

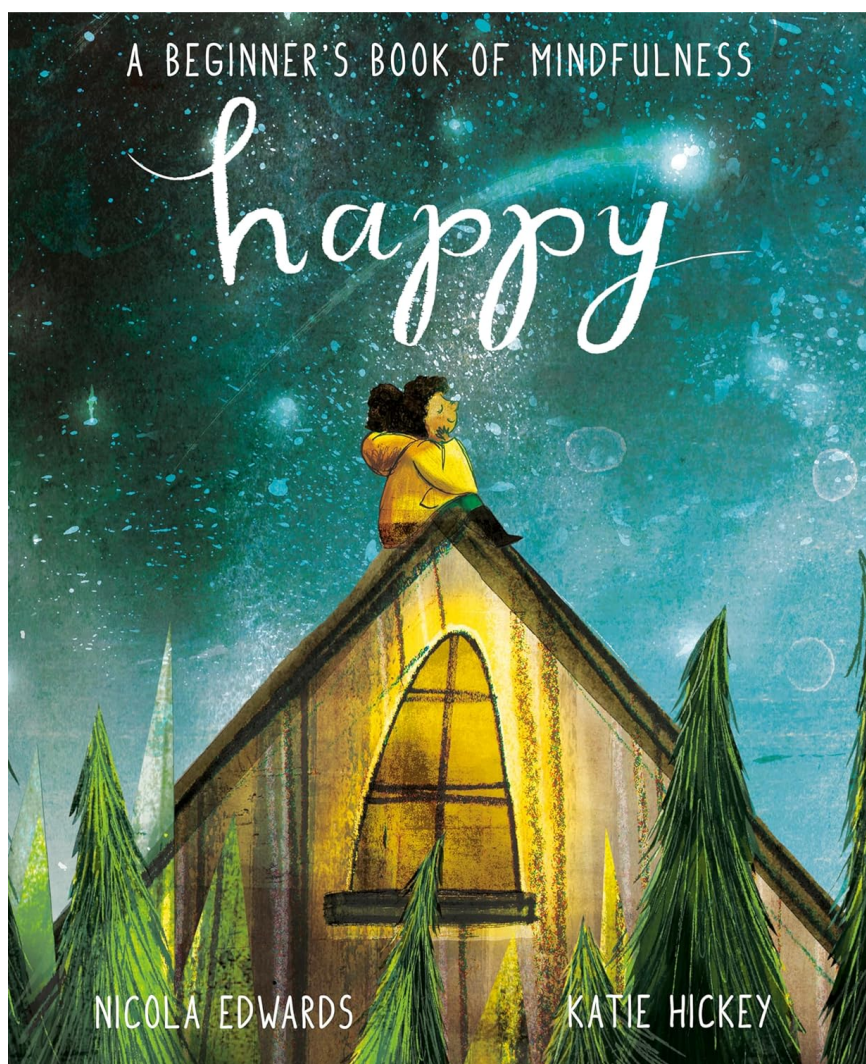
Teaching Mindfulness with *Happy*

by Nicola Edwards and Katie Hickey (2018)

A teacher guide on how to bring topics of
mental health into the classroom

created by

Marie Theres Carolus, Bente Detlefsen, Mona Emara & Sean Holt
(Christian-Albrechts-Universität zu Kiel; Germany)



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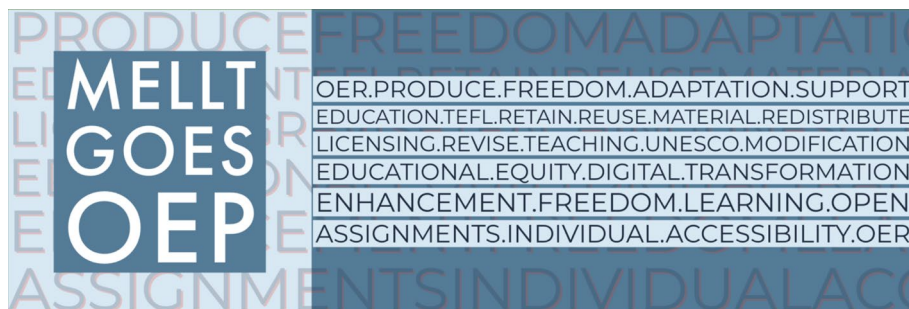


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<https://oer.uni-kiel.de/>

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Mental health in the foreign language classroom

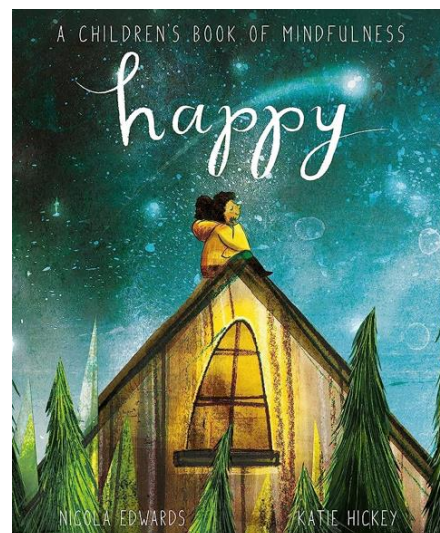
Open Educational teacher guide centred on
Happy by Nicola Edwards and Katie Hickey

The book

24 pages, 9,82 € (hardcover)

The book *Happy* by Nicola Edwards and Katie Hickey highlights the importance of mindfulness for children. The book draws attention to how to become more aware of one's surroundings and acknowledge one's emotions. With a focus on senses and activities (such as listening, feeling, relaxing, tasting, touching, discovering, smelling, loving, appreciating, and breathing) the book draws attention to different aspects of how to be mindful, with questions on each page of the children's book encouraging the reader to reflect on their own life.

Overall, the book has great potential to bring the topic of mindfulness into the classroom with beautiful visualizations and writing supporting your student's understanding in a multimodal way.



© Katie Hickey, 2018

General information

Target Learners

Language learners with an A1/A2 level

Prior Knowledge

Basic knowledge of simple present and English word order is needed. Knowledge on the simple past is not mandatory but beneficial for learners in tasks that focus on reflection.

Learning Goal

By reading and working with the book *Happy* by Nicola Edwards and Katie Hickey, students gain knowledge on their own mental health and mindfulness, while fostering selected functional-communicative competences.

Thematic Focus

Next to mental health and mindfulness, the material in this guide can also be used to discuss different lifestyles.

Structure of the Material

The material in this teacher guide is centred around loose progression elements (*learning chunks*), which build upon *Happy* by Nicola Edwards and Katie Hickey.

The guide is divided into a variety of pre-, while- and post-reading tasks. Each task comes with an explanation sheet for teachers as to how the task can be integrated into lessons.

Please note that only the while-reading activities in this guide do require students to read *Happy*. The pre-reading and post-reading activities can be used independently.

Why Mental Health should matter in English Language Education

a short introduction by Marie Theres Carolus & Sean Holt

The concept of mental health literacy¹

Originally proposed by Jorm et al. (1997), Mental Health Literacy (MHL) refers to the “knowledge and beliefs which aid in [the] recognition, management and prevention” (1997, p. 182). It describes the interplay of skills, knowledge and attitudes aimed at actively managing one’s mental health.

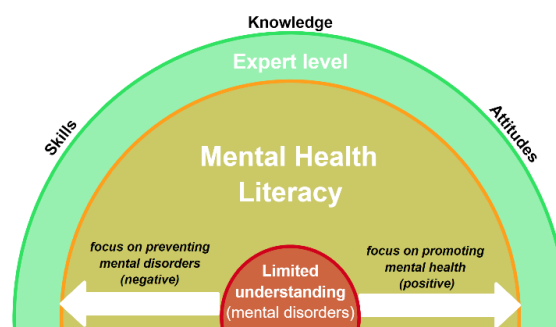


Figure 1 Conceptualisation of MHL

One might view it as the fluid middle area between having a limited understanding of mental health and being an expert on mental health topics (see Figure 1).

MHL stresses that in comparison to medical ideas of health, the knowledge and attitudes towards the factors that negatively impact mental health are less acknowledged in society (cf. Bartlett et al., 2006; Farrer et al., 2008; Jorm et al., 2006.; see also Sweileh, 2021, p. 4). As a result, mental disorders² are often less recognized and receive little to no early treatment, which in turn leads to a variety of other negative outcomes, among them interpersonal problems, reduced life expectancy, increased health concerns, poorer educational / vocational success, and in extreme cases suicide (Collins et al., 2011, pp. 1–3; Heath et al., 2017, p. 543; Mcluckie et al., 2014, p. 1; Wei et al., 2014, p. 1649).

The high prevalence of mental health problems in the world (WHO, 2018, 2020) means that MHL is growing in importance. However, despite an increasing visibility and awareness, mental disorders continue to be heavily stigmatized topics. Stigma here refers to negative attitudes towards people based on negative social (re)presentation (Neto et al., 2017, p. 737). One can distinguish between public stigma, resulting in social distance and a loss of opportunities based on the negative perceptions in society, and self-stigmatisation as negative internalized attitudes and self-perceptions (cf. Corrigan et al., 2012).

¹ Partly based on the draft for Holt, Sean (2023) and adapted for this teacher guide with the authors permission.

² In this article we use the term mental disorders to refer to a person suffering from a clinically diagnosable condition that affects their mental health. Other terms like mental illness, may be used as well; e.g. Bishop et al. (2021, p. 18); van Beveren et al. (2020, p. 1366).

In order to reduce negative perceptions and thus discrimination of mental disorders, the concept of MHL should be integrated into school subjects such as Teaching English as a Foreign Language where it can encourage open discourses. We argue that one possibility to advanced MHL is through cognitive and emotional engagement with picture books such as *Happy* by Nicola Edwards and Katie Hickey (2018). Through the interaction with stories young learners can learn to voice and reflect on their feelings and thus develop empathy and resilience.

Positive Mental Health Literacy

While early definitions of MHL focused on the downsides of mental disorders, more recent conceptualizations also focus on the long-term gains of positive mental health (Sampaio et al., 2022, p. 2). Bjørnsen et al. (2019), who refer to their concept explicitly as positive MHL, argue that positive mental health literacy is a “significant explanatory variable of mental well-being” (Bjørnsen et al., 2019, p. 114). In a systematic review, Carvalho et al. (2022, p. 3) found that it encompasses the competence to solve problems and have feelings of self-actualisation, being able to obtain and maintain personal satisfaction, having feeling of being autonomous, being capable of relating to others as well as self-control, and showing a prosocial attitude (see Figure 1).

Problem solving & self-actualisation	Personal satisfaction	Autonomy	Relatedness	Self-control	Prosocial attitude
• Handling stressful situations • Believing in oneself • Good sleep routines • Mastering negative thoughts • Experiencing school mastery	• Self-esteem and self-acceptance • Happiness and satisfaction • Optimistic future outlook • Interests that lead to well-being	• Self-confidence and security • Independence • Sense of personal choice • Acting towards own goals and ideals • Self-regulation of behaviour	• Forming interpersonal relationships • Capacity for empathy • Engage and connect with others	• Manage stress and conflicts • Facilitate emotional balance • Tolerate frustration, anxiety, and stress	• Active predisposition towards society • Supporting others • Acceptance of others • Contributing to the community

Figure 2 Defining attributes of positive MHL according to Carvalho et al. 2020, p. 4, aspects highlighted by the authors.

While the majority of aspects outlined by Carvalho et al. (2022, p. 4) are arguably too broad to explicitly situate them in school-based practices, three aspects in particular stand out (marked in bold) as they can more easily be taken up in school subjects. Clearly the experience of school mastery is a goal that teachers are encouraged to support. Furthermore, pro-social attitudes and in particular the acceptance of others relates to the development of intercultural communicative competence (CEFR 2001, 2018). Finally, the development of empathy can also be integrated into the subject of English, as this is a common goal of literary education.

This is not to say that other some of the other aspects could not be approached in school in a less direct manner, for example the ability to communicate one's emotions and feelings can be seen as a form of self-actualisation, whereas the ability to connect and engage with others is clearly in alignment with developing functional communicative competence. As MHL can stem from "self-generated and acquired knowledge" (Kusan, 2013, 14), teachers can support its acquisition by discussing topics of good mental health in the classroom, which is the focus of this teacher guide. Equipping students with an awareness of what mental health is and what actions supports good mental health is valuable. As students learn vocabulary and phrases to describe feelings this helps them actively regulate and reflect on their own mental health, e.g. through mindfulness.

Mindfulness as a concept of mental well-being

Mindfulness can be defined as "paying attention in a particular way: on purpose, in the present moment, and non-judgmentally" (Kabat-Zinn, 1994, p. 4). This definition by Kabat-Zinn (1994), one of the pioneers of mindfulness practice, can be complemented by Morris's (2009) figurative description of mindfulness that emphasizes the key role of introspection and self-reflection: "Mindfulness is about creating a refuge from being at the mercy of our emotional states and a refuge from the culture of endless doing. It is about making a space for us to step back and examine who we are outside of the hustle and bustle of life, rather like a dry-dock it is a space to examine a ship outside of the constant movement of the sea." (Morris, 2009, p. 180).

Studies have shown that practicing mindfulness can have a significant impact on the functional and structural areas of the brain (Armstrong, 2019, p. 20). As students are consistently under pressure and negatively impacted by stress, mindfulness can be a way to navigate school related challenges of stress and anxiety. Furthermore, the benefits of teaching mindfulness go beyond the classroom. Namely, "[by] teaching students mindfulness skills, we're empowering them with practical ways of reducing stress, managing strong emotions, improving attention span, and strengthening working memory" (Armstrong, 2019, p. 17). Consequently, the abilities cultivated through mindfulness can also be viewed as essential life skills (Morris, 2009, p. 188). The impact of mindfulness training can also be noticed in the classroom: students have better self-control, increased focus, improved self-esteem, a kinder attitude toward classmates, and more success in both school and life (Armstrong, 2019, p. 36).

Picture books, MHL and English language education

Literature in foreign language education is an important provider of authentic language contact and allows learners to explore (non-)fictional human experiences, worlds, and topics. Literature is a central part of language education across Europe (Gabrielsen et al., 2019, p. 2) and there is a growing awareness of the importance of integrating multimodal literary forms such as graphic novels or picture books into teaching (Heinz, 2020).

Nicola Edwards and Katie Hickey's picture book *Happy* is perfectly suited for bringing topics of positive mental health into the early foreign language classroom. It delves into the concept of mindfulness and highlights the importance of developing an awareness of one's emotions and one's environment. The book specifically emphasizes the importance of active listening, feeling, relaxing, tasting, touching, discovering, smelling, loving, appreciating, and breathing and prompts young readers to engage in deeper reflection with additional questions. The colorful illustrations further support the reading and reflection process, contributing overall to the memorable impression of the book.

This teacher guide

The aim of the guide is to encourage reflection and to teach some easy but effective coping strategies to help with stress and encourage positive mental health literacy based on the book *Happy*. For this purpose the guide contains a variety of different exercises that can help young language learners to learn how to be better at being mindful, for example, through conscious walking, listening or breathing (Armstrong, 2019, p. 36). The activities presented in this guide consequently aim to give students an understanding of what the concept of mindfulness entails and to provide authentic opportunities for reading, speaking or writing in the English language with the book *Happy*. Consequently, it aims to be:

- Age, development, and language appropriate
- Teachable in familiar teaching practices
- Designed with familiar pedagogical and subject-specific approaches

Overall, our mental health teacher guide includes 6 pre-reading, 10 while-reading, and 4 post-reading activities. Envisioned as “learning chunks” these can be freely combined in any way of form, allowing educators to better customize the learning experience for their students. Notably, half of the guide's activities can also be used without the accompanying book. One central principle of the material in this guide is that it is designed to be easily adapted to the needs of any class. This gives teachers various opportunities to differentiate according to students' language levels and individual needs. Detailed information for teachers about the different activities is provided before for each exercise.

The activities and ideas presented in this guide were originally created and applied by Marie Theres Carolus and later refined and build upon through the work of Mona Emara and Bente Detlefsen. Their expertise, insights, and tireless efforts have been invaluable in creating the resource in front of you. Supervision of the guide was done by Sean Holt.

We hope it not only serves as a starting point to bring topics of mental health into the classroom but also inspires educators to take up this difficult topic and build on the ideas presented. We hope it to be an invitation to create a mindful learning environment that extends beyond the classroom.

Kiel, July 2024

Marie Theres Carolus, Mona Emara, Bente Detlefsen & Sean Holt

Please also note that this teacher guide would not have been possible without the funding by the Christian-Albrechts-Universität zu Kiel through the “MELLT goes OEP” Project.

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Learning companion: *Bearlief*

Since this teacher guide was created with younger learners in mind, we introduced a fictional learning companion by the name of *Bearlief*. Although Bearlief does not play a large role in any of the task you can find him illustrating examples on a few worksheets. To avoid confusion, we suggest introducing him before working with the materials. Feel free to use the image below or introduce him in whichever way you feel suitable for your students.

Hello! My name is Bearlief.
I will be your learning companion on your
journey of mindfulness and mental health
with the book *Happy*.



