

Unit 8 – Look On the Bright Side



Overview

The main focus of this unit is on how the importance for our wellbeing on how we perceive, interpret and respond to the events that happen to us. Research has found that it is not necessarily the events or situations we experience throughout life that negatively impact on our mental wellbeing but crucially how we interpret, perceive or think about these events^{1,2}. For example, how one person reacts to becoming pregnant, starting a new job, having an accident or getting a divorce may vary greatly from the next person as it depends on whether they perceive the life event as a positive or a stressful one. Professor Aaron Antonovsky³ believed that our ability to manage stressful situations and stay well often depended on how we perceived, interpreted and 'made coherent sense of' these experiences. Encouraging children to understand how their thinking impacts on their feelings and behaviour, how to look at things from different perspectives and develop good reasoning and questioning skills are all helpful for challenging negative or limiting patterns of thinking⁴. Another way to change unhelpful patterns of thinking is by consciously focusing on things that you perceive are going well in your life (i.e. what you are thankful for)⁵. Research has found that daily reflections on gratitude can significantly improve people's mood, wellbeing and even alleviate depression^{6,7}.

Key messages to communicate

1. The way you think can affect the way you feel

In this section, children are encouraged to raise awareness of how their thinking can influence our feelings and behaviour. Using the example of the Helpful Thinking Helmet, it encourages children to develop skills to question and challenge some of the unhelpful thinking that can negatively impact on our wellbeing.

2. There are different ways of looking at the same thing

This section explores how we can all look at the same situation from different perspectives. It uses the Big Deal/Little Deal classroom activities to help develop our skills of reasoning and reflection to help us to better make sense of the setbacks and daily hassles we may experience.

3. Focusing on what you are grateful for can help

This section is about helping children to cultivate 'an attitude of gratitude' through a range of different classroom activities. A focus on the positive things in our life or what we are grateful for has been associated with improved wellbeing and is a helpful tool for children to have in their toolkit.



Role Model It

Share with your class an example of where you realised your thinking was having a negative impact on your wellbeing or limiting you in some way and how you challenged and changed your perspective or approach to dealing with the situation. Let them know the things in your life that you are grateful for and why those things are important for your wellbeing.

Additional information

TEDx TALKS: Alison Ledgerwood: Getting stuck in the negatives (and how to get unstuck)

<https://www.youtube.com/watch?v=7XFLTDQ4JMK>

Myths About Happiness (Article) by Sonja Lyubomirsky

<https://www.psychologytoday.com/blog/how-happiness/201303/7-myths-about-happiness-we-need-stop-believing>

Who Tells The Story of You (Article) by Caitlin Moran

<http://www.thetimes.co.uk/tto/magazine/article4215378.ece>

TED TALK. Louie Schwartzberg: Nature, Beauty, Gratitude

https://www.ted.com/talks/louie_schwartzberg_nature_beauty_gratitude

References

1. Froggatt, W. (2003). *Choose to Be Happy: Your Step-By-Step Guide*. Auckland: Harper Collins Publishers.

2. Lyubomirsky, S. (2014). *The Myths of Happiness: What Should Make You Happy, But Doesn't, What Shouldn't Make You Happy, But Does*. London: Penguin Books

3. Antonovsky, A. (1987). *Unraveling The Mystery of Health - How People Manage Stress and Stay Well*. San Francisco: Jossey-Bass Publishers.

4. Wenzel, A. J., & Gunnar, M. R. (2013). *Protective Role of Executive Function Skills in High-Risk Environments*. Retrieved from <http://www.child-encyclopedia.com/documents/Wenzel-GunnarANGxp1-Resilience.pdf>

5. Emmons, R. (2007). *Thanks! How the New Science of Gratitude Can Make You Happier*. New York: Houghton Mifflin Harcourt.

6. Emmons, R., and McCullough, M. (2003). Counting blessings versus burdens: Experimental studies of gratitude and subjective well-being. *Journal of Personality and Social Psychology*, 84, 377-389.

7. Seligman, M. (2004). *Authentic Happiness: Using the New Positive Psychology to Realise Your Potential for Lasting Fulfilment*. London: Simon and Schuster Ltd.



