



**SKILLS THAT LAST A LIFETIME**



Last updated October 2019



# MINDMASTERS 2

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# MINDMASTERS 2 Guidelines

# MINDMASTERS History

MindMasters is a series of mental health promotion resources. It is designed to help children master emotional regulation through relaxation, positive thinking and mindfulness based techniques.

The resource was originally developed by Dr. Terry Orlick, for use in therapeutic settings. Since its development, it has been widely used within classrooms, recreational programs and homes.

Numerous studies have evaluated the resource and found that children who used the activities developed an improved self-image and were better able to search for and find the positive moments in each day, relax and manage daily stressors<sup>1</sup>.

To continue to meet the evolving needs of children, youth and their families, The Children's Hospital of Eastern Ontario (CHEO) and the Child and Youth Health Network for Eastern Ontario (CYHNEO) have created MindMasters 2. MindMasters 2 blends previous evidence-based content with new techniques and technology.

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<sup>1</sup> Cox and Orlick, 1996; Gilbert and Orlick, 1996, St.Denis, Orlick and McCaffrey, 1996



## Purpose of Resource

MindMasters 2 provides children with a set of tools to navigate life's ups and downs.

Children can fill their personal "toolbox" with tools by completing a series of activities that focus on 3 key **Positive Living Skills (PLS)**. By completing these activities, children practice and internalize these skills so that they can use the skills on their own in a variety of settings throughout their lifetime.

Now you may be asking yourself, what are positive living skills and how are they different from other types of skills?

Adults teach children many different skills, like tying their shoes, riding a bike, and reading a book. These are practical skills that help children to become competent, successful and independent adults. There are, however, other skills that children need to learn to grow into healthy, confident and thriving adults.

**Positive living skills** include skills such as knowing how to relax in stressful situations, channel feelings of anger so that no one gets hurt and focus on a task until it is complete. These social/emotional skills allow children to manage their emotions, build positive relationships and cope with life's challenges.

# Supporting PLS

MindMasters 2 supports three key positive living skills:

## 1» Relaxation and Stress Control

Learning to identify, express and cope with feelings of frustration, anger or worry in a healthy manner; learning to manage stress using different relaxation techniques, such as muscle relaxation and deep breathing.

## 2» Mindfulness

Learning to focus and be in the moment; accepting your thoughts and feelings without judgement.

## 3» Positive Thinking and Imagery

Learning to use positive thinking and imagery; finding highlights; building positive relationships.

Each activity in MM2 supports at least one of these skills. Look to *Skills Reinforced* in this activity guide for details.

While using the materials, remember to actively discuss the skills with children. This activity guide provides example discussion questions to help guide the conversation.

Lastly, model the skill in your behaviour as well. While as adults, many of us, use these skills daily, we do not often verbalize what we are doing. Next time you are feeling anxious, use this as a teachable moment, and explain that you are going to take deep breaths (or use another technique) to help yourself feel calm again.

Children look to adults to learn these skills!



# A Resource for Everyone!

## INCLUSION FOR ALL CHILDREN

We are better together! Inclusion recognizes the need for flexibility and adaptability so everyone can take part. This means recognizing that we don't have to be the same to create a caring community.

It is our responsibility, as caregivers, program staff or teachers to ensure that every child has the opportunity to participate fully. By modifying the environment, providing additional support or changing the form of communication, we make it possible for all children to be in a group, instead of with a group.

The MindMasters 2 resource can easily be adapted to suit all children and all developmental levels. Here are some considerations to make sure everyone can take part:

- » **When is the best time for this activity?**
- » **What is the best location for this activity?**
- » **What is the main skill addressed in this activity? How can I adapt the activity while still teaching this skill?**
- » **Can I break the activity down into smaller steps?**
- » **Can we repeat this activity so that everyone is comfortable with it?**

Please consult our modification ideas (*to simplify, to enhance*) in the activity guide for more ideas on ways to address developmental differences and include all children in your group.

# Teaching Strategies

## Planning ahead

Before putting the resource in place, read through the activities and create a plan. Ask yourself, when will I try these activities? Where will I try these activities? How will I introduce each activity?

Once you've tried some of the activities with the children, you may find that you need to adjust your plan and that's okay! Be flexible and creative to make the most of the resource. Refer to When to Use in the activity guide for more recommendations.

## Providing guidance

The activities in this resource work best in the context of a supportive and caring relationship between children and adults. It is always helpful to have someone familiar, such as a teacher or parent, deliver the activities. Guide the children through the activities and let them know that it's okay to make mistakes!

## Getting comfortable with the resource

When you first introduce the activities, you can expect an adaptation period as the children settle in. Many children have never thought about taking control of their breathing or taking a moment to be mindful. You may find some children feel uncomfortable or giggle. Don't be discouraged. **Repeat, repeat, repeat!** Be confident that with time children will become more comfortable and benefit from the activities.

## Being Flexible

Select the activities that work best for your group or child and feel free to adapt them. We've included some ideas for modification, under the To Simplify and To Enhance section in the activity guide.

Use the resources available to you in the booklet. Feel free to incorporate your own creative crafts, posters or songs that reinforce the skills taught in the activities.

## Continuing the discussion

The discussion around the main themes and skills taught in this resource should not start and stop while the audio is playing. By encouraging and initiating the discussion around positive living skills at various times, you can help children to incorporate these skills into their daily lives. Draw links to the resource whenever applicable and model the skills in your own behaviour.

# Link to Curriculum

MindMasters 2 can be used in a variety of settings, including schools.

The skills and concepts taught within this resource closely align with the Ministry of Education’s elementary curriculum for Ontario 2015, most notably within the subject areas or frames of learning of Belonging and Contributing, Self-Regulation and Well-Being (Kindergarten) and Health and Physical Education (Grades 1-3).

The Kindergarten program emphasizes self-regulation, health and well-being and emotional and social competence among other skills. Some of the overall expectations for Belonging and Contributing and Self-Regulation and Well-Being, are listed below.

The health and physical education curriculum, specifically the Living Skills strand, assists students to develop “the living skills needed to develop resilience and a secure identity and sense of self, through opportunities to learn adaptive, management, and coping skills, to practice communication skills, to learn how to build relationships and interact positively with others, and to learn how to use critical and creative thinking processes”<sup>3</sup>.

## Kindergarten

### *OVERALL EXPECTATIONS—BELONGING AND CONTRIBUTING (BC) AND SELF-REGULATION AND WELL-BEING (SRWB)*

- » Communicate with others in a variety of ways, for a variety of purposes, and in a variety of contexts (BC, SRWB)
- » Demonstrate independence, self-regulation, and a willingness to take responsibility in learning and other endeavours (BC, SRWB)
- » Demonstrate an ability to use problem solving skills in a variety of contexts, including social contexts (BC, SRWB)
- » Demonstrate an awareness of their own health and well-being (SRWB)
- » Develop movement skills and concepts as they use their growing bodies to move in a variety of ways and in a variety of contexts (SRWB)
- » Communicate their thoughts and feelings, and their theories and ideas, through various art forms (SRWB)

<sup>3</sup> The Ontario Curriculum 2015, Grades 1-8: Health and Physical Education pg.24-25



## Link to Curriculum

CONTINUED

- » Demonstrate a sense of identity and positive self-image (BC, SRWB)
- » Demonstrate an awareness of themselves as dramatists, actors, dancers, artists, and musicians through engagement in the arts (BC)
- » Demonstrate knowledge and skills gained through exposure to and engagement in drama, dance, music, and visual arts (BC)

### Grades 1, 2 and 3

#### *HEALTH AND PHYSICAL EDUCATION*

**Personal Skills (PS)** - Through the development of self-awareness and self-monitoring skills, students build a sense of “being” and an understanding of their own identity. They learn to understand their capabilities and strengths and to take responsibility for their learning and their actions. Through the acquisition of adaptive, coping, and management skills, students develop their capacity to self-regulate, respond to difficulties, and develop greater control over their lives. All of these skills build resilience – the ability to protect and maintain one’s mental health and emotional well-being while responding to the stresses and challenges of life.

**Interpersonal Skills (IS)** - As they participate in physical activities and healthy living discussions, students interact with each other in many ways and have numerous opportunities to develop interpersonal skills. These are the relationship and social skills and the verbal and non-verbal communications skills that students need to develop, to the extent possible, in order to interact positively with others, collaborate effectively in groups, and build healthy relationships. They are critical to interactions in everyday life, and they help students develop a sense of belonging and respect for others as they learn to find their own place in the world.