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pixabay under its free to use license.*

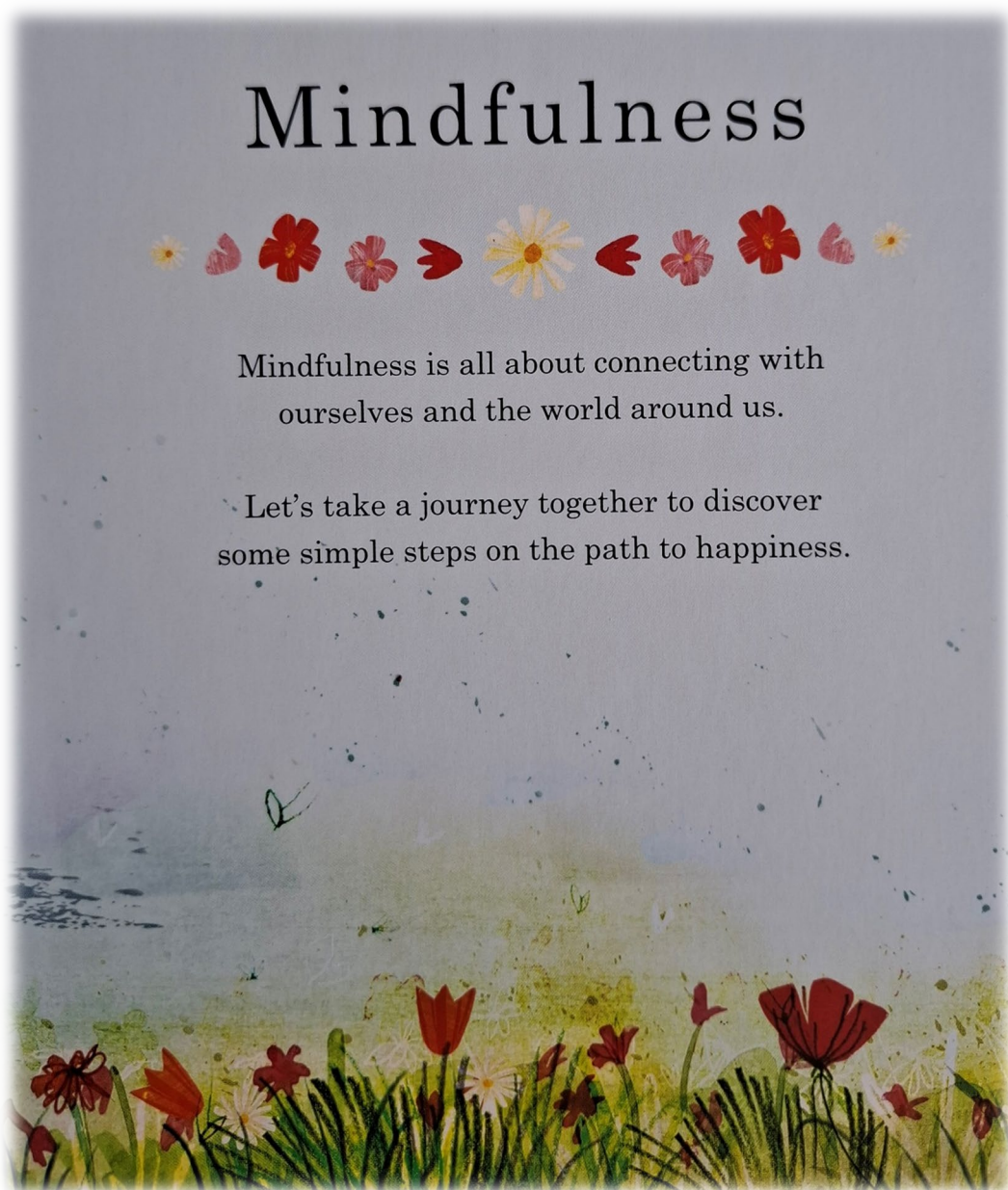
Vocabulary List

The following list provides an overview of words that might be useful to know for students to understand the exercises presented in this teacher guide.

Word	English Paraphrase
affirmation	Affirmations are positive statements or phrases that help improve self-belief and confidence.
ashamed	Ashamed means feeling shame or feeling embarrassed about somebody/something or because of something you have done
awareness	Awareness means being conscious or knowing about something, like being aware of your surroundings or your own thoughts and emotions.
belief	Belief means that one has trust, confidence, or faith in something or someone.
breathing	Breathing is the process of taking in air through your nose or mouth and then exhaling it, which helps to relax and calm your mind and body.
calm	Calm means to be peaceful and relaxed, without feeling worried or stressed.
campus	Campus means the buildings of a school, university or college and the land around them.
chirp	Chirp is a short high sound made by small birds and some insects.
crowded	Crowded means having a lot of people or too many people.
deserve	Deserve means to have earned or to be given something because of the way you have behaved or the qualities you have.
difficult	Difficult means not easy; needing effort or skill to do or to understand
edge	Edge is the outside limit of an object, a surface or an area; the part furthest from the centre
exhale	Exhale means to breathe out the air in your lungs

focus	Focus means to give your full attention to something and not get distracted by other things around you.
gratitude	Gratitude means being thankful and appreciative.
imagine	Imagine means to form a picture in your mind of what something might be like
instructions	Instructions are detailed information on how to do or use something.
(poem-)lines	Lines are a row of words on a page; the words of a song or poem or other piece of writing.
look up	Look up means to look/search for information in a dictionary or reference book, or by using a computer.
mindfulness	Mindfulness is the practice of paying attention to the present moment, being aware of your thoughts and feelings without judging them.
pose	Pose means to sit or stand in a particular position.
proofread	Proofread means to read and correct a piece of written or printed work.
roller-coaster	Roller-coaster is a small railroad, esp. in an amusement park, with open cars that travel quickly along a steep, curved track that goes up and down over and over. A roller coaster is also a feeling, situation, or experience that changes very quickly.
template	Template is a thing that is used as a model for producing other similar examples.
thrilled	Thrilled means very excited and pleased
quote	Quote means to repeat the exact words that another person has said or written. It can also mean to give an example of something to support what you are saying.

PRE-TASKS



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Illustrations © Katie Hickey, 2018

PRE-TASK: GUIDED MEDITATION ON HAPPINESS

Linguistic focus	Word order
-------------------------	------------

Thematic focus	Meditation
-----------------------	------------

Language level/target group	A1+
------------------------------------	-----

Teacher instructions

This exercise does not necessarily need to be introduced as a “meditation” but can simply be referred to as “time for yourself” or “time to calm down” to make the exercise potentially more approachable to younger students.

Before beginning the exercise, students should be introduced to affirmative statements as these are used in this exercise to focus on different aspects of happiness. The three affirmations below are suggested as a starting point.

Possible affirmations:

1. *I deserve happiness in my life.*
2. *I am thankful for the small things in my life.*
3. *I find a reason to smile every day.*

These three affirmations can be presented to the students by writing them on a board or showing them on a smartboard/projector. The next step depends on the language level of the students and additional language scaffolding might be needed.

It is recommended that the teacher introduces the affirmative statements and then uses them to lead over to a guided discussion about affirmations and what they mean (see impulses on the next page). You might also want to give students the opportunity to explain how they understand the affirmations and, if they want, how they relate these to their own lives or experiences. As this discussion may exceed the language level of the students, you might want to let them answer in their mother tongue and then help them translate the statements into English (e.g. by mirroring). It is also possible to discuss the affirmations themselves, namely, “What are you thankful for in your life?” or “What made you smile today?” as this provides students with a clearly determined thematic framework that uses familiar vocabulary.

Impulses for the discussion:

- What can you be grateful for? What can you be thankful for in your life?
- What does 'being grateful' mean (to you)?
- What makes you happy?
- What made you smile today?

Meditation instruction

After the discussion of the affirmations, the meditation can be put into action (see Happy 1.1 for read-aloud instructions, Happy 1.2 for a poster you can use).

For this exercise students should sit up straight on their chairs and put both feet on the ground. They are then asked to close their eyes. The students should take a deep breath through their noses and then slowly exhale through their mouths, letting go of any tension or distractions. Students should be encouraged to consciously notice their breathing and the way the air goes in and out of their bodies. As a next step, the students imagine themselves in a happy situation. It is important to let the students embrace their feelings when thinking of this situation.

Afterward, the students should imagine a warm light floating through their bodies – here, the light symbolizes happiness. They then imagine how the light makes its way into every part of their bodies. The teacher then reads the affirmations out loud and the students repeat the statements in their heads. Each affirmation is said three times. Afterwards, the students return their focus to their breathing and end the meditation by taking one last deep breath before reopening their eyes.

Personalization

After having been introduced to the concept of meditation and affirmative statements, the students can produce their own affirmative statements to modify the meditation for themselves (see Happy 1.3). This might encourage them to perform meditations outside of the classroom. The worksheet also draws attention to the word order in English which supports them in self-constructing affirmative statements.

Possible continuation

As meditation might be hard for students to implement in their daily lives, tool like: <https://www.pixelthoughts.co/#> can be introduced to them. The website provides a short meditation focusing on letting go of stressful thoughts and embracing one's state of being. You might want to encourage students to access the website when they feel overwhelmed and could give them two minutes to try it out in class.

Additional material to be used

- | | |
|---|-------------|
| - Happiness meditation audio | [Happy 1.1] |
| - Meditation poster with vocabulary scaffolding | [Happy 1.2] |
| - Worksheet on affirmative statements | [Happy 1.3] |

AUDIO OF MEDITATION

Meditation audio



Transcript of audio

[Introductory jingle]

Close your eyes. Put both your feet on the ground.

Take a deep breath.

Slowly exhale through your mouth.

Notice how the air enters your body and leaves your body.

Imagine a situation where you were happy.

Your happiness is a warm light. Imagine how it goes through your body.

The light is in your toes, in your feet. It enters your legs and goes to your hips. You can feel the light in your stomach. The light floats to your shoulders. It goes up to your head. The light is in every part of your body.

Now repeat the affirmations in your head:

I deserve happiness in my life.

I deserve happiness in my life.

I deserve happiness in my life.

I am thankful for the small things in my life.

I am thankful for the small things in my life.

I am thankful for the small things in my life.

I find a reason to smile each day.

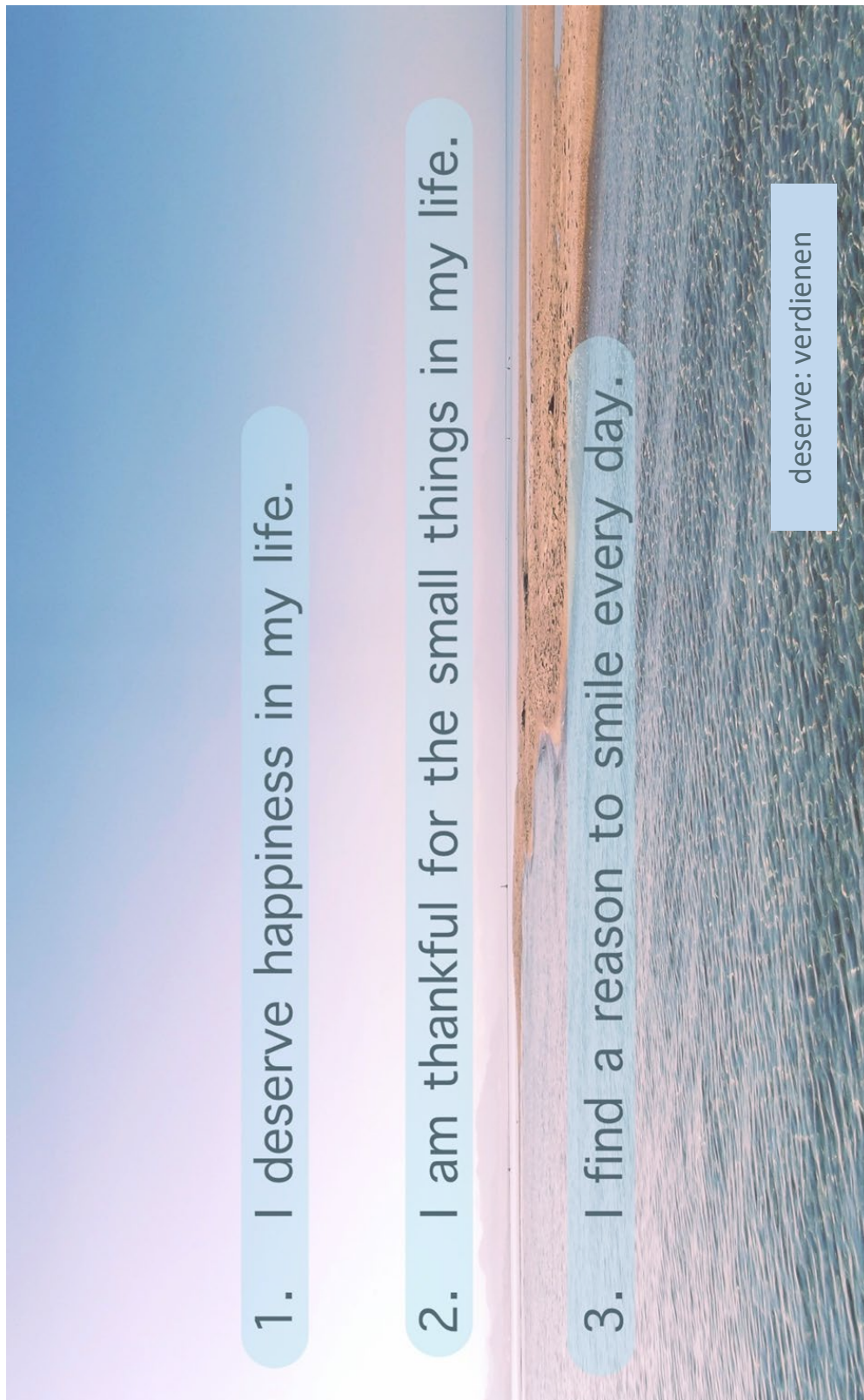
I find a reason to smile each day.

I find a reason to smile each day.

Now take a deep breath and slowly open your eyes.

[Ending Jingle]

MEDITATION POSTER



AFFIRMATIVE STATEMENTS

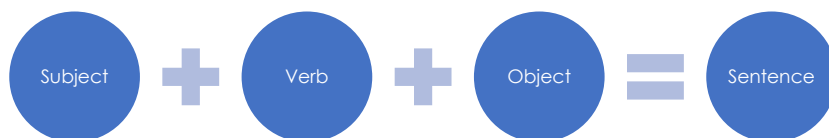
Your meditation

Put the sentences in the correct order and fill in the gaps:

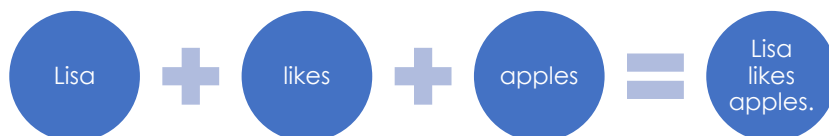
What do you deserve? What are you grateful for? What makes you smile?

deserve	I			
Fill in the gap.				
Sentence:				
thankful	for	I	am	
Fill in the gap.				
Sentence:				
makes	smile	me		
Fill in the gap.				
Sentence:				

Word order



For example:



PRE-TASK: R.A.I.N.

Linguistic focus	Word order
Thematic focus	R.A.I.N. method
Language level/target group	A2

Teacher instructions

In this task, students learn a framework on how to deal with difficult situations by applying a technique called R.A.I.N (see next page). For this activity, the students are divided into four groups and each group examines one of the steps by talking about its meaning and application. They then develop sentences written in the first-person singular that fit the structure (Happy 2.2). They should be encouraged to use dictionaries to look up the more challenging words. The use of online dictionaries generally benefits from a discussion about the differences between websites and why it is helpful to look up words on different sites (see “Working with a dictionary”).

Questions/tasks for group work:

1. What does the step mean?
2. How can this step be used in a difficult situation?
3. Write down a simple sentence that can remind you of this step.

Possible sentences:

- | | |
|---------------------------------------|----------------------|
| 1. I see what happens. I am at peace. | [Recognize] |
| 2. I accept that it happens. | [Accept] |
| 3. I find out how it makes me feel. | [Investigate] |
| 4. I will get through this. | [Non-Identification] |

As a follow up activity with a partner, the students can also think and reflect on a difficult situation and how they could have employed the R.A.I.N-structure.

R.A.I.N structure:¹

Recognize. Acknowledge what is happening, just note it in a calm and accepting manner.

Accept. Allow life to be just as it is, without trying to change it right away, and without wishing it were different somehow.

Investigate. See how it feels, whether it is making you upset or happy, giving you pleasure or pain, just note it.

Non-Identification. Realize that the sensations you are feeling make for a fleeting experience, one that will soon pass. It isn't who you are.

