

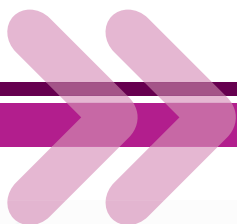
INTEGRATED

Kids Only

Mind over matter

Middle Childhood 4–7

Learning Resource





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Not for NEALS 

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Overview of Kids Only

Kids Only consists of three modules and a Teacher overview.

Module	Outcomes focus
1 Setting the scene	Organisational skills and the development of independent learning Health and Physical Education 1. KNOWLEDGE AND UNDERSTANDINGS
2 'Kid Fitz'	Health and Physical Education 1. KNOWLEDGE AND UNDERSTANDINGS 4. SELF-MANAGEMENT SKILLS English 9. WRITING
3 Mind over matter	Health and Physical Education 1. KNOWLEDGE AND UNDERSTANDINGS 4. SELF-MANAGEMENT SKILLS English 9. WRITING

Each module has a:

- ▶ student work plan
- ▶ learning activities section
- ▶ feedback and solutions section
- ▶ Teacher overview.





The resources and materials you will need for *Kids Only* are:

- ▶ a learning journal
- ▶ *Kids Only* healthy lifestyle diary
- ▶ white paper (3 x A3 sheets, 5 x A4 sheets)
- ▶ lined paper (5 sheets)
- ▶ a tape measure
- ▶ body scales
- ▶ a watch or stopwatch.







Student work plan



Learning activity	Description of learning activity	Learning focus
5 Healthy mind		
5.1 Identity	Review your own identity and how it can change over time	Self-image and how others affect identity
5.2 Belonging to groups	Identify groups in your life	Self-image and how others affect identity
5.3 Self-esteem	Identify factors of high and low self-esteem	Factors of self-esteem
5.4 Self talk	Examine positive and negative self talk	Ways to support social-emotional wellbeing
5.5 Positive self talk	Create positive self talk statements	Ways to support social-emotional wellbeing
5.6 Goal setting	Set goals to support wellbeing	Ways to support social-emotional wellbeing



Learning activity	Description of learning activity	Learning focus
6 Healthy relationships		
6.1 My relationships	Identify relationships in your life	Types of relationships
6.2 Relationship reflection	Reflect on an important relationship	Relationships can help wellbeing
6.3 Rights and responsibilities	Identify your rights and responsibilities in relationships	Characteristics of relationships
7 Healthy emotions		
7.1 Handling emotions	Find ways to cope with emotions	Strategies to cope with emotions
7.2 Stress	Brainstorm things that cause stress	Situations that cause stress
7.3 Stress busters	Discover ways to cope with stress	Strategies for coping with stress
7.4 Relaxation	Complete a relaxation activity	Ways to cope with stress
7.5 Being active	Explore how being active can help with stress	Ways to cope with stress
7.6 Making decisions	Explore a process for making decisions	Elements of decision-making





Learning activity	Description of learning activity	Learning focus
7.7 Y chart	Create a 'Y' chart on physical, emotional and mental health	Ideas on being healthy
8 Healthy information		
8.1 Locate sources of information	List information sources	Sources of information
8.2 Information sources	Identify information sources	Sources of information
8.3 <i>Kids Only</i> diary	Update diary details and complete the self assessment	Monitoring health and fitness
8.4 Problem page – Dear Abbey reply	Draft a reply to Ashley	Ways to generate and develop ideas
8.5 Guest editor a) Note taking/Research	Take notes using a framework	Search, select and organise information
b) Magazine page c) Evaluation	Create a magazine page Evaluate the page	Ways to record and present information



Signposts

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



Help – You may need to ask for help when you see this signpost.



Learning journal – The learning journal signpost tells you to present your work in your learning journal.



Record – This signpost tells you to record yourself.



Check – The check signpost tells you when your work will need to be checked.



Diary – The diary signpost is a reminder to fill in your diary for the day.



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, artworks, 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.





Kids Only



**No
Adults**



**You are what
you eat**



**Get moving
with music**



**What your parents
don't tell you**



Dear Readers,

This final part of the issue is about having a healthy mind, which relates to the way you see yourself and how you handle yourself in difficult or stressful situations. Some things to concentrate on to achieve a healthy mind are:

- a sense of belonging
- healthy relationships
- emotions
- communication skills
- self-esteem
- having and achieving goals.

People with a healthy mind tend to be more skilled at:

- learning new things
- managing problems
- making good decisions
- having healthy relationships
- managing their own emotions and stressful events.

In this issue, some of the topics we will explore are:

- self-esteem
- relationships
- goal setting
- stress.

You will find the guest editor challenge details in this issue and the information in this issue will assist you with the challenge.

Sincerely

Paige Turner

Editor





5

Healthy mind

A healthy mind has a lot to do with how you think, feel and handle yourself. In order to have a healthy mind it is important to understand and manage your feelings.

5.1 Identity



Your identity is made up of characteristics that people see in you or know about you.

Part A

What is your identity? Use the following questions to brainstorm your identity. You can use words and pictures to show your ideas.







My identity



name:

nickname:

age:

date of birth:

nationality:

hair colour:

eye colour:

where I live:

likes:

hobbies:

sports:

dislikes:

talents:

fashion sense:





Design a logo that expresses your identity. You can use words and pictures to create the logo, and it should show something about you that would help identify you to others.

