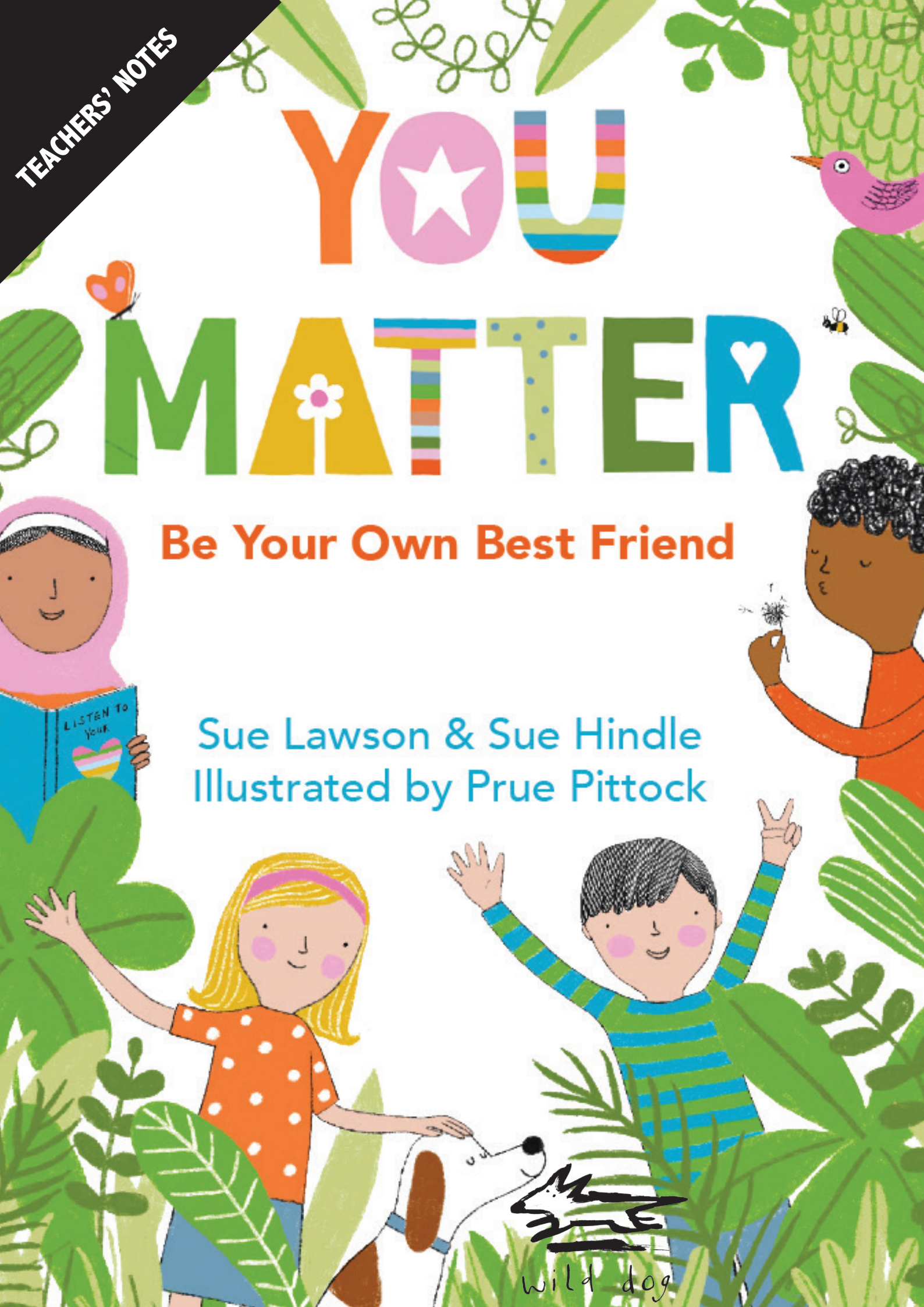


TEACHERS' NOTES



YOU

MATTER

Be Your Own Best Friend

Sue Lawson & Sue Hindle  
Illustrated by Prue Pittock

wild dog

# YOU MATTER

## Be Your Own Best Friend



### Synopsis

*You Matter – Be Your Own Best Friend* is a practical guide to support students' wellbeing and help build their self-esteem. The exercises in *You Matter* offer a variety of approaches to recognising and tackling tough emotions and feelings. All the activities have clear explanations and are easily adapted to suit each student's unique needs.

*You Matter – Be Your Own Best Friend* empowers students to learn more about themselves and their emotions.