LOOK ON THE
BRIGHT SIDE

UNIT 8

Look on the Bright Side

Classroom activities
for Early, First and
Second Level

Unit 8	Look on the Bright Side			Early Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
The way you think can affect the way you feel	<i>I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.</i> HWB 0-02a <i>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.</i> HWB 0-04a	I understand that my feelings can change I know that I can change how I feel by changing how I think I can use my “helpful thinking helmet” when I feel down.	<u>Feeling cards</u> Give the children a set of different feeling cards. (See the Samaritan resources for ideas). Provide the class with different appropriate scenarios and encourage them to select the feeling card that describes how they would feel. Notice that different people think different things in different scenarios. <u>Helpful Thinking Helmet</u> Use art and craft materials to make a protective helmet that the children can use. Introduce the three questions they should ask when feeling down. Depending on your class it may be helpful to only focus on one question at a time: ☐ Is this thought true? ☐ Is this thought helpful? ☐ Is this thought kind? <u>Helpful and unhelpful thoughts</u> Have thoughts made up that ‘Skipper’ is thinking for the pupils to sort into true and untrue thoughts, helpful and unhelpful thoughts and kind and unkind thoughts. You may want to have your children wear their helpful thinking helmet and remind them that the helmet helps us to ask these questions when we are feeling down.	<u>Self-Talk</u> Some great ideas about positive talk on www.samaritans.org/education/deal/coping-strategies/positive-thinking <u>Class book</u> Little Mouse and the red wall by Britta Teckentrup – A picture book about facing our fears, discovering freedom and welcoming change within ourselves and the world.

Unit 8	Look on the Bright Side			Early Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
There are different ways of looking at the same thing	<i>I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.</i> HWB 0-02a <i>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.</i> HWB 0-04a	I know there are different ways of looking at something I can say the difference between a big deal and a little deal	<u>It's all in a picture</u> Look at some more pictures which can be seen in different ways (similar to the launch assembly). There are many available online. Ask each child to say what they see. Discuss how people see the same thing differently. This is also true of how we each see things that happen. <u>Big Deal Little Deal</u> To help us, it can be useful when thinking about a situation to ask ourselves is this a big deal or a little deal? Little deals are normally something that can be fixed with just a small change, is temporary and doesn't last for very long. A big deal is something that lasts a lot longer and can't be changed easily or at all. If we ask if something is a big deal or a little deal and discover it is a little deal we can then try to fix the problem or ask somebody else to help us fix it. Share/act out little deal and big deal scenarios and ask the children to identify if they are a big deal or a little deal. After doing this you could go on to discuss what each person should do in the situation they are in.	<u>Game</u> Big deal, little deal bingo <u>Circle time activities</u> Use Big Deal Little Deal scenarios to discuss <u>Drama/Role Play</u> Big deal/little deal scripts when sorting a problem the pupils are having.

Building Resilience

Promoting mental, emotional, social & physical health and wellbeing

--	--	--	--	--

Unit 8	Look on the Bright Side			Early Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Focusing on what you are grateful for can help	<i>I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.</i> HWB 0-02a <i>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.</i> HWB 0-04a	I know I can choose what I focus on I know by focussing on good things I can help myself feel less down	<u>Appreciation Station (Class Task)</u> Be appreciation collectors and create a 'class appreciation station'. You can design it together. Encourage the children to leave notes of thanks or cards for what others have done for them. <u>Story</u> Read the 'Awesome book of thankfulness' by Dallas Clayton. Discuss ideas from the book and what things they are grateful for. <u>Write a list</u> Create their own list of all the things your class is grateful for. Pin it up somewhere in the classroom and remind them of it whenever someone is feeling down.	<u>Review</u> End the day by having the pupils share one good thing that happened to them today or made them laugh <u>Role reversal</u> Make a card to show you appreciate them