Brainstorm your ideas here.

Design your logo here.



Part B

Your identity can change as you take on new roles in your life; for example, your identity as a friend may be different to your identity as a son or daughter.

List some of the roles you have in your life at the moment and then predict some roles you may have when you are in your thirties. For example, you may be a daughter right now, but in the future you may be a mother. Also consider what hobbies, groups and jobs you may take on.

Present roles	Possible future roles

5.2 Belonging to groups



Everybody needs to feel a sense of belonging. It is an important part of not only our identity, but our self-esteem/self-worth. When you have different roles in your life, you have a sense of belonging because you are part of something bigger. List different groups in your life that you belong to and describe the feelings you have about belonging to these groups.



An example has been provided for you below.



Groups I belong to

Group	My role in the group	Relationships in this group	My feelings about belonging to this group
family	daughter	with my mother, father, brother	Sometimes I feel angry with my parents when they won't let me do what I want; my brother drives me crazy; but I do feel loved by my parents and I feel lucky to be part of such a close family
school	friend, student	with my teacher, other kids in the class, other children and teachers in the school	I feel safe and happy at school. Sometimes I get bored and feel like I don't want to go, but when I get to school and see my friends, I'm happy
dancing club	student	with my teacher and the other girls in my group	I feel proud to be a member of the dancing club and I enjoy performing in the shows
friends	friend	with friends	I feel happy when I am with my friends, as they make me feel happy and they understand me





Groups I belong to

Group	My role in the group	Relationships in this group	My feelings about belonging to this group
family			
community group			



Belonging to a group is normally a positive thing that helps you to feel important. However, there are times when you do not feel like you belong, for example arriving at a new school and not knowing anyone. In this instance, you may feel as though you don't belong, and you can experience many feelings and emotions.

Jot down an experience you have had where you did not feel as though you belonged straight away and what feelings or thoughts you had.

How do you think your identity and sense of belonging can affect your mind?



5.3 Self-esteem

Identity involves characteristics that other people see or know about you; however, the way you see or value yourself is called self-esteem. People with high self-esteem have confidence in themselves and believe they can achieve a lot. They also know they will make mistakes but can deal with that. People with low self-esteem lack confidence in themselves and think they cannot achieve in their life. Sometimes they do not start challenges because they are afraid to make mistakes.

Create a list of people you think have high and low self-esteem. You can find people that fit each category from your family and friends, book and movie characters, and people in the public or even famous people. Give a reason why you have placed each person in either the high or low self-esteem category.





High self-esteem	
Name	Reason
	<hr/> <hr/>
	<hr/> <hr/>
	<hr/> <hr/>
	<hr/> <hr/>

Low self-esteem	
Name	Reason
	<hr/> <hr/>
	<hr/> <hr/>
	<hr/> <hr/>
	<hr/> <hr/>





Think about your own self-esteem. Do you believe in your abilities and talents? Do you achieve things in your life? When you start a challenge do you think you will succeed or fail?

Describe your own self-esteem and explain why it is high or low.

5.4 Self talk

People with high self-esteem have very different thoughts and ideas than people with low self-esteem. These thoughts and ideas are commonly called self talk, which is the thinking you do in your head that changes how you feel about yourself.

There are things that happen that can increase or decrease your self-esteem. Read through the list of things a teacher heard in class from her students, and write next to each comment if you think the person has high self-esteem or low self-esteem.

I wonder what I will score in the Maths test!





'I just know it will work out in the end.'

'I've got so many ideas for this project.'

'I'm not going to study for the test because it won't do any good.'

'I can't go and talk to her because I know she'll make fun of me.'

'I'm so excited to go to high school and meet new people.'

'I don't like it when people try and tell me I'm pretty because I know they are lying.'

'I like it when the teacher lets us work on our own and trusts us to do the right thing.'

'Why does everyone else get better grades than me? It's not fair!'

'I will never write as neat as Peter so I just write messy.'



Read back through the positive self talk comments and write down why you think these students have high self-esteem. Then repeat this for the negative self talk comments. Some examples are provided below.



People who have high self-esteem:

- ▶ are confident about doing new things
- ▶ enjoy responsibility
- ▶ _____
- ▶ _____
- ▶ _____
- ▶ _____

People with low self-esteem:

- ▶ have little confidence in succeeding
- ▶ compare themselves to others and therefore lack confidence
- ▶ _____
- ▶ _____
- ▶ _____
- ▶ _____

5.5 Positive self talk

One way to improve your self-esteem and your own values is to have positive thoughts about yourself, even when you don't feel successful.

Think of a time when you felt inadequate or nervous. One thing to remember is this is normal; everyone has these feelings and thoughts, but some people are better at hiding it. Look at Joe Cool walking down the street in his trendy clothes. He might look as if he is confident, but in his head he is thinking and worrying about how other people will judge him.





Most people are so busy with their own thoughts that they rarely think about or judge you. Think about someone you saw last week – can you remember exactly what they were wearing? It’s difficult to remember unless you have a photographic memory.

We think these thoughts because we worry about others judging us or thinking we are not good enough. During these times it is helpful to have a list of positive self talk that you can practise telling yourself. If you don’t feel confident, you can then use this self talk to make yourself feel better.

