

### Activities for Smarter, Happier Kids

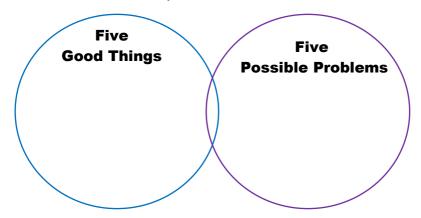
Geoff Hannan, Dweena Evans and You

# **My Workbook**

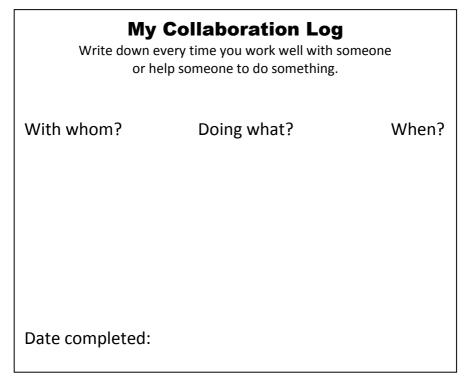
Name:

Age:

#### Week 1 Part 4 Activity

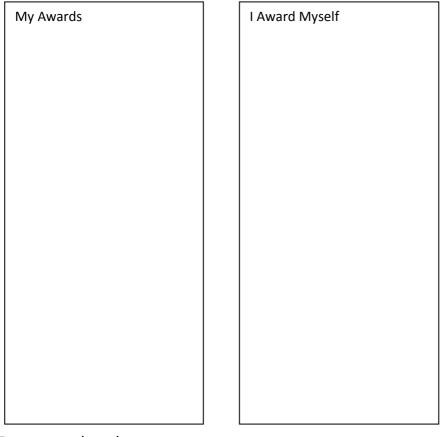


## **Challenge 1**

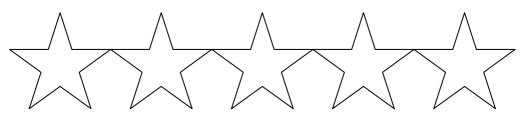


### I used 'Go for Five' Doing what? When? I learnt Subject: Date completed:

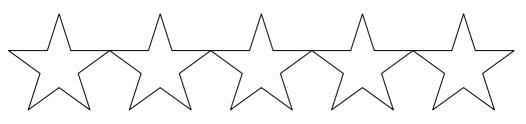
Our interview with
1
2
3
4
5
6
7
8
9
10
What do think their answers will be?
Date completed:



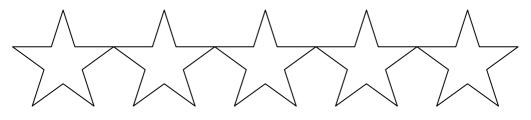
People that are important to me...



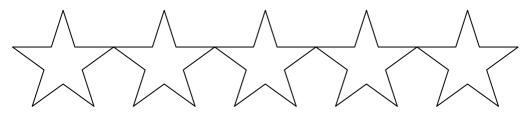
The things I like doing...



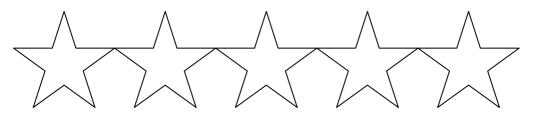
The things that I am good at...



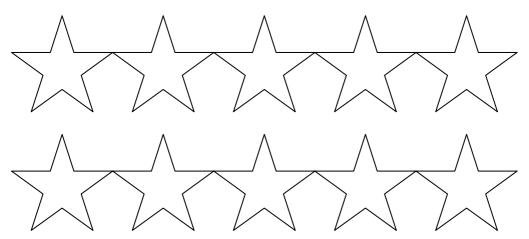
The things I am getting better at...



My values and the things that are important in my life...



The things I like about myself...



