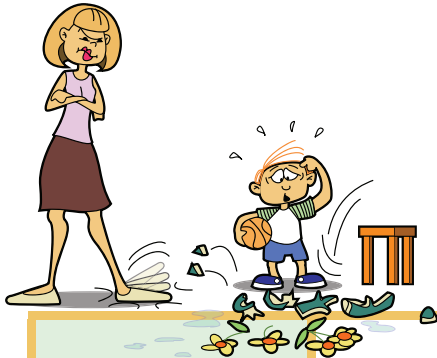




B. Now it's your turn. Complete the tables for the following two emotions by thinking about situations where you would have this feeling and the physical signs or body language you may experience with this feeling.

**Hint:**

You may like to ask an adult to help you with this.

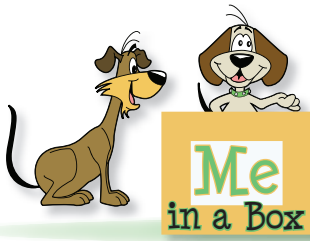


Feeling	Situations (things that make me feel this way)	Body clues (physical signs/body language)
Anger		



Feeling	Situations (things that make me feel this way)	Body clues (physical signs/body language)
Sadness		





What are the main signs or clues your body gives you when you are feeling very intense emotions?

When I feel upset my body's clues are:

When I feel cross my body's clues are:





When I feel scared my body's clues are:

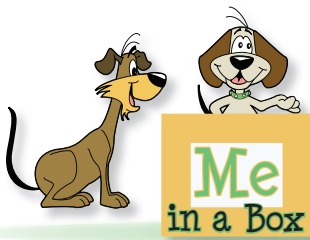
## 3.11 Dealing with intense emotions

It is important to deal with your emotions and feelings. You need to be able to express your emotions in healthy ways.

When people get really angry and they don't deal with this emotion in a good way, bad things can happen; for example, someone could get hurt.

When you are upset or angry there are many things that you can do to help yourself.





Look at the following list. Circle one thing you might choose to do if you were upset.

keep a diary	walk away	laugh
talk to someone you trust	read a book	breathe deeply
paint or draw	hug someone	do something you enjoy
play with friends	sing	act out the situation with toys
rip up scrap paper	count to 10 slowly	

Why did you choose this activity?

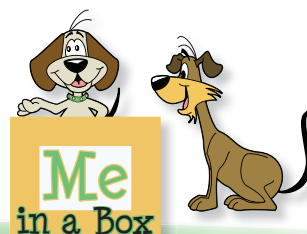
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---

Next go back over the list and circle one more activity you might like to try the next time you are upset.

Remember,  
don't ignore your  
emotions - they are  
trying to tell you  
something.





## 3.12 Stress balls

Stress balls are used by people who are feeling upset or angry. Squeezing one is a healthy way for people to release their feelings, as it helps to relieve the tension in your muscles.



I love to play with balls!



Let's make one!

### You will need:

- sand (you can also use rice, flour or wheat)
- an empty bottle
- three round balloons
- scissors.

### Instructions



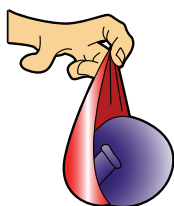
1. Blow up a balloon and let the air out.
2. Pour sand into an empty bottle.



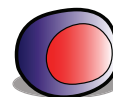
3. Secure the balloon over the neck of the bottle.
4. Tip the bottle to pour the sand into the balloon. Stop when it reaches the neck of the balloon.
5. Tie a knot in the balloon (you may need to ask an adult for help with this).



6. Take another balloon and cut away the neck.

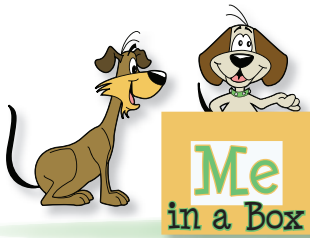


7. Stretch this over the first balloon.
8. Cut the neck off another balloon and stretch it over the ball.



9. Play with your stress ball.
10. Put it in your Me box ready for a time when you need it.

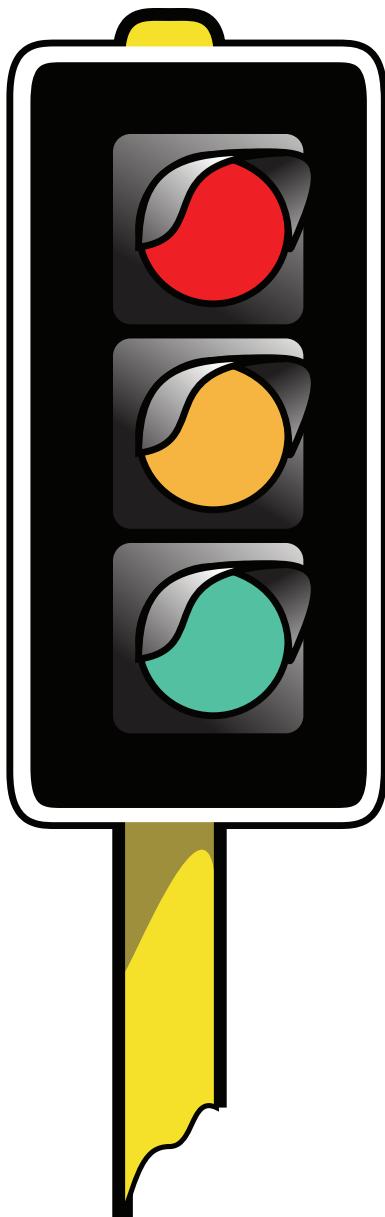




## 3.13 Traffic lights

When you are experiencing an intense emotion you can follow certain stages to help you manage your feelings in a healthy way.

It can help to think of the stages as traffic lights.



**Stop**

- take a deep breath, pause

**Think**

- about what you are feeling (identify the emotion, use body clues to help you)
- come up with some ideas to deal with this feeling

**Do**

- try one of your ideas; if it doesn't help choose another one.





Example:

I am so angry!  
My mum just yelled  
at me for something I  
didn't do!

Hang on, Buddy,  
let's follow the  
stages. Think of the  
traffic lights.

OK,  
first I need to  
stop and take a  
breath.

Now you can  
think about what you  
are feeling and of ways  
to deal with this.

Hmm . . .  
I am feeling  
upset.

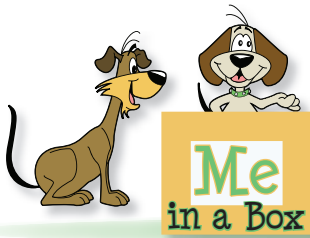
Good, so what can  
you do to deal with  
this feeling?

Well, I could go for a  
run down the park to  
cool off, or I could dig a hole.  
I think I will dig  
a hole.

Wow, I feel much  
better! I think I will go  
and talk calmly to my  
mum and try and sort  
things out.

Well done,  
Buddy! I think  
that's a good idea.



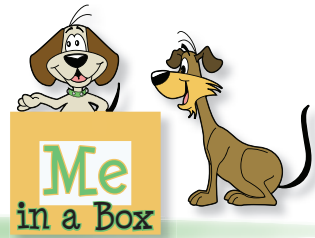


For this activity you will need to work with someone else.

- Cut out the sentences.
- Place them in an envelope, bag or small container.
- Pull one out.
- Discuss with your partner what you may feel in this situation.  
Talk about ideas for helpful ways to deal with your emotions and the situation.
- Repeat the activity until you have discussed at least four situations.







Your pet has died.

You are blamed for something you didn't do.

Your teacher asks you to get up and read in front of the class.

Someone is kicking your seat in the cinema.