Make a list of your strengths, including physical and personality strengths.

My strengths are:





Examine the list of your strengths and write five phrases that can become a vault of positive self talk for you to refer to. For example, if you are skilled at mathematics, your self talk could be: 'I am good at solving problems'.



My five positive self talk phrases are:

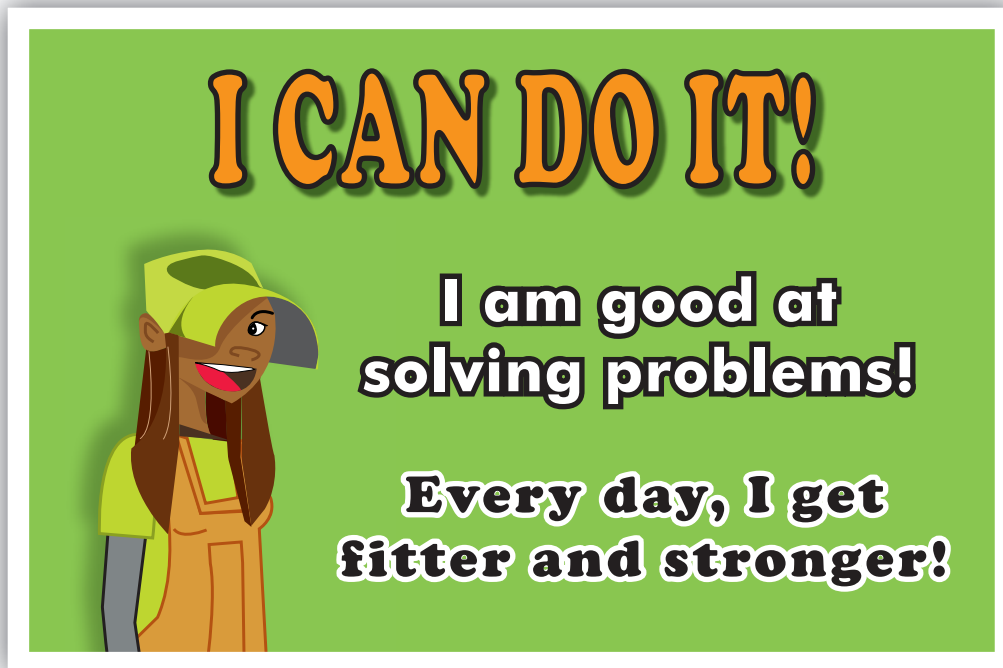
1

2

3

4

5



Create a poster of five positive phrases. Some points to consider for your poster are outlined below.

- ▶ The words should be easily read.
- ▶ Colour makes it seem more positive and attractive.
- ▶ Pictures can help make the words more powerful.
- ▶ Different tools can be used to create a poster, such as paints, textas, computer software and magazine pictures.

After you have completed the poster, place it near your desk. When you have moments when you do not feel good about yourself, practise saying one of the phrases.





5.6 Goal setting

Setting goals gives you direction for your daily life. When you have a goal, you can create a plan of action that helps you to achieve things.

Setting goals for yourself is a personal task, because goals are about improving your life. Some simple rules for setting goals:

- ▶ Write goals in a positive way, for example 'I will eat more vegetables' rather than 'I won't eat junk food'.
- ▶ Set a time for your goal, for example 'one month' or 'by my birthday'.
- ▶ Goals are about **you**, and not what you want other people to do.

Goal setting can help you work through your weaknesses or to strengthen things you already do. In a previous activity, you brainstormed all of your strengths. This time, think about your weaknesses and brainstorm these thoughts onto a piece of paper.

Part A

Choose one of your thoughts and turn it into a goal, following the rules of goal setting. An example is provided below.

I don't exercise at all and I'm getting fat.

This thought could be turned into the following goal.

I will exercise three times per week for the next month.

The illustration shows a boy with a surprised expression. A thought bubble above him contains the negative thought: "I don't exercise at all and I'm getting fat." A speech bubble next to him contains the positive goal: "I will exercise three times per week for the next month." The boy is framed by a green circular brushstroke.

Zak's goal follows the rules of goal setting as he has written his goal in a positive way, given himself a time frame and focused the goal on himself, and not others.





My goal:

Part B

In order to achieve your goal you need a plan of action, which usually involves a few steps to follow. Create your action plan. An example is provided below.

Tuesday:

*I will walk to the video store
instead of mum driving me.*

Thursday:

*I will play football with the
guys at lunch.*

Saturday:

*I will go for a 30 minute bike
ride.*





My action plan:

Part C

When you reach your goal, it is important to reward yourself with something you like that is still good for you. It is also important to give yourself a break before choosing another goal or adding to your first goal. For example, Zak could try to increase his exercise to five times per week.



My reward is to have the guys over for a video night.

My reward:







6

Healthy relationships

Having healthy relationships is another part of having a healthy mind. The relationships you have can make you feel good about yourself; however, sometimes relationships can be negative and make you feel bad about yourself.

Relationships with other people are important because they provide us with a sense of belonging.

6.1 My relationships

A relationship is a connection you have to another person. Brainstorm the people you have relationships with. They may be positive or negative relationships. Examples include cousins, neighbours, parents.