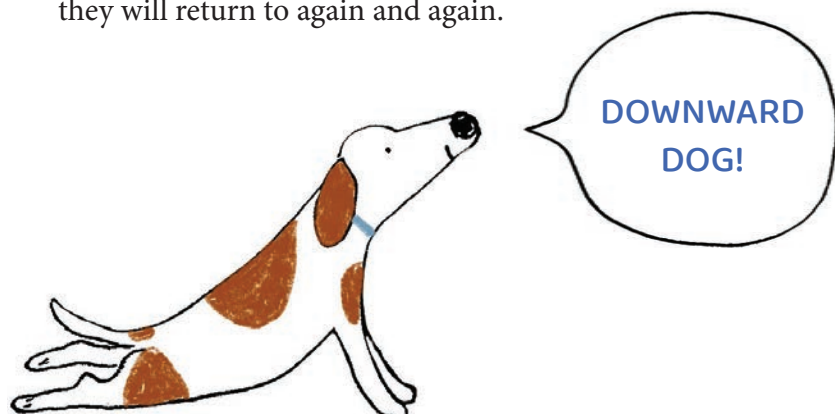
### Writing style

*You Matter – Be Your Own Best Friend* is written for establishing and established readers. It's simple, encouraging language supports young people through uncertain and challenging times, as well as everyday life. The language is warm and encouraging, and the activities contain clear, simple directions that can be tailored to each student's unique needs. The visual literacy extends the text, empowering the reader to easily engage with the activity.

### Illustrative style

Prue Pittock's pen and watercolour illustrations complement the writing style, adding a sense of joy and hope to *You Matter – Be Your Own Best Friend*. The illustrations feature age appropriate characters and situations which will connect with reader.

The fresh, vibrant illustrations will appeal to readers of all backgrounds and interests. This is a book that they will return to again and again.



### Specifications

Author:	Sue Hindle & Sue Lawson
Illustrator:	Prue Pittock
ISBN:	9781742036144
Format:	207 x 170mm
Extent:	64pp
Binding:	Hardback
Reading Level:	6+
Interest Level:	3+
Category:	Non-fiction

### Australian Curriculum Outcomes

#### ENGLISH AND LITERATURE

- ACELA1478 • ACELT1596 • ACELA1504
- ACELY1676 • ACELY1792 • ACELA1787
- ACELY1688 • ACELT1613 • ACELT1603
- ACELT1605 • ACELY1689 • ACELY1709

#### HEALTH AND PHYSICAL EDUCATION – PERSONAL, SOCIAL AND COMMUNITY HEALTH

- ACPPS017 • ACPPS018 • ACPPS021
- ACPPS022 • ACPPS021 • ACPPS022
- ACPPS033 • ACPPS034 • ACPPS036
- ACPPS037 • ACPPS052 • ACPPS053
- ACPPS056 • ACPPS038

### Themes

- **WELLBEING** • MENTAL HEALTH
- *SELF-ESTEEM* • **EMOTIONS**
- **FEELINGS** • **MINDFULNESS**
- MEDITATION • SELF-TALK
- *JOURNALING* • **LIFE SKILLS**
- **TRUST** • *RELATIONSHIPS*
- **GRATITUDE** • **RESILIENCE**
- *EMOTIONAL INTELLIGENCE*
- **SOCIAL SKILLS**



## ABOUT THE AUTHORS



### SUE LAWSON

[www.suelawson.com.au](http://www.suelawson.com.au)

Sue Lawson's books are recognised for the sensitive way they explore the exciting and heartbreaking complexities of adolescence. Her books include the award-winning *Freedom Ride*, and picture books, *Respect, Family* and *Sharing*, co-written with Boonwurrung Elder, Aunty Fay Muir. Fay and Sue create books that celebrate and explore the rich culture and history of Australia's First Nations Peoples.



### SUE HINDLE

New author Sue Hindle has spent 25 years researching and practicing wellness, energy, and sound healing. She runs workshops for all ages, and offers school visits to support and nurture staff and students.

Sue – a talented singer and music teacher – works in schools and kindergartens fostering enjoyment and love of singing and music. She also holds private music lessons. Her uplifting CD, 'I Can't Stand Still', has been embraced by both children and adults alike.



## ABOUT THE ILLUSTRATOR



### PRUE PITTOCK

After studying art and design, Prue Pittock worked in advertising, which led to her dream job – illustrating and designing record covers for EMI Australia.

Prue soon developed her own style as she explored her love for a limited palette. During this time, she illustrated a junior fiction novel, *The Lilly-Pilly*.

After years of painting and ceramics, Prue has returned to her passion for illustration and works mainly in ink, gouache, and pencil. Her books include the critically acclaimed, *Matthew Flinders – Adventures on Leaky Ships*, written by Carole Wilkinson.