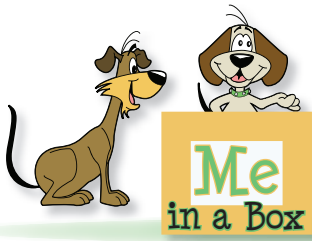
Your parents are yelling at you.

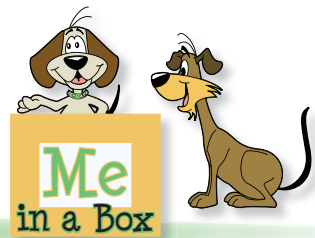
Someone has been saying untrue things about you.

Your team keeps on losing.

Your brother has hurt your feelings.



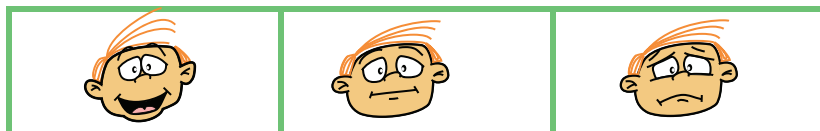


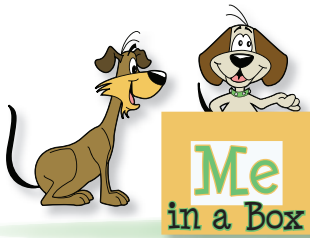


Choose one of the scenarios you discussed. Write or draw the scenario.

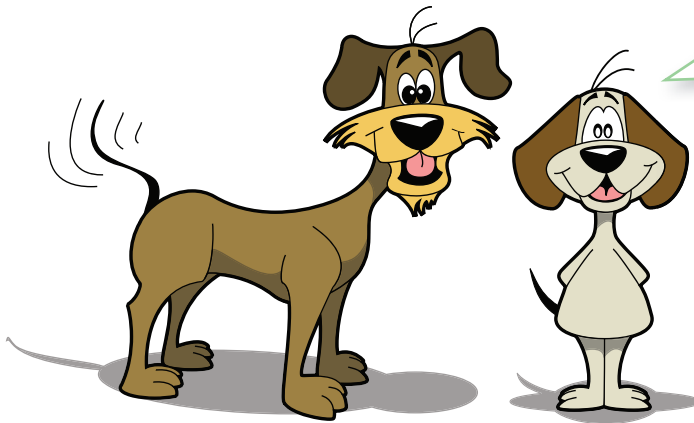
Write or draw a helpful way to deal with this feeling.

How did you go with this activity? Circle the face that best shows how you feel about what you learnt.





### 3.14 Is it really that bad?



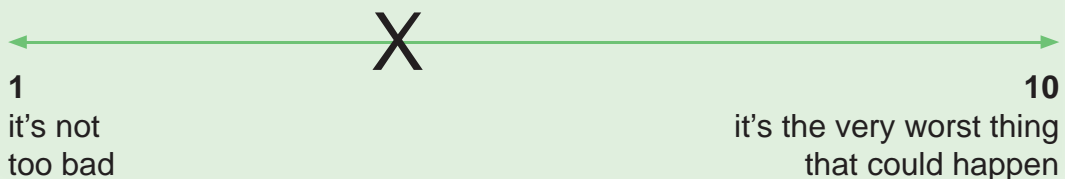
Sometimes things happen that we may think are the end of the world. But when you really think about it – well, it's not that bad.

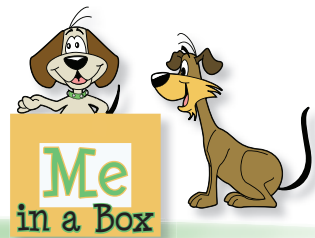
Everyone has different responses and feelings to different events. Read the following scenarios and rate how bad it would make you feel on a scale of 1 to 10 (1 if it's not too bad, and 10 if it's the very worst thing that could happen). We call this a continuum.

Example:



If someone stole my bone it would be a pretty bad thing, but it's certainly not the worst thing that could happen.





Now it's your turn to rate the following events.

You are running late and can't find your shoes.



**1**

it's not  
too bad

**10**

it's the very worst thing  
that could happen

You left your new hat on the bench and it has been stolen.



**1**

it's not  
too bad

**10**

it's the very worst thing  
that could happen

Your brother has broken your favourite toy.



**1**

it's not  
too bad

**10**

it's the very worst thing  
that could happen

You were not picked to be on a sports team.



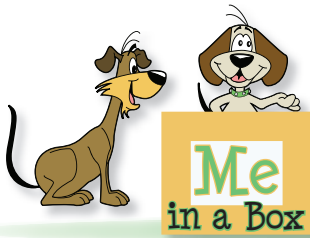
**1**

it's not  
too bad

**10**

it's the very worst thing  
that could happen





People are laughing at you.



**1**

it's not  
too bad

**10**

it's the very worst thing  
that could happen

Your best friend is not talking to you.



**1**

it's not  
too bad

**10**

it's the very worst thing  
that could happen

Your mum makes you wear uncool clothes.



**1**

it's not  
too bad

**10**

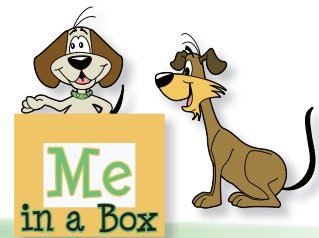
it's the very worst thing  
that could happen

Sometimes  
what we think is  
a really bad event or  
feeling is not really  
that bad at all.



It can help to  
step back from a  
situation and think of  
the continuum.





## 3.15 Harum-scarum

The feeling of being scared can sometimes be fun (such as riding a roller-coaster), and at other times it is a warning you are not feeling safe and need to do something. It's normal to feel scared or anxious in certain situations – even brave people feel scared at times. Your feelings are warning you that you do not feel comfortable.

In this activity we will look at some situations that you may find scary.

1. Look at the following pictures showing different experiences and scenes. Discuss the pictures and your feeling about each one with an adult.
2. Choose six pictures ranging from something that is not too scary to something that would be very frightening for you.  
(**Note:** There are two blank boxes for you to draw your own scenes if you want to.)
3. Cut out the pictures.
4. Place the events on the continuum.



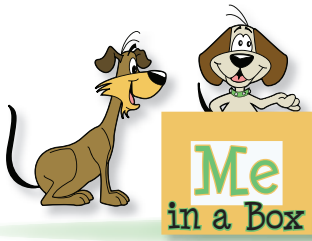
doesn't bother  
me

not  
too bad

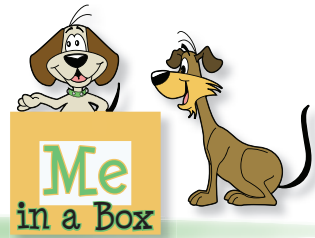
pretty  
scary

too scary for  
words









riding a ghost train



abseiling down a rock



swimming in the deep end of the pool



watching a scary movie



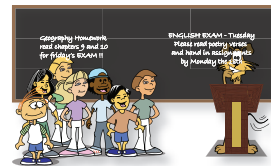
riding a bike down a steep slope



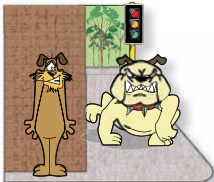
hearing the wind whistle at night



a loud thunderstorm



standing in front of the class



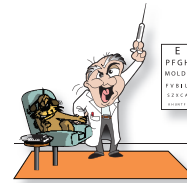
seeing a bully who has picked on you



touching a spider



riding a roller-coaster



having a needle at the doctor's

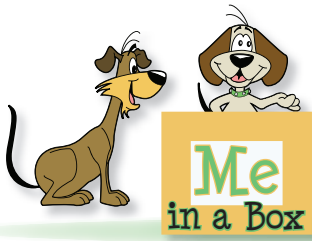


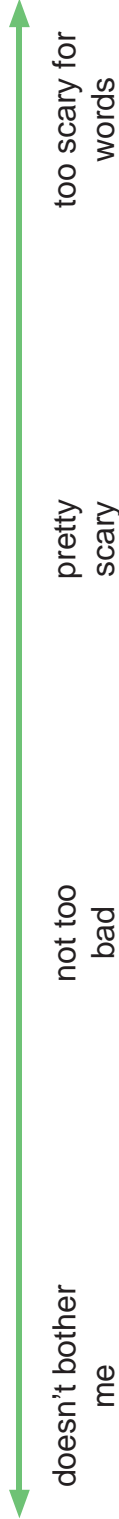
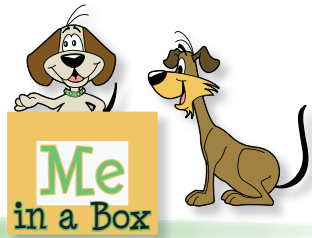
going to the dentist