**My
relationships**





Different relationships make you feel different emotions – sometimes positive and sometimes negative. Look through the feelings in the box below and circle the positive feelings in orange and the negative feelings in blue.

I feel...



If someone is feeling anger, loneliness or sadness from a relationship how do you think they feel about themselves?





6.2 Relationship reflection

Choose a relationship you have and complete the reflection below.

Relationship review

Name of person:

Relationship type:

for example brother, coach, classmate

How does the relationship make you feel?

Is this relationship good for you?

Yes



No



Why?

What is important to you in a relationship?

List at least eight things.





6.3 Rights and responsibilities



There are several things everyone should have in a relationship. These are called rights. For example, you have the right to feel safe and respected. You also have to accept things that are called responsibilities. For example, it is your responsibility to show respect to others.

A healthy relationship happens when people balance their rights with their responsibilities. If you want to be listened to, you must in turn practise listening to others.

For this activity, you will need to work with an adult. First read through all of the rights and responsibilities you have in relationships shown in the following list and think about each one.



Next cut out each box.

Choose the first box and discuss your ideas about it. Working together, decide if it is a right you have or a responsibility you have to others.

When you have made your decision, glue it onto the table on the following page.





To have other friendships

To express your thoughts and opinions

To allow others to have different opinions

To be treated fairly

Not to tolerate put-downs/insults

To support and help others

To feel safe

To listen to others

To say 'no'

To be shown respect

Not to harm other people

To show respect







Relationship rights and responsibilities

Responsibilities:

Rights:







7

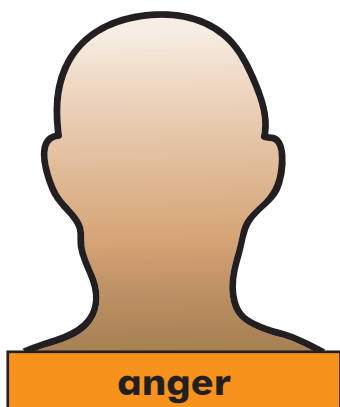
Healthy emotions

To have a healthy mind, you need to know about emotions and how to handle them. Many people get stressed because of the way they are feeling and they are not sure how to act or respond.

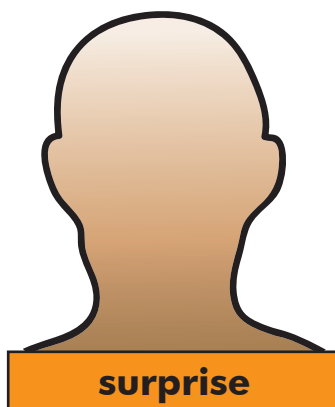
Emotions are about people's feelings and wellbeing. Within one day you can go through a range of emotions, just like the people around you. Experiencing emotions is a part of life and there will be times when you will feel sadness, loneliness, grief and anger. However, it is the positive way you manage these emotions that helps you maintain a healthy mind.

7.1 Handling emotions

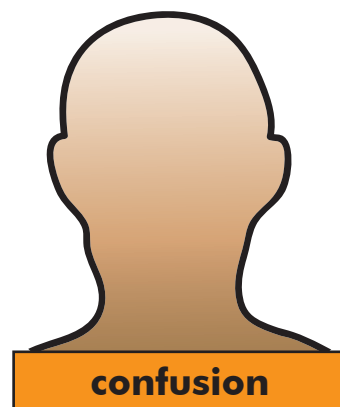
Think about some of the different emotions you can experience. Imagine what expression someone would see if you were feeling that emotion. Draw the expression you would have.



anger



surprise



confusion



Many people become stressed because of the way they are feeling and they are not sure how to act or respond.

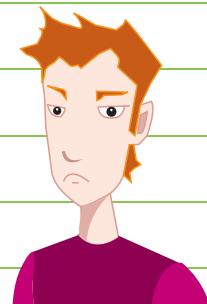
Now think of ways you could positively manage to help you cope with each feeling. List your ideas on what you could do to manage under each feeling. An example is below.

Grief:

- ▶ cry
- ▶ write a letter
- ▶ exercise
- ▶ talk to a friend or parent.

Anger:

A large rectangular area with a green border containing ten horizontal green lines for writing.





Surprise:

Lined writing area for the 'Surprise' section. A cartoon boy with orange hair and a surprised expression is positioned at the bottom right of the lines.

Confusion:

Lined writing area for the 'Confusion' section. A cartoon boy with orange hair and a confused expression is positioned at the bottom right of the lines. A cartoon woman in a green cap and orange overalls is standing to the right of the writing area.





7.2 Stress

When unexpected or difficult events occur and you don't cope well with the emotions they arouse, you can feel stressed. Stress is the way your mind or body tells you it needs some special attention or help. Sometimes there are some common signs that you are under stress, which are outlined below.

Signs of stress:

- ▶ headache or upset stomach
- ▶ anger
- ▶ reduced or little energy
- ▶ reduced appetite
- ▶ trouble sleeping
- ▶ a feeling of panic.



Many things can cause stress. They can be physical (something to do with your body), emotional (in your mind) or social (to do with your relationships).

In the table below list some things that can cause stress. Think about yourself, the people around you and even movies and books.