Unit 8	Look on the Bright Side			Early Level
Key Questions	Key Vocabulary	Significant Aspects of Learning	Learning and Teaching Resources	Wellbeing Indicators
* Are you aware that what you say to yourself can be helpful or unhelpful? * Can you think of a time you had a different perspective to someone else? * What are you grateful for?	'ups and downs'; resilience; big deal/little deal; helpful thinking helmet; self-talk, positive/negative;	* Learners explore and make choices as they develop their learning and interests and can identify their achievements	* Books: 'The awesome book of thankfulness' by Dallas Clayton; 'Tiger, tiger is it True' by Byron Katie; * Big Deal Little Deal (full explanation in resource section) * Memory jars * Web links www.samaritans.org/education/deal/coping-strategies/positive-thinking	HEALTHY Having the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy and safe choices.
		* Learners are able to seek help and/or advice when necessary in the context of changing friendships and relationships and life circumstances		United Nations Convention on the Rights of the Child
		Learning Statements * I can identify my achievements * I can explore and make choices as I develop my learning	Cross Curricular Learning and Teaching Links Literacy & Language Listening and Talking, Writing Expressive Arts Drama, art	Article 28 - You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. Article 17 – You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and

				understand the information you need.
Unit 8	Look on the Bright Side			First Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
The way you think can affect the way you feel	<i>I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.</i> HWB 1-02a <i>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.</i> HWB 1-04a	I understand that my feelings can change I know that I can change how I feel by changing how I think I can use my “helpful thinking helmet” when I feel down	<u>Feeling cards</u> Give the children a set of different feeling cards. (See the Samaritan resources for ideas). Provide the class with different appropriate scenarios and encourage them to select the feeling card that describes how they would feel. Notice that different people think different things in different scenarios. <u>Helpful Thinking Helmet</u> Make a “helpful thinking helmet” and explain that this helmet helps us to ask these three questions and can protect us from unhelpful thinking. ☐ Is this thought true? ☐ Is this thought helpful? ☐ Is this thought kind? <u>Helpful and unhelpful thoughts</u> Look at a range of scenarios and ask the three “helpful thinking helmet” questions about each scenario. Come up with their own scenario of a time they felt down and get them to ask the questions about their own scenario.	<u>Class novel</u> Billy Bramble and the Great Big Cook Off by Sally Donovan. A Story about overcoming big, angry feelings at home and at school. <u>Self-Talk</u> Some great ideas about positive talk on www.samaritans.org/education/deal/coping-strategies/positive-thinking

Building Resilience

Promoting mental, emotional, social & physical health and wellbeing

--	--	--	--	--

Unit 8	Look on the Bright Side			First Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
There are different ways of looking at the same thing	<i>I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.</i> HWB 0-02a <i>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.</i> HWB 0-04a	I know there are different ways of looking at something I can say the difference between a big deal and a little deal	<u>Piaget Liquid</u> Fill two containers of different shape and size with the same amount of liquid and discuss which has more. Then reveal they are both the same. Discuss with the children that there are different ways of looking at the same thing <u>Big Deal Little Deal</u> To help us, it can be useful when thinking about a situation to ask ourselves is this a big deal or a little deal? Little deals are normally something that can be fixed with just a small change, is temporary and doesn't last for very long. A big deal is something that lasts a lot longer and can't be changed easily or at all. If we ask if something is a big deal or a little deal and discover it is a little deal we can then try to fix the problem or ask somebody else to help us fix it. Share/act out little deal and big deal scenarios and ask the children to identify if they are a big deal or a little deal. After doing this you could go on to discuss what each person should do in the situation they are in. <u>Game – Fortunately</u> Form two teams or pairs. The members on one team are the 'positives' and the member of the others are 'negatives'. Start a story and let the two teams take it in turns to provide the next sentence. You might end up with something like this: <i>One day when Jane was out walking in the forest, she found a lost dog. Fortunately, the dog was very cute. Unfortunately, it was also wild and it started to chase her. Fortunately, it chased her into a cave where she found lots of treasure. Unfortunately, the pirates</i>	<u>It's all in a picture</u> Look at some more pictures which can be seen in different ways (similar to the launch assembly). There are many available online. Ask each child to say what they see. Discuss how people see the same thing differently. This is also true of how we each see things that happen. <u>Circle time activities</u> Use Big Deal Little Deal scenarios to discuss <u>Drama/Role Play</u> <i>Big deal/little deal scripts when sorting a problem the pupils are having.</i>