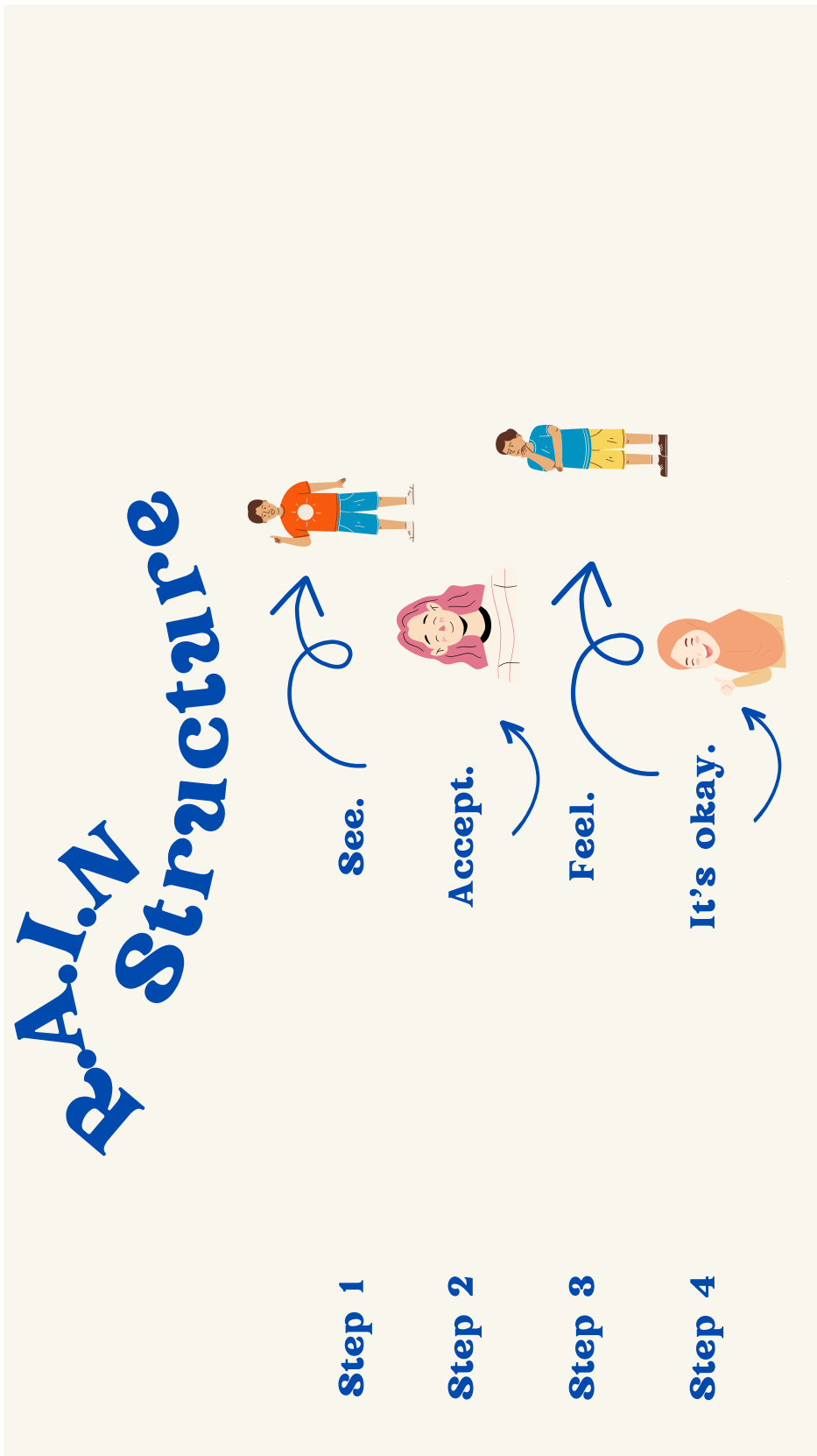
Additional material to be used

- Poster on the *R.A.I.N.* structure, linguistically simplified [Happy 2.1]
- Worksheets for group work (4x) [Happy 2.2]
- Optional digital tool for *R.A.I.N.* statements [Happy 2.3]

¹The R.A.I.N. structure and the corresponding statements as presented here were taken directly from: *The New York Times*: "Mindfulness for Children" by David Gelles (2021). For further information on the R.A.I.N. structure see also: Tara Bach, "RAIN: A Practice of Radical Compassion", available at: <https://www.tarabrach.com/rain/#:~:text=Recognize%20what%20is%20happening%3B,Nurture%20with%20self%2Dcompassion> (last accessed March 13 2024).



POSTER ON R.A.I.N. STRUCTURE



THE R.A.I.N. STRUCTURE – GROUP 1

Groupwork: What is the R.A.I.N. structure?¹

Feel free to use
the dictionary!

Group 1: **Recognize**. Acknowledge what is happening, just noting it in a calm and accepting manner.

Group 2: **Accept**. Allow life to be just as it is, without trying to change it right away, and without wishing it were different somehow.

Group 3: **Investigate**. See how it feels, whether it is making you upset or happy, giving you pleasure or pain, just note it.

Group 4: **Non-Identification**. Realize that the sensations you are feeling make for a fleeting experience, one that will soon pass. It isn't who you are.

Tasks

In your group, complete the following tasks:

1. What does the step "**Recognize**" mean?
2. How can this step be used in a difficult situation?
3. Write down a simple sentence that can remind you of this step.
The sentence should start with "I ...", like Bearlief's example:



I remember the R.A.I.N. structure:

I

¹ Statements taken from *The New York Times*: "Mindfulness for Children" by David Gelles (2021).

THE R.A.I.N. STRUCTURE – GROUP 2

Groupwork: What is the R.A.I.N. structure?¹

Feel free to use
the dictionary!

Group 1: **Recognize**. Acknowledge what is happening, just noting it in a calm and accepting manner.

Group 2: **Accept**. Allow life to be just as it is, without trying to change it right away, and without wishing it were different somehow.

Group 3: **Investigate**. See how it feels, whether it is making you upset or happy, giving you pleasure or pain, just note it.

Group 4: **Non-Identification**. Realize that the sensations you are feeling make for a fleeting experience, one that will soon pass. It isn't who you are.

Tasks

In your group, complete the following tasks:

4. What does the step "**A**cept" mean?
5. How can this step be used in a difficult situation?
6. Write down a simple sentence that can remind you of this step.
The sentence should start with "I ...", like Bearlief's example:



I remember the R.A.I.N. structure:

I

¹ Statements taken from *The New York Times*: "Mindfulness for Children" by David Gelles (2021).

THE R.A.I.N. STRUCTURE – GROUP 3

Groupwork: What is the R.A.I.N. structure?¹

Feel free to use
the dictionary!

Group 1: **Recognize**. Acknowledge what is happening, just noting it in a calm and accepting manner.

Group 2: **Accept**. Allow life to be just as it is, without trying to change it right away, and without wishing it were different somehow.

Group 3: **Investigate**. See how it feels, whether it is making you upset or happy, giving you pleasure or pain, just note it.

Group 4: **Non-Identification**. Realize that the sensations you are feeling make for a fleeting experience, one that will soon pass. It isn't who you are.

Tasks

In your group, complete the following tasks:

1. What does the step "Investigate" mean?
2. How can this step be used in a difficult situation?
3. Write down a simple sentence that can remind you of this step.
The sentence should start with "I ...", like Bearlief's example:



I remember the R.A.I.N. structure:

I

¹ Statements taken from *The New York Times*: "Mindfulness for Children" by David Gelles (2021).

THE R.A.I.N. STRUCTURE – GROUP 4

Groupwork: What is the R.A.I.N. structure?¹

Feel free to use
the dictionary!



Group 1: **Recognize**. Acknowledge what is happening, just noting it in a calm and accepting manner.

Group 2: **Accept**. Allow life to be just as it is, without trying to change it right away, and without wishing it were different somehow.

Group 3: **Investigate**. See how it feels, whether it is making you upset or happy, giving you pleasure or pain, just note it.

Group 4: **Non-Identification**. Realize that the sensations you are feeling make for a fleeting experience, one that will soon pass. It isn't who you are.

Tasks

In your group, complete the following tasks:

1. What does the step "**Recognize**" mean?
2. How can this step be used in a difficult situation?
3. Write down a simple sentence that can remind you of this step.
The sentence should start with "I ...", like Bearlief's example:



I remember the R.A.I.N. structure:

I

¹ Statements taken from *The New York Times*: "Mindfulness for Children" by David Gelles (2021).

[Happy 2.3]

Name:

Date:

DIGITAL TOOL FOR R.A.I.N. STATEMENTS



PRE-TASK: YOGA IN THE CLASSROOM

Linguistic focus	Listening to and giving instructions
-------------------------	--------------------------------------

Thematic focus	Yoga
-----------------------	------

Language level/target group	A2+
------------------------------------	-----

Teacher instructions

Yoga is generally viewed as beneficial for one's mental health and there are different options on how to implement yoga in Teaching English as a Foreign Language. The teachers themselves could, for instance, show the students the exercises (<https://positivepsychology.com/yoga-in-education/>) or use YouTube videos (<https://www.youtube.com/watch?v=Td6zFtZPkJ4>). If teachers decide to integrate such a video, it is important to account for language barriers which may restrict students' understanding and would require additional scaffolding. Certain exercises might also need to be adjusted to the abilities of the students. Before implementing yoga into the classroom, you might want to discuss with your students what their expectations are about the benefits of yoga.

As a follow up activity, students can also be asked to create their own yoga sequences where they have to formulate instructions. Here, students can be supported by giving them pictures that show different yoga poses (see Happy 3.1) which they have to describe. You might also let them read the yoga instructions out loud with the other students following the instructions.

Additional material to be used

- | | |
|--|-------------|
| - Poster on yoga poses | [Happy 3.1] |
| - Worksheet on yoga instructions (with answer key) | [Happy 3.2] |
| - Additional support: Yoga instructions – vocabulary | [Happy 3.3] |

POSTER ON YOGA POSES

Yoga in the Classroom



Pose 1



Pose 9



Pose 2



Pose 8



Pose 3



Pose 7



Pose 4



Pose 6



Pose 5

[Happy 3.2]

Name:

Date:

YOGA INSTRUCTIONS

How to: instructions

Read carefully how Bearlief creates instructions.

Raise your arm!
Go to the left!
And now you, create your own instructions!



Yoga instructions

Choose three yoga poses from the poster. Write down the instructions for the pose. Let your neighbour proofread your instructions.

Yoga Pose	Instructions

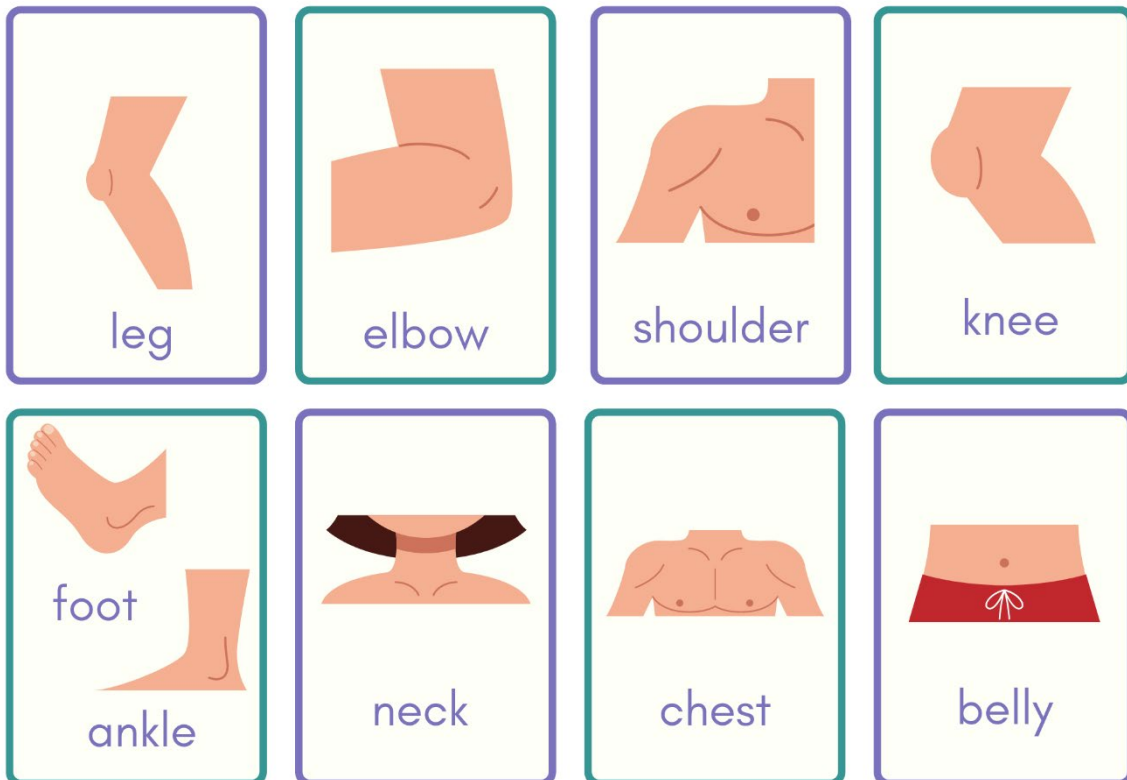
YOGA INSTRUCTIONS – ANSWER KEY

Possible instructions

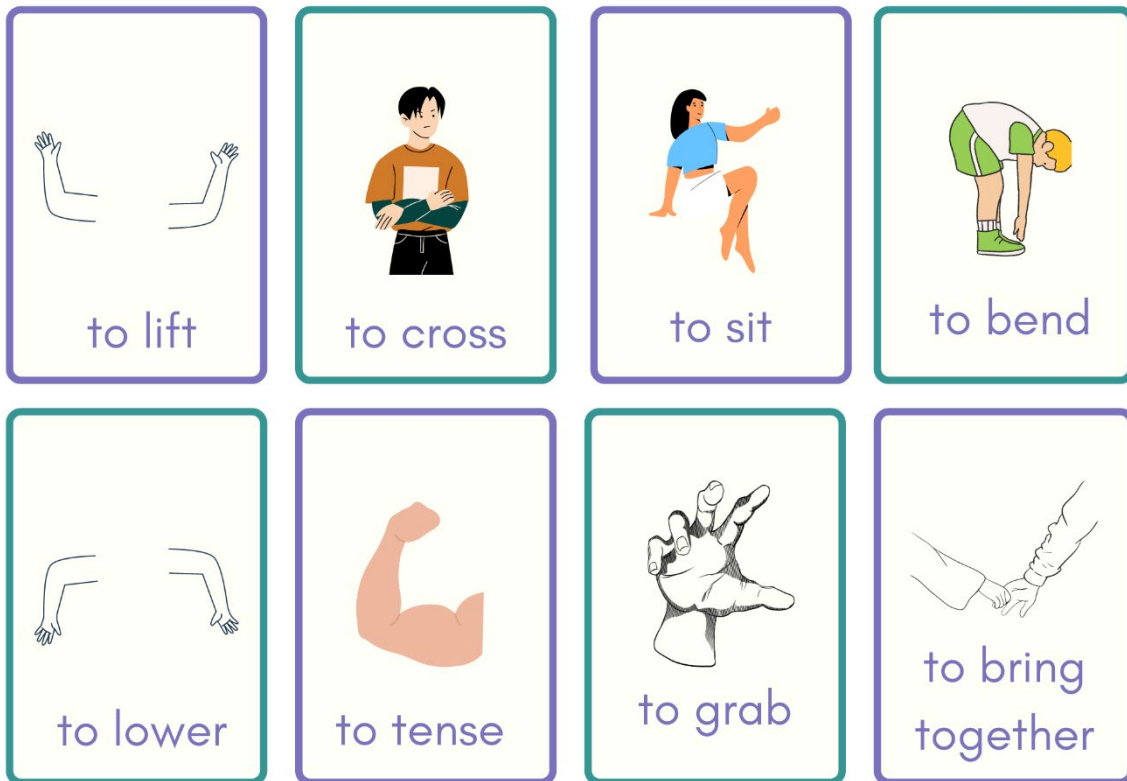
Yoga Pose	Instructions
Pose 1	Sit on your chair. Lift your hands above your head. Bring your hands together.
Pose 2	Sit on your chair. Lean forward and put your head on your knees.
Pose 3	Sit up straight on your chair. Bring your hands together in front of your belly.
Pose 4	Lean forward on your chair. Touch your foot with your right hand. Raise your left hand above your head. Look up at your left hand. Repeat on the other side.
Pose 5	Stand two steps behind your chair. Lean forward and touch the back of the chair. Raise one foot behind you and stretch. Do not bend your knee.
Pose 6	Stand in front of your chair. Bend down and touch the chair. Keep your back straight and do not bend your knees.
Pose 7	Stand on your left leg. Lift your right leg and put your foot against it. Bring your hands together in front of your chest.
Pose 8	Sit on your chair. Lift one hand and put it behind your head. Put your other hand behind your back. Bring your hands together behind your back.
Pose 9	Sit on your chair. Lift your right arm above your head. Lean to the left and stretch. Do the same on the other side.