Things that cause stress





7.3 Stress busters

The good news is there are things you can do to help you and others cope with stress. Each person has different ways to cope with stressful feelings.

Read through some helpful stress busters and then add three of your own ways to cope with stress.



My stress busters are:





7.4 Relaxation

Many people try relaxation techniques to help them cope with stressful times. There are many ways to relax. Different things work for different people.

Choose one of the following activities to try. After you have completed the activity write down what it looked like, felt like and sounded like.

Listen:

Listen to calming music. Some ideas are classical music, nature sounds, instrumental music. You may like to ask your parents if they have anything suitable. Lie down, breathe in, let your breath out slowly and let your mind drift while you listen to the music.

Bubbles:

Take a bottle of bubble mix and a blower. Blow bubbles and as they float away imagine all your worries are going with them. Blow different size bubbles and watch them float away. Keep blowing bubbles until you feel calm and relaxed.

Laughing:

Think of a time when you were laughing uncontrollably or of something you find really funny. Start to laugh and allow it to take over your body. Laugh and laugh some more until you feel happy and relaxed.

Groove:

Put on some music that you really enjoy. Then really let go of yourself and dance madly. Keep dancing until you have released all of the tension from your body.

Drawing:

Find a sheet of blank paper and pens or pencils. Take a deep breath and begin to draw whatever shapes, patterns, doodles or picture that come into your head. Don't think about things. Just let the drawings flow onto the paper. Try and fill the whole page with your drawings.



Looks like

Activity

Sounds like

Feels like



7.5 Being active

Although relaxation is a good way to cope with stress, being active is also another excellent stress buster. When you are active and your heart works harder, your body releases chemicals that makes you feel better in a natural way. These chemicals are called endorphins.

There are other good reasons why exercising when you are feeling stressed or sad is good for you, and they are provided below.

- ▶ By changing your location, you remove yourself from the stressful situation.
- ▶ It gives you time to think about the problem or time to forget it.
- ▶ Having a healthy body is important for your overall wellbeing.
- ▶ You can ask someone to join you and talk through your problems.
- ▶ Using some of the excess energy could help you sleep better.
- ▶ Being outdoors in the sun can help you feel better.



List three activities you could do next time you are feeling stressed.

- 1 _____
- 2 _____
- 3 _____





7.6 Making decisions

Situations that involve making decisions can sometimes cause you to feel stressed. Having some guidelines to follow can help you through a difficult situation. There are a few steps to making decisions.

- 1 State the problem –**
what is the actual problem you need to solve?
- 2 Gather information –**
what do you know about the problem?
- 3 List your choices –**
what could you do?
- 4 List the possible results of each choice –**
what could happen as a result of each choice?
- 5 Decide and act –**
choose an idea and carry it out.

Sometimes you can go through these steps quickly, and other times you could take quite a while to reach a decision.

- a** **Imagine you are Zak. Go through the steps to solve a problem that has been stressing him for a while.**



I'm Zak and lately I've noticed that all my clothes are getting tighter and some kid at basketball made a joke about my wobbling stomach. I know I'm putting on weight but I don't feel I can fix it by myself.







State the problem:

Information I know:

Choice:

Possible result:

Choice:

Possible result:

Choice:

Possible result:

Decision:





b Think about a problem or stressful situation that has happened or is occurring in your life.



Briefly describe the situation.

A large rectangular area with an orange border containing 18 horizontal green lines for writing.

Follow the steps to solve the problem in the spaces provided.







State the problem:

Blank space for writing the problem statement.

Information I know:

Blank space for writing known information.

Choice:

Blank space for writing the first choice.

Possible result:

Blank space for writing the possible result of the first choice.

Choice:

Blank space for writing the second choice.

Possible result:

Blank space for writing the possible result of the second choice.

Choice:

Blank space for writing the third choice.

Possible result:

Blank space for writing the possible result of the third choice.

Decision:

Blank space for writing the final decision.







7.7 Y chart

Complete a 'Y' chart (looks like, sounds like, feels like) on what you believe being fit and healthy is.







8

Healthy information

There are a lot of ways to find information about health and wellbeing. Finding reliable information can help you make good decisions about your body, mind and relationships.

Information is created by people in many different ways. You can find information on the internet, in a book, by watching television, by talking to friends, by asking questions of different people and reading a magazine.



Health information can also be obtained from:

- ▶ pamphlets available from the doctor or chemist
- ▶ natural health practitioners
- ▶ the internet
- ▶ books
- ▶ DVDs
- ▶ health professionals (doctor, nurses, pharmacist)
- ▶ magazines.





8.1 Locate sources of information

Look at the following topics and write down where you could find sources of information for each topic.

Puberty

Stress

Diet

Medical advice





8.2 Information sources

Where do you currently get your information on health topics?

We watch many hours of television, read magazines or newspapers and talk to friends and families. All these sources can influence our decisions and thinking about health and wellbeing.

Think about the following health topics and how you make decisions about each and where you get your information from. Tick each source of information you have used for each topic.



	television	magazines/ newspapers	family	friends	ads	internet	pamphlets	medical professionals
food choices								
snack foods								
takeaway meals								
fitness								
sports activities								
relaxation activities								
illness/health problems								
correct weight								



Reflect on the information in your table.