			who had stored it in the cave arrived just at that moment to collect it	
Unit 8	Look on the Bright Side			First Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Focusing on what you are grateful for can help	<i>I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.</i> HWB 0-02a <i>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.</i> HWB 0-04a	Accepting what can't be changed, I can try to make a difference to what I CAN change I know I can choose what I focus on I know by focussing on good things I can help myself feel less down	<u>Appreciation Station (Class Task)</u> Be appreciation collectors and create a 'class appreciation station'. You can design it together. Encourage the children to leave notes of thanks or cards for what others have done for them. <u>Multiply and Merge: tracking the good things</u> Use activities that encourages pupils to be appreciative and to track the good things in life ☐ The four best things about our class ☐ The four best things about our school ☐ The four best things about being a certain age ☐ The four best things about Edinburgh ☐ The four best things we did in class this week <u>Write a list</u> Create their own list of all the things they are grateful for. Decorate it and keep it somewhere safe. Remind them of it whenever they are feeling down.	<u>Review</u> End the day by the pupils sharing three things they are grateful for <u>Story</u> Read the 'Awesome book of thankfulness' by Dallas Clayton. Discuss ideas from the book and what things they are grateful for. <u>Role reversal</u> Make a card to show you appreciate them

Unit 8	Look on the Bright Side			First Level
Key Questions	Key Vocabulary	Significant Aspects of Learning	Learning and Teaching Resources	Wellbeing Indicators (SHANARRI)
* Are you aware that what you say to yourself can be helpful or unhelpful? * Can you think of a time you had a different perspective to someone else? * What are you grateful for?	'ups and downs'; resilience; big deal/little deal; helpful thinking helmet; self-talk, positive/negative;	* Learners explore and make choices as they develop their learning and interests and can identify their achievements * Learners are able to seek help and/or advice when necessary in the context of changing friendships and relationships and life circumstances	* Books: 'The awesome book of thankfulness' by Dallas Clayton; 'Tiger, tiger is it True' by Byron Katie; * Big Deal Little Deal (full explanation in resource section) * Memory jars * Web links www.samaritans.org/education/deal/coping-strategies/positive-thinking	HEALTHY Having the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy and safe choices.
		Learning Statements	Cross Curricular Learning and Teaching Links	United Nations Convention on the Rights of the Child
		* I can identify my achievements * I can explore and make choices as I develop my learning	Literacy & Language Listening and Talking, Writing Expressive Arts Drama, art	Article 28 - You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. Article 17 – You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful,

Building Resilience

Promoting mental, emotional, social & physical health and wellbeing

				and help you
--	--	--	--	--------------

Unit 8	Look on the Bright Side			Second Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
The way you think can affect the way you feel	<i>I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 2-02a</i> <i>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. HWB 2-04a</i>	I understand that the way I think can affect the way I feel I know that I can change how I feel by changing how I think I am developing strategies to help me when I am down.	<u>Positive thinking</u> See the Samaritan resources on positive thinking for some very useful activities to help them see themselves positively. www.samaritans.org/education/deal/coping-strategies/positive-thinking <u>Helpful Thinking</u> For the next 7 days, take a few moments each day to reflect positively on who you are, what you've accomplished during the day, and/or things that made you happy. Write these thoughts on notes and stick them to your mirror, door, bed, or another visible place. Read them aloud to yourself to remind yourself that you're special, especially when the day didn't go your way. After a week, reflect on how you feel about yourself. <u>Agony Aunt/Uncle</u> Children will imagine volunteering at the school's Problem Hotline. They are going to give advice to some callers. Give pupils different scenarios and ask them to provide positive advice. Remember, a positive attitude, healthy lifestyle choices, and a willingness to seek creative solutions make a great combination for good self-esteem. For full details of the activity see: https://classroom.kidshealth.org/classroom/9to12/personal/growing/self_esteem.pdf	<u>Helpful and unhelpful thoughts</u> Look at a range of scenarios and ask the three "helpful thinking helmet" questions about each scenario. Come up with their own scenario of a time they felt down and get them to ask the questions about their own scenario. <u>Helpful Thinking Helmet</u> Make a "helpful thinking helmet" poster in cooperative groups and explain that this helmet helps us to ask these three questions and can protect us from unhelpful thinking. ☐ Is this thought true? ☐ Is this thought helpful? ☐ Is this thought kind? <u>Self-talk</u> Give the pupils scenarios and ask them what the positive thought and negative thought of each would be. With the negative thought get the pupils to ask the three helpful thinking helmet questions.