My Success Log	My Keep-Trying Log



### **Target Setting**

Improvement I want to make:

How I am going to do it: ('Go for 5' things or 5 steps perhaps)

Possible problems I might encounter:

Ways to overcome these problems if they occur:

**Collaboration** Used when? With whom?

Go-for-5 When?

Guess and Test About what?

Think-Plan-Do-Review What problem did you solve?

**'I Can Do This'** When did you think it?

What positive risk did you take?

When did I successfully fail?

OK Excited Brave	Mind Gyr	n Feeling	gs Log	Peaceful
Bold Daring Hopeful (about) Eager (to) Keen (to) Optimistic	<b>Monday</b> Morning Afternoon	Feeling	Why?	Quiet Secure Peaceful At ease Comfortable Clever
Joyful Confident In control Enthusiastic Curious	<b>Tuesday</b> Morning Afternoon	Feeling	Why?	Surprised Reassured Unsure Confused Ashamed
Affectionate Considerate Sensitive Loved Inspired (by) Determined	Wednesd Morning Afternoon	<b>lay</b> Feeling	Why?	Guilty In despair Enraged (by) Hateful (to) Insecure Nervous
(to) Sad Tearful Bored Challenged Rebellious Upset (about) Angry Lousy Disappointed 11 Hurt (by) Concerned	<b>Thursday</b> Morning Afternoon	Feeling	Why?	Anxious Worried Irritated Hurt (by) Concerned Enraged (by)
	<b>Friday</b> Morning Afternoon	Feeling	Why?	Hateful (to) Despairing Date Completed:

# Weekly Challenge 8

Aggressive	Passive	Manipulative	Assertive
behaviours I	behaviours I	behaviours I	behaviours I
observed	observed	observed	observed

#### **Classroom Talk**

I answered a question I asked a question I described something in detail I explained why in detail I explained my views and opinions

I expressed my feelings

I contributed an idea to a discussion I expressed agreement and explained why I expressed disagreement and explained why

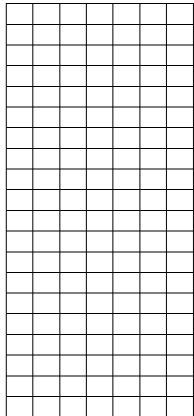
I asked for help when I couldn't do something I asked when I didn't understand something

I talked about something that worried me I expressed my understanding of others' feelings

I thanked someone I praised something someone had said

#### My Talk Targets What should I do more of?

Tick	When	Used
11010		0300



### **Writing Piece Content**

Descriptive: what, when, where, who, how

Reflective: why, understandings, effects etc

Speculative: if, conclusions, evaluations, what do I think?

### **Reading Piece Content**

Descriptive: what, when, where, who, how

Reflective: why, understandings, effects etc

Speculative: if, conclusions, evaluations, what do I think?

#### Reading

Reading	Tick When Used						
Purpose							
For fun							
For finding out/checking information							
For learning how to do something							
For understanding the world							
For understanding people							
For advice							
Out of curiosity							
Ways							
To myself silently							
To myself out loud							
Paired reading taking turns							
Skimming: looking to get an overview of the text							
Scanning: looking for key words or info.							
Chorus reading in the classroom							
То							
Parent/relative/sibling/carer							
Teacher/ Teaching Assistant/Tutor							
Pet (seriously- good for practising reading)							
What							
Fiction							
Non Fiction							
Websites							
Magazines/ Newspaper/Instruction manuals etc.							
MY OWN WRITING- Do this regularly.							

**A Positive Self-Narrative** 

### Writing Log

Writing	Tick When Used						
How							
On my own							
With a partner							
In a group							
Following teacher's modelling							
What							
Creative writing: story making etc.							
Narrative writing							
Descriptive writing							
Persuasive writing							
Expository writing							
Notes							
Diagrams							

What I could write more of? How might I write better?

#### Targets

What can I do more of?

What can I put more effort into?

What difficulties might I have making these improvements?

How can I overcome these difficulties?

## Mind Gym Weekly Challenge 14

**Testing Beliefs** 

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