Who has the most influence on your understanding of health issues?

Briefly describe why you think this is so.

Can you think of any other sources where you can find information on health?

8.3 Kids Only diary

It is time to complete your *Kids only* diary for day 10. Refer back to your previous entries and complete the self assessment in the diary.



Remember that what you do in your childhood will make a difference when you become an adult. Look after you body, mind and your relationships.





8.4 Problem page – Dear Abbey reply

Here at *Kids Only*, we pride ourselves on being a reliable source of information for kids. In this section children can write to us with problems, and our resident advisor, Abbey, gives advice.

At the beginning of *Kids Only*, you may remember we asked you to become our guest advisor. To complete this task, you will read a letter from Ashley, who wrote to Abbey to get advice about health and wellbeing. You are to reply on behalf of Abbey and help Ashley with a few problems.

First read through the letter below.

Dear Abbey,

I'm writing to you because things are going wrong. I guess you can say I'm a couch potato and a little on the large size. This causes me lots of problems. I get teased at school a heap and my classmates don't include me in their groups or games.

When I do try to join in, I'm usually panting and wheezing and my body turns red so quickly and this means more teasing.

This and everything else makes me so sad that I don't want to leave the house and make friends. I have only one friend and she is from youth group and I'm sure she just feels sorry for me. I don't think I know how to make friends. I just feel so awkward.

Also, I get a lot of headaches which my mum says is from not exercising. My mum is always on my back about eating right and getting off the couch. I get so angry, I just slam doors and hide in my room eating chocolate. However, she just continues to ride me about this.

Well I suppose what I want to know is how can I make myself happier? I really want to be happier and healthy.

Yours sincerely

Ashley





Read the letter again and highlight or underline key words that explain the issues or problems Ashley has. Then list the health issues Ashley has or is concerned about.

A large spiral-bound notebook with 12 horizontal lines for writing. The spiral binding is on the left side.



Now draft your reply to Ashley.

This is where you get your ideas down onto paper and then shape them. A framework is provided below to help you.

As this is an informal letter, the framework is a little different to a formal letter. It is important to choose your words carefully, as Ashley is not feeling very happy and needs a lot of encouragement and positive ideas. Start a new paragraph for each new idea or piece of advice.



**Opening statement**

Let Ashley know how you feel and what you can do to help in a paragraph.

Message 1

Deal with the first problem. State what it is and then give advice and ideas to improve the situation.

Message 2

Deal with the next problem. State what it is and then give advice and ideas to improve the situation.

Message 3 and so on

Deal with each problem in a new paragraph. Be positive and encouraging.

Concluding statement

Finish the letter by outlining to Ashley the positive things that could occur from your advice.

Complete your draft reply and then read it aloud, making any changes as you see an error, being sure to check for:

- ▶ spelling, grammar and punctuation
- ▶ missing words or unfinished ideas
- ▶ if paragraphs contain one idea or many ideas
- ▶ if you have dealt with all of Ashley's problems.



Once your draft is complete and you are satisfied with it, you can now write your neat or good copy. You may wish to handwrite the response or use computer word processing.





8.5 Guest editor

As a guest editor your task is to design a page for our next edition of *Kids Only's* health special.

Firstly, you must choose a topic or issue. Some ideas are provided below to get you started.

- ▶ What if I don't like to exercise?
- ▶ What happens if I eat too much junk food?
- ▶ What is a food allergy?
- ▶ Does loud music hurt my ears?
- ▶ Can kids diet?
- ▶ How can I feel better about myself?



Or you can choose your own.

The issue I have chosen is:

Now think about the sections you will include on your page. Some ideas are:

- ▶ interview a personality
- ▶ competition
- ▶ puzzles or a quiz
- ▶ healthy recipes

Remember, that your page needs to be interesting and appropriate for children. You may like to look at some children's magazines for ideas.





Brainstorm your ideas for your page below.

Note taking/Research

In order to complete this page, you will need to research your topic by finding sources of information on health issues.

When researching your health topic, take notes and then use them as part of the content on your page.

When collecting information from a text (written or spoken), important tools to use are key words and phrases. A key word is a word that best describes the idea you are reading about, listening to or viewing. Supporting phrases/sentences are used to explain the key word in more detail. Key words and phrases are used to make notes because they help you jot down the main idea quickly.







Use the table below to help you organise your research.

Topic:	Supporting details				
	Key words				
	Questions				







b Magazine page

Now complete a draft copy of your magazine page. When you have completed your draft, read through and make any changes, such as the layout of your ideas, spelling, missing words or replacing words with a more descriptive word.

Complete the final copy of your magazine page, and remember: presentation is important. The purpose of this page is to inform children about the topic in an interesting and fun manner. Think about colour, lettering, spacing of your writing and attention-grabbing ideas.

c Evaluation



It is now time to evaluate your work.

Complete the chart below by ticking 'yes' or 'no'. You may also like to make comments in the spaces provided.

	yes	no	comment
Do the illustrations match the information?			
Have I selected colours and designs that are appealing?			
Is the layout of the page attractive?			
Have I provided accurate information?			
Will the reader get a good understanding of the topic?			
Did I use three sources of information?			
Did I take notes from each of my sources?			
Did I complete a draft copy?			
Did I rewrite the information from my notes in my own words?			