lying in bed in pitch darkness

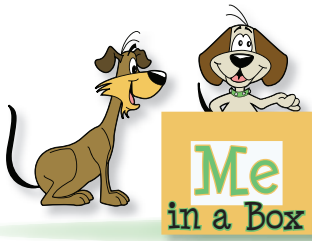


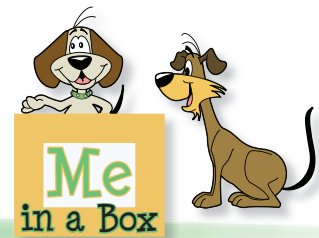




Write a description, or record yourself, explaining why you chose to put each picture where you did on the continuum.  
Place a copy of your continuum and description in your resource file.







## 3.16 Tree of trust

Being scared is healthy. It can stop us from doing dangerous things, protect us or solve a problem. Sometimes, though, being too scared can be a problem, for example if we get so upset that we can't concentrate.

Just as with other intense feelings, your body sends you signs that you are scared.

Circle the signs on the following list that you experience when you are scared.

funny feeling in tummy	sweaty palms	don't feel like eating
headache	feeling dizzy	weak at the knees
breathing quickly	pounding noise in the ears	heart beating faster

Add any other signs you experience when you are scared.

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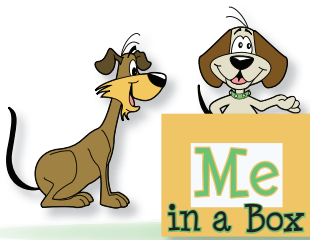
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It is important to listen to your body. Pay attention to the signs that you are not feeling safe. In situations where you are feeling scared you may need to get some help. One way is to talk to an adult that you trust.

A trusted adult is someone:

- who you can talk to about anything
- you feel happy being around
- who is a good listener
- who has maybe helped you before.



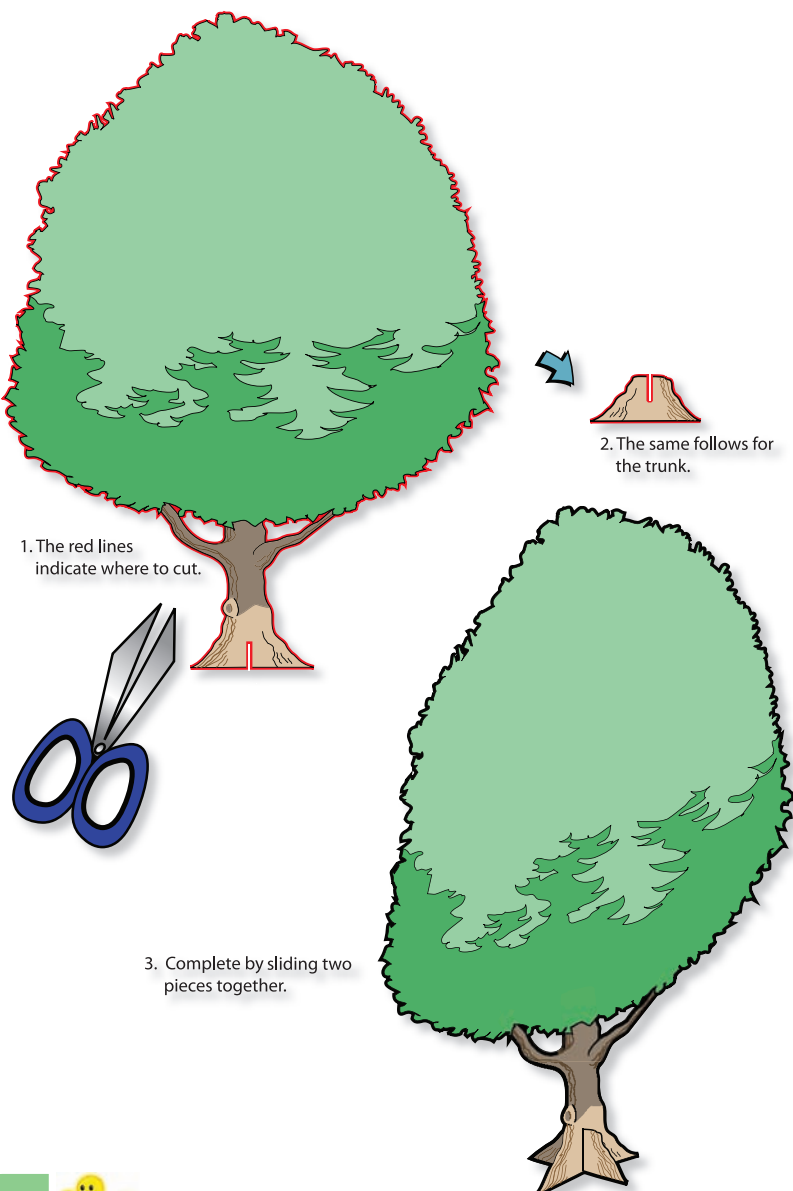


A tree of trust allows you to display the adults who you can turn to. It helps you by being a reminder of who you have chosen. So, if one of your trusted adults is not available, you can turn to the next person on the tree.

1. With an adult, discuss the people you could turn to if you needed help.
2. Choose five people.
3. Cut out the Tree of trust page and glue it onto cardboard.
4. Write one person's name on each apple.