ADDITIONAL SUPPORT: YOGA INSTRUCTIONS – VOCABULARY

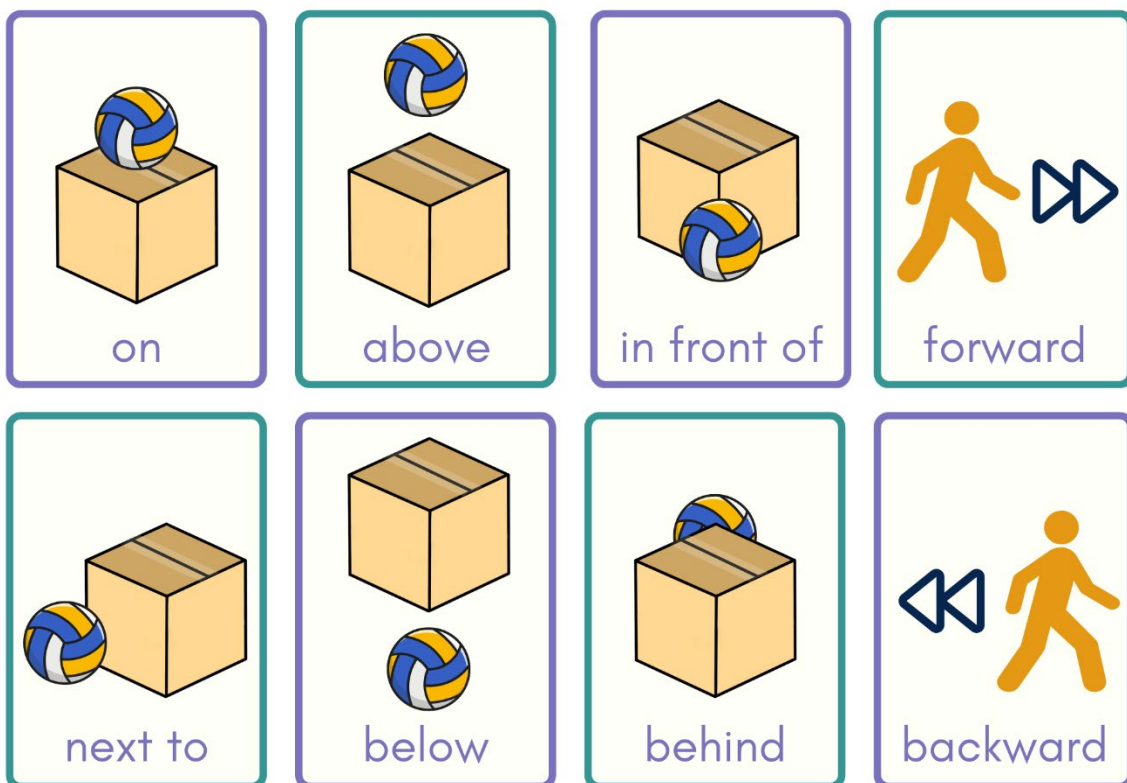
Body parts



Body movements



Prepositions



PRE-TASK: SOMETHING GOOD

Linguistic focus	Simple Past
-------------------------	-------------

Thematic focus	Reflection
-----------------------	------------

Language level/target group	A1+
------------------------------------	-----

Teacher instructions

In this task, the students reflect on what happened to them yesterday. First, they think of three good things that happened to them or somebody else. They then write their answers on the worksheet (see Happy 4.1).

Afterwards, they talk to their partner about one of these experiences and how their feeling (a repetition of the simple past is recommended). They then add their feelings to the worksheets. Lastly, students get the chance to share their experiences in the classroom (given the personal nature this should be optional).

Additional material to be used

- | | |
|--------------------------------------|-------------|
| - Worksheet | [Happy 4.1] |
| - Scaffolding (grammar: simple past) | [Happy 4.2] |
| - Scaffolding (feelings vocabulary) | [Happy 4.3] |

SOMETHING GOOD

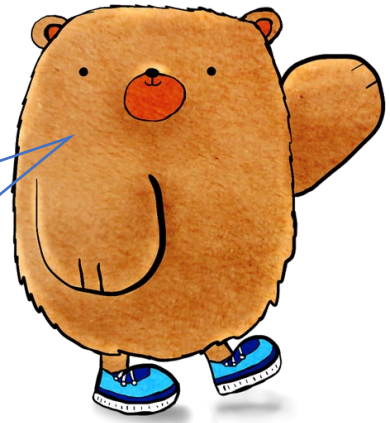
Good things

Read which good things happened to Bearlief and what good things he did or saw.

*Seeing the sunshine on the way to school was something good that happened to me.

*I did yoga and felt good.

*I saw a rainbow. That made me happy. And you?



Good things yesterday

Write down three good things that happened to you yesterday.

1. _____ was something good that happened to me.

2. I did _____.

3. I saw _____.

Partner work

Tell your partner about the good things that happened to you and about how those three things made you feel. Write down your feelings below.

1. _____

2. _____

3. _____

ADDITIONAL SUPPORT SOMETHING GOOD – GRAMMAR

Simple past			
TO BE		VERBS	
subject + was/were	+	subject + verb + -ed	+
<i>I was happy.</i>		<i>She smiled.</i>	
subject + wasn't/weren't	-	subject + didn't + verb	-
<i>You weren't sad.</i>		<i>They didn't cry.</i>	
Was/were + subject ...?	?	Did + subject + verb ...?	?
<i>Were they in love?</i>		<i>Did you laugh?</i>	



ADDITIONAL SUPPORT SOMETHING GOOD – VOCABULARY

Feelings



relieved



in love



brave



calm



surprised



happy



excited



proud

PRE-TASK: THE MINDFUL JAR

Linguistic focus

Concept of the metaphor

Thematic focus

The importance of mindfulness

Language level/target group

B1

Teacher Instructions

Firstly, the students need to be introduced to the concept of metaphors. They are therefore divided into groups and each group works with three metaphors as examples. Together, they discuss what the metaphors mean and, based on the sample sentence, they come up with their own definition. All metaphors used address feelings. The groups are provided with a worksheet that they need to fill out, which they can use to present their metaphors, meanings, and definitions to the class. Based on the solutions, the class then creates one collective definition for the concept together. Students can use dictionaries throughout the exercise.

In the second part of this activity, each student needs a jar. This jar is first filled with water and then glitter is added. The glitter is meant to symbolize the thoughts and sorrows that take up our heads and blur our vision. Through that, students can be made aware that our thoughts and sorrows sometimes overwhelm and distract us and make it hard for us to come to clear decisions (visible in shaking the water with the glitter). However, when taking a moment, the glitter falls to the ground symbolising how our thoughts and sorrows are not as upsetting and how coming to a halt can help us to think more clearly. Overall, this enactment of the metaphor thus highlights the importance of mindfulness for one's mental health. In this activity, it is advised to ask the students to relate the jar to the concept of the metaphor.

For a deeper understanding, this task can be followed by a breathing exercise or meditation. For this you can use the material "Guided meditation on happiness" (Happy 1.1) or "Yoga in the classroom" (Happy 3.1) in this teacher guide.

Additional material to be used

- Worksheets on metaphors for group work [Happy 5.1]
- Printable cards with metaphor and definition [Happy 5.2]
- Online exercise for metaphors [Happy 5.3]

METAPHORS

Task 1

Think about the following sentences and imagine what they could mean. Discuss their meanings in your group.

1. You have a heart of gold.
2. Life is a roller coaster.
3. I am thrilled to pieces.

You can use the dictionary!



Task 2

Match the cards and compare your results in class.
Write down the correct definitions from the cards.

1. means:
2. means:
3. means:

Task 3

Explain what the sentence means in your own words.

METAPHORS – PRINTABLE CARDS



Metaphor

Life is a roller coaster.

Meaning

To have ups (good times)
and downs (bad times).



Metaphor

I am thrilled to pieces.

Meaning

To be so excited that it is overwhelming.



Metaphor

You have a heart of gold.

Meaning

To be very kind.

METAPHORS – PRINTABLE CARDS



Metaphor

Meaning



Metaphor

Meaning



Metaphor

Meaning

METAPHORS – ONLINE EXERCISE

QR-code for “matching the cards” online game.

Please note that this online tool best works with a tablet or a laptop/PC.

When using a smartphone, the “check button”  in the bottom right corner might not be accessible.



PRE-TASK: AFFIRMATIONS WITH SNOOP DOGG

Linguistic focus

Speaking

Thematic focus

Affirmations

Language level/target group

A1+

Teacher instructions

This exercise can be implemented at the beginning of a lesson. It is designed to lighten the mood and activate students by singing affirmations together.

Given the nature of the song, it might be necessary to go through each of the affirmations one by one in advance with students. Alternatively, this can be done in groups for example by making each group responsible for translating or explaining two affirmations (potentially with the help of a dictionary). Afterwards, the results can then be shared and discussed in class to gain a better understanding of the song and its meaning.

After a few rounds of singing the song, it can be used as an impulse to start a discussion about what the students' favourite affirmations are. This can enhance the students' comprehension of the affirmations and, moreover, might cause a positive thinking process in which the affirmations impact the students more deeply.

Additional material to be used

- Lyrics of the song with some vocabulary [Happy 6.1]

AFFIRMATION SONG - LYRICS

Link to the song by Doggyland & Snoop Dogg:

<https://www.youtube.com/watch?v=khkE17A5d7Y>

Affirmations are positive
statements that help us
to challenge and overcome.

bewältigen

When you're not feeling good and have
negative thoughts, so repeat after me,
come on everyone.

There is no one better to be than myself!
(There is no one better to be than myself!)

Today is gonna be an amazing day!
(Today is gonna be an amazing day!)

My feelings matter.

sind wichtig

(My feelings matter.)

I get better every single day.

(I get better every single day.)

I choose to feel happy.

(I choose to feel happy.)

My family loves me so much!

(My family loves me so much!)

I care about others.

(I care about others.)

I learn from my mistakes.

(I learn from my mistakes.)

Affirmations are fun and cool.

They help us heal
and they help us grow.



gonna: going to (informal)

wanna: want to (informal)

If you love to learn and
wanna keep feeling good, let's say some more.

Follow me, let's go!

verantwortungsvoll

I am responsible.

(I am responsible.)

I get better every single day.

umgeben

(I get better every single day.)

I'm surrounded by love.

(I'm surrounded by love.)

Every problem has an answer.

(Every problem has an answer.)

I deserve to feel good.

(I deserve to feel good.)

Anything is possible.

(Anything is possible.)

I believe in myself.

(I believe in myself.)

I control my own happiness.

(I control my own happiness.)

Now we know some new affirmations

that we can choose and learn to say.

So next time you need a little inspiration to

help you have more of a positive day...

Affirmations (affirmations, affirmations, affirmations)

Tasks

1. Which is your favorite affirmation from the song? Explain why?

2. Think-Pair-Share:

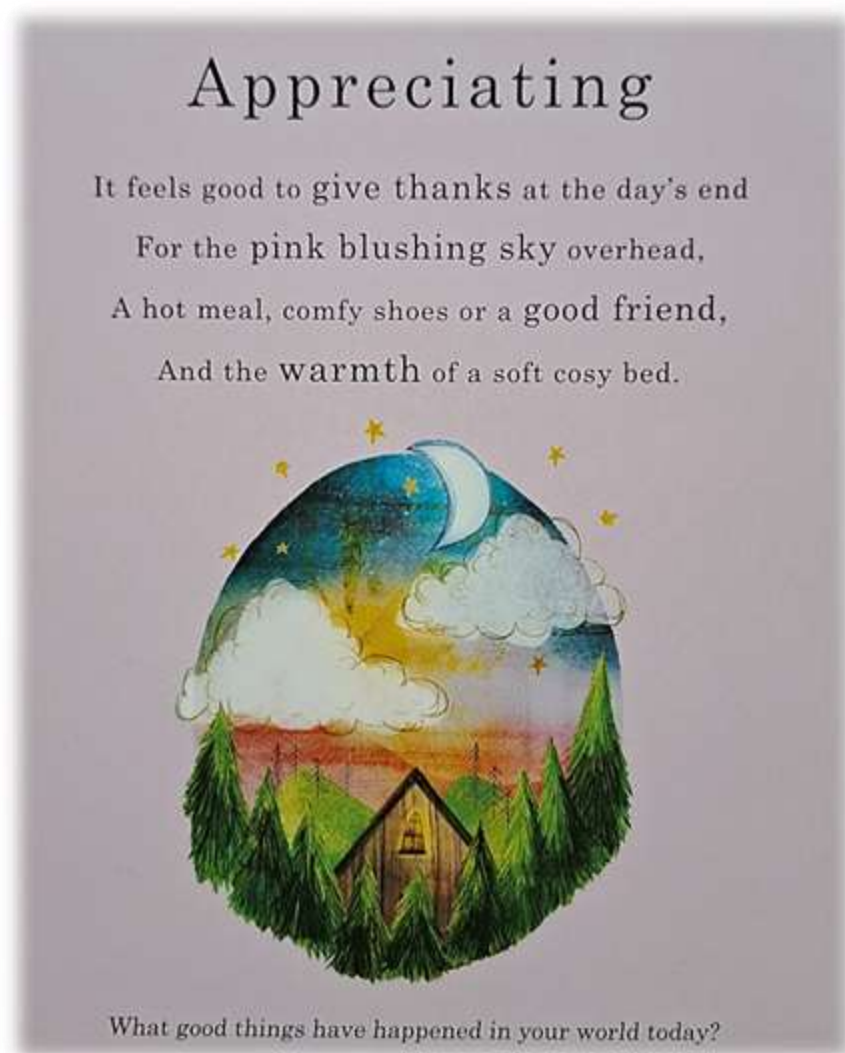
Which of the three affirmations do you like the most? Explain why?

a) *Today is gonna be an amazing day.*

b) *I deserve to feel good.*

c) *I believe in myself.*

WHILE-TASKS



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Illustrations © Katie Hickey, 2018

The while-tasks are organized according to the structure of *Happy*. Each way of perception in the book can be allocated to one while-task.

WHILE-TASK: MINDFUL LISTENING

Linguistic focus

Listening

Thematic focus

Mindfulness

Language level/target group

A2

Teacher instructions

In the book, there is a passage that reads “**Take a moment to stop and really listen to the sounds around you**” (page 3); this sentence is the focus of this learning chunk and directs attention at the competence of listening.

First, ask the students to name the examples given in the book of what can be heard when listening to one's environment. Then ask them to remember and talk about the examples given in the book (possible answers: the wind in the trees; the sound of cars; moving leaves). As a transition to the next phase (and to recap on how to describe sounds) the sound-guessing game could be played with students on the board or online (see Happy 7.2).

Second, ask students to think of their favourite sound and let them describe it to their partners/the class (think-pair-share).

Third, let the students go on a walk on the school campus (approx. 10 minutes) where they are asked to consciously listen to the sounds around them. The students should be made aware that taking a mobile device with them is not allowed as the goal is to actively listen. After the walk, the students should be encouraged to share their experiences in class by writing them down on cards and clustering them on the board. They can then discuss what it feels like to be fully present in the moment while listening.

Additional material to be used

- Scaffolding (sounds) [Happy 7.1]
- Online sound description guessing-game (QR code) [Happy 7.2]

MINDFUL LISTENING

Step 1: What can you hear?

Let's have a look at which sounds you can describe.

- Start by naming some examples of sounds you hear around you every day.
- Think about the book we read and try to remember the examples. Do you hear any of them every day?

Step 2: Describe your favourite sounds

Think about your favourite (natural) sounds (such as the sound of rain, birds chirping, etc.). Take 2 minutes to think about which sounds you like the most.

After you have decided on a sound, find a partner.

Now describe your favourite sounds to your partner without naming it, they have to guess the sound based on your description. Afterwards, each one of you picks a new sound to describe.

You can be asked to describe a sound to the class.

Example:

What you tell your partner: "You can hear it when you are in the park. It is high pitched and melodic. Little animals make the sound."

Answer: The sound of "birds chirping".

Step 3: Sound walk

Now it's time for a walk on our school campus. We will spend 10 minutes walking and consciously listening to the sounds around us.

Do not talk during this walk. Focus on the sounds you hear and try to notice as many as you can.

When you are back in class write down as many sounds as you can remember on the cards and pin them to the board.



Remember, you are not allowed to take a mobile device with you during this walk!

Sounds I heard on my walk on the school campus ...

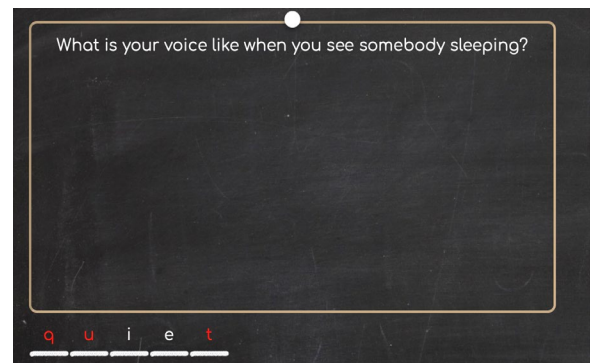
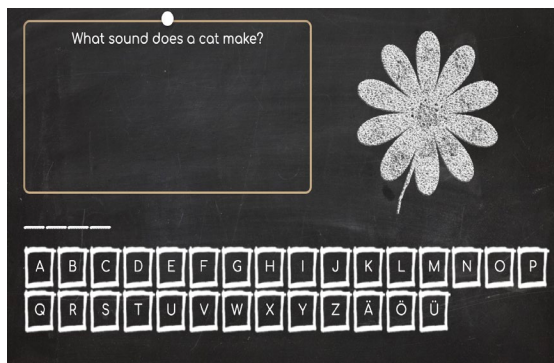
- _____
- _____
- _____
- _____

ONLINE SOUND DESCRIPTION GAME

This game is designed similar to the traditional “hang-man” game but with flower petals. The students see the clue inside the window on the left and need to click on the letters below to fill in the word. If their guess is correct the letters are automatically filled in, if not, the flower loses one petal. If the student used all their guesses, the remaining letters of the word are filled in with red.

This game can easily be played (on the board or online via projector) with all the students in class together or in teams.