Place your final copy of your page, your notes and your evaluation in your journal.



Dear Readers,

I hope that you have enjoyed this issue of *Kids Only* and understand how important it is to look after your health.

Congratulations on completing our guest editor challenge! We look forward to including your ideas in our next issues.

Sincerely

Paige Turner

Editor





MIND OVER

MATTER

**Feedback and
solutions**





5 Healthy mind

5.1 Identity

Student responses will vary vastly.

5.2 Belonging to groups

Students list groups they belong to and how those groups make them feel.

Students should investigate the fact that, if belonging to a group makes them feel threatened, unsafe or sad, this will affect their life and their state of mind.

5.3 Self-esteem

Students list people and characters that they believe have high and low self-esteem.

5.4 Self talk

'I just know it will work out in the end.'	high self-esteem
'I've got so many ideas for this project.'	high self-esteem
'I'm not going to study for the test because it won't do any good.'	low self-esteem
'I can't go and talk to her because I know she'll make fun of me.'	low self-esteem
'I'm so excited to go to high school and meet new people.'	high self-esteem
'I don't like it when people try and tell me I'm pretty because I know they are lying.'	low self-esteem





'I like it when the teacher lets us work on our own and trusts us to do the right thing.'	high self-esteem
'Why does everyone else get better grades than me? It's not fair!'	low self-esteem
'I will never write as neat as Peter so I just write messy.'	low self-esteem

People with high self-esteem:

- ▶ enjoy responsibility
- ▶ are confident
- ▶ take safe risks
- ▶ believe in their ability
- ▶ try new things
- ▶ accept compliments.

People with low self-esteem:

- ▶ compare themselves with others
- ▶ think negative thoughts
- ▶ believe they cannot achieve things
- ▶ don't try new things
- ▶ are afraid of making mistakes.

5.5 Positive self talk

Students create a poster listing five personal self talk statements. Some examples of self talk statements are:

- ▶ Mistakes are part of learning.
- ▶ I can solve problems.
- ▶ I am a valuable person.
- ▶ I am great at reading.
- ▶ I am able to learn new things.





5.6 Goal setting

Part A

Students create a goal for themselves.

Part B

Students list actions to achieve their goal.

Part C

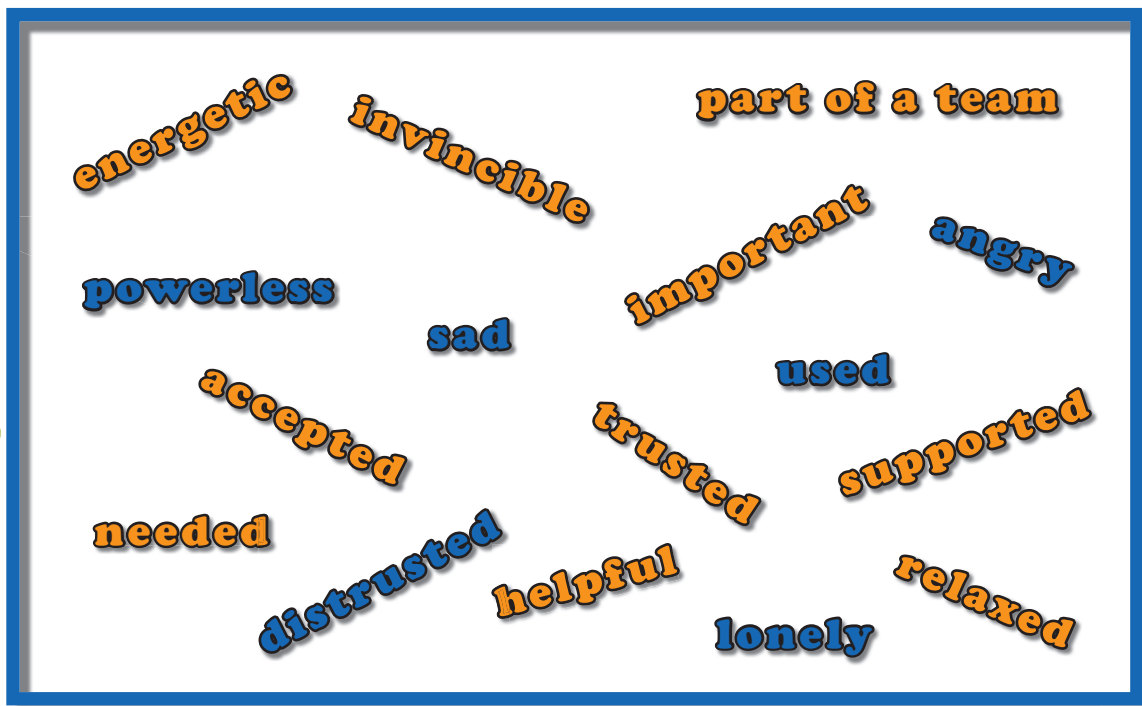
Students design a reward for achieving their goal.

6 Healthy relationships

6.1 My relationships

Students brainstorm the relationships they have in their lives.

Students highlight positive feelings in orange and negative feelings in blue.