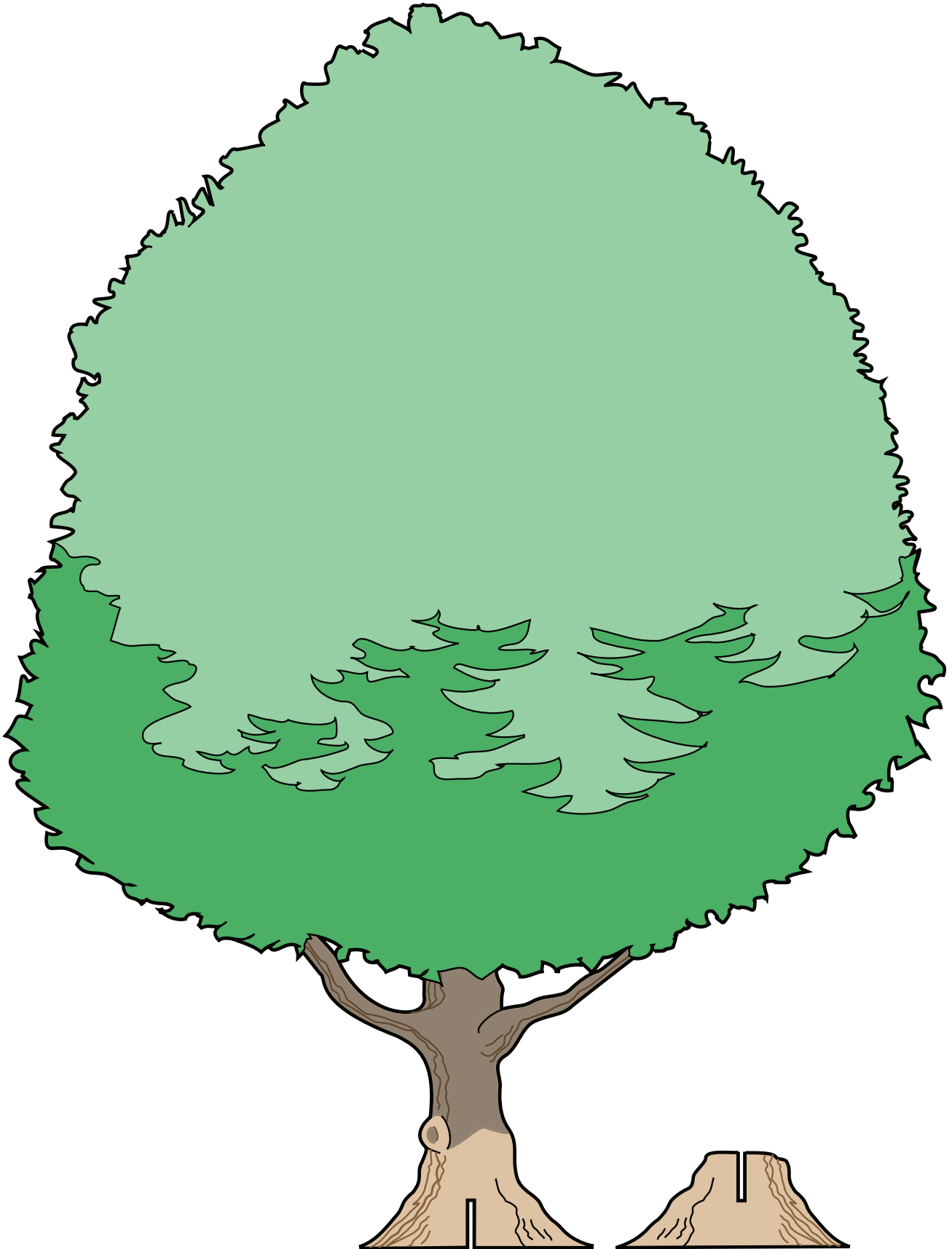
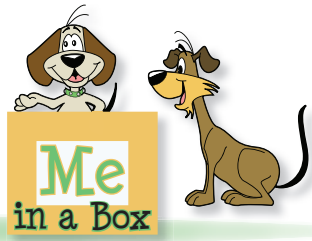
**Hint:**

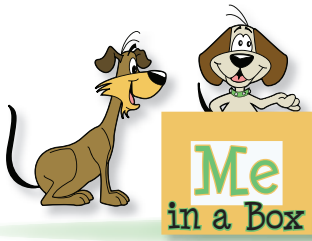
You may also like to add contact details or photos.



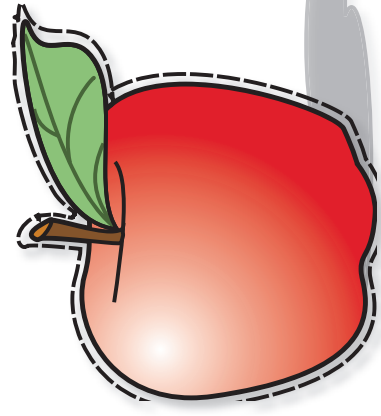
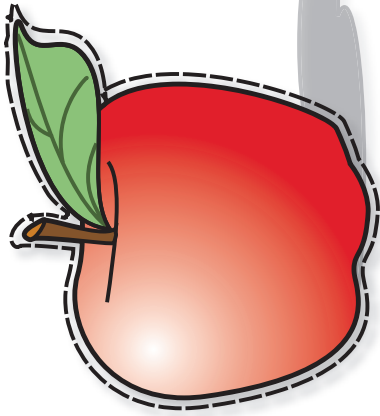
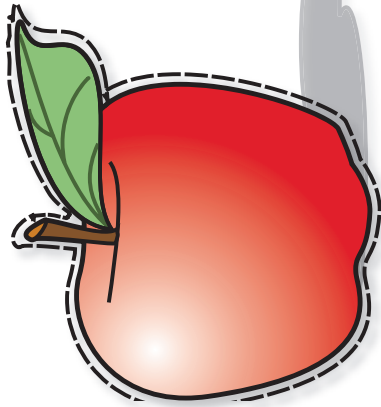
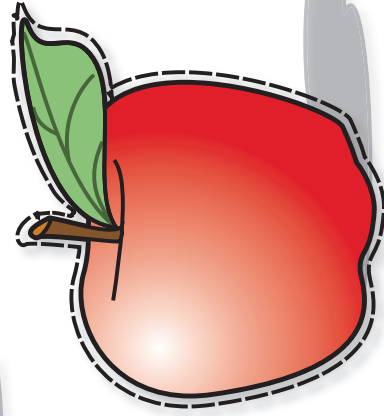
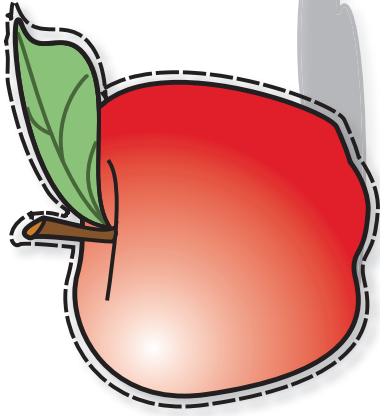
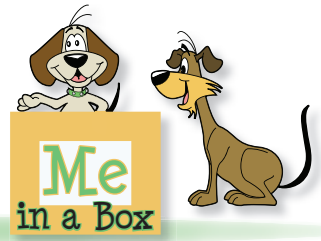
5. Stick the apples onto the tree.
6. Cut the whole tree and the stand out of the cardboard.
7. Ask an adult to help you make the cuts in the stand.
8. Slide the stand onto the tree.
9. Your tree is ready to display! Refer to it when you need a reminder of who you can talk to in a time of need.