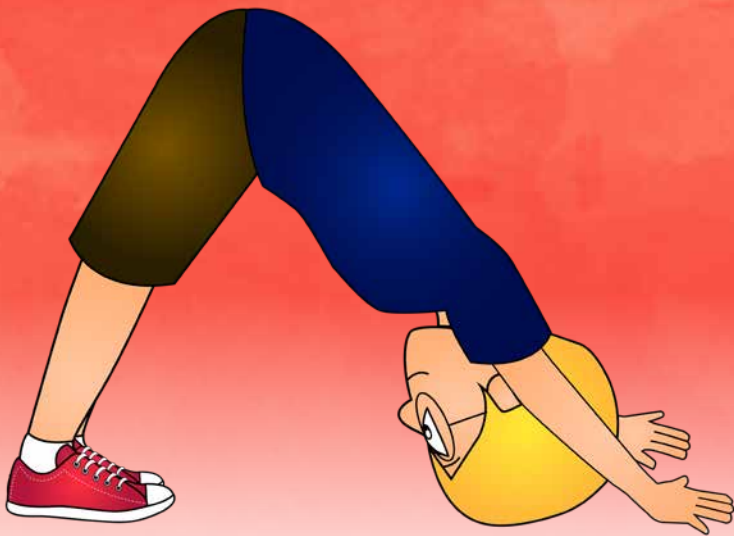
**Critical and Creative Thinking (CT)** - The ability to think critically and creatively will help students make healthier choices in all aspects of their lives. The health and physical education program gives students many opportunities to develop higher order thinking skills, to explore without fear of making mistakes, and to learn from their mistakes. Students will be able to apply these skills in many ways – to solving problems, thinking creatively, resolving conflicts, making decisions, and setting goals. By helping students achieve personal goals and aspirations, these skills contribute to a sense of “becoming” – a sense of personal growth.

You can find more details in the activity guide under *Curriculum Component*.



# MINDMASTERS 2

# Activity Guide



# Activity Organization

This book is a teaching guide for you to use when implementing MindMasters.

All activities follow the same format. Read below to find out what each section means.



This indicates approximately how long you will need to complete an activity with your group. Keep in mind this does not include additional time required to complete any games or crafts under *Extras*.

## IT'S TIME

This section outlines when to use the activity. Keep in mind these are only suggestions. Use the activity at different times to determine what works best for your group or child.

Additionally, this section may include suggestions around how to use the themes from this activity later on, once the children are familiar with them.

## PUTTING IT INTO ACTION!

MindMasters 2 is available in a booklet with accompanying media.

This section provides instructions on how to use the activities. Follow the step by step instructions. Once you are familiar with the activities, you may find you want to skip or add a step.

## Skills Reinforced

Each activity reinforces at least one of the following key skills:

- Relaxation & Stress Control
- Positive Thinking & Imagery
- Mindfulness

The skill supported is highlighted in this section.

## Curriculum Component

MindMasters 2 can be used in a variety of settings including schools. Many of the themes explored correspond with those in the elementary curriculum for Ontario, most notably the Health and Physical Education curriculum.

This section details how the activity corresponds to the curriculum, for you to consult when/if applicable.

# Activity Organization

CONTINUED

## TO SIMPLIFY

MindMasters is designed to be simple, accessible and adaptable! This section includes tips on how to modify the activity to better suit the child or group that you are working with. It may include suggested visual cues or discussion points to aid with comprehension.

## TO ENHANCE

This section may include tips on how to encourage deeper analysis of the theme or make the activity more complex.

## WRAP-UP

This section provides discussion points to conclude the activity and ensure comprehension of the overall themes.

## EXTRAS

This section includes ideas for new games, crafts or songs that reinforce the skills taught within the activity.

## Included Resources

MindMasters 2 includes accompanying media, templates and printable visual cues.

This section details the resources that accompany the activity and are included within the program.

## Additional Resources

This section describes any additional materials that are required for the activity.

Consult this section before you introduce the activity, to ensure that you are prepared.



# SPAGHETTI TOES

This activity uses cooked and uncooked spaghetti to demonstrate the difference between tension and relaxation in our bodies.



## IT'S TIME

Use Spaghetti Toes as a cool down activity after an active game or to relax after a long day.

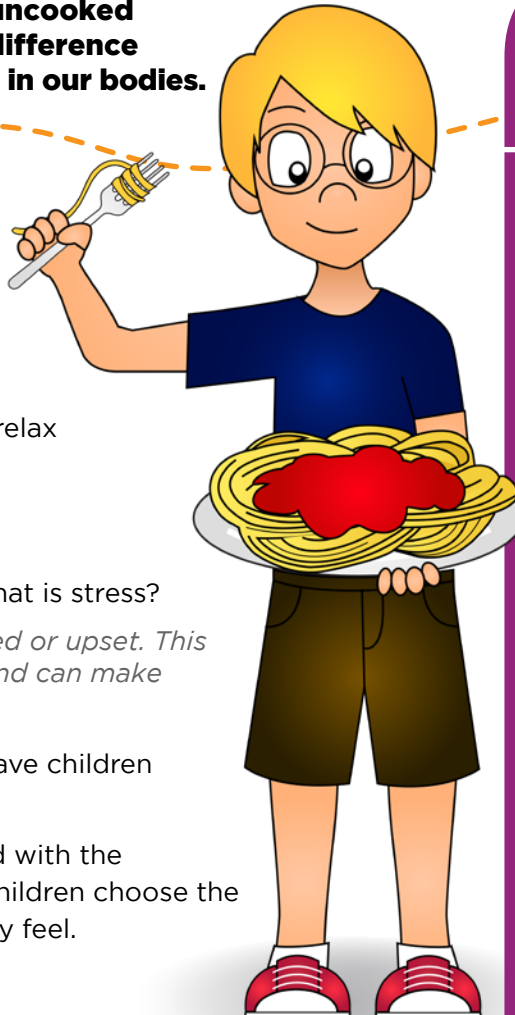
## PUTTING IT INTO ACTION!

1. Discuss stress and relaxation. What is stress?
  - I.e. Stress is when you feel worried or upset. This worry or upset feeling in your mind can make your body feel bad too.*
2. Play Spaghetti Toes audio and have children listen and follow along.
  - » Optional: Use the cat scale to aid with the discussion around stress. Have children choose the cat that best represents how they feel.

## TO SIMPLIFY

When introducing the topic of stress, focus on how stress feels in your body, using age-appropriate words. For example, stress may feel like a bellyache, tingling or tightness in your body.

Practice relaxing and tightening your muscles before beginning the activity.



## Skills Reinforced

Relaxation and Stress Control  
Mindfulness

## Curriculum Component

### KINDERGARTEN

#### Self-Regulation and Well-Being

- Demonstrate self-control (e.g. be aware of and label their own emotions; accept help to calm down; calm themselves down after being upset) and adapt behaviours to different contexts within the school environment
- Demonstrate spatial awareness by doing activities that require the use of small muscles

### GRADE 1-3

#### Data Management and Probability

- Collection and organization of data

#### Health and Physical Education

- Overall Personal Skills: use self-awareness and self-monitoring skills to help understand personal strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their progress
- Use coping skills when dealing with difficult or stressful situations or emotions i.e. relaxation techniques, adopting an optimistic attitude, trying out solutions to problems, expressing emotions and seeking help, when dealing with difficult or stressful situations or emotions



# SPAGHETTI TOES

CONTINUED

## Included Resources

- Cat Scale
- Audio Track 1

## Additional Resources

Music for Spaghetti Dance

### TO ENHANCE

As you wrap up the activity, take the discussion further by asking children;

#### Is stress bad?

*I.e. Stress can be both good and bad. Sometime stress is useful, like in a dangerous situation when stress helps us to run to safety. Other times, stress isn't very useful, and makes us feel tired, grumpy or even sick. This can happen when we are stressed for a long time.*

### WRAP-UP

Wrap up the activity by asking children how they feel after completing the activity. If they have completed the cat scale, reference this.

### EXTRAS

#### SPAGHETTI DANCE

Adapt "Freeze Dance" so that when the music is playing, the children wiggle around like cooked spaghetti and when the music stops, they become stiff like uncooked spaghetti.



# ANIMAL YOGA

Children learn how to move their bodies, practice muscle relaxation and focus through fun and simple yoga poses.



5-15 minutes

## IT'S TIME

Try yoga first thing in the morning, to set the tone for the rest of the day! A yoga session can be as short as one pose or as long as running through all the poses.

This activity can be done as a group or individually, within various settings.

## PUTTING IT INTO ACTION!

1. Play the yoga video.
2. Have children follow along.
  - » You may choose to try one pose per day or run through all the poses at once.

## TO SIMPLIFY

Encourage the children to wiggle their bottoms like a dog wagging its tail, roar like a lion or reach for the leaves like a giraffe, while doing the poses.

Keep in mind that poses can be adapted to suit children's individual needs and abilities. See the Cat and Giraffe poses in the video for examples of how to adapt a pose.

## TO ENHANCE

Try the advanced poses for a challenge.