## Before Reading



As a class, examine the cover of *You Matter – Be Your Own Best Friend*.

- What could this book be about?
- Who is it aimed at?
- What clues about the intended audience are there in the illustrations?
- What genre might it be?

Discuss the title – *You Matter – Be Your Own Best Friend*.

- What clues does this offer about the book?
- What might Be your own best friend mean?

## Read the blurb

*You Matter – Be Your Own Best Friend*

We all have days when we feel not quite right, and we all experience these feelings in our own way. *You Matter – Be Your Own Best Friend* will show you simple ways to help yourself feel better. It's fun to use, easy to do, and you just might find it becomes your second-best friend.

- What does the blurb add to students' ideas about the book?
- Discuss the line 'We all have days when we feel not quite right'.
- Ask students to note what they now know, and what they'd like to know to a KWL chart.
- Return to the KWL chart after reading to add what they have learnt from the book.
- Where gaps in learning are apparent, encourage students to research the answers and share their discoveries with the class.

## While Reading

Ensure students have paper and pencil available to write down any words, expressions, or names of people they'd like add to their KWL chart.

## After Reading

Ask students what they have discovered from reading this book.

- How do they feel about the title after reading the book? Would they call it something different?
- What have they learned from the book?
- What ideas has the book reinforced?
- What questions has the book prompted? (Refer to the student's KWL charts).

As a class, discuss and list terms and expressions from the book. If need be, research new words further. Collate the words in a *You Matter* word cloud for display in the classroom. <https://www.wordclouds.com/>

- After reading, revisit and discuss the blurb.
- What would you change? Why?
- How accurate was it in describing the book?
- Ask students what they would include in the blurb?
- Encourage them to write their own blurb for the book.

## 'Be your Own Best Friend'

- Ask students how their ideas and views about this statement have changed after reading the book.
- How can you act like your own best friend?
- Why is it important to behave in this way?
- What circumstances might call for you to be your own best friend?

How does the layout of this book affect the readability of the text?

- Consider illustrations, photos, small blocks of text, bold and coloured sections of text, layout.

As a class, practise several of the activities. Use the Check-In Scale before the exercise and after.

- Ask students to share their experiences.
- Discuss which they preferred and why, pointing out that everyone is different, so it's natural they won't all enjoy the same activity.



## Longer Activities

### Glossary

A glossary – a list of words and their definitions – is included in the book. Ask students:

- In what order is a glossary arranged?
- How does it help a reader?
- What genre of books have a glossary?
- Examine the You Matter glossary.
- Are there any words not in the glossary that students would like to research?
- Pair students and allocate them several glossary terms. Ask each pair to research the definition of those words and share each word's meaning with the class.
- Use these words and definitions to create a **You Matter** Glossary poster for the classroom.

### Classroom Mood Poster

This activity could be completed at the start of the year and then used at the start of each day, after recess, and lunchbreak to gauge students' moods. The poster will help children learn to recognise and name their emotions and feelings, and encourage them to respect those of others.

Display the following character illustrations for discussion: Title page, page 2, page 7, page 10, page 22, page 23, page 32 & page 55

- Discuss each character and how they might be feeling.
- Underneath each character, list the feelings and emotions children share.
- As a class, decide on the best two or three words for each character.



- Team the existing characters and words the class has chosen to create a poster. Alternatively, you could have students create a new illustration to suit the words.
- Ask students to create a business card sized name tag.
- Once the tags and the poster are finished, laminate. Place the poster on the classroom door or inside the classroom entrance. Attach the tags or keep nearby.
- Each time students enter the class, encourage them to add their name to the emotion and character which best reflects their mood.

### Turn and Talk

'Turn and Talk' is a quick activity done in pairs. One child is the speaker and the other the listener.

- Ask children to 'turn and talk' about each of these terms:
- meditation, affirmation and mindfulness.
- After a set time, discuss the terms with the class, asking them to share what they have discovered and any questions which may arise.
- If need be, pairs can research each and compare their discoveries to students' initial understanding of the terms.

### Peaceful Place

Before this exercise, have students place pencils/textas and an open exercise book or sheet of paper on their desk, so they can return to their seats and begin the task without being distracted.

- Bring students together and discuss where they feel safe and at peace. Encourage a variety of responses – outside, beach, in the cubby, in their bedroom etc.
- Discuss what makes a place peaceful for them.
- Settle students in a comfortable position to complete the Create a Peaceful Place exercise.
- Begin by focussing them with three deep breaths.
- Now lead the class through the How to Create a Peaceful Place exercise.
- After the exercise, ask students to return to their seats as quietly as they can to journal and/or their Peaceful Place. Encourage them to add as much detail as they can.
- If appropriate, ask everyone to share a little information about their peaceful place.