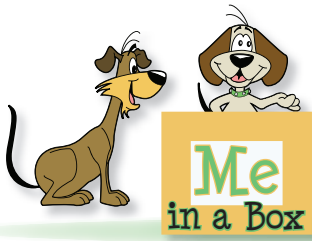


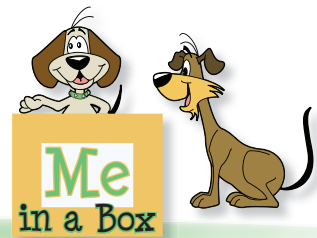












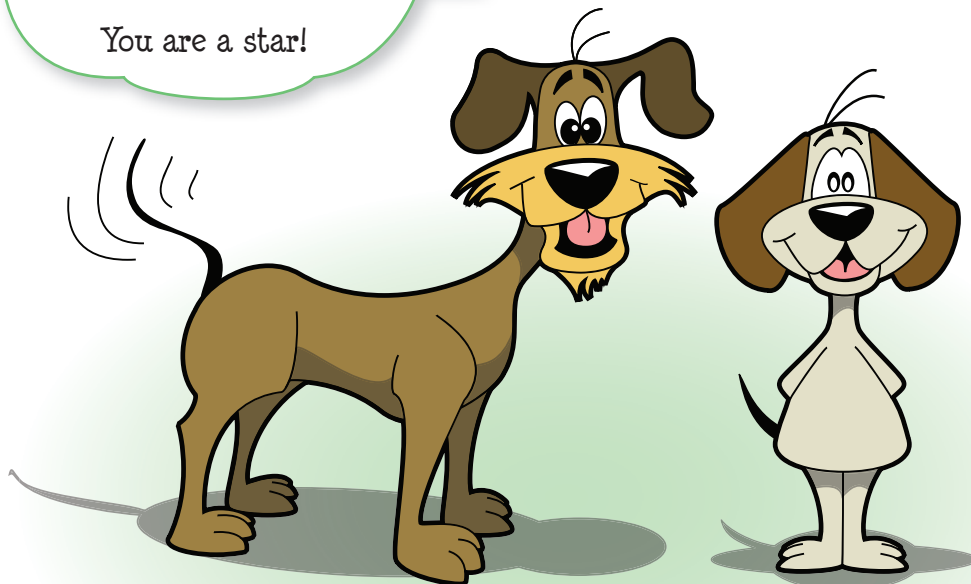
## 3.17 Diary

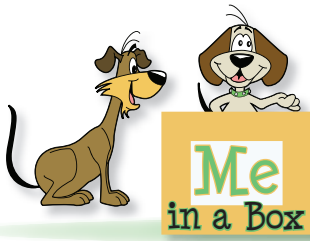
It is time to write your diary for today. Remember, a diary should take about 15 minutes to write. You need to put the date at the top of each entry, then you can write about your feelings, something that happened that day, facts, important information etc.

Complete a diary entry about a time or experience that was kind of scary, but in a fun way (for example riding a roller-coaster). Then, if you have time, write about anything else you want to.

Well done. You  
have completed all the  
activities in this book!

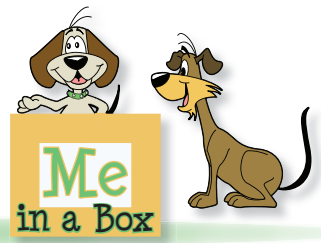
You are a star!





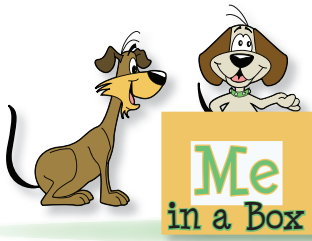
Two large rectangular writing areas, each with a green border and a light green background. Each area contains 12 vertical lines for writing. The top area has a dotted line on the left side, and the bottom area also has a dotted line on the left side. A spiral binding is visible in the center, connecting the two pages.

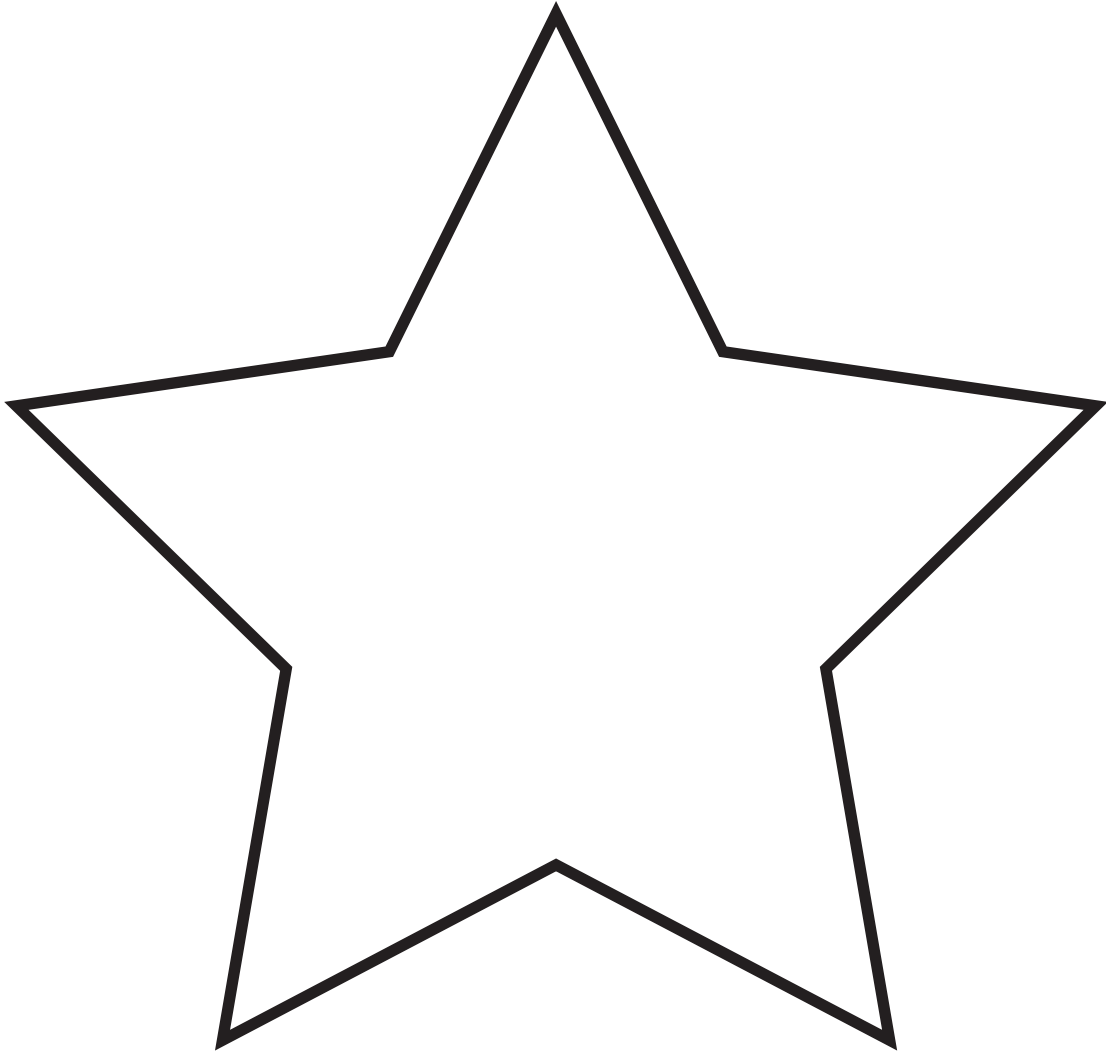
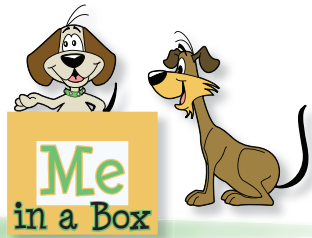


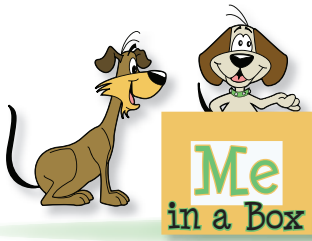


Two large, blank writing areas with vertical lines, separated by a green horizontal band containing a spiral binding.

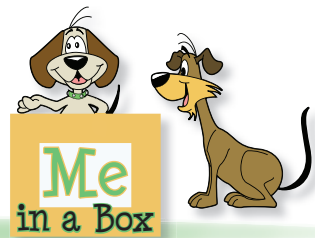








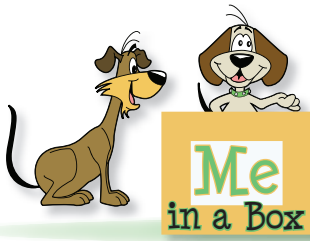




If you're happy  
and you know it

# Feedback and solutions





## 2 Fantastic families

### 2.1 Why I look the way I do

In the following table fill in ideas in each section about what you can do in this area to influence the way you look.