## Skills Reinforced

Relaxation and Stress Control  
Mindfulness

## Curriculum component

### KINDERGARTEN

#### Self-Regulation and Well-Being

- Demonstrate self-control and adapt behaviours to different contexts within the school environment
- Participate actively in creative movement and other daily physical activities
- Demonstrate spatial awareness in activities that require the use of large muscles
- Demonstrate control of large muscles with and without equipment
- Demonstrate balance, whole-body and hand-eye coordination and flexibility in movement

### GRADES 1-3

#### Health and Physical Education - Movement Competence Gr.1

- Perform a variety of static balances, using different body parts at different levels
- Demonstrate the ability to move and stop safely and in control, with an awareness of their environment (people and equipment)
- Perform a variety of locomotor movements, travelling in different directions and using different body parts

# ANIMAL YOGA

CONTINUED

## WRAP-UP

Wrap-up the activity by discussing how the children feel and where they can apply the skills learned.

How did you feel before the activity?

How do you feel now?

When can you use this activity?

## EXTRAS

### YOGA STATIONS

Set up yoga stations by posting the *Yoga Pictures* around the room and encouraging children to try these on their own when they are feeling stressed or unable to focus.

### YOGI SAYS

Adapt *Simon Says* so that instead of naming a body part to touch, the activity leader will name a yoga pose. When the leader says “Yogi says” and names a pose, the children must try the pose. If the leader says only the pose without “Yogi says”, the children must remain still.

### Grades 2-3

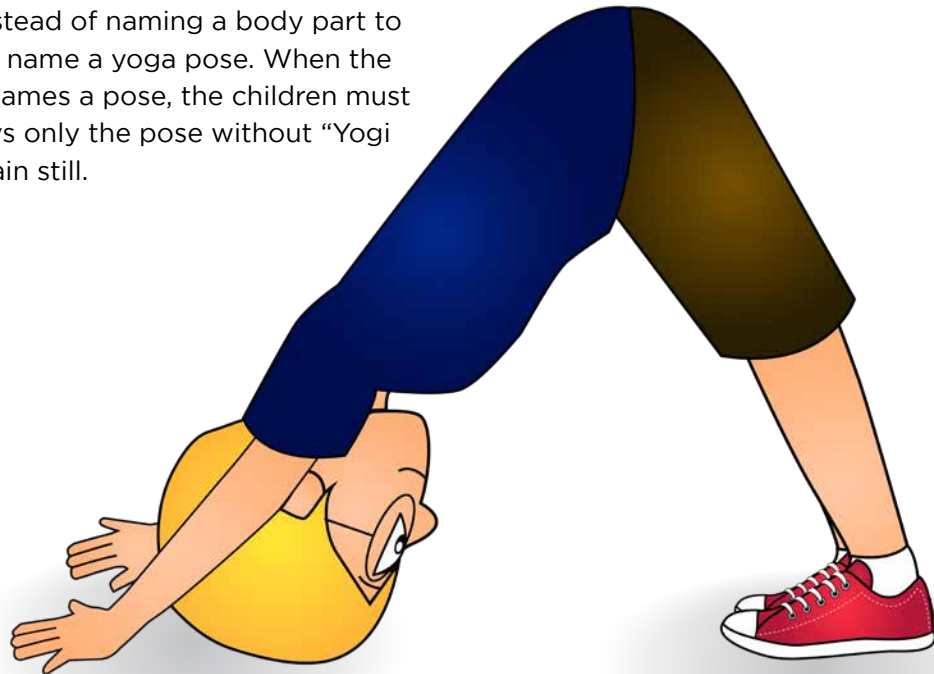
- Perform controlled transitions between static positions of different levels using different body parts and shapes, with and without equipment

### Included Resources

- Yoga Videos
- Yoga Pictures

### Additional Resources

- Calming music



# JELLY BELLY

This activity teaches children how to relax by controlling their breathing.



## IT'S TIME

This activity is all about relaxing—try it first thing in the morning or after a long day when a child is ready to go home or go to bed.

Once you have introduced this, you may find this works well on the fly when a child is very anxious.

## PUTTING IT INTO ACTION!

1. Play Jelly Belly audio.
2. Have the children listen closely and follow along, taking deep belly breaths.

## TO SIMPLIFY

Have children lie on their backs. Give each child one object such as a plastic egg or a feather to place on their belly. Let them see how their belly (and the object on their belly) moves up and down with each breath.

## TO ENHANCE

Take the activity further by having children show you how they breathe when doing different activities, for example, running, sleeping, or reading. Ask them how they usually feel when they do each activity.

*I.e. When you run are you stressed, excited or relaxed?*



## Skills Taught

Relaxation and Stress Control

## Curriculum Component

### KINDERGARTEN

#### Self-Regulation and Well-Being

- Demonstrate self-control and adapt behaviour to different contexts within the school environment

### GRADES 1-3

#### Health and Physical Education

- Overall Personal Skills: Use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress and monitor their own progress
- Use coping skills when dealing with difficult or stressful situations or emotions i.e. relaxation techniques, adopting an optimistic attitude, trying out solutions to problems, expressing emotions and seeking help

## Included Resources

- Audio Track 2
- Instructions for Fire Breathing Dragon Craft

## Additional Resources

Under *Resources*, see materials for Fire Breathing Dragon craft

# JELLY BELLY

CONTINUED

## WRAP-UP

Discuss how we breathe when we are stressed; use these questions to begin the conversation.

How did your belly move during the activity?

» *In and out slowly*

Why did your belly move in and out slowly?

» *You were taking deep belly breaths. This is how we breathe when we are relaxed.*

How do you breathe when you are stressed or worried or angry?

» *Breathe in and out quickly like when you cry*

» *Chest moves in and out quickly*

## EXTRAS

### FIRE BREATHING DRAGON (CRAFT):

See full instructions in *Resources*.

Once complete, use the dragon to demonstrate how your breathing changes when you are stressed compared to when you are relaxed.

Encourage children to breathe into their dragon from the base of the cup and watch how the dragon breathes fire (tissue paper blown out) when they take quick, short breaths. Watch how the dragon stops breathing fire (tissue paper slows or stops moving) as they take slower, longer and more relaxed breaths.

Reference this activity when a child is feeling stressed.



# MY SPECIAL PLACE

This activity teaches children how to relax by imagining a calm and safe place.



## IT'S TIME

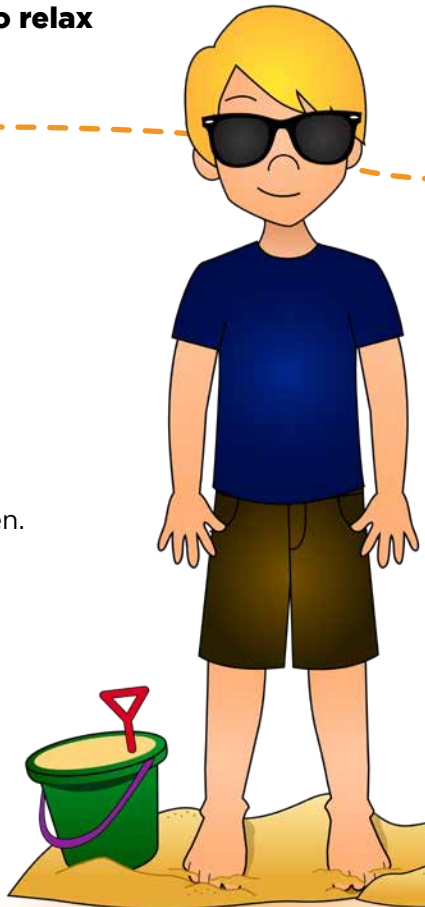
Children don't just need to sit still to listen. Introduce "My Special Place" while they are drawing or making a craft instead.

## PUTTING IT INTO ACTION!

1. Play *My Special Place* audio
2. Have children listen and follow along, thinking of their own special place.
3. Have them draw their own special place.

## TO SIMPLIFY

To help illustrate the theme, ask the children to bring in a photo of a special toy (such as a stuffed animal or blanket). Ask them to explain how their toy makes them feel.



## Skills Taught

Relaxation and Stress Control  
Positive Thinking and Imagery

## Curriculum Component

### KINDERGARTEN

#### Belonging and Contributing

- Explore different elements of design in visual arts
- Communicate their ideas about something through music, drama, dance, and/or the visual arts\*

#### Self-Regulation and Well-Being

- Demonstrate self-control and adapt behaviour to different contexts within the school environment

\*Under both frames of learning

### GRADE 1-3

#### Health and Physical Education

- Overall Personal Skills: Use self-awareness and self-monitoring skills to help understand personal strengths and needs, take responsibility for their actions, recognize sources of stress and monitor their progress
- Use coping skills when dealing with difficult or stressful situations or emotions i.e. relaxation techniques, adopting an optimistic attitude, trying out solutions to problems, expressing emotions and seeking help

# MY SPECIAL PLACE

CONTINUED

- Critical and Creative Thinking: use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analyzing and solving problems

### Included Resources

- Audio Track 3

### Additional Resources

- See materials for *Draw it out* craft

## TO ENHANCE

Encourage children to show their creative side, and try making a clay or paper diorama of their special place.