Unit 8	Look on the Bright Side			Second Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
There are different ways of looking at the same thing	<i>I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 0-02a</i> <i>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. HWB 0-04a</i>	I know there are different ways of looking at something I can say the difference between a big deal and a little deal	<u>Piaget Liquid</u> Fill two containers of different shape and size with the same amount of liquid and discuss which has more. Then reveal they are both the same. Discuss with the children that there are different ways of looking at the same thing <u>Big Deal Little Deal</u> To help us, it can be useful when thinking about a situation to ask ourselves is this a big deal or a little deal? Little deals are normally something that can be fixed with just a small change, is temporary and doesn't last for very long. A big deal is something that lasts a lot longer and can't be changed easily or at all. If we ask if something is a big deal or a little deal and discover it is a little deal we can then try to fix the problem or ask somebody else to help us fix it. Share/act out little deal and big deal scenarios and ask the children to identify if they are a big deal or a little deal. After doing this you could go on to discuss what each person should do in the situation they are in. <u>Game – Fortunately</u> Form two teams or pairs. The members on one team are the 'positives' and the member of the others are 'negatives'. Start a story and let the two teams take it in turns to provide the next sentence. You might end up with something like this: <i>One day when Jane was out walking in the forest, she found a lost dog. Fortunately, the dog was very cute. Unfortunately, it was also wild and it started to chase her. Fortunately, it chased her into a cave where she found lots of treasure. Unfortunately, the pirates</i>	<u>It's all in a picture</u> Look at some more pictures which can be seen in different ways (similar to the launch assembly). There are many available online. Ask each child to say what they see. Discuss how people see the same thing differently. This is also true of how we each see things that happen. <u>Circle time activities</u> Share/act out little deal and big deal scenarios and ask the children to identify if they are a big deal or a little deal. After doing this you could go on to discuss what each person should do in the situation they are in. <u>Water and Stones</u> Have a cup filled with stones and ask is there any space in this cup? Then pour water into it

			who had stored it in the cave arrived just at that moment to collect it	and ask the same question.
Unit 8	Look on the Bright Side			Second Level
Key Learning	Experiences and Outcomes	Intended Learning	Core Activities	Additional Activities
Focusing on what you are grateful for can help	<i>I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them. HWB 0-02a</i> <i>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. HWB 0-04a</i>	Accepting what can't be changed, I can try to make a difference to what I CAN change I know I can choose what I focus on I know by focussing on good things I can help myself feel less down	<u>Appreciation Station (Class Task)</u> Be appreciation collectors and create a 'class appreciation station'. You can design it together. Encourage the children to leave notes of thanks or cards for what others have done for them. <u>Multiply and Merge: tracking the good things</u> Use activities that encourages pupils to be appreciative and to track the good things in life ☐ The four best things about our class ☐ The four best things about our school ☐ The four best things about being a certain age ☐ The four best things about Edinburgh ☐ The four best things we did in class this week <u>Write a list</u> Create their own list of all the things they are grateful for. Decorate it and keep it somewhere safe. Remind them of it whenever they are feeling down.	<u>Review</u> End the day by the pupils sharing three things they are grateful for <u>Story</u> Read the 'Awesome book of thankfulness' by Dallas Clayton. Discuss ideas from the book and what things they are grateful for. <u>Role reversal</u> Make a card to show you appreciate them <u>Thank You</u> Challenge the pupils while working on this unit to think about someone who has done something nice and is not their friend and at the end of the unit get them to make a thank you/appreciation card for that person.