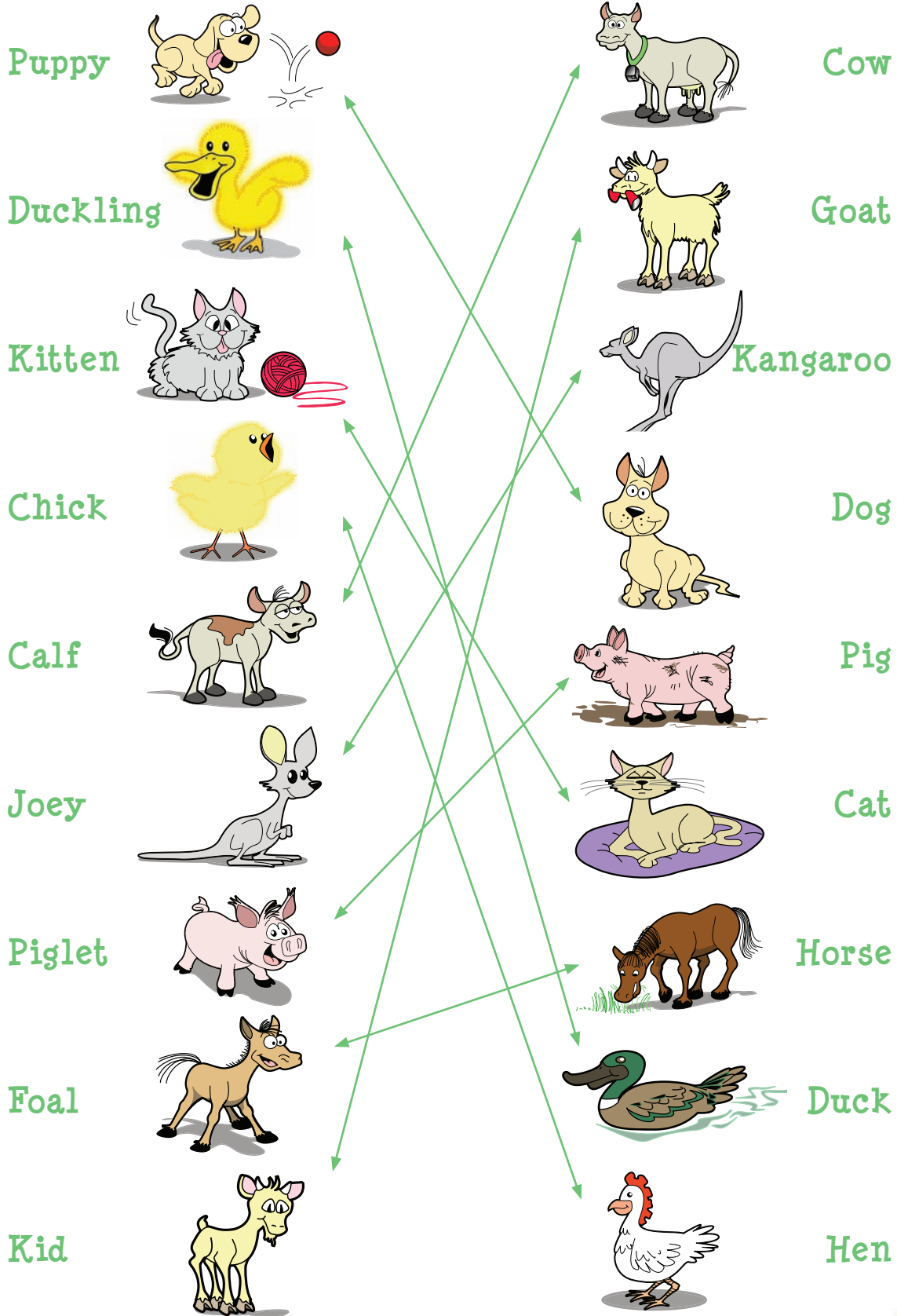
Answers will vary. Some examples are:

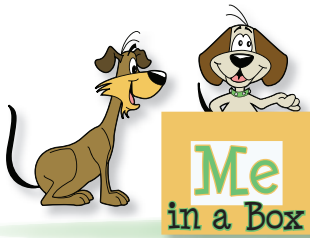
<p><b>Eating</b> For example: have breakfast</p> <p>eat healthy foods</p> <p>try not too eat too much junk food</p>	<p><b>Clothes</b> For example: wear nice clothes</p> <p>wear clothes that fit</p>
<p><b>Exercise</b> For example: get exercise</p> <p>do regular exercise</p> <p>keep yourself fit and strong</p>	<p><b>Health</b> For example: be positive</p> <p>get lots of sleep</p> <p>be happy</p> <p>have fun</p>





## 2.2 Mums and babies





## 2.3 Who do you look like?

What other similarities are there between you and your family?

Write down three other similarities.

Answers will vary. Some examples are:

- speak the same language
- eat the same foods
- live in the same place
- have the same relatives.

## 3 Feelings

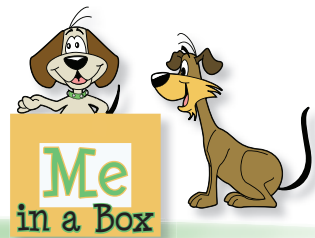
### 3.1 Feelings list

List as many feelings and emotions as you can think of.

Answers will vary. Some examples are:

frightened	sad	happy	surprised	angry
anxious	jealous	joyful	annoyed	excited
tired	proud	confused	worried	scared
afraid	bored	grumpy	nervous	cheerful
lonely	loving	embarrassed	guilty	shy
silly	curious	exhausted	hysterical	upset
shocked	surprised	boiling	irritated	ecstatic
furious				





When you have finished look over your list. Can you group some of the feelings together? For example, angry, mad and furious would be in the same group.

Answers will vary. An example is:

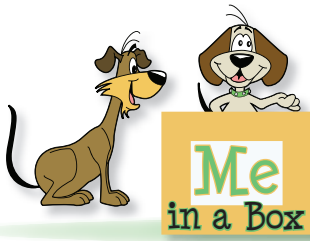
frightened	sad	happy	surprised	angry
anxious	jealous	joyful	annoyed	excited
tired	proud	confused	worried	scared
afraid	bored	grumpy	nervous	cheerful
lonely	loving	embarrassed	guilty	shy
silly	curious	exhausted	hysterical	upset
shocked	surprised	boiling	irritated	ecstatic
furious				

### 3.5 Faces

The following faces show different emotions. Choose from the following list of words. Write the correct word under each of the faces. You will also notice that some of the boxes are blank. Draw the correct facial expressions in each blank box to show the feeling.

surprised		angry		anxious	
sad		shy		embarrassed	
happy		shocked		lonely	





### 3.6 Synonyms

See if you can match the following synonyms about feelings by drawing a line to the correct word.



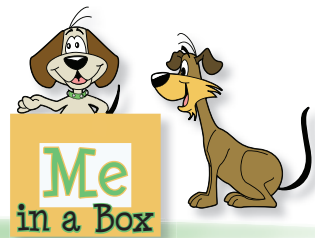
How many synonyms can you think of for the following emotions?

Answers will vary. Some examples are:

Happy – content, pleased, joyful, cheerful, glad, merry

Sad – upset, unhappy, miserable, gloomy, down, blue





### 3.7 Similes

Circle the words 'like' or 'as'.

He was as big as a bus.

They fought like cats and dogs.

John can sleep like a log.

Jenny ran as fast as the wind.

Similes are often used in common sayings.

Choose from the words below to finish the similes for each picture.

busy

slow

quiet

slippery

wise

As **busy** as a bee.



As **slow** as a snail.



As **wise** as an owl.