## WRAP-UP

Ask children to share their special place with the group, begin the discussion with the following questions.

Where is your special place?

When can thinking of your special place help you?

## EXTRAS

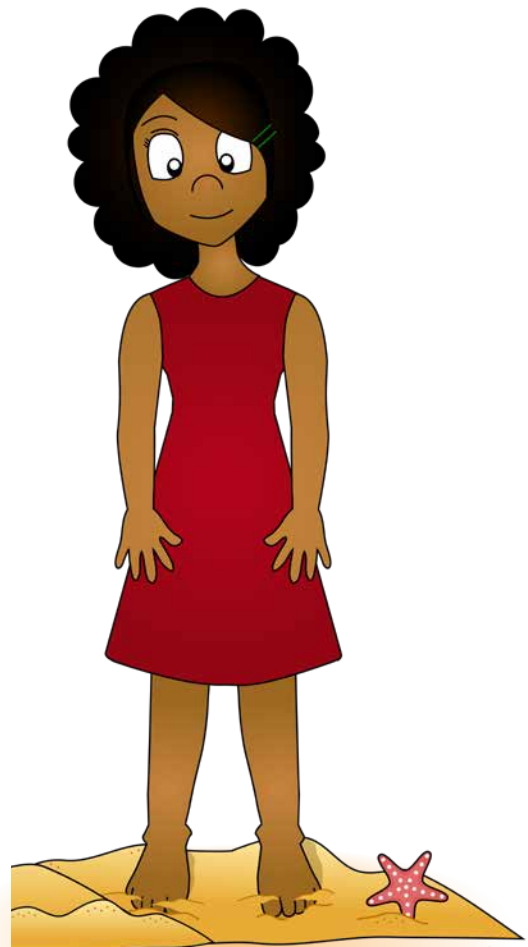
### DRAW IT OUT!

Have children draw or paint their special place. Post these around the room to remind everyone to think of their special place.

You may also collect their special places and store them in a safe spot, to use at a later time when a child is feeling upset.

### MATERIALS:

- Paper
- Pencil crayons/  
Paint



# TREASURE HUNTING

This activity teaches children how to look for and appreciate the positive in life, referred to as “highlights”.



## IT'S TIME

Try this activity during craft time. Have the children draw as they listen to the audio and then lead into drawing or writing their highlights.

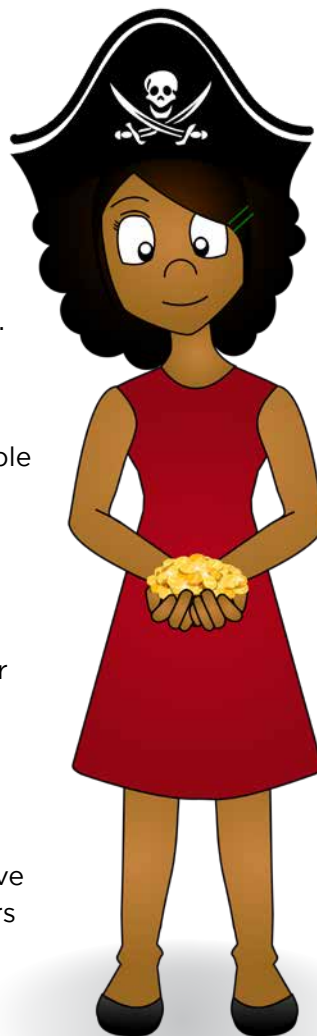
Once you've introduced the themes from this activity, ask children to name highlights during transition from one activity to another, for example on a long car or bus ride or while waiting in line.

## PUTTING IT INTO ACTION!

1. Play the treasure hunting story (audio).
2. Ask the children to write or draw some of their highlights of the day on the treasure coins.
3. Share some with the group.

## TO SIMPLIFY

Instead of writing or drawing their highlights, have children choose pictures from magazines, stickers or other cut-outs and glue these into their coins.



## Skills Reinforced

Positive Thinking and Imagery

## Curriculum Component

### KINDERGARTEN

#### Self-Regulation and Well-Being

- Discuss and demonstrate in play what makes them happy and unhappy, and why

### GRADE 1-3

#### Language

- Oral Communication: Active Listening Strategies

#### Health and Physical Education

- Overall Personal Skills: use self-awareness and self-monitoring skills to help understand personal strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their progress
- Use coping skills when dealing with difficult or stressful situations or emotions i.e. relaxation techniques, adopting an optimistic attitude, trying out solutions to problems, expressing emotions and seeking help
- Overall Interpersonal Skills: Communicate effectively, using verbal or non-verbal means and interpret information accurately while participating in physical activities, developing movement competence, and acquiring knowledge and skills related to healthy living



# TREASURE HUNTING

CONTINUED

## Included Resources

- Treasure Coins
- Audio Track 4

## Additional Resources

- Under *Extras*, see materials for treasure chest craft.

## TO ENHANCE

Encourage children to reflect further on the story, by asking questions such as,

- What does it mean to be rich?
- Are there different meanings of the word “rich”?

## WRAP-UP

Ensure overall comprehension of the activity and encourage children to think about when they can apply the skills learned. Use the following questions to begin the conversation.

- Was Pete the pirate rich?
- Name some of Pete’s treasures.
- What is a highlight?

» *A highlight is anything that makes you feel happy or good. A highlight could be something you did, or heard, or saw or received that made you feel happy.*

When could you find highlights?



## EXTRAS

### TREASURE CHEST

Use a tissue or shoe box to make treasure chests. Cover the box with tinfoil or construction paper and decorate with anything that sparkles and shines.

Once the children have completed their treasure chest, have them write or draw highlights on their treasure coins and place these in the box.

### MATERIALS:

- Tissue or shoe box
- Tinfoil or construction paper
- Beads, sparkles, stickers or jewels

# UMBALAKIKI

This activity teaches children how to put aside their worries, fear or anger for the moment in order to focus on another task.



## IT'S TIME

Use this after an active game. Talk about how everyone felt during the game and how this activity can help them feel better if they feel sad or mad.

## PUTTING IT INTO ACTION!

1. Play the Umbalakiki audio.
2. Give each child a leaf from the *Leaf Template* found under *Extras*.
3. Have the children draw or describe an uncomfortable or upset emotion on their leaf template. Uncomfortable feelings include when we feel mad, sad, scared, stressed or embarrassed.
4. Decide on a place for the leaves. It could be a door, wall or tree.
5. Have the children place their leaves on the door, wall or tree chosen and together recite, "Umbalakiki one two three, now my feeling is in the tree."

## TO SIMPLIFY

Use the pictures of *Uncomfortable Feelings* available online to guide the discussion and to place on the tree.

You may also use the Umbalakiki Song to reinforce the skills taught in this activity.



## Skills Taught

Relaxation and Stress Control

## Curriculum Component

### KINDERGARTEN

#### Belonging and Contributing

- Use a variety of strategies to solve problems, including problems arising in social situations\*

#### Self-Regulation and Well-Being

- Demonstrate self-control and adapt behaviour to different contexts within the school environment
- Discuss and demonstrate in play what makes them happy and unhappy, and why

### GRADES 1-3

#### Language

Oral Communication:  
Active Listening Strategies

#### Health and Physical Education

- Overall Personal Skills: using self-awareness and self-monitoring skills to help understand personal strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their progress
- Use coping skills when dealing with difficult or stressful situations or emotions i.e. relaxation techniques, adopting an optimistic attitude, trying out solutions to problems, expressing emotions and seeking help
- Overall Interpersonal Skills: Communicate effectively, using verbal or non-verbal means and interpret information accurately...

## ACTIVITY 6

# UMBALAKIKI

CONTINUED

### TO ENHANCE

While wrapping up the activity, take the discussion further by asking,

How did the characters in the story let go of their uncomfortable or upsetting feelings?

» *I.e. they placed their uncomfortable or upsetting feelings in the tree and said Umbalakiki to release them.*

Is this a good way to deal with these feelings? Are there other ways to deal with uncomfortable or upsetting feelings?

» *Yes, Umbalakiki is a good way to put a feeling away so that we can focus on another activity.*

» *Sometimes an uncomfortable or upsetting feeling can be too big to put away. If it's too big, we need to try a different approach, like talking about it with an adult we trust.*

### WRAP-UP

Ensure comprehension of the story and wrap-up the activity by asking,

Why did the characters in the story touch the tree?

What does Umbalakiki mean?