Unit 8	Look on the Bright Side			Second Level
Key Questions	Key Vocabulary	Significant Aspects of Learning	Learning and Teaching Resources	Wellbeing Indicators (SHANARRI)
* Are you aware that what you say to yourself can be helpful or unhelpful? * Can you think of a time you had a different perspective to someone else? * What are you grateful for?	'ups and downs'; resilience; big deal/little deal; helpful thinking helmet; self-talk, positive/negative;	* Learners explore and make choices as they develop their learning and interests and can identify their achievements * Learners are able to seek help and/or advice when necessary in the context of changing friendships and relationships and life circumstances	* Books: 'The awesome book of thankfulness' by Dallas Clayton; 'Tiger, tiger is it True' by Byron Katie; * Big Deal Little Deal (full explanation in resource section) * Memory jars * Web links www.samaritans.org/education/deal/coping-strategies/positive-thinking www.classroom.kidshealth.org/classroom/9to12/personal/growing/self_esteem	HEALTHY Having the highest attainable standards of physical and mental health, access to suitable healthcare, and support in learning to make healthy and safe choices.
		Learning Statements	Cross Curricular Learning and Teaching Links	United Nations Convention on the Rights of the Child
		* I can identify my achievements * I can explore and make choices as I develop my learning	Literacy & Language Listening and Talking, Writing Expressive Arts Drama, art	Article 28 - You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. Article 17 – You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you.

Building Resilience

Promoting mental, emotional, social & physical health and wellbeing



LOOK ON THE
BRIGHT SIDE

UNIT 8 Look on the Bright Side

Family Sharing Activity

We can think about a situation in more than one way. Some of these ways can be helpful and can lead to us feeling better or finding a solution. Other ways can be unhelpful and can lead to us feeling worse and not looking for a solution. People who look on the bright side often see things more positively but they can also be better at looking for a solution.

We have learned that:

- The way you think can affect the way you feel
- There are different ways of looking at the same thing
- Focusing on what you are grateful for can help you feel better

Memory Jar (P1–P7 Task)

We would like you to create a 'Memory Jar'. In your jar you should add items that are special to you. You can use a small box if you do not have a jar and you can decorate your jar/box in a way that makes it personal to you.

Your jar can contain:

- ☐ Items that represent memories that you have shared with people special in your life or important times in your life, e.g. a shell from your favourite beach walk, a badge of achievement of something you found challenging, a train ticket to somewhere special
- ☐ Photos that represent things that you are grateful for e.g. the taste of yummy ice cream, laughing with a friend, a hug etc.
- ☐ Notes you have written about random acts of kindness or about your dreams and wishes

It is hoped that your jar will help you to increase your gratitude for the good things in your life, help you to build and remember memories of good things to help you through difficult times and help you to savour the positive moments in your life.

Please return your family sharing activity to school so you can share your ideas with your class. Some examples will be chosen to share at our Sharing Assembly.



UNIT 8 Look on the Bright Side

LOOK ON THE
BRIGHT SIDE

Family Sharing Activity

We can think about a situation in more than one way. Some of these ways can be helpful and can lead to us feeling better or finding a solution. Other ways can be unhelpful and can lead to us feeling worse and not looking for a solution. People who look on the bright side often see things more positively but they can also be better at looking for a solution.

We have learned that:

- The way you think can affect the way you feel
- There are different ways of looking at the same thing
- Focusing on what you are grateful for can help you feel better

Gratitude list (P1–P2 Task)

We would like you to create a list of all the things you are grateful for. You can write, draw or cut out pictures of the items. Bring it into share with your class. Afterwards you can take your list home and pin it up somewhere to cheer yourself up whenever you are feeling down.

Your list could contain:

- ☐ Special people or things in your life
- ☐ Items that represent memories that you have shared with your people special or important times in your life
- ☐ Items that represent things that you are grateful for e.g. the taste of yummy ice cream, laughing with a friend, a hug etc.

It is hoped that your list will help you to increase your gratitude for the good things in your life, help you to build and remember memories of good things to help you through difficult times and help you to savour the positive moments in your life.

Please return your family sharing activity to school so you can share your ideas with your class. Some examples will be chosen to share at our Sharing Assembly.