If people constantly feel negative feelings in a relationship, their self-esteem will decrease. They should consider rethinking the type of relationship they have and how to improve it or perhaps they may end the relationship.

6.2 Relationship reflection

Students complete a relationship reflection and examine how it affects them.

6.3 Rights and responsibilities

Responsibilities
Not to harm other people
To listen to others
To allow others to have different opinions
To show respect
Not to tolerate put-downs/insults
To support and help others

Rights
To say 'no'
To express your thoughts and opinions
To feel safe
To be shown respect
To have other friendships
To be treated fairly





7 Healthy emotions

7.1 Handling emotions

Answers will vary but may include the following examples.

Emotion	Coping strategies
anger	deep breathing, counting to ten, leaving the situation and cooling down, going and doing some exercise, talking to a friend, getting help from a friend
surprise	laughing, crying, deep breathing, exercising, relaxing, diary writing
confusion	diary writing, discussing with someone, asking for advice, asking questions, clarifying issues, walking away and coming back

7.2 Stress

Students list things that cause stress. Some examples are as follows:

- ▶ tests
- ▶ meeting new people
- ▶ being disorganised
- ▶ losing something
- ▶ not meeting a deadline
- ▶ being in an accident or in pain
- ▶ disagreeing with someone
- ▶ listening to people argue.





7.3 Stress busters

Students brainstorm ways to cope with stress. Some examples are:

- ▶ exercise
- ▶ playing or listening to music
- ▶ talking to someone trustworthy
- ▶ relaxing or treating yourself
- ▶ getting organised
- ▶ planning things well
- ▶ asking for help.

7.4 Relaxation

Students complete a relaxation exercise and then list what it looks like, feels like and sounds like.

Answers will vary. Some examples may include:

Looks like

relaxed body posture
smiling
lying down

Sounds like

slower breathing
gentle music
yawning

Feels like

relaxing
enjoyable
makes me feel sleepy
my mind wandering





7.5 Being active

Students list their favourite activities for when they are stressed.

7.6 Making decisions

State the problem:

Zak is overweight

Information I know:

Zak is putting on weight; he plays basketball; he doesn't know how to lose weight

Choice:

Join a weight loss group

Possible result:

Lose weight but friends tease him

Choice:

See a doctor and get a healthy diet and exercise plan

Possible result:

Lose weight but need help from mum and dad

Choice:

Talk to parents about food and join a gym

Possible result:

Lose weight and have fun exercising

Decision:

Zak should talk to his parents and make a healthy eating plan. He should also join the gym with a mate so he enjoys exercising and having fun.





7.7 Y chart

Answers will vary.

8 Healthy information

8.1 Locate sources of information

Puberty: talk to parents, internet, books, movies, magazines.

Stress: internet, doctor, magazines, books.

Diet: internet, doctor, magazines, books, weight loss club.

Medical advice: doctor, nurse, dentist.

8.4 Problem page – Dear Abbey reply

Answers will vary but may include the following:

- ▶ overweight
- ▶ sadness, loneliness
- ▶ unfit – wheezing
- ▶ headaches
- ▶ angry
- ▶ awkward

Students draft their reply to Ashley and then edit and proofread their response. Students present their final copy. An outstanding example of a reply is as follows.





Dear Ashley,

Thank you for your letter and I am glad you are getting some help. You deserve to be happy and healthy. I know I can give you some really good advice about having a healthy body, healthy mind and healthy relationships.

Firstly, I would like to see you lose some weight. It is important that you have a healthy weight because you will feel better about yourself. I suggest you start by talking to your parents and going together to see a helpful doctor to get their expert help.

You should eat vegetables and cereals the most, and of course only eat a little bit of fats and sugars. There are many great books and websites that have recipe ideas. You may even like to join a weight loss group as they have great ideas and support.

Along with a healthy diet, it is important to do physical activity. You will need to start slowly and build up the amount you do. Try and make healthy choices throughout the day. Walking and riding are much better than being driven in a car. Help out at home with vacuuming, cleaning and gardening. Not only do you burn energy, but you get a chance to hang out with your family and show what a helpful person you are.

Apart from physical activity, I would also like you to exercise. This may be walking, swimming, joining a gym or a sporting team. The more physical you are, the fitter you will be and you will find you do not wheeze and turn red. Remember, this will take time. Be patient.

You have feelings of being awkward and lonely. This is because you have low self-esteem, which means that you do not value yourself. I would like you to write five positive sayings that you can repeat over and over in your mind to keep your thoughts positive.

Another helpful thing you could do is meet new people. Join some groups like dancing, art, community help or even look for work experience. The more you are around people, the easier it will be. You can even research ways to meet people and have conversations. As you feel more confident, it will actually become fun. Having hobbies is a great way to belong to groups and feel better about yourself.

You seem to experience a lot of negative feelings. This is part of growing up. However, you need to work through them or they can make you stressed and upset. When you are angry with your mum, let her know you are going for a short walk and that you would like to talk about the problem when you get back. This gives you time to cool down and plan what you want to say, but in a nice calm way. I think if you wrote a diary it would help you to think about your emotions and help decrease your stress and, hopefully, your headaches.

Well I hope this advice has helped. You can make really good choices and I know you can change your lifestyle. Remember to concentrate on a healthy body, healthy mind and healthy relationships.

Abbey