### EXTRAS

#### UMBALAKIKI SONG

See audio

- ...while participating in physical activities, developing movement competence and acquiring knowledge and skills related to healthy living

#### Included Resources

- Leaf Template
- Audio Track 5
- Umbalakiki Song

#### Additional Resources

See materials for Umbalakiki Tree

#### MATERIALS:

- Poster board
- Paint
- Leaf template
- Faux leaves/pompoms/yarn
- Scissors
- Glue

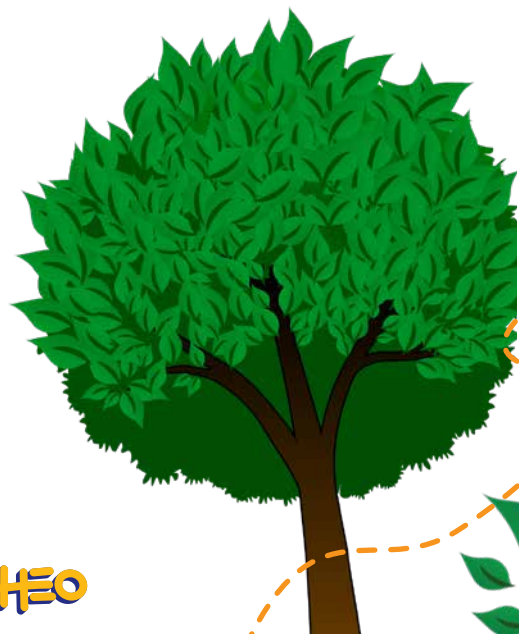
#### UMBALAKIKI TREE

1. Cut out a tree shape using poster board.

2. Use paint, faux leaves, pompoms or yarn to decorate your tree.

3. Print and cut the *leaf templates* for children.

4. When children are upset, encourage them to express this on a leaf and place it on the tree, to set aside these feelings for the moment.



# CHANGING CHANNELS

This activity encourages children to think about the emotion they are feeling and then use imagery to determine how best to express this emotion.



## IT'S TIME

Use this activity during a quiet time in the day such as time set aside for reading, eating snack, etc.

Once you have introduced the activity, use the *Stoptlight Song* under *Extras* at circle time or during transitions.

## PUTTING IT INTO ACTION!

**Note:** Before beginning, talk to the children about emotions. Let them know that emotions and feelings can be confusing. It's okay to feel different emotions - or even to have trouble understanding what you are feeling. This activity can help to better understand and explain these emotions.

1. Play the beginner audio activity, around identifying emotions.
2. Have children listen and follow along.
3. If children understand the themes, move on to the advanced audio, around expressing emotions in healthy ways.
4. Have children listen and follow along.

**Note:** you may choose to save the advanced audio activity for another day.



## Skills Taught

Relaxation and Stress Control  
Positive Thinking and Imagery

## Curriculum Component

### KINDERGARTEN

#### Belonging and Contributing

- Use a variety of strategies to solve problems, including problems arising in social situations\*
- Develop strategies for standing up for themselves, and demonstrate the ability to apply behaviours that enhance their personal well-being, comfort, and self-acceptance and the well-being, comfort, and self-acceptance of others

#### Self-Regulation and Well-Being

- Use language (verbal and non-verbal communication) to communicate their thinking, to reflect, and to solve problems
- Demonstrate self-control and adapt behaviour to different contexts within the school environment
- Discuss and demonstrate in play what makes them happy and unhappy, and why

### GRADE 1-3

#### Health and Physical Education

- Overall Personal Skills: use self-awareness and self-monitoring skills to help understand personal strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their progress
- Use coping skills when dealing with difficult or stressful situations or emotions i.e. relaxation techniques...

# CHANGING CHANNELS

CONTINUED

## TO SIMPLIFY

To guide the discussion around emotions, use gestures and photos to demonstrate how different emotions and body language can be expressed. You may use the *Uncomfortable feelings* template available online or on the app to help support this activity.

## TO ENHANCE

You may skip directly to the advanced audio track depending on the needs and abilities of your group. The advanced track has children imagine a stoplight and use this to problem solve.

Listen to the *Stoplight Song* to reinforce the themes in this activity.

## WRAP-UP

Review the main themes in the activity by asking children to...

1. Show you what their bodies do when they are sad, mad, or nervous.
2. Prompt them to describe how they feel when this happens.

*I.e.* What do you notice? Where do you notice this?  
Is anything tight?...hot?...cold?...painful?

3. Finally, ask children how they handle this feeling.

*I.e.* What are some ways to get your mind off of this feeling?

## EXTRAS

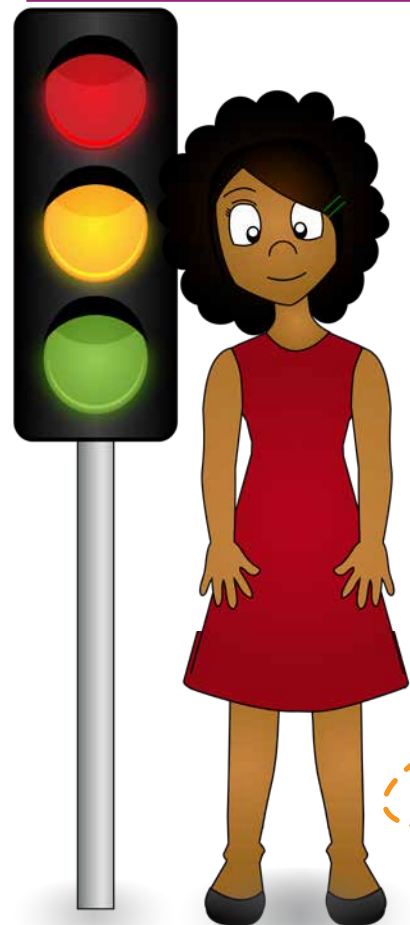
### STOPLIGHT SONG

Learning through song is a great way to teach emotions. Use this song to reinforce the skills taught in this activity.

- ...adopting an optimistic attitude, trying out solutions to problems, expressing emotions and seeking help
- Critical and Creative Thinking: use a range of critical and creative thinking skills and processes to assist them in making connections, planning and setting goals, analyzing and solving problems.

### Included Resources

- Audio Track 6 & 7 (Beginner and Advanced)
- Spotlight Song



# FRIENDSHIP CHAIN

This activity helps children to notice positive qualities in themselves and others and think about what's important in friendship.



## IT'S TIME

Try this activity during craft time.

**Note:** From this activity, you may want to expand upon the theme of friendship.

## PUTTING IT INTO ACTION!

1. Cut out thin strips of coloured paper.
2. Ask your group to think of one positive statement about themselves. Prompt with questions if necessary.
 

*I.e. Do you share with others? Do you help others when they need it? Do you listen carefully? Do you enjoy making people laugh?*
3. Next, ask the group to collectively come up with one positive statement about each child.
 

**Note:** *If you have a large group, you may choose only a few and then repeat the task another day.*
4. Note their ideas on the strips of paper. Each kind statement will make one link on the friendship chain.
5. Once the friendship links are created, make the chain and display it.
6. After the activity, count how many friendship links you have.
 

*I.e. We thought of 10 nice things about ourselves and others, so we earned 10 friendship links on our chain!*



## Skills Reinforced

Positive Thinking and Imagery

## Curriculum Component

### KINDERGARTEN

#### Belonging and Contributing

- Act and talk with peers and adults by expressing and accepting positive messages (e.g., give compliments)\*
- Recognize personal interests, strengths, and accomplishments

#### Self-Regulation and Well-Being

- Demonstrate an awareness of ways of making and keeping friends (e.g. sharing, listening, talking, helping, entering into play or joining a group with guidance from the educators)

### GRADE 1-3

#### Data Management and Probability

- Collection and Organization of Data

#### Health and Physical Education

- Overall Interpersonal Skills: Relationship and Social Skills: Showing respect for others and the environment, appreciating differences in people, demonstrating teamwork skills by working collaboratively with a partner or in a group to achieve a common goal.
- Apply relationship and social skills as they participate in physical activities, develop movement competence and acquire knowledge and skills related to healthy living to help them interact positively...

# FRIENDSHIP CHAIN

CONTINUED

- ...with others, build healthy relationship and become effective team members

## Included Resources

- Free Compliments Template

## Additional Resources

Under *Extras*, see materials for Free Compliments Poster

**Tip:** Keep adding links to the chain and encourage children to add to the chain whenever someone does something helpful or kind. Have a celebration to acknowledge the groups efforts in being kind and helpful!

## TO SIMPLIFY

Provide additional guidance and examples when brainstorming positive statements.

## TO ENHANCE

Encourage and assist children to explore this activity further by coming up with qualities they appreciate in themselves and others.

**I.e.** *Instead of “a good friend” they may say kind or honest. Try creating a word wall and use this opportunity to explore new vocabulary like selfless or empathetic.*

## WRAP-UP

Ask questions around the overall themes of the activity, recognizing positive qualities and friendship.

**I.e.** *How can we be kind to others?  
How can we be a good friend?*

## EXTRAS

### FREE COMPLIMENTS POSTER

1. Using the *Free Compliments* template under *Resources* have children write compliments on the tabs.
2. Next, have them cut along the dotted vertical lines of the tabs, leaving the top of each tab affixed to the poster.
3. Hang these around the room and encourage children to take a compliment (rip a tab from the poster) when they are feeling upset or would like a compliment.