You can use the examples provided or adapt them according to your learners group.



The examples provided online are:

1. What sound do you hear when a bee flies around your head? [buzzing]
2. What sound does a cat make? [meow]
3. What sound do you hear when you walk on leaves? [crunching]
4. What is your voice like when you talk to someone in a crowded room? [loud]
5. What is your voice like when someone is sleeping? [quiet]
6. What sound do you hear when you step on a rubber duck? [squeaking]
7. What sound do you hear when you play in the water? [splashing]



ONLINE SOUND DESCRIPTION GAME

QR-code for online sound description game.



WHILE-TASK: EXPRESS FEELINGS IN LANGUAGE

Linguistic focus

Writing/vocabulary

Thematic focus

Feelings

Language level/target group

A2/B1

Teacher instructions

In the book, there is a passage that reads „**What kinds of things make you feel happy?**“ (page 6); this question is the focus of the learning chunk on feelings. It might be helpful to begin with the pre-task on metaphors (see Happy 5.1).

In the beginning, the metaphor of the sun and the storm is addressed in class. For that, the teacher shows a picture of a sun and a picture of a cloud with rain to the students and asks them to describe the pictures. They should think about what it means to find oneself in a storm and what it means to find oneself in sunny surroundings on a metaphorical level. This exercise can be implemented as a think-pair-share phase where the students match feelings to the scenarios. To be able to better name the feelings that are evoked by certain situations, they can be provided with a list of vocabulary on feelings (see Happy 4.3).

Afterwards, the students choose one situation in which they felt happy and create a small comic depicting this situation. The focus of this exercise is to make revisiting situations of happiness easier in the future. They can do this through a worksheet or use, for example, Pixton (<https://app.pixton.com/#/>).

Possible continuation

If the students want to, they can share what *good times* and what *bad times* are for them. However, this is optional and best decided in recognition of the class and their individual situation/mood as this open sharing might trigger emotional reactions in the classroom.

Additional material to be used

- Worksheet on sun and storm (with answer key)
- Comic worksheet

[Happy 8.1]

[Happy 8.2]

THE SUN AND THE STORM

Task 1

Are these feelings pleasant or unpleasant?

Sort the feelings to the sun (pleasant) or the rain cloud (unpleasant).

sad – happy – excited – joyful – ashamed – proud – lonely – angry – hungry –
sick – hopeful – grateful – calm – mad



Pleasant feelings	Unpleasant feelings

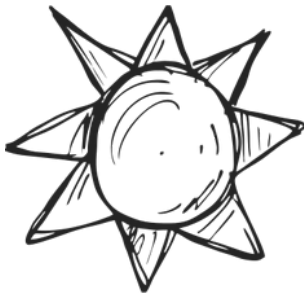
THE SUN AND THE STORM – ANSWER KEY

Task 1

Are these feelings pleasant or unpleasant?

Sort the feelings to the sun (pleasant) or the rain cloud (unpleasant).

sad – happy – excited – joyful – ashamed – proud – lonely – angry – hungry –
sick – hopeful – grateful – calm – mad



Pleasant feelings	Unpleasant feelings
happy	sad
excited	ashamed
joyful	lonely
proud	hungry
hopeful	sick
grateful	mad
calm	angry

[Happy 8.2]

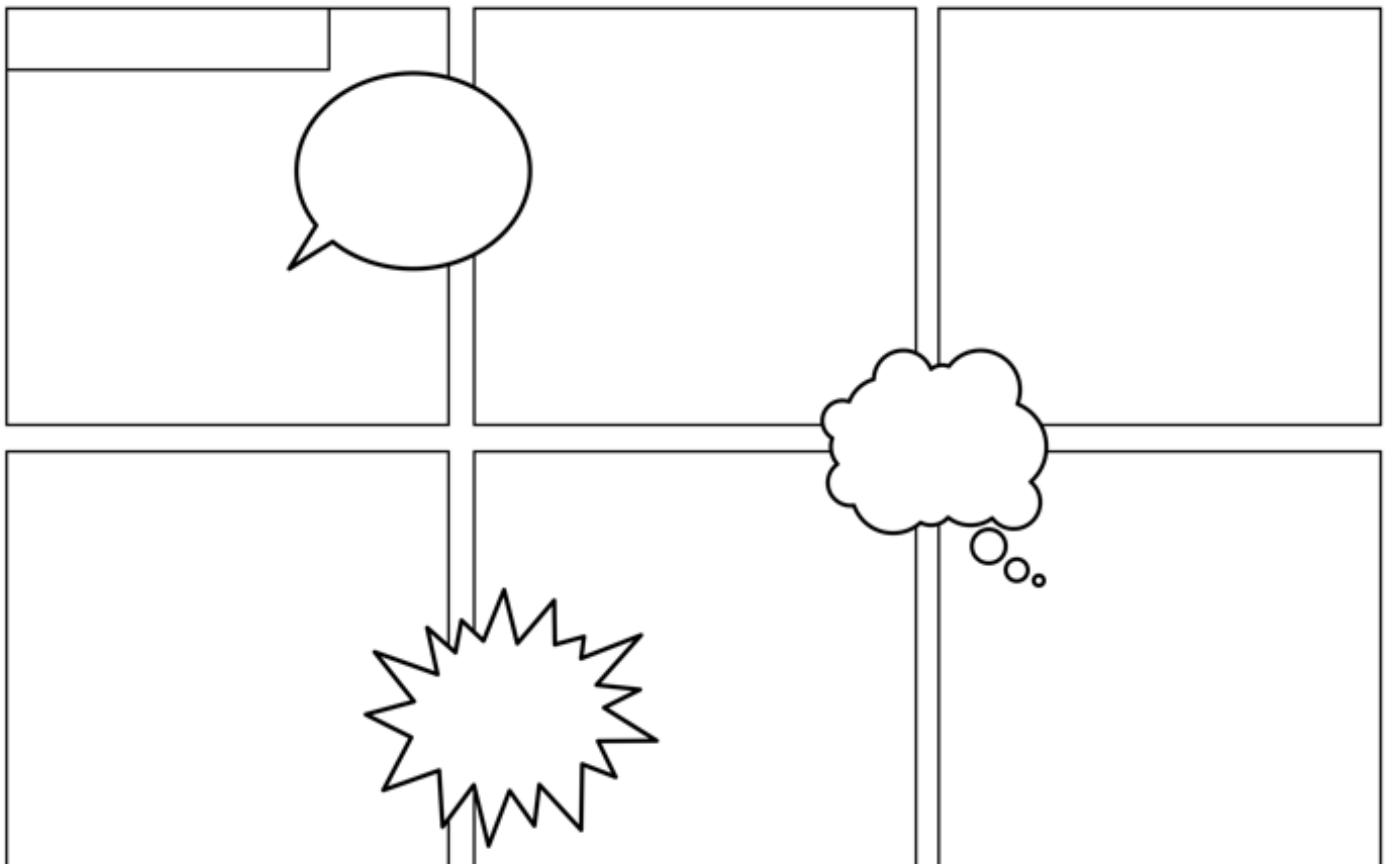
Name:

Date:

COMIC

Task

Think of a situation where you felt happy. Put this situation into a comic.



WHILE-TASK: WHAT HELPS ME TO RELAX? JOURNALING

Linguistic focus

Writing

Thematic focus

Writing about free time

Language level/target group

A2/B1

Teacher instructions

In the book, there is a passage that reads **“Try tensing up all of your muscles and then relaxing them, one by one”** (page 8). This sentence should be a starting point for thinking about and practicing relaxation in the classroom.

As an introduction, the students are asked to try out the task and talk about how it felt to tense up all their muscles and then relax them one by one. Afterward, the students share with their partners what they find relaxing. The ideas can later be collected on the blackboard through a mind map and are the basis for the journaling exercise.

The journal is intended to be a private space for the students to express their thoughts and feelings in English. In the context of the book, the journal has a thematic focus aimed at reflecting on relaxation. It should be a space where they can write freely without worrying about grammar, punctuation, or spelling.

Possible continuation – Journaling

If the necessary resources are available, consider providing the students with a small booklet solely dedicated to journaling. To form an inspirational and optimistic basis, the students should initially be motivated to decorate the journal and create a visually appealing booklet that reflects their personality. They might also be asked to perform a few of the actions collected in the mind map. In their journal, they could answer questions such as “Do I like to do that?”, “Does this action help me to relax?” or “How does this action make me feel?”. Students can also be given the option to write down a stream of consciousness (ignoring the questions/prompts) or to add drawings or pictures to those reflections.

Additional material to be used

- Journal template [Happy 9.1]
- What helps me relax? (with answer key) [Happy 9.2]

JOURNAL TEMPLATE

[The full-size template can be found as a PDF in the appendix.]

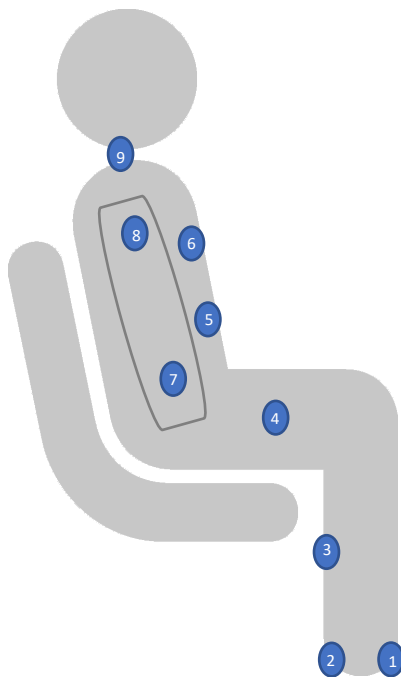
The journal template is designed to look like a digital application window. It features a title bar at the top with a close button (X) and three window control buttons (green, red, yellow). The main content area is divided into several sections:

- Header:** The title "my journal" is displayed in a large, bold, monospace font.
- Mood Tracker:** A section titled "Today I am feeling" in a red pill-shaped box. Below it are five empty circles for rating, with "very happy" on the left and "very sad" on the right.
- Reflection:** A large white box with a yellow border containing the question "What is important to me today?".
- Gratitude:** A green pill-shaped box titled "three things I am grateful for" is positioned above three horizontal lines for writing, each preceded by a small red star icon.
- Relaxation:** A white box with a blue border at the bottom contains the question "What will I do today to relax?" followed by two horizontal lines for writing.

WHAT HELPS ME RELAX?

Task 1:

- Tense up all your muscles, then relax them one by one.
Start at the feet and move towards your head.
- Read each sentence carefully. Fill in the blanks with the body part you relaxed.



First, I relaxed my **1**_____. Next, I let my **2**_____ relax. Then, I allowed my **3**_____ to relax. Moving up, I let my **4**_____ relax. Continuing, I felt my **5**_____ relax. Then, I allowed my **6**_____ to relax. Next, I let my **7**_____ relax. Following that, I felt my **8**_____ relax. Finally, I let my **9**_____ relax.

Task 2:

Note down what helps you relax.

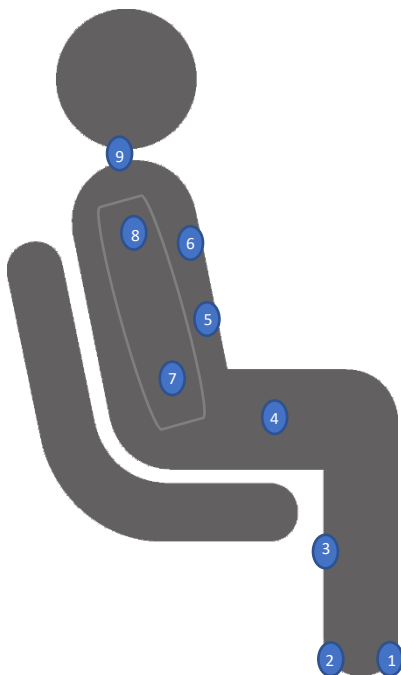
Tell your partner what you find relaxing.

- _____
- _____
- _____
- _____
- _____

WHAT HELPS ME RELAX? – ANSWER KEY

Task 1:

- a) Tense up all your muscles then relax them one by one.
Start at the feet and move towards your head.
- b) Read each sentence carefully. Fill in the blanks with the body part you relaxed.



First, I relaxed my **1 toes**. Next, I let my **2 ankles/feet** relax. Then, I allowed my **3 calves** to relax. Moving up, I let my **4 thighs** relax. Continuing, I felt my **5 stomach** relax. Then, I allowed my **6 chest** to relax. Next, I let my **7 arms** relax. Following that, I felt my **8 shoulders** relax. Finally, I let my **9 neck** relax.

Task 2:

Note down what helps you relax.
Tell your partner what you find relaxing.

This question requires individual responses from the students. Answers will vary but could include activities such as playing with friends, watching TV, listening to music, taking a warm bath, etc.

WHILE-TASK: DESCRIPTION OF FOOD

Linguistic focus	Vocabulary (mental lexicon) Speaking
Thematic focus	Food, description
Language level/target group	A2

Teacher instructions

In the book, there is a passage that reads „**Do you notice different textures and flavours when you chew your food slowly?**“ (page 9); this question is the focus of the learning chunk on tasting.

In the beginning, the students are asked to name food that can be described according to the adjectives given in the book, i.e., hot, salty, sweet, and sour. Their ideas are collected on a worksheet in the form of a mind map (see Happy 10.1). This mind map can be filled with other categories as well, e.g., crunchy food. The students then form pairs and are asked for their opinions on the food collected in their mind maps. Afterwards, one of the two students has to describe a certain food and the other has to guess the food. In addition, the students are given an extra vocabulary list with adjectives relating to food.

The second part of the task includes writing a food diary. The students receive a worksheet (Happy 10.3) in which they note down the food they ate in a week. Moreover, they add what the food tasted like using the adjectives from the worksheet (Happy 10.1, possibly further supported by the vocabulary list).

Possible continuation

You might ask your students to bring a certain type of food to class which they then try and describe. In this case, potential allergies and hygienic regulations must be considered beforehand.

Additional material to be used

- Mind map with a structure on giving one's opinion [Happy 10.1]
- Scaffolding: list of adjectives [Happy 10.2]
- Food diary template [Happy 10.3]

MIND MAP: FOOD

Task 1

Create a mind map on hot, salty, sweet, and sour food. You can also add one category of your own.



Task 2

Talk with your partner about your opinion: Which food is the best / worst?

Stating your opinion

I like to eat ... because it is ...

... is very ...

My favourite food is ...

Potato chips taste ...

I often eat ... because I like ...

I prefer ... because it is ...

I don't agree, I think ...

Example

I like to eat apples because they are sour.

Chicken soup is very greasy.

My favourite food is spaghetti, it is yummy.

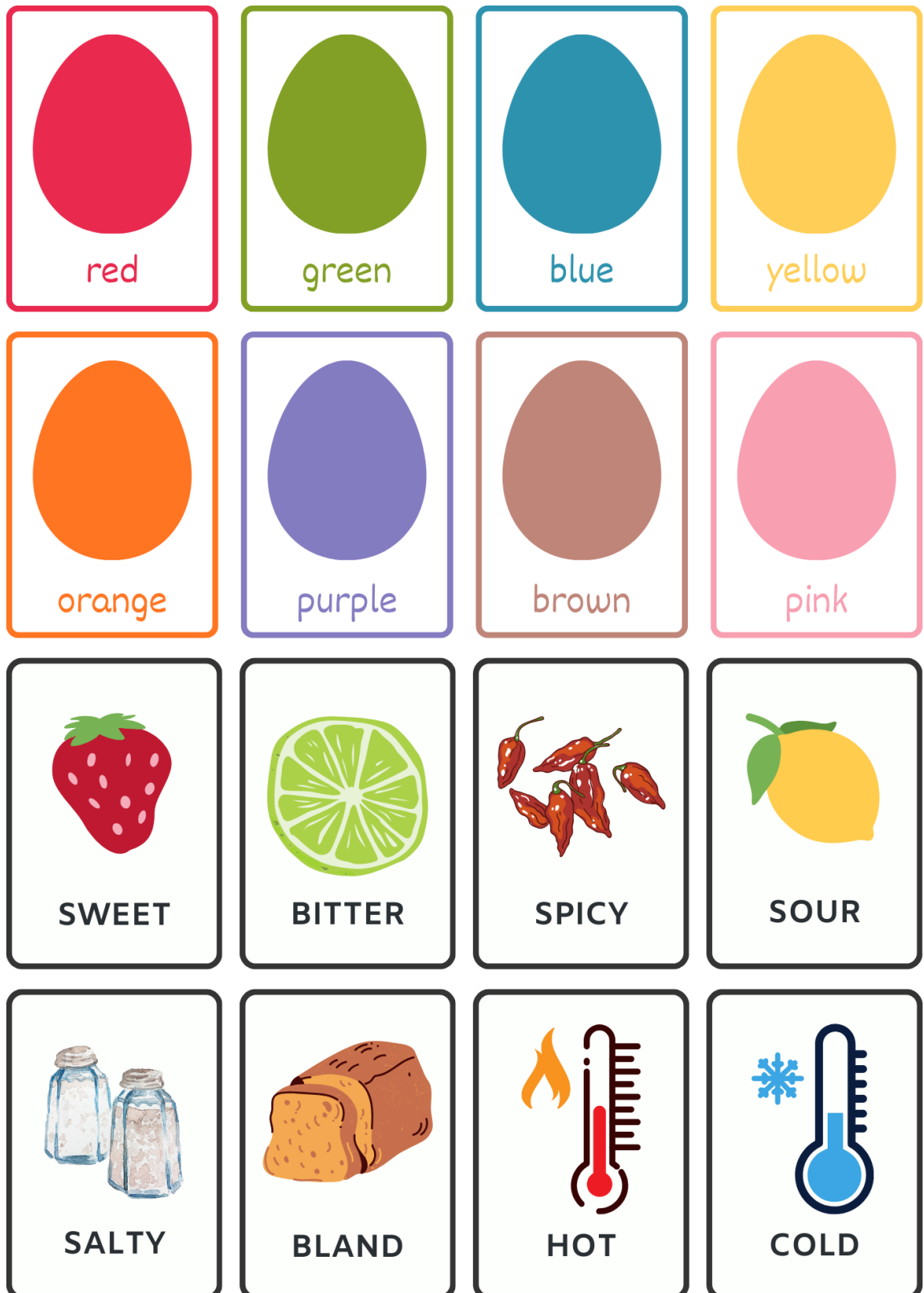
Potato chips taste salty.