## Colour Breathing and Covers

- Discuss how and why colour is used in our world – red for stop signs, green for go.
- Now share solid blocks of colours and ask students how they feel and what they think of when looking at each colour.
- Introduce the concept of colours reflecting emotions and feelings. (There are many colour and emotion charts available online.)
- Discuss what would be a good colour for a classroom, a bedroom, or the school foyer.
- Visit the Colour Breathing exercise on page 17. Ask students to consider the phrase, 'choose a colour you like and imagine that your breath is that colour' and what this might mean.
- Ask students what colour they might choose and why.
- Lead the class through the Colour Breathing exercise, starting with three slow, deep breaths to focus them.
- On completion, and without discussion, have students journal about their experience, the colour they chose and why.

## Design an alternative cover for *You Matter*

This activity can follow on from Colour Breathing. If possible, collect paint colour cards from hardware and paint stores for this activity. If these aren't available, use kinder squares, tissue paper, and magazines.

- Ask students if they have heard of a colour palette. Discuss what it might be and where it might be used.
- Have students create a *You Matter* mood board using paint colour cards, coloured paper, or magazines to create a palette using the mood board as a guide.
- Have students create a new *You Matter* cover, using their colour palette and mood board as a guide.

## Role Play

Revisit page 35 – *Be Your Own Best Friend*

Create, or have students write, scenarios where positive self-talk might help.

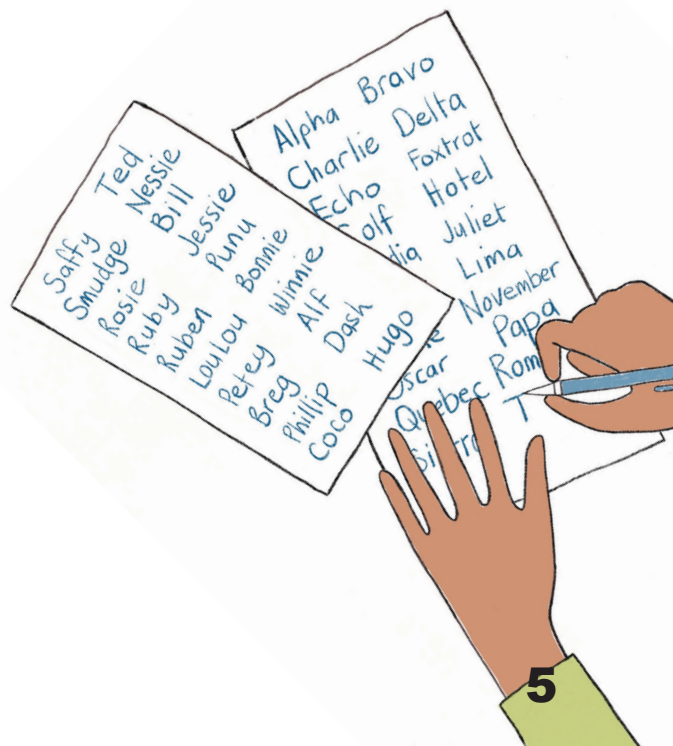
- For example:

1. You accidentally break your friend's favourite pencil.
  2. You return to the classroom with toilet paper on your shoe.
  3. You're asked to be your group's reporter and mess up the presentation.
  4. You're asked to introduce a guest to the class and say their name incorrectly.
  5. You're tired and feeling yuck and snap at your best friend.
  6. You have the chance to win the game for your team but are unable to score.
- Break the class into pairs and allocate each with a scenario. (Or ask them to create their own). Each pair must devise two positive self-talk examples in response to the scenario.
  - Pairs then present the scenario and their responses to the class.
  - The class provides feedback.
  - To conclude the exercise, discuss with the class what they have learned in this activity.

## Create a Mindfulness Experience

Return to page 43 and revisit the Affirmation, Word Meditation and Mindfulness activities.

In groups, have students produce a short meditation experience for other classes. These can be recorded, include music, be a video meditation, or an outdoors mindfulness activity. Activities can be sourced



from *You Matter*, or combined with one from the book and a favourite of their own, or something completely original.

- Once they are ready, arrange for students to share their work with another class.

### Regular Meditation

Discuss with students if a regular meditation or mindfulness session would be of benefit to the class. (Many schools already do this.) Encourage them to create their own meditations and mindful experiences using *You Matter*'s activities as a starting point. They might also like to explore guided meditation. There are many meditation and mindfulness websites and apps. One of our favourites is

*Smiling Mind*, <https://www.smilingmind.com.au/>

An app is also available.