## MATERIALS:

- Template (included)
- Pencil or marker
- Scissors

# I AM

Children name their strengths and similarities with our friends in the animal kingdom!



## IT'S TIME

Try this in the morning or at the end of the day as a circle activity.

Once you have introduced the activity, you may create your own I am chants and use these during transitions!

## PUTTING IT INTO ACTION!

1. Play *I am* audio
2. Have children follow along by repeating the sentences.

## TO SIMPLIFY

Encourage children to act out the animals as they follow along with the activity. You may use visual cues of animals to help children make the connection between animals and their traits.

## TO ENHANCE

Have children think of their own animal that they share positive qualities with and draw this animal. Post these around the room to remind children of their great qualities!



## Skills Taught

Positive thinking and Imagery

## Curriculum Component

### KINDERGARTEN

#### Belonging and Contributing

- Demonstrate respect and consideration for individual differences and alternative points of view
- Communicate their ideas about something through music, drama, dance, and/or visual arts\*
- Recognize personal interests, strengths, and accomplishments
- Demonstrate an awareness of personal interests and a sense of accomplishment in drama and dance, in music and in visual arts (e.g. create their own actions to accompany a song or chant and/or follow actions created by classmates)

### GRADE 1-3

#### The Arts: Drama

- Creating and Presenting: Demonstrate an understanding of the element of character by adopting thoughts, feelings and gestures relevant to the role being played

#### Language

- Oral Communication: Identify purposes for listening in both formal and informal situations.
- Oral Communication: Identify a few purposes for speaking



**I AM**

CONTINUED

- Oral Communication: Choose appropriate words to communicate their meaning to accurately engage the interest of the audience

**Included Resources**

- Audio Track 8

**WRAP-UP**

Reinforce the theme with a discussion around animals and the positive qualities that we may share with them. Ask the following questions,

What animal are you alike?

What do you share in common with this animal?

**Note:** If a child names a negative quality such as “I am scared like a mouse”, acknowledge the feeling, “We are all scared at times” and suggest a positive quality “You are clever like a mouse”.

**EXTRAS****ANIMAL CHANT**

Create your own chant by thinking of other animals and how we are alike. Write down the children’s ideas and think of an action to accompany each one. Now, put these phrases and actions together into a chant. Recite your chant!

# GREAT LITTLE LISTENER

In this activity, children practice their listening skills by identifying different animal sounds. Paying close attention to what we hear is one way to practice mindfulness.



## IT'S TIME

Use this activity before asking the children to listen to a story, a song or instructions. This will help ensure that you have their attention and they are ready to listen.

## PUTTING IT INTO ACTION!

1. Play *Great Little Listener* audio.
2. Have children listen attentively and count the number of animals they hear.
3. Reveal the answer.

## TO SIMPLIFY

Review the different sounds that animals make before listening to the activity. Use the animal flashcards available online to review.

## TO ENHANCE

Test children's listening skills even further by asking them which animals they heard in addition to how many.

## WRAP-UP

Wrap up the activity by discussing the importance of listening. Use the following questions to begin the discussion.



## Skills Taught

Mindfulness

## Curriculum Component

### KINDERGARTEN

#### Belonging and Contributing

- Listen and respond to others, both verbally and non-verbally and in a variety of contexts\*

### GRADE 1-3

#### Language: Oral Communication

- Listen in order to understand and respond appropriately
- Reflect on and identify strengths as listeners and speakers

#### Health and Physical Education

- Overall Personal Skills: use self-awareness and self-monitoring skills to help understand personal strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their progress
- Receiving information: observing body language and non-verbal signals (e.g., facial expressions, gestures, tone of voice); active listening, including paraphrasing, clarifying, questioning and responding



# GREAT LITTLE LISTENER

CONTINUED

## Included Resources

- Audio Track 9

Why is it important to listen when somebody is speaking?...when somebody is reading aloud?...when you are crossing the street?

How do we show that we are listening?

## EXTRAS

Try playing “Telephone” with the children to reinforce the theme of listening. The first child would begin by whispering a sentence to the child beside them, then that person would pass the message to the child beside them and so on. Once the message reaches the final person, they say it aloud. How closely did it match the original message?

# MINDFUL MOVEMENT

This activity helps children to be mindful of their surroundings and focus on the present moment.

## IT'S TIME

Use the activity to refocus children after transitions or an active game or activity.

Once the activity is introduced, you may create clapping patterns of your own and have children repeat as you are moving from one activity to another.

## PUTTING IT INTO ACTION!

**Note:** Encourage the children to try their best during the activity and let them know that it's okay to make mistakes!

1. Have everyone sit in a circle. Explain that they will need to listen carefully to patterns and try and repeat these.
2. Before beginning the audio, talk to the children about Mindfulness.

**i.e.** Mindfulness is about paying attention to what is happening right now. It is also about listening to our own thoughts and ideas, without thinking that they are good or bad.

3. Play the beginner Mindful Movement audio.



## Skills Promoted

Mindfulness

## Curriculum Component

### KINDERGARTEN

#### Belonging and Contributing

- Listen and respond to others, both verbally and non-verbally, for a variety of purposes and in a variety of contexts\*
- Explore different elements of music (e.g. beat, sound, quality, speed, volume)

#### Self-Regulation and Well-Being

- Participate actively in creative movement and other daily physical activities (e.g., dance, games, outdoor play, fitness breaks)

### GRADE 1-3

#### Health and Physical Education

- Overall Personal Skills: use self-awareness and self-monitoring skills to help them understand their strengths and needs, take responsibility for their actions, recognize sources of stress, and monitor their own progress.
- Use coping skills when dealing with difficult or stressful situations or emotions i.e. relaxation techniques, adopting an optimistic attitude, trying out solutions to problems, expressing emotions and seeking help when dealing with difficult or stressful situations or emotions

## MINDFUL MOVEMENT

CONTINUED

### Included Resources

- Audio Track 10

4. After each pattern, the children should try to repeat the pattern by clapping.

### TO SIMPLIFY

Try some simple patterns on your own with the children, before introducing the audio activity.

### TO ENHANCE

See Audio *Track 10 Advanced* for more advanced patterns.

### WRAP-UP

Encourage children to reflect around how the activity made them feel. Use the following question to begin the discussion.

How did you feel when you were completing the activity?

When could you use this activity?

### EXTRAS

#### MINDFULNESS EXERCISE

Reinforce the themes in the activity with some simple kid-friendly mindfulness exercises.

1. Have children lie down (or place their head down) and close their eyes, while taking slow deep breaths.
2. Instruct them that you are going to play a game. In this game, they need to remain very still and breathe in an out slowly while you make a sound. Then, they will try the sound too. This is a quiet game.
3. After a couple of deep breaths, try a soothing sound like “bzzz”.
4. Have the children repeat the sound.
5. Try a new sound and have the children repeat. Continue trying new sounds such as “shhh, sss or hisss” and having the children repeat these.

**Note:** Set a timer so that children know how long the activity will run.





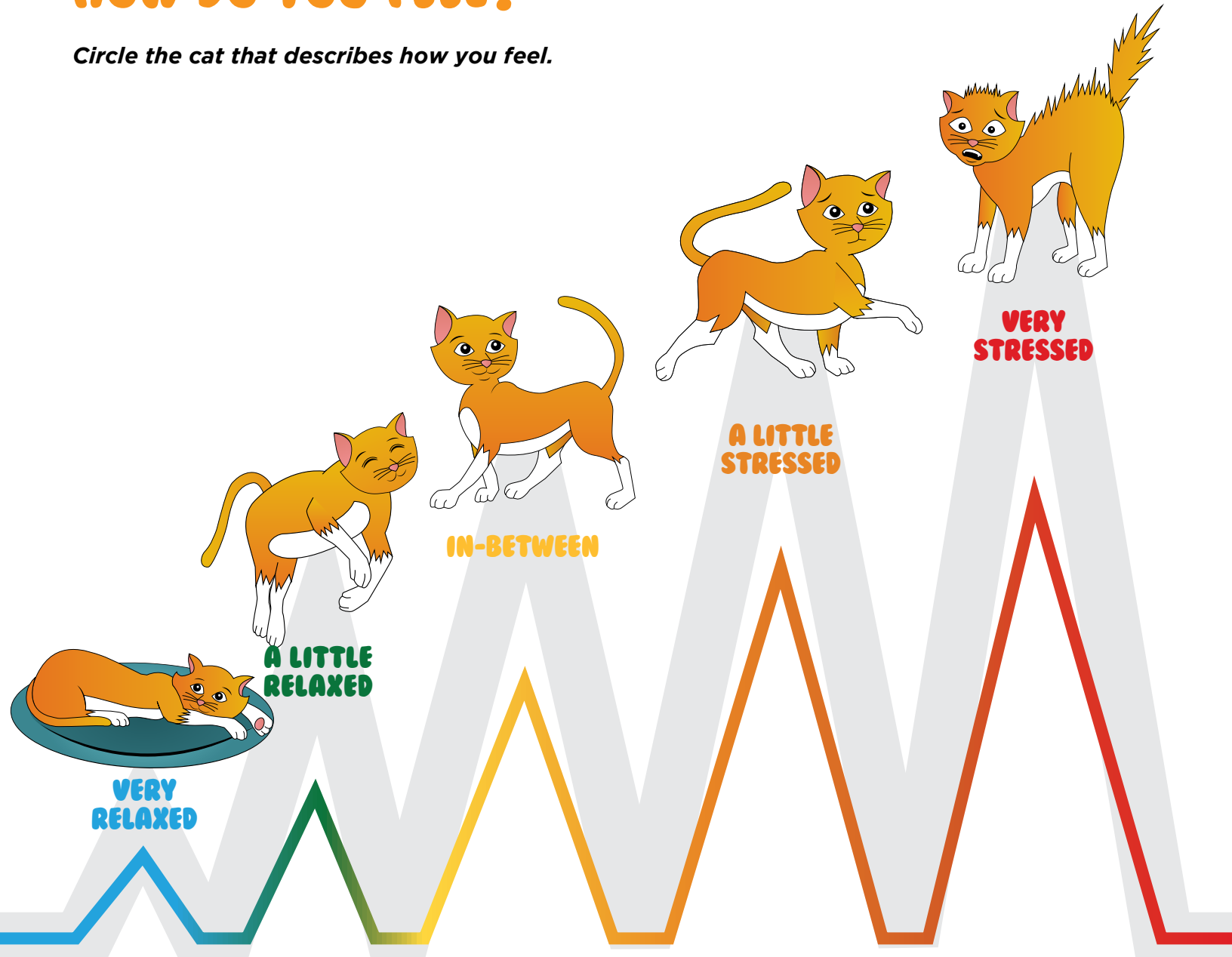
# MINDMASTERS 2

# Resources



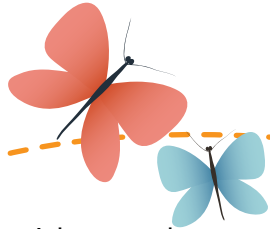
# HOW DO YOU FEEL?

Circle the cat that describes how you feel.





# Butterfly



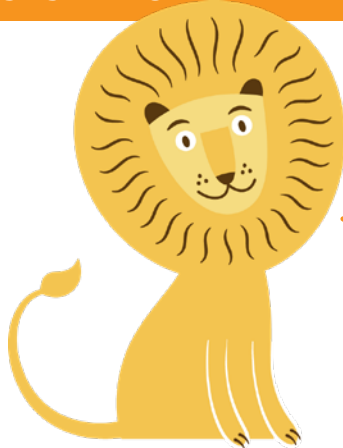
1. Sit on your bottom, with your legs straight out in front of you.
2. Place the palms of your hands together.
3. Bend one leg so that the bottom of your foot rests against your other leg.
4. Bring the other leg in, so that your feet are touching. Sit up tall and straight.
5. Gently lift and lower your knees like a butterfly flapping its wings. Breathe in and out slowly.



## Dog

1. Place your knees and hands on the ground.
2. Spread your fingers out and curl your toes.
3. Lift your legs off the floor as you breathe in and out slowly. Push your bottom up.
4. Release.





# Lion

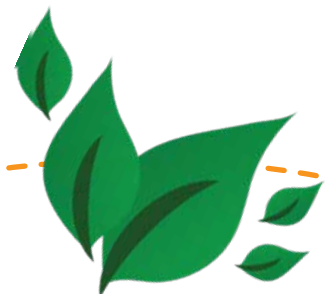
1. Kneel, keeping your body upright.
2. Hold your arms out in front of you like a mighty lion.
3. Repeat.





## Mouse

1. Kneel, keeping your body upright.
2. Now, sit down on your heels and relax. Let your shoulders roll down or slump.
3. Hug your knees and each time you breathe, bring your chest closer and closer to your knees. Make yourself small like a mouse!





## Cat

1. Place yourself on all fours. Keep your back flat and your stomach tight. Breathe in.
2. Arch your back by tucking your stomach in and bringing your chin to your chest. Breathe out.
3. Repeat.





## Giraffe

1. Begin on all fours, fingers apart and head up.
2. Reach one hand up to the sky. Keep your fingers spread.
3. Return that hand to the floor.
4. Raise your other hand to the sky. Keep your fingers spread.
5. Return that hand to the floor.
6. Repeat.





## Blue Whale

1. Lie on your back and take some deep breaths.
2. Now bend your knees, keeping your feet on the floor.
3. Breathe in and lift your back off the ground. Breathe out slowly, like a whale breathing through its blow hole.
4. Lift your right leg and straighten it. Point your toes.

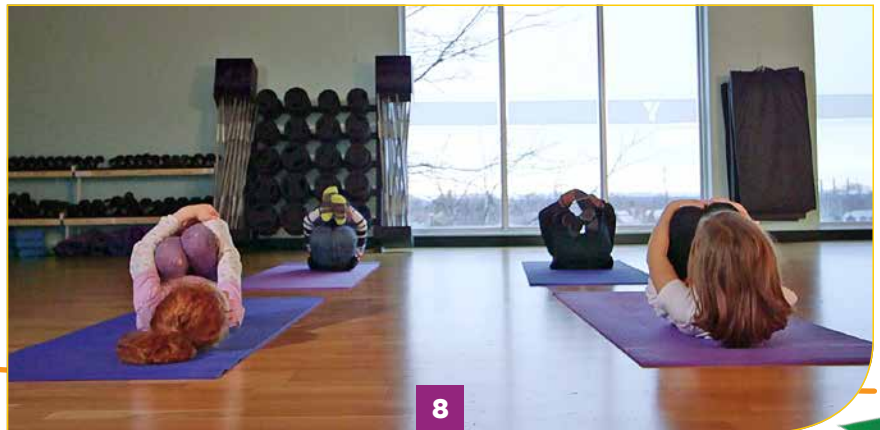
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## Blue Whale

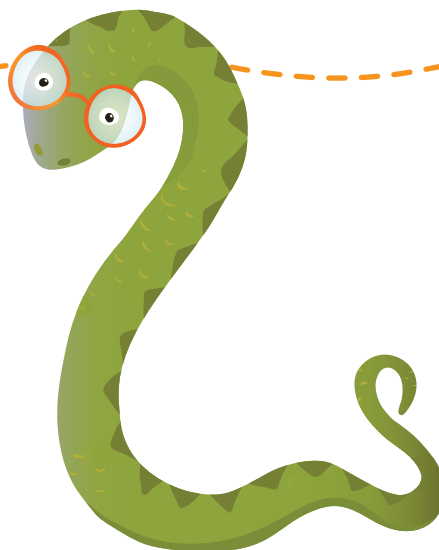
5. Lower your right leg and place your foot back on the ground.
6. Raise your other leg, and straighten it.
7. Lower this leg and place your foot on the ground.
8. Finish the pose by hugging your knees to your chest.





## Snake

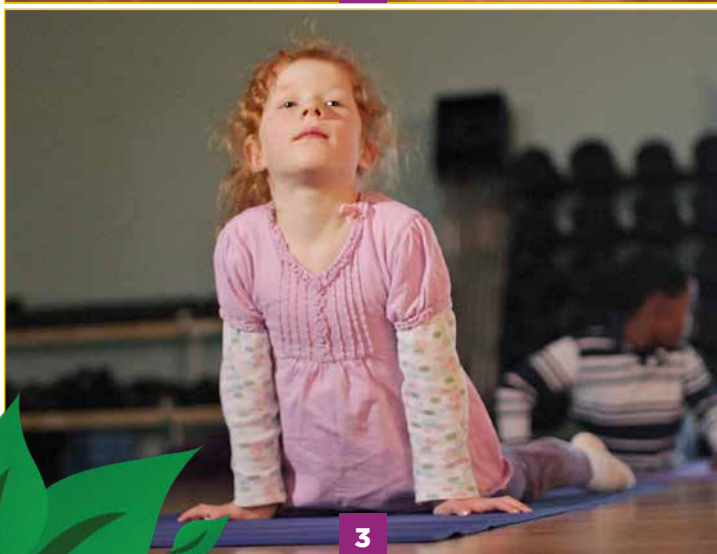
1. Lie on your belly. Take a deep breath.
2. Lift your head and neck up, with your hands firmly on the ground.
3. Arch your back and look forward or slightly up.
4. Take a deep breath in and out. Release.