I often eat pizza because I like the cheese.

I prefer cake because it is sweet.

I don't agree, I think bread is better.

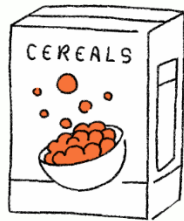
ADJECTIVES FOR DESCRIBING FOOD (BASIC)



ADJECTIVES FOR DESCRIBING FOOD (ADVANCED)



GREASY



CRUNCHY



FROZEN



GRILLED

MILD

CREAMY

CHEWY

FRIED

DELICIOUS

TASTY

YUMMY

YUCKY

FRESH

FLAVOURFUL

DISGUSTING

TEMPLATE FOR FOOD DIARY

[The full-size template can be found as a PDF in the appendix.]

Food Journal

Week:

Breakfast Lunch Dinner Snacks Rate your day ○○○○○	Breakfast Lunch Dinner Snacks Rate your day ○○○○○
Breakfast Lunch Dinner Snacks Rate your day ○○○○○	Breakfast Lunch Dinner Snacks Rate your day ○○○○○
Breakfast Lunch Dinner Snacks Rate your day ○○○○○	Breakfast Lunch Dinner Snacks Rate your day ○○○○○
Breakfast Lunch Dinner Snacks Rate your day ○○○○○	Notes:

WHILE-TASK: DESCRIPTION OF ITEMS

Linguistic focus	Speaking
Thematic focus	Description
Language level/target group	A2

Teacher instructions

In the book, there is a passage that reads „**Close your eyes and see if you can tell what things are just by touching them**” (page 12); this sentence is the focus of the learning chunk on touching.

To activate the students, the teacher shows different objects, e.g., an apple or a pencil, and asks them what adjectives they would use to describe these items. The students collect adjectives, e.g., big/small, long/short, rounded/with edges, etc. in a mind map. This can also be complemented with other words and phrases used for describing objects.

Afterwards, the students (in pairs) are given a sack of (small) items by the teacher. The items should not have any sharp edges or points that could harm students. They then have to sense with their hands what the items feel like and describe what they feel to their partner. The partner then tries to guess what item it could be. The aim is to guess all items correctly based on their description. The partner has to write down the objects and the adjectives they used on the worksheet (see Happy 11.1).

Additional material to be used

- Worksheet on objects and their adjectives [Happy 11.1]
- Scaffolding sheet: Adjectives [Happy 11.2]

[Happy 11.1]

Name:

Date:

OBJECTS AND THEIR DESCRIPTIONS

Task 1

Feel the objects in the bag (without looking at them) and describe what you feel to your partner. Your partner has to guess the object and note down the adjectives you used.

Object	Adjectives to describe the object

ADJECTIVES

Adjectives are words that describe nouns (things, people, places) and tell us more about them.

HOW SOMETHING FEELS (TEXTURE), TASTES, LOOKS, ETC.



Some adjectives like *smooth* or *soft* need to be learned by heart.

But some adjectives can be formed by adding suffixes like *-y* or *-ful* to the end of the word.

Examples: color+*ful*= colorful

silk+*y*= silky

Some of these adjectives have special cases.

beaut*y*+*ful*= beautiful.

*The [y] at the end of the noun becomes an [i].

shin*e*+*y*= shiny.

*The [e] at the end of the noun is deleted.

fur+*y*=fur*y*.

*The [r] is added.

To compare nouns that have the same property but in different intensities, you can add *-er* or *-est* to the end of the word.

Examples: My ring is shin*ier* than yours. But Lisa's is the shin*iest*.

-er is used when comparing two things.

My ring and your ring.

-est is used to show which is the most shiny.

Lisa's ring.

WHILE-TASK: BEING MINDFUL

Linguistic focus

Speaking

Thematic focus

Mindfulness

Language level/target group

A2

Teacher Instructions

In the book, there is a passage that reads „**Look all around you and try to spot something you haven't noticed before**” (page 14); this sentence is the focus of the learning chunk on discovering.

In advance of this exercise, the teacher changes things in the classroom without letting the students see (e.g., add posters, change decorations, etc.). This can be done when the students are out of the classroom for their break or the day before after class.

To start the exercise, the students get together with a partner and collect sentences/beginnings of sentences they can use to describe their surroundings. These sentences are then shared in class, ensuring that all students have a sufficient collection of phrases for the activity. Together with the same partner, the students then describe things in the classroom they have not noticed before such as the changes made by the teacher. They have to use descriptions according to the structure of the game “I spy with my little eye...”. The students describe an item until their partner guesses it correctly.

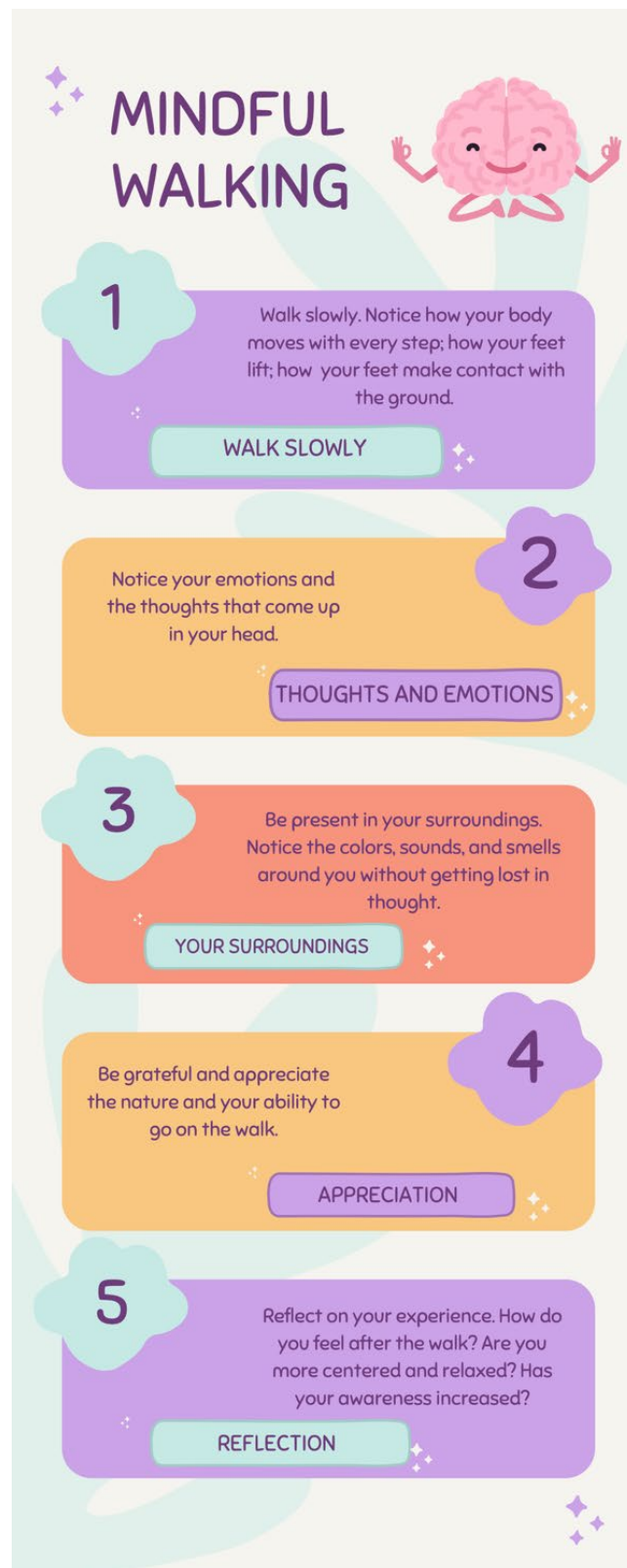
After the exercise, the students can go on a *mindful walk* (see Happy 12.1) on the school campus and look for other things they have not noticed before. In the beginning, the students should be guided by the teacher and encouraged to walk slowly to notice the sensation of their feet lifting off the ground, moving through the air, and making contact with the ground again. You can also ask them to pay attention to how their bodies move and later discuss the experience.

Additional material to be used

- Poster on “mindful walking” [Happy 12.1]

MINDFUL WALKING

[The full template can be found as a PDF in the appendix.]



WHILE-TASK: YOUR FAVOURITE SMELL

Linguistic focus

Writing / **Vocabulary**

Thematic focus

Smells

Language level/target group

A2

Teacher instructions

In the book, there is a passage that reads „**Do the things you can smell make you feel anything or bring back memories?**” (page 15); this question is the focus of the learning chunk on smelling.

In advance, ask the students to think of their favourite smell and to bring an image or an item that represents their favourite smell or smells (e.g., flowers). Alternatively, it could also be a photo of a memory where they remember a distinct smell, which they would have to describe.

To start the exercise, the students are asked to present what they brought from home and what smell it represents. It should be optional to present the items and as an introduction it would be enough if around 5 students presented their items/images. Then, the students could be asked what smells are addressed in the book as particularly beautiful (answers: the smell of cool air; the smoke of wood; the earth after rain).

Afterwards, the students are asked to think of three smells or smells that remind them of a specific memory. They write down what these smells are like, what they feel when thinking of them and what situations they connect with these smells. They then use these elements to create a picture on their favourite smells [Happy 13.2]. The pictures can be shared in class or in groups and possibly elaborated on by students following the creation.

Additional material to be used

- Questionnaire on smell(s) [Happy 13.1]
- Creative drawing task [Happy 13.2]

MY FAVOURITE SMELLS

TASKS

Answer the following questions on what your favourite smells are.

1. First down your own favourite smells, then ask your partner about theirs.

Your favourite smells

1. _____
2. _____
3. _____

Your partner's favourite smells

1. _____
2. _____
3. _____

2. When and where did you smell your favourite smells the last time?

3. Describe your favourite smell and which memory you connect with it.

4. How does your favourite smell make you feel?

Adjectives you could use to describe your favourite smell:

sweet, sour, smoky, woody, earthy, chocolatey, fruity, minty, clean, fresh, flowery...

[Happy 13.2]

Name:

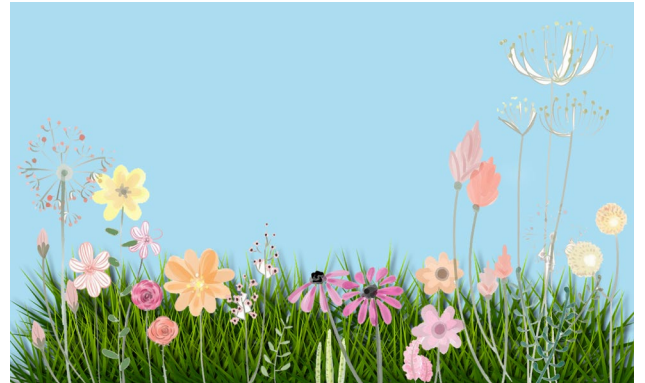
Date:

Task

Create a picture including all your favourite smells (drawing or collage).
Present your picture to the class and describe the different smells and why you drew them like that.

Example:

- My picture is called „The smell of cut grass and flowers”.
- I like them because they remind me of the summers at my grandparents' house.
- I drew them like that because I don't know how to draw cut grass and the smells are always in the garden full of flowers.



The images are taken from Pixabay.com.

My favourite smells in one picture:

A large, empty rectangular area with rounded corners, outlined in blue, intended for the student to draw or create a collage representing their favourite smells.

WHILE-TASK: THANK YOU LETTER

Linguistic focus	Writing
-------------------------	---------

Thematic focus	Letter
-----------------------	--------

Language level/target group	A2/B1
------------------------------------	-------

Teacher instructions

In the book, there is a passage that reads „**Have you given someone a smile or a hug today?**” (page 17); this question is the focus of the learning chunk on loving.

In class, the students first watch a YouTube video on how to write a letter (e.g., <https://www.youtube.com/watch?v=3CIV82aT2oA>). You can find a worksheet with questions for the recommended video in this guide (see Happy 14.1).

Afterwards, students think of someone they want to say thank you to. They then write a first draft of a thank you-letter to this person (see Happy 14.2). In their letters, students should express their gratitude to someone in their lives. With the help of the teacher (and possibly a partner), they can then revise their letters and copy the improved version onto the template. They can then put the letter in an envelope and potentially hand or send it to the person to whom it is addressed. Students could also be encouraged to send a personal drawing along with their letters. In addition, the students can share in class what it was like to write the letter and give it to the person.

Alternative

The students can also form pairs and be encouraged to write to one another. This opens up the possibility of reflecting on what it is like to receive a letter because every student receives one.

Additional material to be used

- Quiz on YouTube video (with answer key) [Happy 14.1]
- Letter template [Happy 14.2]

A FRIENDLY LETTER

Task 1

Watch the video on "A Friendly Letter" and answer the questions.

1. What are some reasons mentioned in the video for why we write friendly letters instead of just texting our friends?

- a) Friendly letters can be saved for a long time and have a personal touch.
- b) Friendly letters are quicker and easier to write than text messages.
- c) Friendly letters are more popular among adults.

2. Where should the heading be written in a friendly letter?

- a) Top left corner
- b) Top right corner
- c) Bottom left corner
- d) Bottom right corner

3. What do you do in the greeting of a friendly letter?

- a) You ask for advice.
- b) You introduce yourself.
- c) You start with the word "dear" followed by the person's name and a comma.

4. How many paragraphs should the body of a friendly letter have?

- a) One
- b) Two
- c) Three
- d) Four

5. Where should the closing be written in a friendly letter?

- a) Top left corner
- b) Top right corner
- c) Bottom left corner
- d) Bottom right corner

Link to the video: <https://www.youtube.com/watch?v=3ClV82aT2oA>

A FRIENDLY LETTER – ANSWER KEY

1. What are some reasons mentioned in the video for why we write friendly letters instead of just texting our friends?

a) Friendly letters can be saved for a long time and have a personal touch.

(00:00:14 - 00:00:34)

b) Friendly letters are quicker and easier to write than text messages.

c) Friendly letters are more popular among adults.

2. Where should the heading be written in a friendly letter?

a) Top left corner

b) Top right corner (00:01:09 - 00:01:42)

c) Bottom left corner

d) Bottom right corner

3. What do you do in the greeting of a friendly letter?

a) You ask for advice

b) You introduce yourself

c) You start with the word “dear” followed by the person's name and a comma

(00:01:31 - 00:01:58)

4. How many paragraphs should the body of a friendly letter have?

a) One

b) Two

c) Three (00:02:40 - 00:03:01)

d) Four

5. Where should the closing be written in a friendly letter?

a) Top left corner

b) Top right corner

c) Bottom left corner

d) Bottom right corner (00:03:34 - 00:03:59)

LETTER TEMPLATE

[The full-size template can be found as a PDF in the appendix.]

A FRIENDLY LETTER

If you put
your letter in
an envelope,
you can cut
out a stamp
and paste it
in the top
right corner
of the
envelope.



A large rectangular box containing horizontal lines for writing a letter. The lines are spaced evenly and cover most of the box area.

WHILE-TASK: WHAT ARE YOU GRATEFUL FOR TODAY?

Linguistic focus

Writing

Thematic focus

Poetry form 'haiku'

Language level/target group

A2

Teacher instructions

In the book, there is a passage that reads „**What good things have happened in your world today?**” (page 19); this question is the focus of the learning chunk on appreciating. This learning chunk is made up of two parts which can be easily connected to address the theme/the topic of gratefulness.

Option 1

First, the students learn about the *haiku*, a short Japanese poetic form consisting of words with a total of seventeen syllables arranged on three lines (5-7-5). They are introduced to an example of a haiku and shown the rules of how to create one. They then write a *haiku* themselves focused on something they are grateful for today. Those who are finished early can paint a picture to support their *haiku*. The *haikus* are later shared in class (e.g., you could do a gallery walk with students).

Option 2

Additionally, to encourage a positive outlook on one's own life, the students could try out the website <https://neal.fun/life-stats/>. By typing in their date of birth, they are presented with several facts based on their age.

While they likely need to be supported with appropriate vocabulary to understand the accompanying questions that focus on reflecting on these statistics (see Happy 15.2), this can be a great way to discuss how the statistics made them feel like.

Additional material to be used

- Worksheet on *haikus* [Happy 15.1]
- Vocabulary list and questions for *Life Stats* [Happy 15.2]

HAIKU

A *haiku* is a short form of poetry originally from Japan.

