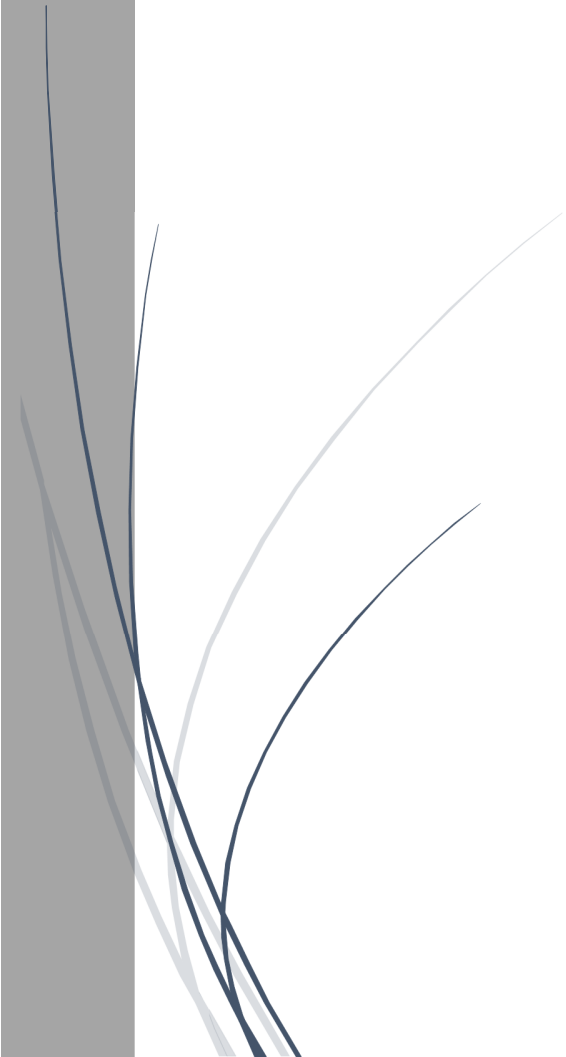




easyBelief

Teacher/Parent Guide



Lesson Objectives

Give your child the opportunity to explore how their own beliefs are formed. Help them to understand that their beliefs drive their behaviour. Give them a simple technique to help them dispel negative beliefs and encourage positive ones.

Lesson Duration

45 - 50 minutes, depending on the number of children. Room set-up time: approximately 5 minutes (not including printing time). You will achieve the best outcome by delivering this lesson on a one-to-one basis or with a small group of children. **Please be aware** that lesson duration will be extended when you encourage children to engage on a deeper level and express their individual thoughts, feelings, and experiences.

Lesson Resources

- | | |
|--|--|
| <input checked="" type="checkbox"/> One easyBelief learner diary for each child | <input checked="" type="checkbox"/> Each child's personal Mindscreen experience® profile (for reference as required) |
| <input checked="" type="checkbox"/> Sufficient extra pens/pencils for all children | <input checked="" type="checkbox"/> Blu-Tack (when using flip chart paper) |
| <input checked="" type="checkbox"/> A4 paper and pens (flip chart paper/whiteboards are better when working with small groups) | <input checked="" type="checkbox"/> Mobile phone/video recorder and tripod |
| <input checked="" type="checkbox"/> Music player and positive music (optional) | |

Lesson Preparation

For lesson: Print learner diaries and each child's profile. Set up the tripod and phone/video recorder near the door. Start playing the music.

For "Dog Story": Draw a line down the middle of one sheet of paper/whiteboard and write "What have you begun to believe from hearing the story?" on one side and "How will the paperboy/girl behave when they see the 4th dog showing its teeth, growling, and slavering?" on the other.

Lesson Preparation - Continued

For “My Beliefs!” activity: Write the following question onto a piece of paper/whiteboard and cover/hide it until later: *“Are my thoughts and feelings causing me to create a destructive or constructive belief for me?”*

Lesson Notes

In this lesson we use the word “belief”. The Oxford Dictionary defines **Belief** as:

1. “A feeling that something exists or is true, especially one without proof”
2. “A belief in, trust or confidence in”

Lesson Order

- Help each child discover how beliefs are formed.
- