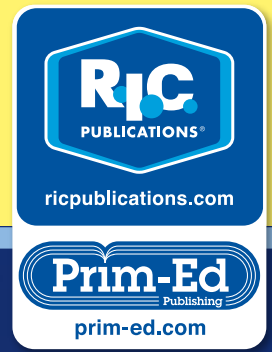


# Educator Guide



ACCESS ENGAGE REFLECT

## Let's be well! journal

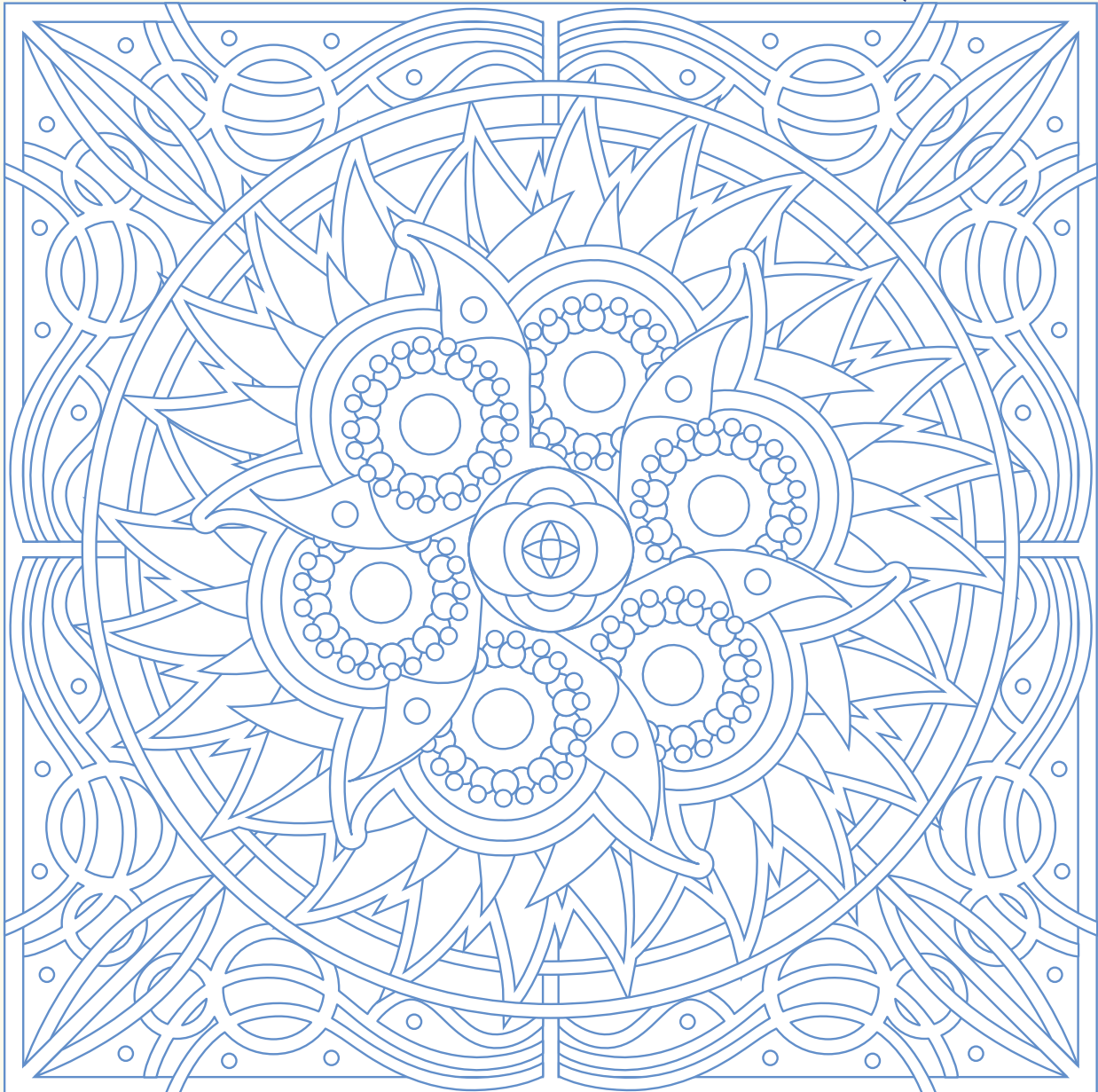
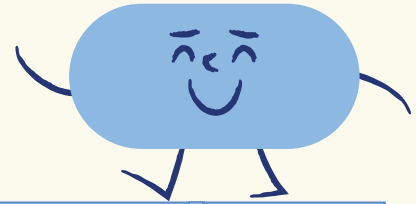


Harness your **SUPERPOWERS** with your  
**52-week WELLBEING journal-workbook**

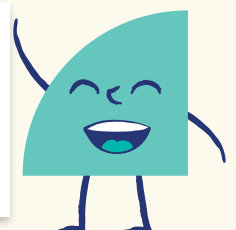
- ✓ Practise of positive daily habits
- ✓ Consolidates all areas of wellbeing
- ✓ Reinforces curricula concepts
- ✓ Accessible for all ages (5-99)
- ✓ Engaging activities for every day
- ✓ Reflection for improved learning
- ✓ Can start any day in the year
- ✓ For home educators
- ✓ For classroom educators
- ✓ Holistic health resource
- ✓ An ideal gift

## **Let's be well! journal promotes a balanced life for both educators and learners.**

Harness your superpowers with your 52-week wellbeing journal-workbook.



Enjoy colouring this mindfulness mandala, and for more balancing and supportive resources like this, use the QR code to download a sample of our new, *Let's be well! journal*.



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**Disclaimer:** The *Let's be well! journal* has been designed to support everyday wellbeing through educator-led and/or self-led engaging activities – no part of the *Let's be well! journal* should be considered a replacement for professional medical or health advice.

## Let's be well! journal educator guide

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## Meet the team!

Meet the team that helped bring you the *Let's be well! journal*.



**Chief  
Product Officer**  
Creative concept,  
direction,  
and writer

Jordan has decades of experience in media, publishing, education, and wellbeing. As an experienced yoga and pranayama instructor, with multi-modality qualifications including psychology, communication, English language and linguistics, Mind Detox Method, Reiki mastery, fitness and Body Balance, DBT, Holistic Counselling and metaphysics; she has worked as a scriptwriter and voiceover artist with reputable companies for corporate wellbeing; designed and delivered modelling and mindset workshops; and taught yoga and mindset programs in primary schools. She is a former secondary school English teacher, the mother of a teen and a tween, and self-identified neurodivergent.

*'I hope the Let's be well! journal will enhance the lives of educators and their learners alike, because I know from personal and professional experience that the strategies and tools provided make a positive difference.'*



**Product  
Marketing Manager**  
Design concept  
and guidance

Multidisciplinary creative professional; nicknamed 'Jac of all trades', Jackie has had a varied design career, working as a freelance Graphic Designer, and with large corporations, individuals, charities and advocacy groups. She has worked with R.I.C. Publications for 18+ years. With education and knowledge ranging from graphic design, visual merchandising, UI/UX, web design, video editing, and instructional design, her strength is in ideating timeless corporate branding. Jackie is also a wife, mother, and manager of a team of talented creatives, all while managing her own anxiety disorder.

*'My professional and personal experiences bring me a voice to share and the ability to empower those around me. I've dealt with my own wellbeing since I was young and had a great amount of support on my journey, so I like to give back wherever I can. I'm grateful to have been a part of the concept development of this holistic resource - let it not only empower, but educate on what is most important, knowing yourself.'*



**Trainer  
and Educator**  
Co-writer of  
activities and  
product training

Renera is a trained educator with an Honours degree in language, and 9 years of experience in the field. She has written language textbooks for the South African Curriculum, and some of her short stories have been published in textbooks.

She has always believed in a balance between mind and body. The mindfulness course she completed whilst working on this journal gave her just the right tools to apply that balance. She enjoys practising the newly found techniques on herself as well as her two tweens.

*'I am incredibly grateful to have had the opportunity to write some of the activities for this journal. I acquired so many useful skills and techniques that I implement daily as an individual and as a parent. I can vouch that the Let's be well! journal will change the way you think about yourself and the world - in a good way!'*





### Artist and Graphic Designer

Ciara is a passionate and dedicated graphic designer with over six years of experience in the publishing industry. With a deep love for creativity and a commitment to education, Ciara thrives on crafting beautiful, engaging, and fun educational materials. As the designer of the *Let's be well! journal*, she is driven by a passion for improving children's learning experiences. She is focused on making education not only effective, but also enjoyable, inspiring learners in classrooms everywhere.

*'My aim as the designer was to create a tool that inspires children to express themselves, embrace their creativity, and turn their ideas into reality.'*



### Editor

With a double major in Professional Writing and Publishing, and Creative Writing, Abbie has always been interested in mental health and wellbeing education. As a young editor, she engages in research around topics of inclusion, accessibility, and mindfulness in education regularly to strengthen her editing skills and the knowledge she brings to each project. Abbie always makes time for her own mindfulness practices including yoga, journaling, and art.

*'For my own wellbeing journey, I am always searching for new tools to help me better understand myself and those around me. It was incredible to work on the Let's be well! journal as it sparks creativity and curiosity in a completely unique way.'*

### Additional proofreading:

Abigail Carson, Hester Greyvenstein

### Additional research:

Eamonn Parkinson, Michele Zupanov, Alison Wade

Reviewed by Clinical Psychologist and Director of Capital Psychology Clinic, Jenna Keen. Jenna said, *'The Let's be well! journal is a versatile resource which can be adapted to different needs. It's particularly beneficial that the responses aren't limited to text boxes, as this removes the pressure to write, and allows for expression in various forms.'*



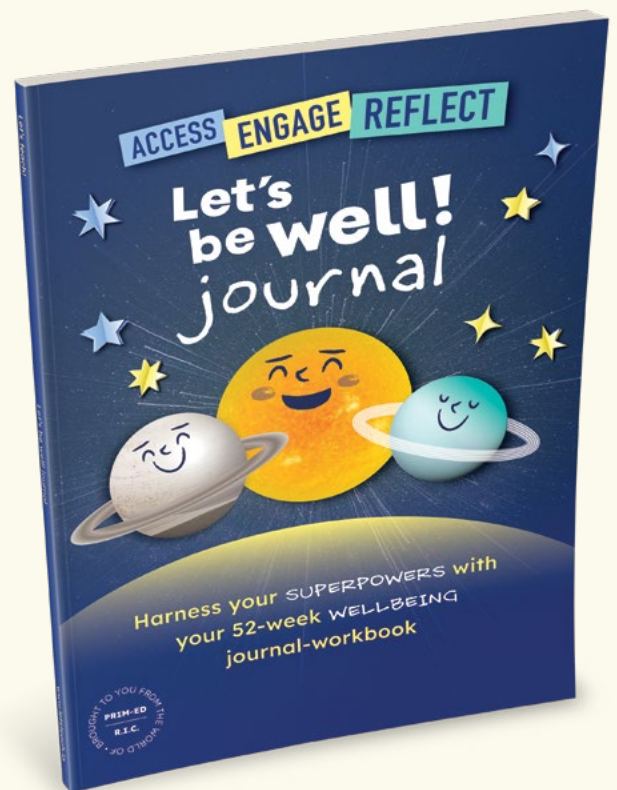
# About the journal

The *Let's be well! journal* is a workbook that brings every element of wellbeing together. It is for every type of learner, from school starters to educators of all ages.

The journal embodies the notion of all humans standing together and supporting each other. We must balance ourselves first, so we can be our better selves and get the best out of our lives, including learning, enjoying hobbies, and educating others.

This workbook's 'Schedule' and 'Activity' pages have been designed to use every day: week-days, weekends, and holidays. Wellbeing is a continual part of all our lives and must be practised regularly; the *Let's be well! journal* is an effective tool to encourage school and home engagement, as well as promoting positive habits and lifelong self-regulation skills.

It is important to note: effort, process, and engagement are more effective for deep learning than striving for results or achieving the notion of 'perfection'.



- ✓ Practise of positive daily habits
- ✓ Consolidates all areas of wellbeing
- ✓ Reinforces curricula concepts
- ✓ Accessible for all ages (5-99)
- ✓ Engaging activities for every day
- ✓ Reflection for improved learning
- ✓ Can start any day in the year
- ✓ For home educators
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What does this journal include?

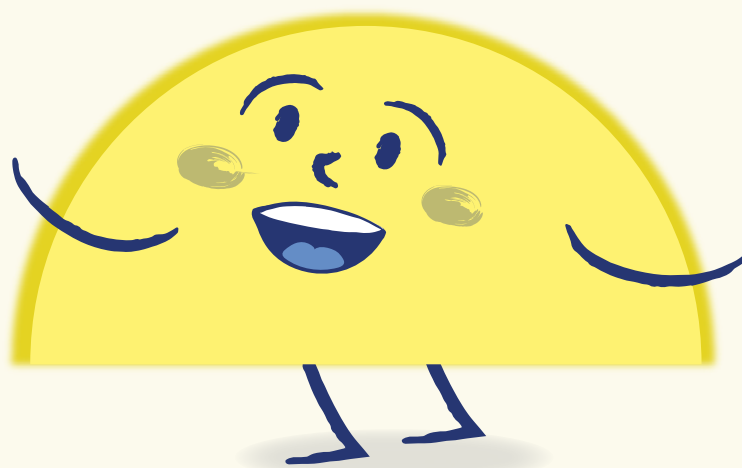




## Access, engage, and reflect for all

There are so many benefits to practising wellbeing every day, so we have ensured that each activity can be incorporated into all learners' daily routine, whatever that may look like. All learners should be able to access, engage with, and reflect on the resources they use, which is why the journaling and activity features of this workbook do exactly that – we've outlined the details below.

Access – to access is to belong and to accept	Engage – to engage is to be a willing participant	Reflect – to reflect is to consider and accept
<ul style="list-style-type: none"> <li>• Accessible font.</li> <li>• Soft colours.</li> <li>• Lots of space to express.</li> <li>• Flexibility for educator support or independent learning.</li> <li>• Resource that is also for educators to support personal and professional development.</li> </ul>	<ul style="list-style-type: none"> <li>• Artwork and fun characters.</li> <li>• Provides a variety of participation options.</li> <li>• Print resource to encourage connection with self, and ownership of thoughts and feelings.</li> <li>• Wellbeing activities that encourage thinking on different levels.</li> </ul>	<ul style="list-style-type: none"> <li>• No grammar rules.</li> <li>• No answers.</li> <li>• Freedom to express without judgment or fear of getting something 'wrong'.</li> <li>• <b>'Express', 'Explore', and 'Experience'</b> sections allow for ideal opportunities to reflect. Reflection is one of the most important qualities for progression.</li> </ul>







## Practise, consolidate, and reinforce key skills with *Let's be well! journal*

As well as addressing the need for a flexible wellbeing resource for all ages, this workbook also systematically delivers the *Practise, Consolidate, Reinforce* method, ensuring learners develop the self-assurance and understanding of their emotions and behaviours needed for success.

<b>Practise</b>	<ul style="list-style-type: none"><li>• Motor skills are practised daily through colouring, drawing, and writing.</li><li>• Shifting into positive habits every day will have a positive impact of overall lifestyle and this is done on the Schedule page, which is intentionally a standard format throughout the book.</li><li>• Practising new concepts across wellbeing for broader understanding of health, and learning about self, others, relationships, and our environment.</li><li>• The journal encourages practising regular exercise routines – go to the <i>Let's teach! TV</i> YouTube™ playlist 'Let's move' for a superhero workout.</li></ul>
<b>Consolidate</b>	<ul style="list-style-type: none"><li>• We have put a lot of effort and education into this resource to ensure it consolidates all areas of wellbeing into one safe space that is simple to use for everybody.</li><li>• Deep learning is paramount for wellbeing, and this can be assessed after 26 weeks and 52 weeks of the journal, where an Experience table is provided for learners to record concepts applied as tools or strategies in their world away from the journal's pages.</li></ul>
<b>Reinforce</b>	<ul style="list-style-type: none"><li>• Bookmarks that can be cut out reinforce the ownership of the journal.</li><li>• The door hanger reinforces the concept of boundaries.</li><li>• Cross-curricular elements are reinforced; each activity has an element of subject learning such as comprehension, maths, art, health, and so on.</li></ul>



# How to use the *Let's be well! journal*



The 52-week journal-style workbook encourages mental and emotional health, and physical fitness – and here is how you can get the most out of it. Remember *all* learners can use this workbook with varying levels of support from an educator.

Level	Focus
<p>Not yet reading or writing; require support with comprehension of topic.</p> <p>In the classroom: expected ages 5 to 7 years.</p> <p>This section includes adults who may require support, i.e. those with declined motor skills.</p> <p><b>All learners will be able to use this workbook with full support from an educator.</b></p>	<ul style="list-style-type: none"> <li>• Encourage motor skills.</li> <li>• Focus on expression with symbols and artwork.</li> <li>• Explain and Example sections are for educator guidance, for appropriate delivery.</li> <li>• Deliver the pages to the whole class/group and guide learners through activities; focusing on symbols, drawings, or letters they can comfortably form.</li> <li>• Dedicate time to understanding and accepting emotions.</li> <li>• Focus on promoting a sense of belonging by doing the activities together.</li> <li>• Commit to a shared time of day to do the Schedule page.</li> <li>• Discuss some activities or reflections with the learner.</li> <li>• Encourage sharing if the learner feels comfortable to do so.</li> <li>• Use at school/learning establishment, and as a home engagement tool.</li> <li>• Educators can map activity concepts to their learning outcomes on the planner template on pages 18–19, including cross-curricular relevance.</li> </ul>
<p>Semi-skilled reading, comprehension, and writing.</p> <p>In the classroom: expected ages 8 to 11 years.</p> <p><b>Most learners will be able to use this workbook with some guidance from an educator.</b></p>	<ul style="list-style-type: none"> <li>• Focus on improving motor skills.</li> <li>• Encourage writing and drawing practice without pressure.</li> <li>• Focus on the Explain and the Example sections to provide guidance.</li> <li>• Encourage independent completion of the Schedule and Activity pages.</li> <li>• Ensure learners know they can reach out if they need assistance or clarification.</li> <li>• Dedicate time to journalling each day.</li> <li>• Explore section can be used as homework or group work depending on educator and learner needs.</li> <li>• Use at school/learning establishment, and as a home engagement tool.</li> <li>• Educators can map activity concepts to their learning outcomes on the planner template on pages 18–19, including cross-curricular relevance.</li> </ul>



Level	Focus
<p>Competent reading, comprehension, and writing.</p> <p>In the classroom: expected ages 12 to 99 years.</p> <p><b>Some learners will be able to work fully independently, including the Explore and Experience activities.</b></p>	<ul style="list-style-type: none"><li>• Focus on continuing daily practice.</li><li>• Encourage independent completion of the Schedule and Activity pages.</li><li>• Focus on deeper reflection and thinking around activities.</li><li>• Dedicate time to the exploration of other mindfulness and wellbeing behaviours that work for individuals.</li><li>• Commitment to journalling each day.</li><li>• Independent completion of the Explore and Experience activities to promote better awareness of individual wellbeing and ownership over journal.</li><li>• Encouragement to use and expand on the activities to allow learners to develop their own mindfulness practices.</li><li>• Encourage learners to track how they feel after completing each activity to help them better recognise their emotions.</li><li>• Use at school/learning establishment, and as a home engagement tool.</li><li>• Educators can map activity concepts to their learning outcomes on the planner template on pages 18–19, including cross-curricular relevance.</li></ul>

## Important things to remember

**Self-care:** As an educator, it is encouraged that you also journey through the journal, carrying out each activity alongside or ahead of your learner. We care for ourselves first before caring and/or supporting others because we can have clarity, compassion, and considered responses.

If during your journalling you are recognising patterns in your own behaviours, emotions, or thoughts that you feel may benefit from professional support, then speak to a trusted



person in your life and book an appointment with a GP or mental health professional to support you with your healing journey.

**Scope of practice:** This disclaimer is a reminder to every educator guiding others to only work within your scope of practice as an educator to the age and/or stage of your learner. See the guidance in the FAQs on page 12 and the escalation process on page 20 if you feel that your learner requires professional support outside of your scope of practice.

## How to use the Schedule page

There are 52 'Schedule' pages. The Schedule page is very important because it gets you into the positive habit of practising wellbeing every day of the year.

Draw a facial expression that shows how you feel each day this week.

If you need to, you can refer to the emotions table on page 112.

Tick the box that matches how many minutes of exercise you have done each day.

On page 110, there are yoga poses, and a link to a 'Superhero Workout', to help you stay moving, flexible, and strong.

Write or draw how your day has been. Give a reason.

Write the date from the Monday to the Sunday.

This is the week number.

**Date** \_\_\_\_\_ to \_\_\_\_\_

**mood checker** Draw your mood.

Mon	Tues	Wed	Thurs	Fri	Sat	Sun
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**movement checker** How much have you moved today? ✓

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Less than 60 mins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60 mins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More than 60 mins	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Day journal** How has your day been? Why?

Mon

Tues

Wed

Thurs

Fri

Sat

Sun

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## How to use the Activity page

There are 52 'Activity' pages for you to discover more about yourself, and learn strategies that support your wellbeing every day.

This explains the tool, strategy, or concept, and how the activity will help you.


This gives examples of the tool, strategy, or concept.

This space is for your creative expression. The activity prompt will guide you to write, draw, or share. Remember to express in a way that feels right for you in the moment.


This is for you to reinforce your learning with an exciting and engaging extension activity.

## Positive Affirmations

**Let's teach!**




**Explain**




This activity will help you say positive phrases to yourself so you can be focused and kind. These phrases are called 'positive affirmations'.

**Example**

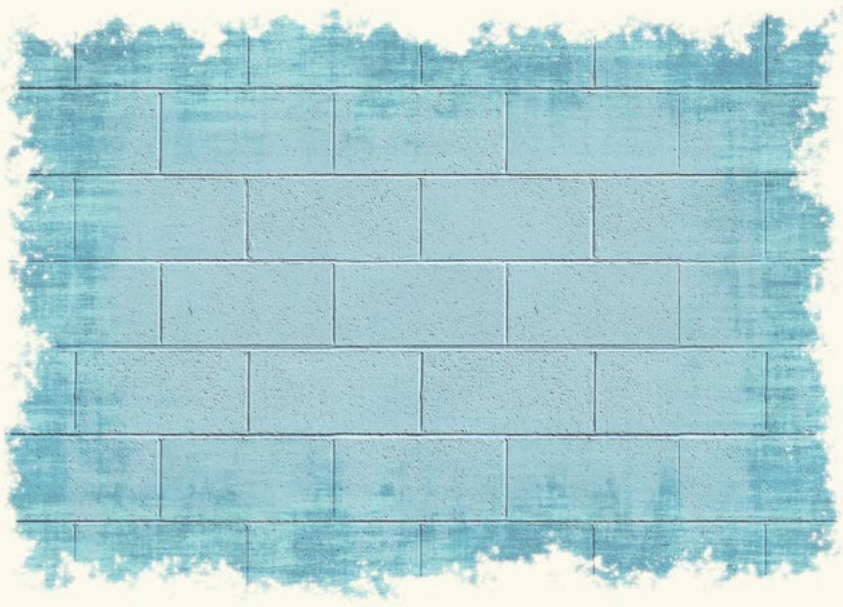


You must only use positive words, in present tense, starting with the pronouns 'I', 'me', and 'my'; for example, 'I do my best and my best is good enough' or 'I am kind to myself and others'.


**Express**



Cut out the letters of your affirmation from old newspapers, flyers, or magazines and stick them to the wall\*.



**Explore**



Look at this page every day for a week and say your positive affirmations three times each morning. Do you believe the words you say?

\*Supervision may be required for use of scissors and glue.

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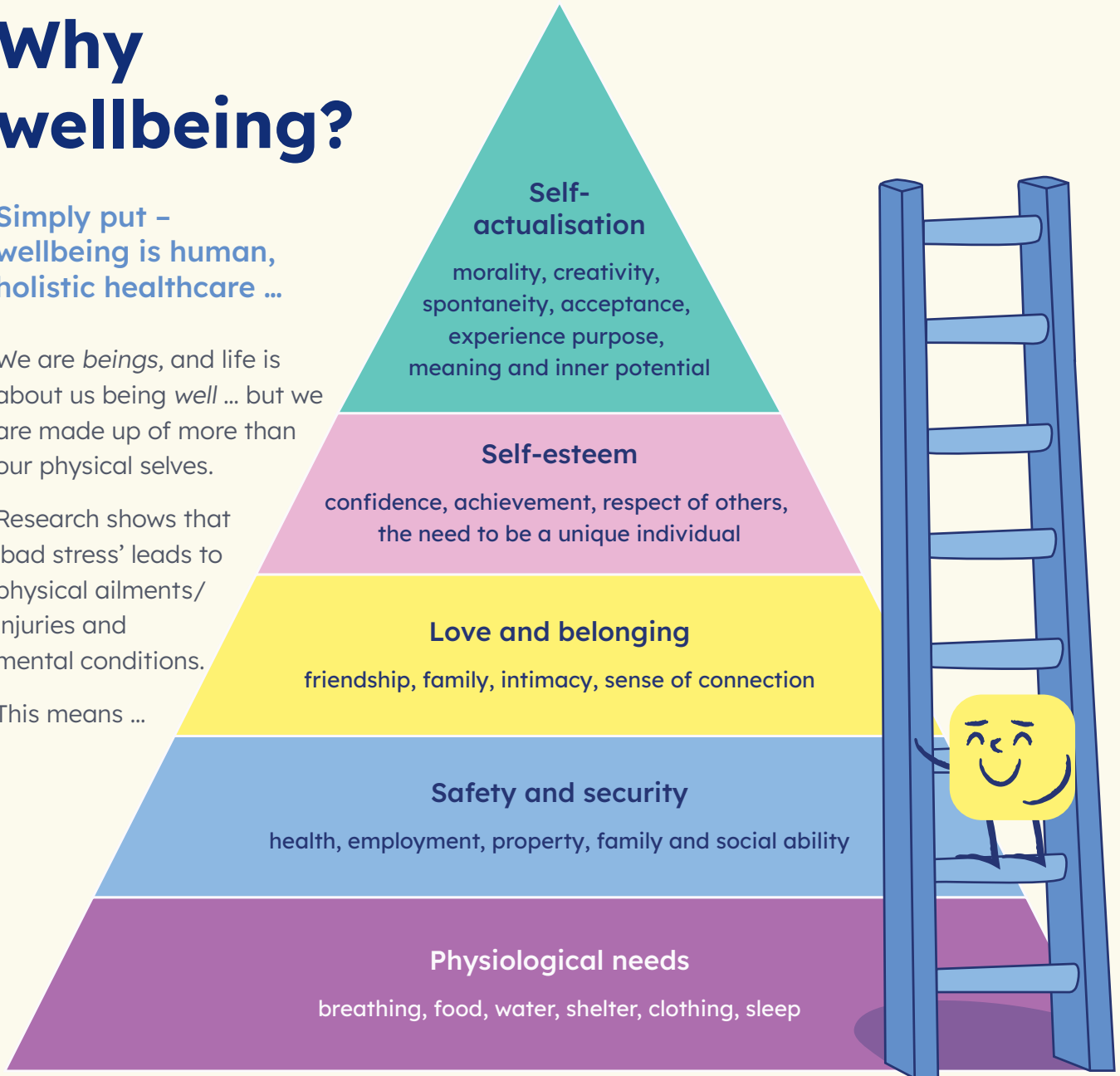
# Why wellbeing?

Simply put – wellbeing is human, holistic healthcare ...

We are *beings*, and life is about us being *well* ... but we are made up of more than our physical selves.

Research shows that 'bad stress' leads to physical ailments/ injuries and mental conditions.

This means ...



Maslow's hierarchy of needs.

... in order to stay well, function effectively, and reach our potential in all areas of life, we must consider our emotional, mental, physical, energetic, and spiritual needs.

This is a huge responsibility for educators; we need to pop on our own masks first before we can support our learners.

Wellbeing has not always been considered by every individual, let alone in an education environment ... but in more recent years, this has changed. It has become increasingly clear that in order to achieve the outcome of effective

deep learning, learners have to be engaged, feel balanced, have a sense of belonging in their learning group and/or environment, and have some purpose.

Psychology and philosophy have always touched upon these areas as being important; we have Maslow's hierarchy of needs – quoted often, but for fair reason – showing that without having these basic needs met in life, individuals are not able to excel to their potential. Maslow's hierarchy of needs is depicted in the diagram above.



Types of careers and learning experiences have changed as the world has moved into a tech and information age, and people want more from their day-to-day experiences. In most societies, there is a bombardment of information from all angles with little mental space for processing this plethora of input.

Having less sleep and more mental load leads to an imbalance. Some people are over-exercised, some are sedentary, others are overeating, some have unhealthy relationships with food, some people block emotions, others feel them intensely. We all crave a sense of belonging. We all crave progression, and we all crave purpose. In striving for all this and more, we are always chasing rest, feeling that *doing* is superior to *not-doing*.

This is true for education professionals; planning and teaching every day with the aim to get the best out of each learner, knowing that we must remain inspired to inspire our learners ... Yet, we are on burn-out and we need just as much support as our learners do. The aim of the *Let's be well! journal* is to encourage enough engagement that individuals become aware of when they feel out of balance, and to have a set of tools and strategies they can use. This of course includes the educators in classrooms and homes.

**'We are always chasing rest, feeling that *doing* is superior to *not-doing*.'**

Many complementary and conventional health professionals, including American physician and researcher, Dr Dean Michael, support the notion that awareness is the first step to healing. When we look at our wellbeing, we must be aware of the semantics of terminology. It is often

assumed that the term 'healing' is assigned to anybody that is going through physical, mental, or emotional trauma, and that healing has an end point. Healing is an ongoing aspect of being well, it can point to all types of traumas, such as the skin healing from a paper cut, overcoming criticism or insult, or coping with a break-up with a friend or partner.

The challenges that life presents us with sit on a spectrum that relates to the individual, because the same event could occur to the same people, but have a varying effect on each.

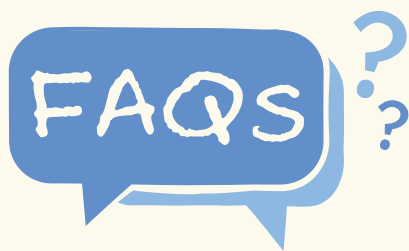
Educators have to show up every day to support learners, and still cope with these same challenges that every individual faces. Educators are not robots, and we have to be mindful of neglecting the important aspects of ourselves. This is why a journal that has a variety of tools is ideal for educators from all walks of life.

### **Let's teach by example ...**

Integrating wellbeing is different to teaching it. When children model adult behaviour, life shifts are made.

By including activities that promote a balanced sense of self for educators, they can cope easier with the teaching day and include mindfulness and wellbeing into their teaching; either with specific activity breaks or an overall mindful approach.

The most successful schools are the ones that have clear shared values, and integrate enriching engagement activities throughout the curricula. By products of effective engagement are improved wellbeing and a sense of inclusion for educators, families, and learners. The *Let's be well! journal* bridges this engagement for overall effective outcomes as it is used by educators and learners, for school use and home use.



**In this section, we've answered some important questions for you so that you can get straight into the *Let's be well! journal* and start discovering more about wellbeing and self-expression with your learners.**

### **Are all activities really suited to ages 5–99?**

Yes.

The grid on pages 6–7 provides guidance for varying abilities, and includes expected ages. A 5-year-old may require the same support as someone in their 90s; the 5-year-old would be starting out with learning tools to support their future, and the mature learner may have limited motor skills, but want to embrace the opportunity to reflect on their life and the changes that occur through age, supporting their mindset during uncertainty.

Some adults may look at these activities and assume knowledge – that the activity is below their needs or their age; this is the human ego that tends to be thick-skinned as we become older and set in our ways. Trust us, we need these strategies even more as we grow older. Years clocking-up doesn't necessarily correlate with growing wiser. We too have to stay in check with our self-awareness, form new ways to self-regulate, and continually stay connected with all layers of our self, because the modern world is full of distractions and disappointments unless we choose to perceive this all as learning and growth. These activities support us in staying focused on progression for our own journeys, but also to improve the lives of others.

### **Is the book suitable for home educators?**

Yes. 100%.

This book will support both educators and learners across age groups in the home learning environment. The Schedule pages are consistent and easy to get the hang of, and each Activity page is well-explained so that all learners can comprehend the task with varying levels of support. It offers the flexibility desired by home educators, as well as the structure that can create essential anchors throughout the day.

### **Does this workbook meet curriculum outcomes?**

As education publishers, we have created this book to meet wellbeing requirements across our main markets' curricula, including the UK, Ireland, Australia, Western Australia, Victoria, New South Wales, New Zealand, and South Africa. The activities follow a set structure, but vary in theme. Educators can use the planner on pages 18–19 to assist with linking concepts to outcomes that pertain to a particular curriculum or pedagogy.

### **How is the book integrated into a teaching schedule?**

This book can be taught in the classroom in a flexible way. There are cross-curricular opportunities within the book, offering an educator further opportunity to integrate the activities. This can be done as part of an existing unit of work, alongside other subjects such as Art, Science, HASS, or Health.

Activities can also be used as supportive strategies such as quiet time, individual time with an education assistant, or reflection time.

The Schedule page can be used to ease into each day, or either after lunch or near the end of the





day. The Activity page is for any suitable time during the week. An educator may choose this to be a fixed time for all learners, or as a free-time task driven by independent learning. There is no time limit set on the Express task, to eliminate pressure, competition, or people pleasing.

The books are not permitted to be photocopied and each learner has their own copy; thus encouraging a sense of ownership of their own journal, and symbolically of their life, behaviours, and actions.

### **Do activities have to be completed every day?**

Encouraging daily practice of any subject promotes positive habits, however it is important that if a day is missed that the learner does not have negative associations with this i.e. ‘I haven’t completed it’, ‘I’m not good enough’, ‘I’m a failure’. This can lead to disengagement; instead, they are encouraged to continue with a growth mindset approach. If this is a repeated pattern, it provides educators the opportunity to reflect on the reasons why this pattern is forming. Commitment and structure may be an approach that works well, for example, setting an alarm each day to pause and complete the journal, and then choosing a dedicated time each week to carry out the weekly activity.

The journal time is meant to be a moment for ourselves, to celebrate being the better versions of ourselves. This is good to do daily.

### **Why does the Schedule page work for effective wellbeing?**

The Schedule page offers repeated practice and provides a positive lifestyle ritual. It can be done in a short amount of time, so reduces overwhelm. The format is consistent, so the learner knows what to expect and has the

freedom to share without judgement. The ‘Mood checker’ and ‘Movement checker’ scaffold the ‘Day journal’ section, which has a blocked space instead of lines, to reduce expectation that all learners will need to write. By providing a reason for how their day has been, this section allows for daily reflection and mindfulness, it supports learners to consistently observe the connections between their emotions and their behaviours.

### **Why does the Activity page work for effective wellbeing?**

The Activity page is a consistent format to support either independent learning of the workbook or structured teaching.

Explaining the wellbeing strategy or tool in simple terms and then providing a relevant example allows enough understanding of the concept and how it can benefit the learner, and scaffolds the Express section, which is the real focus of the page.

The Express section reinforces the aim of the journal being a safe space for the learner, as it is non-judgmental and encourages self-awareness and self-acceptance. As the Activity pages are built upon over the weeks, the journal becomes more unique to the individual, supporting the understanding of identity and personal purpose.

The Explore section gives the learner real-world opportunities and engaging extensions of the activity.

### **Why isn’t this a digital resource or ebook?**

Wellbeing is so important, so whether it is engaged via digital platforms or in physical forms, there will be benefits.

There are, however, certain advantages to a physical journal. Research suggests that taking

notes on digital devices results in shallower processing, and that stronger brain activity can be recorded after writing on paper, demonstrating that memory is improved when putting pen to paper ([Umejima et al., 2021](#); [Mueller, 2014](#)). When writing in a physical journal, not only are there fewer distractions than on a laptop or phone, but there is also a strong link to mindfulness. When learners are physically writing things down, this allows them to reflect more on their thoughts, emotions, and behaviours, and allows them more space to think without interruption.

### How can an educator assess progress?

Progress is mostly assessed by the learner, mainly by how they feel and how engaged and committed they are to their journalling experience.

However, progress can also be assessed by the educator, as they may notice shifts in a learner's behaviour or changes in engagement with peers and/or schoolwork.

Measuring impact of the *Let's be well! journal* can be done daily, weekly, or at halfway points (after 26 weeks). An educator can see patterns on the Schedule page; for example, if a learner consistently journals positive emotions every day except a Tuesday, then this is an area that can be discussed. It could simply be that the learner dislikes a specific activity scheduled on that day, or even that they dislike the dinner they have each Tuesday.

The Explore activity at the end of the week, can offer an opportunity to extend individuals, do group/pair work, or assess the outcome. After 26 weeks, the Experience section provides an opportunity for educators to assess deeper learning and reflection via reusing strategies acquired throughout the journalling process in real-world contexts.

It is important to remember that progress is not about instant improvement when it comes to wellbeing. Some learners may find it challenging or confronting facing their emotions and may need support during this healing period before things improve for them.

If behaviour has become negative or unsettled after completing the journal, then it may be a signal that the learner requires professional support. Pages 20–21 have an escalation process that can be used as guidance for this line of support.

### What if a learner doesn't want to do an activity?

If there is resistance to completing an activity, allow the learner space and time to regulate. Some learners prefer to choose to do something instead of being told, so try explaining that they can journal when it best suits them.

As the educator, you will likely be familiar with the learner's behaviour, if this is unusual for them, then do not persist. If you feel that an appropriate level of encouragement would benefit them, then encourage further as they may feel much better after completing the activity.

Whilst we have aimed to be as inclusive as possible, and created activities with guided instruction that are mostly driven by the learner, each person has different experiences and different associations, therefore something seemingly small to one person could elicit a bigger reaction from another.

If the learner is able to use a calming technique and feels safe enough to reflect on the reason for being resistant to a particular activity, then this is also part of progression and wellbeing. If the learner's behaviour has escalated then educators can refer to the escalation process on pages 20–21.



I am a super  
educator.



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# Wellbeing curricula



## Australia

### Australian Curriculum

Throughout the Australian Curriculum, wellbeing considerations are 'embedded across ... *Health and Physical Education, Digital Technologies, English, Humanities and Social Sciences (HASS) and The Arts*' (ACARA, 2024), with an overall emphasis on connectedness, self-management of interactions and relationships, and fostering healthy behaviours.

(source: <https://v9.australiancurriculum.edu.au>)

### NSW

Under the New South Wales Curriculum, wellbeing is delivered through *Personal Development, Health and Physical Education*, with schools implementing The Wellbeing Framework to ensure learners (students) stay actively connected, are empowered to succeed, and thrive within their school and community.

### WA

The Western Australian curriculum defines wellbeing as 'the state of being satisfied, happy and/or healthy [sic]'. Delivered through *Health and Physical Education*, the curriculum outcomes highlight the significance of instilling healthy, safe, and responsible practices within young learners (students), who are expected to develop into optimistic, open, curious, and resilient individuals.

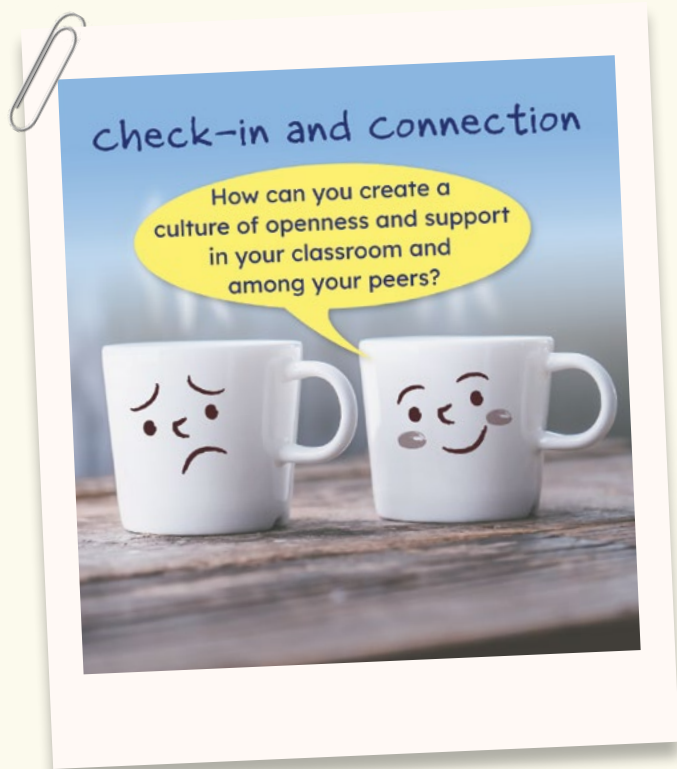
(source: <https://k10outline.scsa.wa.edu.au>)

### Victoria

Under the Victorian curriculum, wellbeing is addressed through *Health and Physical Education*, emphasising the importance of teaching learners (students) to identify and practise skills and strategies that promote healthy, safe, and active lives among the wider community.







## Ireland

In Ireland, learner (pupil) wellbeing is promoted through *Physical Education* as well as *Social, Personal, and Health Education*, with a focus on fostering self-awareness, resilience, respectfulness, and a sense of belonging to support the development of active and responsible citizens.

## New Zealand

In New Zealand, 'wellbeing weaves across all curricula' (Ministry of Education, 2024), instilling *hauora*, the Māori philosophy of health and wellness, through the dimensions of *taha wairua* (spiritual wellbeing), *taha hinengaro* (mental and emotional wellbeing), *taha tinana* (physical wellbeing), and *taha whānau* (social wellbeing).

(source: <https://www.education.govt.nz>)

## South Africa

In South Africa, learner wellbeing is a cornerstone of the National Curriculum Statement (NCS), which is driven by a purpose to equip learners 'with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society [sic]' (Department of Basic Education, 2021).

(source: <https://www.education.gov.za>)

## UK

In the United Kingdom, learner (pupil) wellness is applied in classrooms through teaching *Physical health and mental wellbeing*, with the outcomes emphasising that wellbeing is a normal part of life that is expected to be recognised, discussed, and addressed through seeking both self-care and support.



Turn over for a planner. Use the table flexibly to add your curriculum outcomes or cross-curricular topics.

# Planner

Activity page	Curriculum outcomes	Cross-curricular areas
Wk 1: Emotion Check		
Wk 2: Superpowers		
Wk 3: Positive Affirmations		
Wk 4: In the Moment		
Wk 5: Mindfulness		
Wk 6: Acts of Kindness		
Wk 7: Self-portrait		
Wk 8: Circles of Trust		
Wk 9: Growth Mindset		
Wk 10: Colour Wheel		
Wk 11: Yummy Diary		
Wk 12: Smiling Memories		
Wk 13: Vision Board		
Wk 14: Gratitude Bubbles		
Wk 15: Me-shirt Design		
Wk 16: Problem Pole		
Wk 17: Respect		
Wk 18: Framed		
Wk 19: Family Tree		
Wk 20: Waves of Emotions		
Wk 21: Helping Hands		
Wk 22: Self-reflection		
Wk 23: Head in the Clouds		
Wk 24: Lucky Number		
Wk 25: Draw a Song		
Wk 26: Learn from Nature		



Activity page	Curriculum outcomes	Cross-curricular areas
Wk 27: Energy Grid		
Wk 28: Decisions, Decisions		
Wk 29: Circle of Control		
Wk 30: Stress-status		
Wk 31: Me in My Hand		
Wk 32: Cool as a Cucumber		
Wk 33: Sleep Dreams		
Wk 34: Daydreams		
Wk 35: Culture		
Wk 36: Country		
Wk 37: Having a Laugh		
Wk 38: Mandala		
Wk 39: Flip a Phrase		
Wk 40: In the Stars		
Wk 41: Saying 'Sorry'		
Wk 42: Loss		
Wk 43: Your Garden		
Wk 44: Breathwork		
Wk 45: Comfort Zone		
Wk 46: Automatic Writing		
Wk 47: Letter to Self		
Wk 48: Speak Up		
Wk 49: My Perspective		
Wk 50: It's Okay to Say 'No'		
Wk 51: Patience		
Wk 52: Reflection		

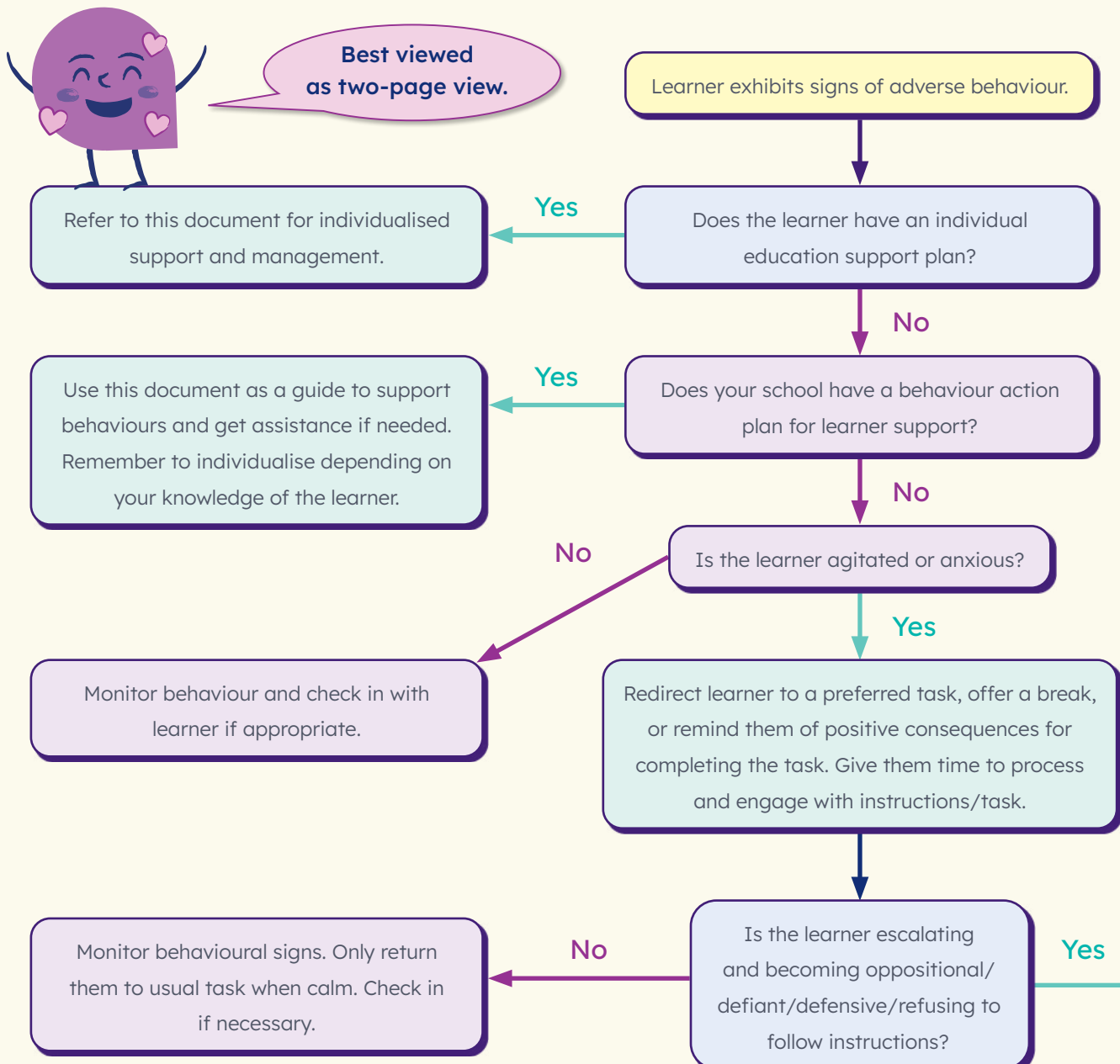
# Escalation

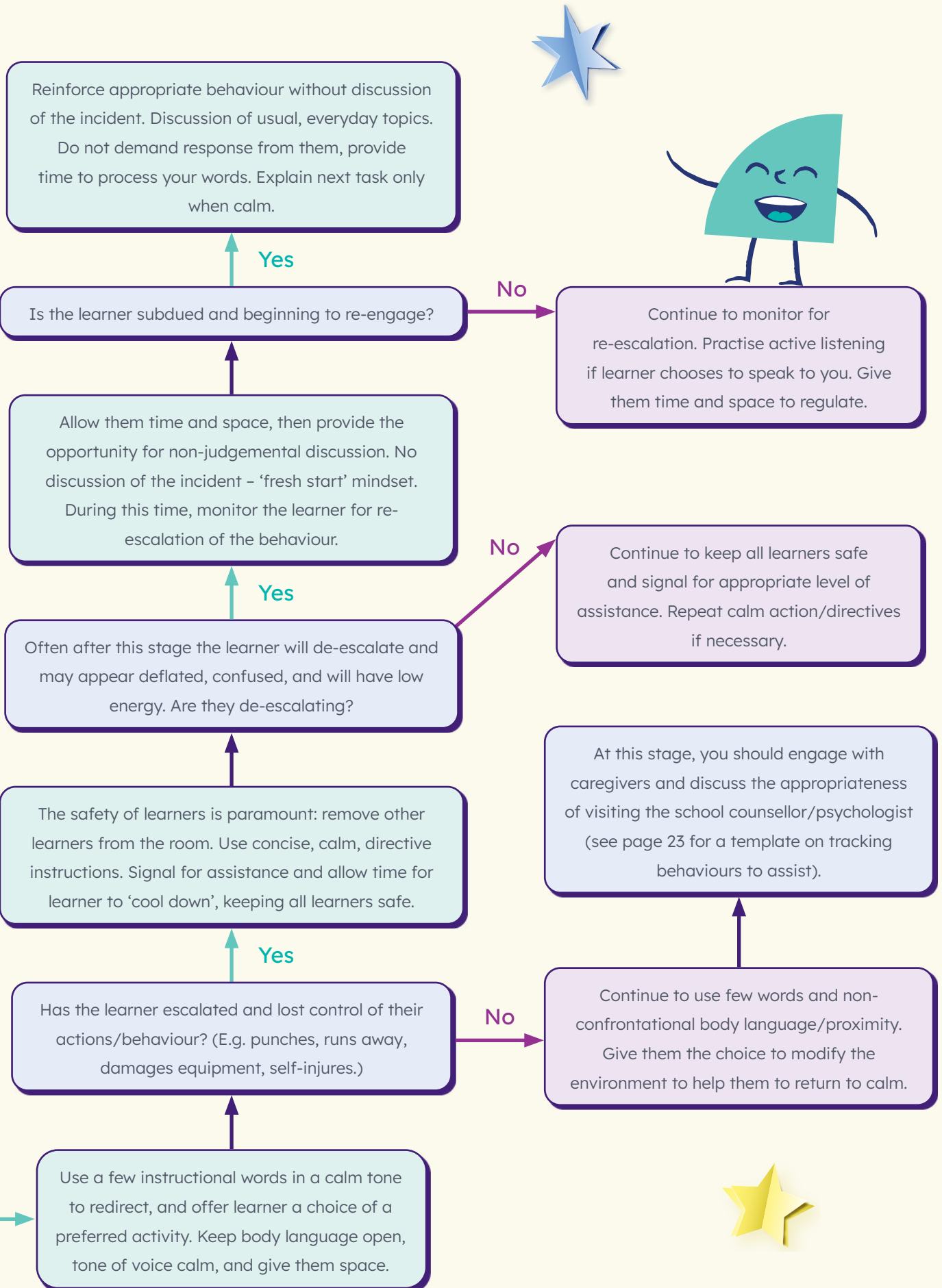
As an educator, it may not be in your scope of practice to provide professional support to a learner who is exhibiting serious signs of adverse behaviours towards themselves or others. However, it is important that educators have processes in place to assist them in supporting learners who are in crisis.

Remember, it is often possible to minimise behaviours that may lead to danger to self or others by acting early – immediately before or as a behaviour begins to escalate.

It is important not to ignore escalation. Use this flow chart to ensure you are appropriately reacting to any extreme behaviours by your learners.

Specific de-escalation strategies need to be tailored for individual learners, but this information can be used as a guide if there is no behaviour support plan available. Educators must assess each situation separately, listen to learners' responses, and adapt the process accordingly.







## How to use the Individual Education Plan

When a learner is displaying signs of escalating behaviour, it may be necessary for you to track your observations in order for you to help manage it. Use the blank Individual Education Plan on the next page to note down the learner's behaviours. If you are unsure how to use the document, see the completed example below for guidance.

Example only

Let's be well! journal

### Individual Education Plan

Name:  Start date:

Reason for plan:  
*e.g. multiple minor incidents OR a major incident, behaviour in another class/on another day*

consistent minor behavioural incidents.

	Observed behaviour:	What triggered the behaviour?
✓	Agitated/anxious	Challenging new maths concept introduced.
✓	Oppositional/defensive/ refusing to do work	
	Escalating behaviour (shouting, punching/kicking etc.)	
	Other ...	

Behaviour tracking notes: *e.g. head in hands, distracting others, throwing things\**

distracting/antagonising others, refusing to follow instructions, refusing help with maths worksheet.

\*See flowchart on page 20 for suggested approaches for managing these behaviours.

Who to contact:	How to contact:
School head/learner services	➔ Email/set up meeting to discuss behaviour
Caregiver	➔ Online portal/letter/call to organise meeting
School counsellor/psychologist	➔ Caregiver and counsellor discuss behaviour, then counsellor and learner meeting
Professional outside of school	➔ Learner to meet with appropriate professional (if seeking further support or diagnosis)

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## Individual Education Plan

Name:  Start date:

Reason for plan:

✓	Observed behaviour:	What triggered the behaviour?
	Agitated/anxious	
	Oppositional/defensive/ refusing to do work	
	Escalating behaviour (shouting, punching/kicking etc.)	
	Other ...	

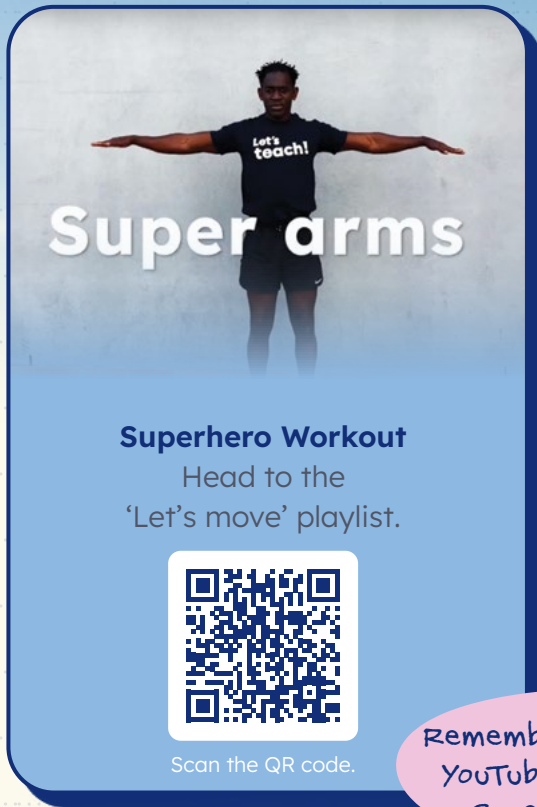
Behaviour tracking notes:

Who to contact:	How to contact:
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Professional outside of school	➡ Learner to meet with appropriate professional (if seeking further support or diagnosis)

# Let's be well! journal

## KEY INFO:

- 52-week journal-style workbook.
- Can be used by learners and educators.
- Created and reviewed by wellbeing and education professionals.

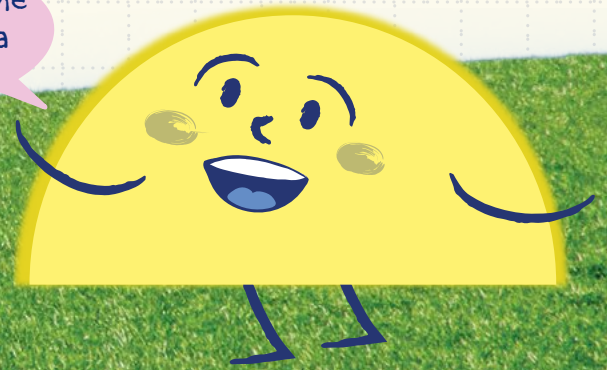


*Let's be well! journal* is a resource that brings every element of wellbeing together. This resource is ideal for anyone, from school starters to educators, and encourages mental and emotional health and physical fitness.

This resource has been designed to use every day: weekdays, weekends, and holidays. Wellbeing is a continual part of all our lives and must be practised regularly.

The *Let's be well! journal* is an effective tool to encourage school and home engagement. It also promotes positive habits and lifelong self-regulating skills.

Remember to head to the YouTube™ channel for a superhero workout.



Age	Book code	Book ISBN
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Take the next step into a world of wellness!



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