The Magic of Autumn

Whispers in the breeze,
Nature's song, leaves gently fall,
Peaceful autumn day.¹

1. Read the *haiku* and answer the following questions:

- a) A *haiku* should have lines.
- b) The first line has....syllables.
 The second has....syllables.
 The third has....syllables.
 All together that is..... syllables.
- c) *Haikus* have a rhyme. (true /false)
- d) The *haiku* sounds (angry/calm).

2. Your own haiku

Writing a *haiku* is a fun way to express your feelings and thoughts about the world around you. You just learned how many lines and syllables a *haiku* has (3 lines and 17 syllables).

So, give it a try and create a *haiku* of a good thing that happened to you or in the world today. When you are done writing, paint a picture fitting to your *haiku*.

<u>Your haiku</u>	<u>The Picture</u>
.....	
.....	
.....	
Tip: Circle the syllables after each line you write.	

¹ Created by ChatGPT

[Happy 15.2]

Name:

Date:

LIFE STATS

Vocabulary support

Word	Meaning
beat	to strike or hit repeatedly
pumped	to move or force fluid through a system
produce	to create or make
blink	to close and open the eyes quickly
literacy	the ability to read and write
poverty	when someone does not have enough money

Task:

Scan the QR code, enter your birthday and click on go.

Scroll down, learn more about what happened in the world since you were born and answer the questions on the worksheet.



Life Stats

Your Birthdate:

Go >>>

Link to Life Stats: <https://neal.fun/life-stats/>

[Happy 15.2]

Name:

Date:

Questions

1. How many days has it been since you were born?

I was born _____ days ago.

2. What surprised you the most about your life stats?

3. What shocked you the most about your life stats?

4. What did you find most interesting about your life stats?

5. What is your favourite fact?

6. What was your highest number and in which category was it?

When to use *much* and *many*:

much: for uncountable things.

For example: time, milk, water, rice, butter...

many: for countable things.

For example: days, hours, people, bottles of water, slices of bread, bags of rice...

WHILE-TASK: BREATHING

Linguistic focus	Listening
Thematic focus	Rising awareness / Total Physical Response (TPR)
Language level/target group	A2

Teacher instructions

In the book, there is a passage that reads „**Take a deep breath, hold it for two seconds and then breathe out very slowly**“ (page 22); this sentence is the focus of the learning chunk on breathing in which a breathing exercise is done.

As a scaffolding measure, the online tool Xhalr (<https://www.xhalr.com>) can be used. The tool can be adjusted in different ways to better fit the exercise and can help students visualize the process of the breathing exercise.

1. Find a comfortable and quiet place: The students are encouraged to sit in a comfortable position either on a chair or on the floor.
2. Close your eyes: The students are told to close their eyes.
3. Take a deep breath: The students are instructed to take slow, deep breaths through their noses. This process can be visualized by imagining smelling beautiful flowers and filling the lungs with air. They should focus on stretching their breathing to four seconds.
4. Hold your breath: The students then hold their breath for four seconds.
5. Exhale slowly: The students are then asked to exhale slowly through their mouths for six seconds, like blowing out a candle on a birthday cake. The students can also imagine how the air is leaving their bodies and takes their tension and worries with it in the process.
6. Repeat and relax: The students repeat the breathing cycle 3-5 times or as long as they are comfortable.
7. Observe your breathing: With each cycle, the students are asked to focus once again on their breathing for a moment. They are encouraged to pay attention to, e.g., how their bodies feel, how their chests rise and fall, and how the air moves in and out of the body.

Afterwards, the students can talk with a partner and/or in class about how they feel after the breathing exercise.

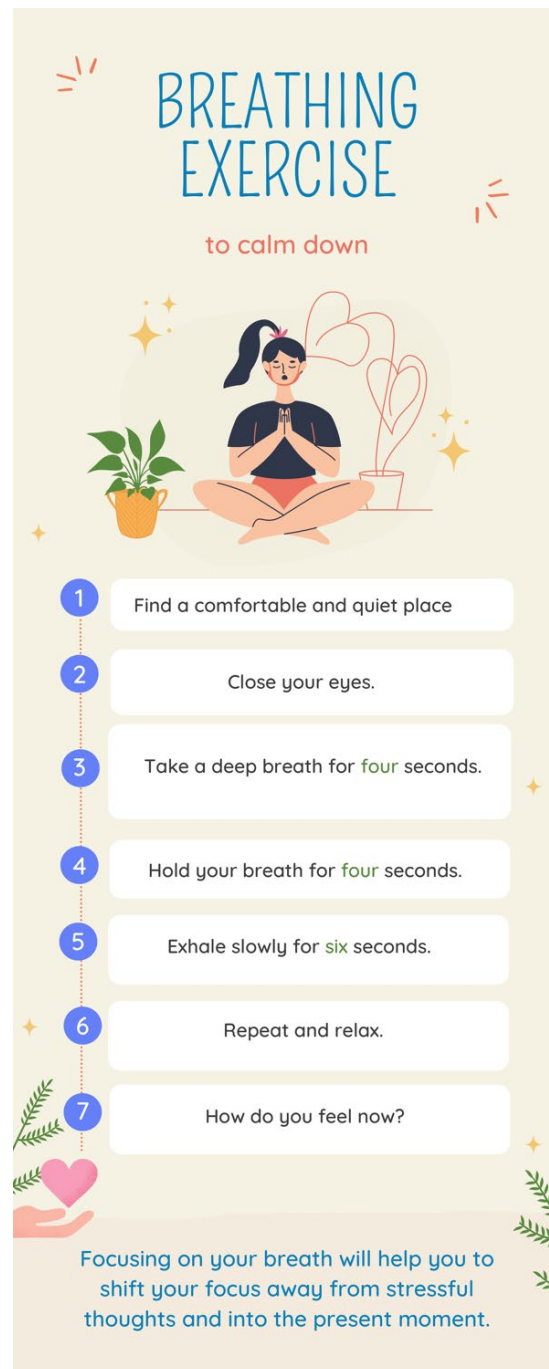
Additional material to be used

- Poster on the different steps of a breathing exercise

[Happy 16.1]

POSTER ON BREATHING EXERCISE

[The template can be found as a full-sized PDF in the appendix]



POST-TASKS

Every day is a fresh new adventure,
Now we live in the **moment**, at last.

How can you be more mindful each and every day?



Text by Nicola Edwards. Text copyright © Little Tiger Press Limited, 2018
Illustrations © Katie Hickey, 2018

POST-TASK: READING AND REFLECTION

Linguistic focus	Reading comprehension
-------------------------	-----------------------

Thematic focus	Reflection
-----------------------	------------

Language level/target group	A2
------------------------------------	----

Teacher instructions

This task focuses on providing students with questions concerning their acquired knowledge about the topic of mindfulness and their experiences while reading the book. Aspects to be addressed could be:

Reading

- Explain mindfulness in your own words.
- How can you be more mindful? What ideas are presented in the book?
- Describe three exercises for mindfulness from the book, so that someone who has not read the book can understand them.

Reflection

- Which three exercises were the most helpful to you? Rate them!
- What do you think your life would be like if you practised mindfulness more often?
- What exercise can you do today to be more mindful and in the moment?

The questions are best answered by having the students formulate a small paragraph. The answers can also be shared in class.

Additional material to be used

- Worksheet on Reading and Reflection [Happy 17.1]

READING AND REFLECTION

Reading comprehension

1. Explain mindfulness in your own words.

2. How can you be more mindful?

3. Explain three exercises for mindfulness from the book, so that someone who has not read the book can understand them.

Reflection

4. Which three exercises were the most helpful to you? Rate them!

1.
2.
3.

5. What would your life be like if you practised mindfulness more often?

--

6. Which exercise can you do today to be more mindful?

--

POST-TASK: MOOD DIARY

Linguistic focus

Writing

Thematic focus

Awareness

Language level/target group

A2

Teacher instructions

The diary can easily be adjusted to the needs and abilities of the class. The overall aim of the diary is to consciously reflect on one's feelings and well-being on a daily basis. The exercise is flexible regarding time, meaning that this task can also be implemented as a project, for instance, for one week or longer.

The form of the diary can be chosen depending on the class or even individually on the student. One such realization might be to colour a smiley for every day to represent one's feelings. Another way might be to let the students write down three things they are grateful for every day. The template is intended to combine both ideas presented here.

Additional material to be used

- Mood diary template

[Happy 18.1]

[Happy 18.1]

Name: _____

Date: _____

MOOD DIARY

Week: _____

Name: _____

For each day, draw one of the smileys to describe your **mood** and write down one thing that you are **thankful** for.

	Mood	I am thankful for...
Monday		• •
Tuesday		• •
Wednesday		• •
Thursday		• •
Friday		• •

Mood guide:



Awesome



Good



Okay



Not good



Horrible

POST-TASK: BOOKTOK POST

Linguistic focus	Speaking
Thematic focus	Reflection/expressing your opinion
Language level/target group	B1+

Teacher instructions

The aim of this task is to reflect upon the book. That is, the students are encouraged to record a short video (approx. 2-3 minutes) similar to the book reviews that can be found on *Booktok* (part of Tiktok).

In their videos, they should talk about the book and what they have learnt. They therefore need to answer questions such as “What was new to me?”, “Which exercise did I like most?”, “Which exercise did I like least?”, “Will I change something in my daily life?” and “Would I recommend the book to someone else?”. It is recommended to first write a script or at least bullet points with students. It can also be helpful to practice reading out their script before recording the video.

The example script provided may also be used as scaffolding if students struggle with their own scripts. However, it should be noted that the script can also be discouraging because students might find it hard to deviate from it and formulate original sentences once they have read it.

Additional material to be used

- Schematic overview for BookTok video [Happy 19.1]
- Scaffolding for the video [Happy 19.2]
- Guide for recording a video [Happy 19.3]
- Example script for BookTok post [Happy 19.4]

SCHEMATIC OVERVIEW: BOOKTOK POST

Each section should take up about 20-30 seconds of the video.

Step	Topic	Content
a)	Introduction	Begin by introducing yourself and the book you are reviewing. Mention the title and author and give a short summary.
b)	What was new to me?	Share the aspects of the book that were new to you.
c)	Favourite exercise	Talk about the exercise from the book that you liked the most. Explain how you can use it in your life.
d)	Least favourite exercise	Talk about the exercise from the book that you liked the least. Be honest about why you did not like it.
e)	Impact on my daily life	Reflect on whether the book has inspired you to make any changes in your daily life and why.
f)	Recommendation	Summarize your overall opinion of the book. Would you recommend it to someone else? Why or why not?

HOW-TO: BOOKTOK POST

Create a short video for BookTok on the book *happy*. Your video should be about 2 to 3 minutes long. Use the examples below to structure your video:

a) **Introduction:** Introduce yourself and the book:

- My name is ... and I read the book *happy*.
- The book is about ...
- In the book, ...

b) Say what was new to you:

- ... was new to me because ...
- I was surprised about ...

c) Say what you liked about the book:

- I liked the part where ...
- My favourite part of the book was ...
- My favourite exercise was ...

d) Say what you did not like about the book:

- I did not like the part where ...
- I did not like the exercise where ...

e) Explain how the book has affected your daily life:

- The book inspired me to ...
- I want to do ... more often in my daily life.
- I want to change ... because of the book.

f) **Conclusion:** Say if you would recommend¹ this book to a friend:

- I would recommend this book to someone who ...
- I would not recommend this book because ...

Take notes and practice your presentation before you record your video.

¹ to recommend a book: to tell someone else to read the book as well

RECORDING A VIDEO

What do I say?

Read the task and take notes:

- What are the main points you need to have in your video?
- What order do you want to say your points in?

Introduction

Point 1

Point 2

Point 3

...

Conclusion

How do I prepare?

Practice what you want to say **before** you start recording.

- Put your notes in front of you so that you can read them, but do not hold them in front of your face.
- You can practice in front of a mirror. This helps you see how you will look in the video.
- If there are any words or sentences that are hard for you, practice them multiple times until you are comfortable with them.

How do I record the video?

For a short video, the camera on a smartphone or tablet is really good. Most notebooks also have cameras and microphones.

Set up your recording space:

- Find a quiet place where there are no other people or loud background noises.
- If you do not have the room to yourself, politely ask the other people in the room to be quiet while you record your video.
- If it is noisy outside, close the doors and windows.
- Place the camera (phone, tablet, or notebook) somewhere so that you can see your face in the video.
- You can also ask someone else to film you, but it is important to hold the camera still.
- Press the "Record" button, present your notes like you practiced and press the button again to end the video.

BOOKTOK POST – EXAMPLE SCRIPT

- a) My name is Bearlief, and I read the book *happy*. In the book, you learn how to be more mindful and how to be kind to yourself and to others.
- b) Mindfulness was new to me because I often don't pay attention to the small things in my life like the taste of food or the noises I hear when I go outside.
- c) My favourite part of the book was where we talked about foods because it made me more mindful to concentrate on the taste and texture of my favourite snacks. I now like those snacks even more.
- d) I did not like the part about relaxing because I did not know how to tense up all my muscles and it didn't feel good.
- e) Because of the book, I want to be more loving in my daily life. It is very hard to talk about feelings with other people, but it makes me feel good afterwards, so I want to do it more.
- f) I would recommend this book to my big brother because he often says that he is very stressed and I think it could help him, too.



POST-TASK: GIF

Linguistic focus	Reading comprehension
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Thematic focus	Summary
-----------------------	---------

Language level/target group	A2
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Teacher instructions

The aim of this task is to create a condensed visualization of the content of the book. In this creative task, the students' mission is to capture the essence of happiness as depicted in the book into a visually captivating GIF.

Firstly, the students should go through the book and think about what happiness means according to the book. They should note down which emotions they want to convey through their GIF. This could be, for example, the joy of friendship, the beauty of nature, or the simple pleasures of everyday life.

The students then plan the sequence of frames for the GIF. This includes thinking about the animation they want to use, the colours which support their GIF, and its overall composition (e.g. where to place the text, where the image). They can sketch out the ideas to create a visual roadmap for the animation (Happy 20.1).

For the creation of the GIF, the students could use the platform *Brush Ninja*: <https://brush.ninja>. The students might also want to present their results in class at the end.

Additional material to be used

- Worksheet on the creation of the GIF [Happy 20.1]

[Happy 20.1]
Name:

Date:

HOW-TO: CREATE A GIF

Tasks

In this task, you will create a GIF on happiness as described in the book *happy* by Nicola Edwards.

Step 1

Find scenes or quotes from the book that are about happiness.
How does the book address happiness? Write down three points.

Step 2

Sketch out what happens in your GIF in the box below.

--

Step 3

Go to the website *Brush Ninja* (<https://brush.ninja>) and create the GIF with the help of your sketch.

Name:

Date:

WORKING WITH A DICTIONARY

1) Read the introduction of the dictionary.

Each dictionary is different. Reading the introduction will give you a guide on how to find the words you are looking for. the introduction includes:

- Pronunciation (IPA)
- Abbreviations
- Symbols
- Labels
- Syllable markers

2) How to find a Word.

Example: you want to find the meaning of the word "happy".

a) Find the page:

Words are listed in an alphabetic order in the dictionary.

The letters are usually on the outer corners of the page to make finding words easier.

The first step to finding a word is going through the pages with its starting letter.

In this case, to find "happy" you first go to the letter "h".



b) Find the word on the page:

There are so many pages with words that start with "H". To find what you are looking for you need to look at the starting word and the ending word of each page. These are found in the top corners of the page.

For "happy" you need to find the page that has words with "hap...".

Name:

Date:

DICTIONARY PAGE LAYOUT

The starting word
of this page
a word starting with "hap..."

The page number

The ending/last word
on this page

HAPPEN

P. 26

HIPPOPOTAMUS

The word we
needed: *happy*

happen /ˈhæpən/: verb
to take place
Let's see what happens.

Happy /ˈhæp.i/: adjective.,
1. feeling pleasure: I'm happy to
be here.
2. giving pleasure: memory
3. celebrating: Happy Birthday
4. feeling satisfaction: I'm happy
with my grade in English.

Pages with words
starting with "h"

H

Hippopotamus /ɪˈpɒnəˌtɑːməs/: noun.
(plural form: *-es*)
(informal: HIPPO)
a large animal that lives in rivers in
Africa.

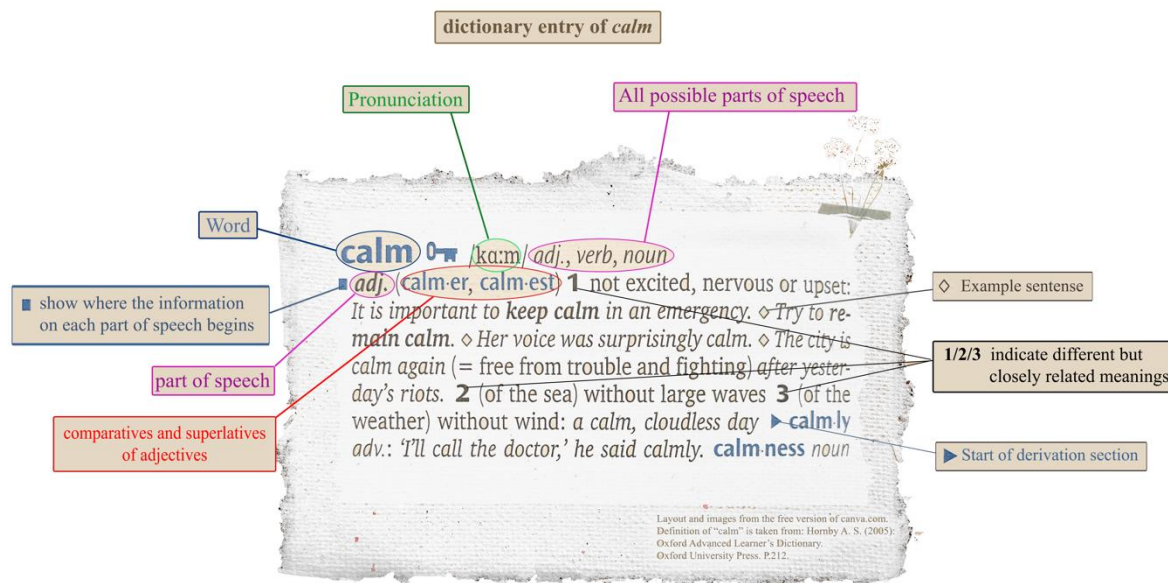


Name:

Date:

3. Understand a dictionary entry.

In a dictionary entry you mostly find:
the **word**,
it's **pronunciation** (IPA-spelling),
part of speech/type of word,
grammar code,
definitions, (if more than one: numbered)
and examples.



Dictionaries can be monolingual (e.g., English-English) or multilingual (e.g., English-German) and can support *language production/speaking* (e.g., looking up the pronunciation of words) and *understanding* (e.g., looking up unfamiliar words, spelling norms, etc.).

You may have used an online dictionary before and noticed some differences to the given examples.

Potential advantages of online dictionaries:

- Easier and quicker through search functions, synonym redirection, text recognition, etc.
 - More up-to-date information.
 - Possibly direct integration into text editors.
 - Connected information through, for example, links to other word units, cross-references, multimedia representation (e.g., audio recordings, images, example sentences, etc.).
- Keep in mind that most online dictionaries are not especially designed for language learners (and are usually funded through advertising or user data).

Some recommended dictionaries:

Merriam-Webster's Word Central (www.merriam-webster.com/dictionary)

Oxford Learner's Dictionaries (www.oxfordlearnersdictionaries.com)

Cambridge English Learner's Dictionary (www.dictionary.cambridge.org)

Longman Dictionary of Contemporary English (www.ldoceonline.com)

Collins English Dictionary (www.collinsdictionary.com)

Name:

Date:

4. Task

- a) Find and write down the pronunciation, part of speech, definitions, and an example for each of the following words:

belief: _____

exhale: _____

roller-coaster: _____

- b) What is your favourite English word?

- c) Talk to your partner and find out what his/her favorite word is.

Search for your partner's favorite word in the dictionary and write down the word, pronunciation, part of speech, definition, and an example.

Appendix

Several infographics and worksheet templates in this teacher guide were created using the free version of Canva. Links to the original files are provided below, subject to Canva's terms and conditions. The PDF version of the templates can be found [here](#).

Mindful Walking:

https://www.canva.com/design/DAFwwOpigil/SQH6oxKbEGSfDX6qnycUrg/edit?utm_content=DAFwwOpigil&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Mood Diary:

https://www.canva.com/design/DAFwfMefRc0/YI5FzMFgmoGIIT7QxRIElw/edit?utm_content=DAFwfMefRc0&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Breathing Exercise:

https://www.canva.com/design/DAFwfMKF3co/MNEFuw3RkBg2V8qG8BzaAg/edit?utm_content=DAFwfMKF3co&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Letter Template:

https://www.canva.com/design/DAFv0Xhb150/ZN7n9GwRyy2CIS9SQHaUHw/edit?utm_content=DAFv0Xhb150&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Food Vocabulary:

https://www.canva.com/design/DAFvz4_ztck/MfH1Wfb_5AkCveSvsu385A/edit?utm_content=DAFvz4_ztck&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Food Journal:

https://www.canva.com/design/DAFvz3b0W5Q/CeoTruFv1Arw_jwxBWVBw/edit?utm_content=DAFvz3b0W5Q&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Colours Vocabulary:

https://www.canva.com/design/DAFvKd2rRc/QFtVywrC6laHiwS4Obijgw/edit?utm_content=DAFvKd2rRc&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

MindMap Food:

https://www.canva.com/design/DAFvKbM5Bbo/BuvlBBcuzwe88GbOdb9ibQ/edit?utm_content=DAFvKbM5Bbo&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Happy Book Comic:

[https://www.canva.com/design/DAFtMW9fPFc/r\\$mrQPzblYn8w7uuTgVAkw/edit?utm_content=DAFtMW9fPFc&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton](https://www.canva.com/design/DAFtMW9fPFc/r$mrQPzblYn8w7uuTgVAkw/edit?utm_content=DAFtMW9fPFc&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

Feelings Vocabulary:

https://www.canva.com/design/DAFq7ycRiu4/ltnODcSkz-sNYKOxQZ_3OA/edit?utm_content=DAFq7ycRiu4&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Journal Template:

https://www.canva.com/design/DAFvKJzwElk/FSHm0fmYvhyrysYVfQYEQ/edit?utm_content=DAFvKJzwElk&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Body Movements Vocabulary

https://www.canva.com/design/DAFqknE1SSU/mtR4XkJC5a7-sA3T2aeaTw/edit?utm_content=DAFqknE1SSU&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Meditation Poster:

https://www.canva.com/design/DAFp54V0RV4/tnfFyireQpbboTd_zO4s1g/edit?utm_content=DAFp54V0RV4&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Body Parts Vocabulary:

https://www.canva.com/design/DAFqkaBBAgA/NriMBpAGyKTF7ezQacSuTA/edit?utm_content=DAFqkaBBAgA&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Rain-Structure:

https://www.canva.com/design/DAFp6HS4Aok/CXV0dKWXPuJ_e6kQZExJQ/edit?utm_content=DAFp6HS4Aok&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Yoga in the Classroom:

https://www.canva.com/design/DAFqkOMfTV0/PXxlupqi91tCeMMScItjFQ/edit?utm_content=DAFqkOMfTV0&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

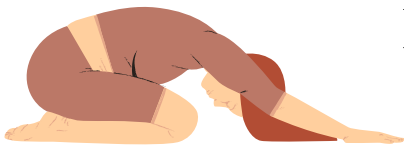
Yoga in the Classroom



Pose 1



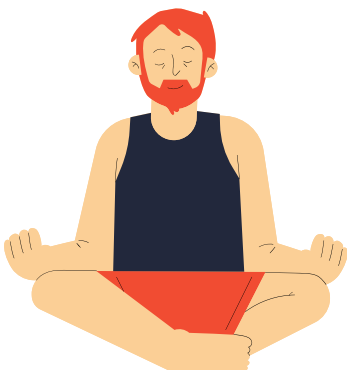
Pose 9



Pose 2



Pose 8



Pose 3



Pose 7



Pose 4



Pose 6



Pose 5

Yoga in the Classroom



Pose 1



Pose 9



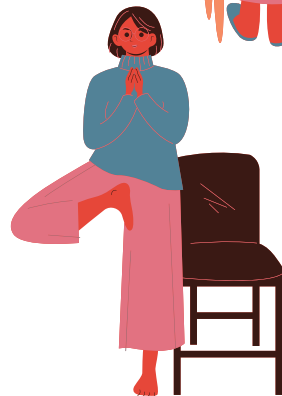
Pose 2



Pose 8



Pose 3



Pose 7



Pose 4



Pose 6



Pose 5



my journal

Today I am feeling



very happy

very sad

What is
important to me
today?

three things I am
grateful for







What will I do today to relax?

Food Journal

Week:

Breakfast	_____
Lunch	_____
Dinner	_____
Snacks	_____
Rate your day	☐ ☐ ☐ ☐ ☐

Breakfast	_____
Lunch	_____
Dinner	_____
Snacks	_____
Rate your day	☐ ☐ ☐ ☐ ☐

Breakfast	_____
Lunch	_____
Dinner	_____
Snacks	_____
Rate your day	☐ ☐ ☐ ☐ ☐

Breakfast	_____
Lunch	_____
Dinner	_____
Snacks	_____
Rate your day	☐ ☐ ☐ ☐ ☐

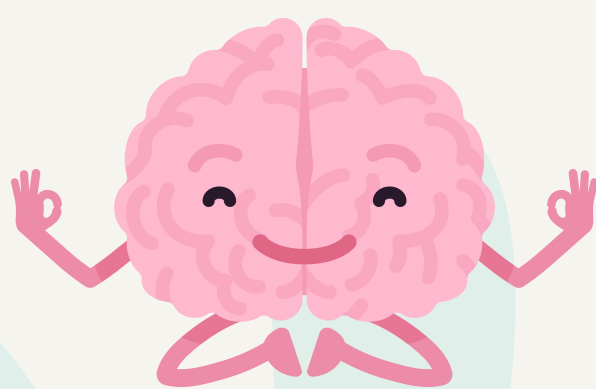
Breakfast	_____
Lunch	_____
Dinner	_____
Snacks	_____
Rate your day	☐ ☐ ☐ ☐ ☐

Breakfast	_____
Lunch	_____
Dinner	_____
Snacks	_____
Rate your day	☐ ☐ ☐ ☐ ☐

Breakfast	_____
Lunch	_____
Dinner	_____
Snacks	_____
Rate your day	☐ ☐ ☐ ☐ ☐

Notes:

MINDFUL WALKING



1

Walk slowly. Notice how your body moves with every step; how your feet lift; how your feet make contact with the ground.

WALK SLOWLY

2

Notice your emotions and the thoughts that come up in your head.

THOUGHTS AND EMOTIONS

3

Be present in your surroundings. Notice the colours, sounds, and smells around you without getting lost in thought.

YOUR SURROUNDINGS

4

Be grateful and appreciate the nature and your ability to go on the walk.

APPRECIATION

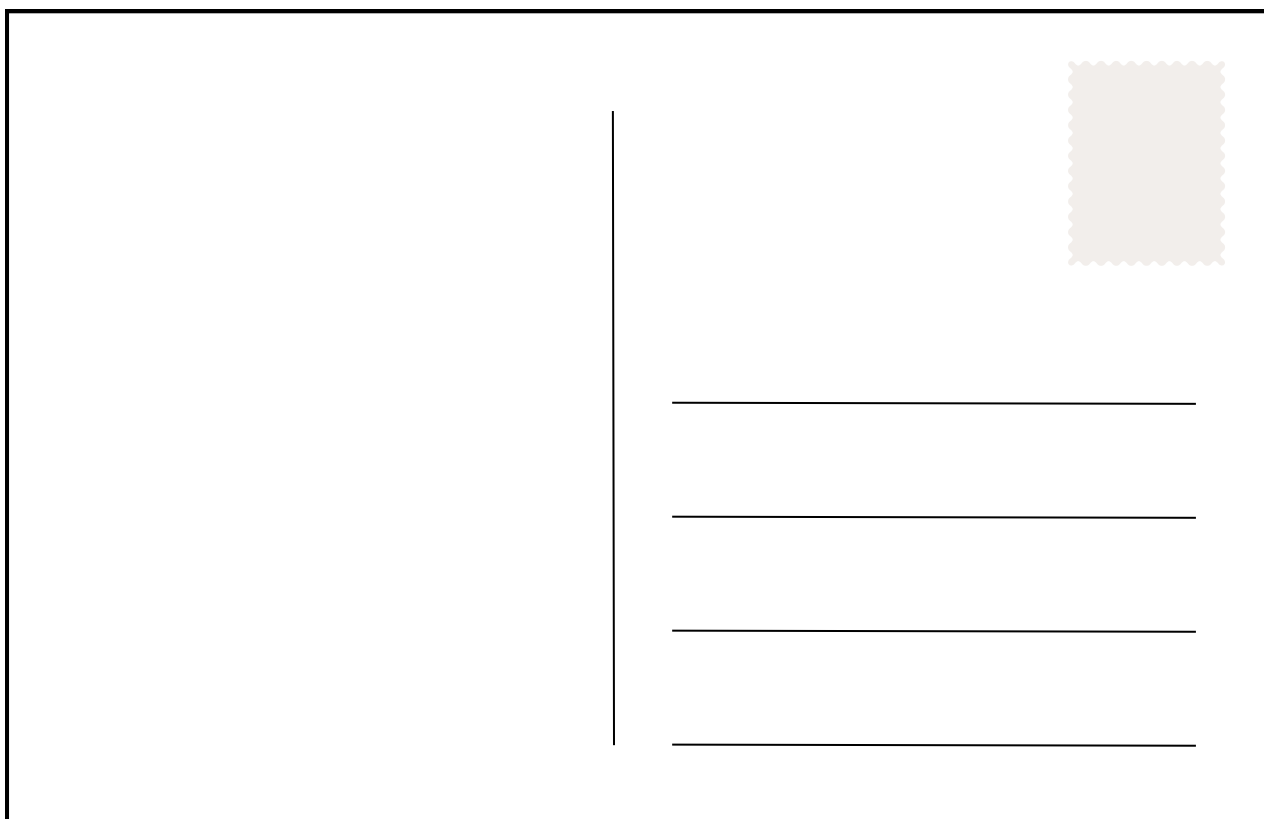
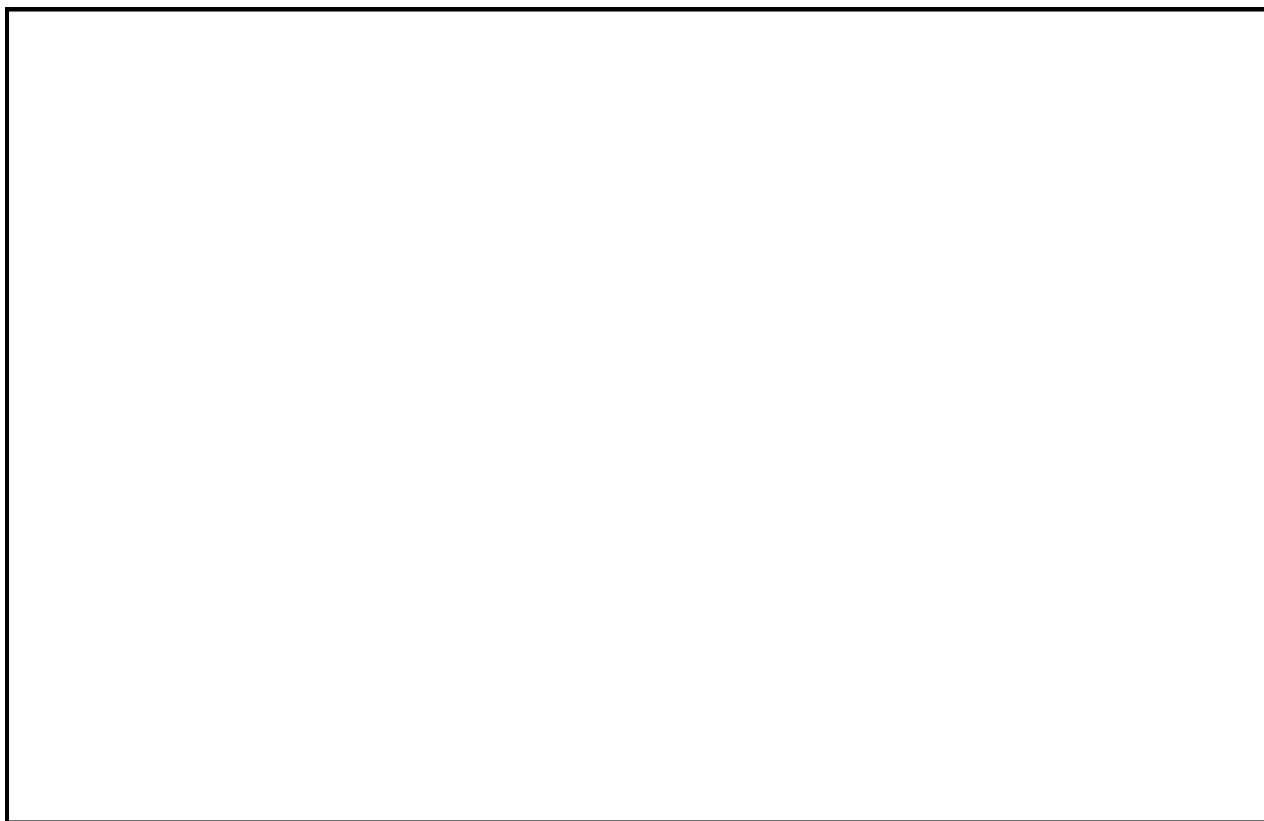
5

Reflect on your experience. How do you feel after the walk? Are you more centred and relaxed? Has your awareness increased?

REFLECTION

POSTCARD TEMPLATE

Cut out a
stamp and
paste it in
the correct
place.



BREATHING EXERCISE

to calm down



1

Find a comfortable and quiet place

2

Close your eyes.

3

Take a deep breath for **four** seconds.

4

Hold your breath for **four** seconds.

5

Exhale slowly for **six** seconds.

6

Repeat and relax.

7

How do you feel now?

Focusing on your breath will help you to shift your focus away from stressful thoughts and into the present moment.