1



2



3



4

# Camel

1. Kneel down, with your bottom resting on your feet. Place your hands on your knees.
2. Sit up on your knees, and place your hands on your hips.
3. Slowly raise one arm up and arch your back.
4. Circle both arms back and touch your toes. Look up to the sky and keep your back arched.
5. Now release, and curl into a ball. Hug your knees and keep your head down. Breathe slowly.





## Fire Breathing Dragon

### INSTRUCTIONS:

1. Cut out the base of the cup.
2. Paint disposable cup green.
3. Cut long strips of tissue paper and tape around the rim of the cup.
4. Glue two pompoms near the base of the cup and glue one googly eye on each pompom.
5. Glue two pompoms near the rim of the cup to create the dragon's nose.

### HOW TO USE:

Instruct the children to blow into the cup through the hole at the base, then watch how the dragon breathes fire (tissue paper blown out) when they take short quick breaths, and then relaxes when they take longer slower breaths.

Reference this activity when a child is stressed.

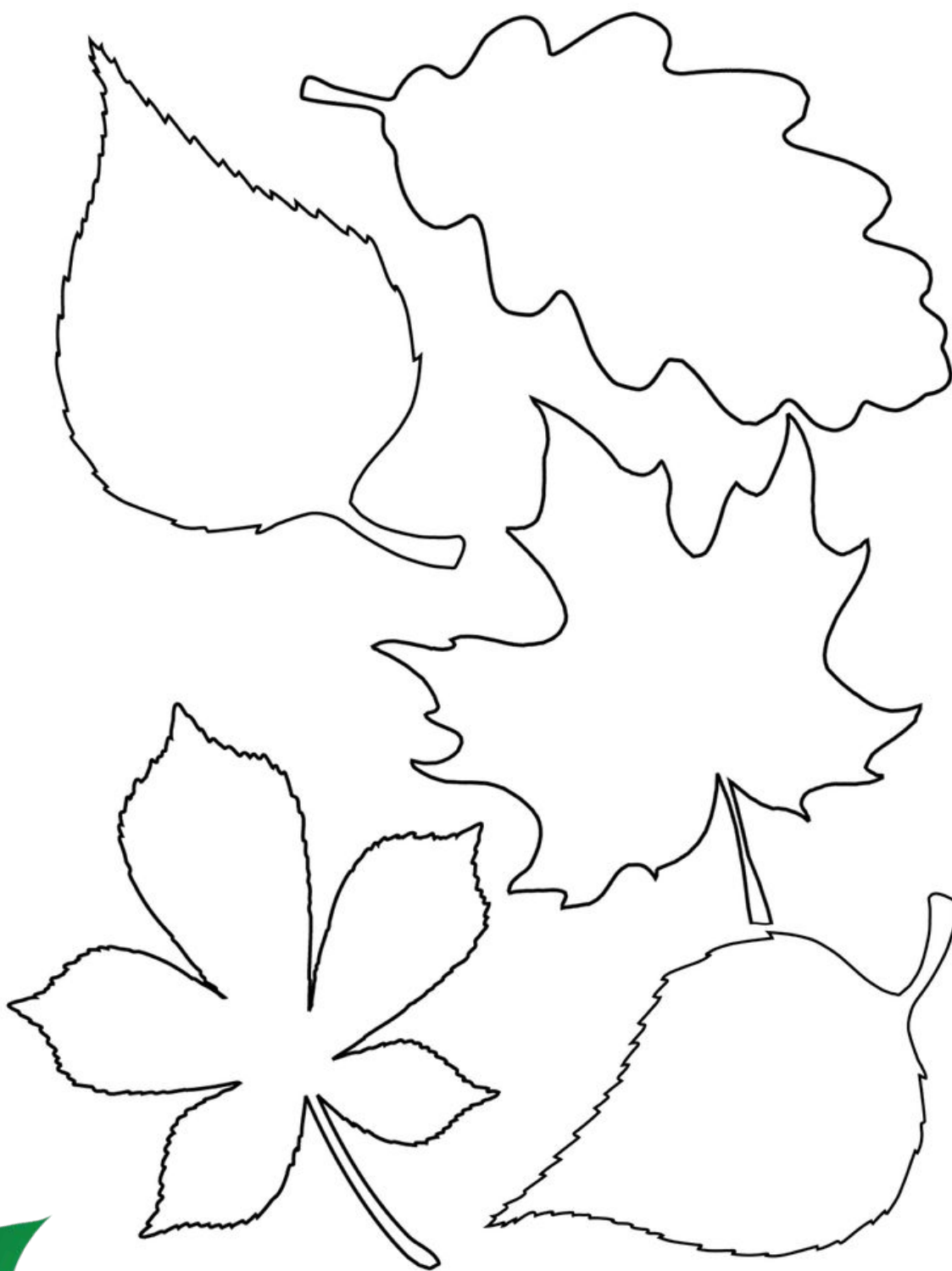
I.e. Remember how we used the dragon to practice our breathing.



### MATERIALS:

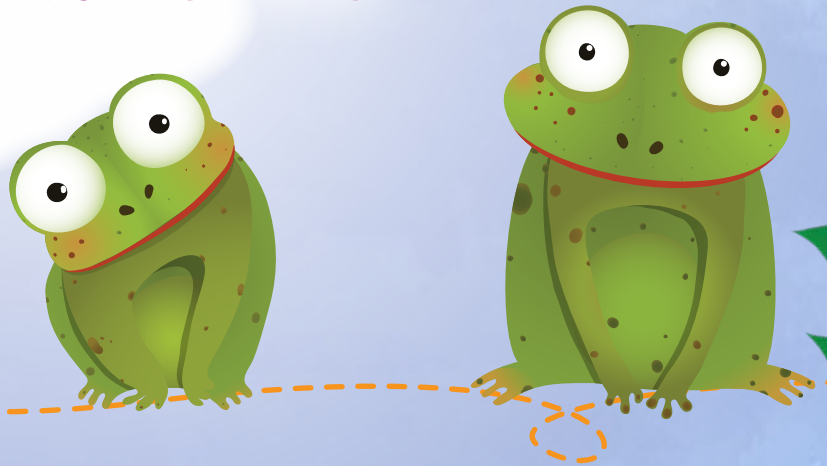
- Disposable cup
- Glue
- Googly eyes
- Paint (green)
- Pompoms
- Scissors
- Tape
- Tissue paper (orange, yellow and/or red)





# FREE COMPLIMENTS

PLEASE TAKE ONE



A series of vertical dashed lines on a white background, intended for writing compliments.



# MINDMASTERS 2

# References

## Related Publications

Would you like to read more about positive living skills ?  
Below is a list of resources for you to consult.

In Pursuit of Excellence: How to win in sport and life  
through mental training – by Dr. Terry Orlick, Ph.D.

- » This sports psychology book builds on many of the same themes as the MindMasters series. While geared towards athletes and coaches, it is relevant for many disciplines and emphasizes how mindset affects happiness, self confidence and overall performance.
- » Available for purchase online at [www.amazon.ca](http://www.amazon.ca)

Positive Living Skills: Joy and Focus for Everyone – by Terry Orlick, Ph.D.

- » Building on similar themes as the MindMasters series, *Positive Living Skills: Joy and Focus for Everyone*, provides suggestions around how to encourage positive thinking and develop emotional regulation in children through play.
- » Available for purchase online at [www.amazon.ca](http://www.amazon.ca)

Teaching Skills for Stress Control and Positive Thinking to Elementary School Children– by Gilbert, J., USA, Orlick, T., Journal of Excellence Issue #7 (2002)

- » This study looked at the effects of integrating positive living skills and emotional regulation in elementary school children
- » Available to view and download at [www.zoneofexcellence.ca](http://www.zoneofexcellence.ca)





# Acknowledgements

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**Nanci Burns**, Ottawa Carleton District School Board

**Isabelle Levac** and **Carolynn Treffers**, Ottawa Children's Treatment Centre

**Greg Lubimiv**, Phoenix Centre

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# References

1. Cox, J., and Orlick, T. (1996). Feeling great: Teaching life skills to children. *Journal of Performance Education*, 1, 115-130.
2. Gilbert, J., and Orlick, T. (1996). Evaluation of life skills program with grade two children. *Elementary School Guidance and Counselling*, 31, 139-151.
3. Johnson, M. (2014). 4 Easy Fall Garlands. [Digital Template]. Retrieved from <http://www.abeautifulmess.com/2014/10/4-easy-fall-garlands.html> under a Creative Commons Attribution License 2.0
4. Ontario Ministry of Education. (2015). The Ontario Curriculum, Grades 1-8: Health and Physical Education.
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# Building a foundation for lifelong mental well-being.

The MindMasters series are **mental health promotion** resources that help children to master emotional regulation through relaxation, positive thinking and mindfulness based techniques.

MindMasters 2 introduces children to these skills in fun and age-appropriate ways. Our goal is that with practice, children are able to use these skills on their own, in a variety of settings throughout their lifetime.

## MINDMASTERS 2



# MINDMASTERS 2