As **quiet** as a mouse



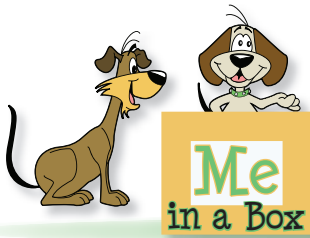
As **slippery** as an eel.



Use the similes 'as light as a feather' or 'as tough as nails' to describe two things.

Answers will vary.

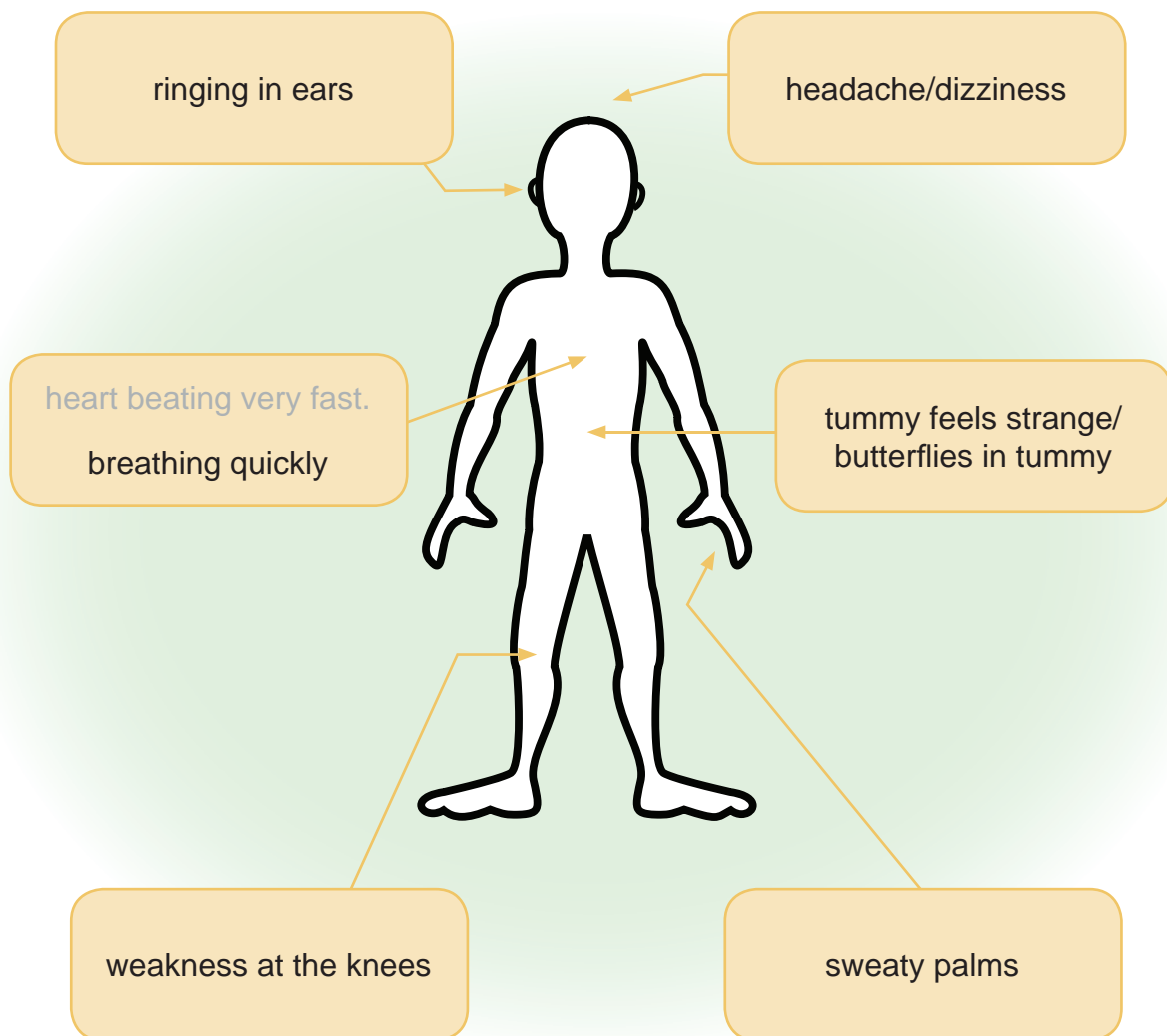




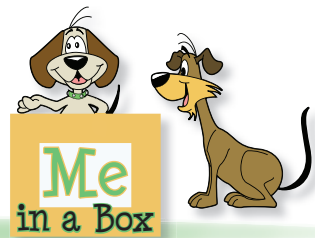
### 3.10 Body clues

A. In each box on the following body, write down a sign you might get from this part of your body if you were feeling upset.

Answers will vary. Some examples are:

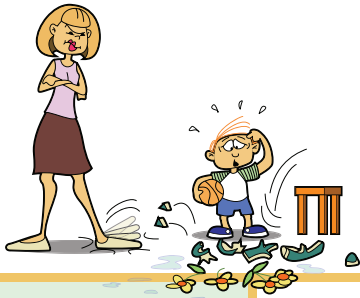






B. Complete the tables for the following two emotions by thinking about situations where you would have this feeling and the physical signs or body language you may experience with this feeling.

Answers will vary. Some examples are:



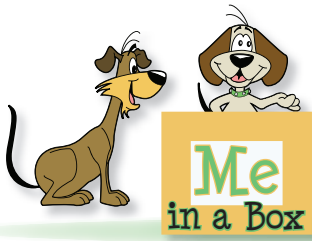
Feeling	Situations (things that make me feel this way)	Body clues (physical signs/body language)
Anger	not getting my way being told off not being able to do something	frown or scowl arms crossed sweating shaking or trembling clenched fists tight jaw

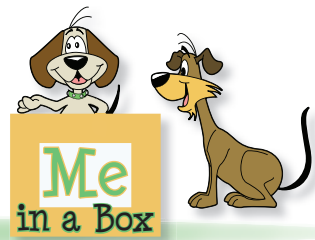
Answers will vary. Some examples are:



Feeling	Situations (things that make me feel this way)	Body clues (physical signs/body language)
Sadness	watching a sad movie my pet dies	tears in eyes down-turned mouth slumped body posture







# Overview and outline





# Overview

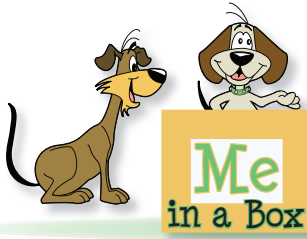
## Me In A Box

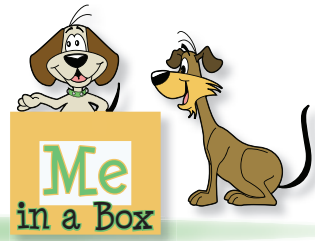
### Middle Childhood Integrated – Year 4

	Content	
	If you're happy and you know it	Standing on my own two feet
Health and Physical Education		
English: Writing		
English: Listening and Speaking		
The Arts		

	Content	
	If you're happy and you know it	Standing on my own two feet
<b>Health and Physical Education: Knowledge and Understandings</b>		
<b>Influences on identity</b>		
influences on self-esteem and how it impacts on behaviour		
identifying personal influences – friends, family and school		
<b>Resilience</b>		
self-esteem and self-care		
thinking optimistically		
strategies to minimise conflict		
managing conflict situations		
being assertive		

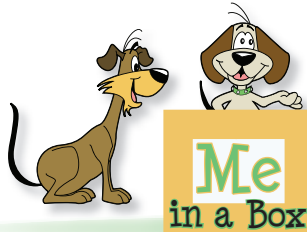
	Content	
	If you're happy and you know it	Standing on my own two feet
diffusing situations		
expressing a complaint or problem		
how to respond to risky situations		
<b>WELLNESS</b>		
<b>Social-emotional well-being</b>		
different types of relationships		
values and beliefs		
<b>Resources and consumer skills</b>		
sources of information relating to safety		
<b>Ways to keep healthier and safer</b>		
situations that can be identified as being risky		
strategies to enhance resilience		
rules, laws and policies to promote health-enhancing environments		
behaviours and situations that can be identified as potentially harmful, risky or hazardous		
appropriate behaviour in a hazardous situation		
<b>Learning physical activities</b>		
the importance of rules, etiquette, protocols and procedures		
<b>Managing emotions</b>		
proactive strategies to manage and cope with intense emotions		





Content		
<b>LIFESTYLE CHOICES</b>		
<b>Understanding emotions</b>		
	how to recognise the impact that our thoughts have on emotions and behaviours	
	how to explain the way that parents can influence attitude and self-understanding	
	how to identify self-attitudes, beliefs, capabilities and limitations	
<b>Managing emotions</b>		
	how to focus on things that can be changed	
<b>WELLNESS</b>		
<b>Leading, initiating and facilitating</b>		
	ways to help your friends when mistakes are made or when they are faced with a challenge	
<b>Health and Physical Education: Self-management Skills</b>		
<b>Reviewing the situation</b>		
	how to take into account all elements when planning to make a decision	
	strategies to deal with a problem	
<b>Deciding and acting</b>		
	how to make decisions	
	how to use assertiveness when taking action	
<b>Monitoring and evaluating</b>		
	strategies to monitor actions and behaviours in an ongoing way	
<b>SAFETY</b>		
<b>Reviewing the situation</b>		
	ways to identify risks in situations or environments	
	how to consider the elements that could influence a decision	
	strategies to deal with a problem	
	ways to clarify the situation	
<b>Planning before deciding</b>		
	ways to plan using all elements when making decisions	
	strategies to protect an individual's rights.	
<b>Deciding and acting</b>		
	how to consider all elements when deciding and acting	
	how to be assertive and use protective behaviours when applying the decision-making model	
	how to be assertive with peers	
<b>Communicating</b>		
	ways to establish communication in small groups	
	how to make clear statements and requests	
<b>Building and nurturing relationships</b>		
	ways to show respect to people we know	
	how to consider different factors when showing affection	
	how to develop good friendships with friends, peers and family	





Content	
If you're happy and you know it	Standing on my own two feet
<b>Preventing and managing conflict</b>	
how to speak assertively	
ways to identify the issue rather than the person	
how to accept the decision of others	
ways to negotiate with friends	
ways to respond to teasing	
<b>Cooperating and collaborating with peers</b>	
ways to cooperate with peers	
ways to deal with exclusion	
how to accept personal responsibility	
<b>English: Listening and Speaking</b>	
language features of different spoken texts, including using colloquial words and incomplete sentences when conversing with friends	
conversational skills including turn taking, confirmation, clarification and formulaic conversation starters and responses	
listening and speaking behaviours, including active listening and speaking with clarity	
nonverbal techniques (eg facial expressions) and spoken techniques (eg variation in pace) to enhance expression of ideas	
statements, questions and commands to generate and maintain discussions (eg 'That must have worried you.' 'How did you feel?' 'Go on.')	

Content	
If you're happy and you know it	Standing on my own two feet
strategies for cooperative learning, including negotiating roles and tasks and taking turns to speak	
explain through giving an oral report to the class	
speakers engage the interest of their listeners by representing people, places, events and things in particular ways	
generic structure of discussions, conversations, explanations, arguments and oral presentations in informal and formal contexts (eg presenting a planned oral report on a selected topic)	
vocabulary, including thinking and feeling verbs to give opinions and adjectives and verbs to represent people, places, events and things in chosen ways (eg to indicate agreement or disagreement)	
<b>English: Writing</b>	
recount through personal letters	
writers explore their own ideas and feelings through the characters and situations they create	
particular adjectives and verbs to express ideas and information positively or negatively	
<b>The Arts: Creating Visual Arts</b>	
use techniques to record observed detail in a drawing	
ways to express personal responses to real experiences in visual artworks	
use self-reflection in the process of creating visual artworks	
how to make visual artworks for different purposes and audiences	

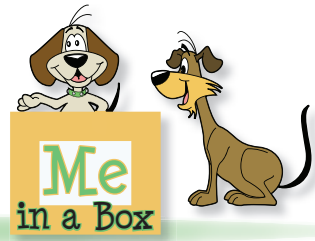
## Outline – Me In A Box Middle Childhood Integrated – Year 4

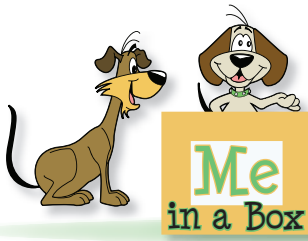
Total notional hours: 25

If you're happy and you know it

Duration: 12 hours and 30 minutes

Health and Physical Education	English Writing	English Listening and Speaking	The Arts	Assessable Tasks
<p>Students will:</p> <ul style="list-style-type: none"> <li>list things they like about themselves</li> <li>explore feelings and emotions through various activities</li> <li>examine their own strengths and weaknesses</li> <li>examine emotions</li> <li>identify physical signs associated with feelings</li> <li>learn how to respond safely to intense feelings</li> <li>complete a 'feelings' continuum</li> <li>identify family relationships                             <ul style="list-style-type: none"> <li>why I look the way I do</li> <li>family history/family traits what are you/mum/dad good at?</li> <li>family tree</li> <li>influence of the family on self</li> <li>who to turn to: the tree of trust.</li> </ul> </li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>compile a list of names/nouns about themselves</li> <li>examine adjectives describing themselves/feelings</li> <li>match synonyms for emotions</li> <li>write a 'feelings' poem</li> <li>compile a list of vocabulary to describe feelings and emotions</li> <li>survey others on qualities that are special about them (the student)</li> <li>write a diary.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>make a collection of items that make them feel happy</li> <li>prepare and record a short talk about the collection.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>make a 'Me' star with words or phrases that describe themselves</li> <li>observe expressions of emotion in a mirror</li> <li>construct a family tree</li> <li>prepare and record a short talk about the collection</li> <li>make a tree of trust.</li> </ul>	<p>Poem</p> <p>Photo and audio recordings</p> <p>Diary entries</p>





Duration: 12 hours and 30 minutes

Standing on my own two feet

Health and Physical Education	English Writing	English Listening and Speaking	The Arts	Assessable Tasks
<p>Students will:</p> <ul style="list-style-type: none"> <li>think about rules for behaviour at certain places, eg               <ul style="list-style-type: none"> <li>- at home</li> <li>- at the pool</li> <li>- at the supermarket</li> </ul> </li> <li>examine etiquette and using good manners</li> <li>identify appropriate behaviours and speech to use with certain audiences</li> <li>learn about giving and receiving compliments</li> <li>write a thank-you letter</li> <li>explore friendship – complete a Y-chart</li> <li>write a poem about a friend</li> <li>write a text about a friend</li> <li>identify how to make/approach friends, eg:               <ul style="list-style-type: none"> <li>- how to approach situations</li> <li>- problem-solving.</li> </ul> </li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>create a thank-you letter</li> <li>create an acrostic poem.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>act out situations (with finger puppets)</li> <li>examine speech and listening behaviours.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>make and use finger puppets to act out situations</li> <li>make a cartoon strip to illustrate solutions to a problem</li> <li>manners poster.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>construct a Movie Mirror and make a cartoon strip to illustrate a solution to a problem</li> <li>friendship poem.</li> </ul>

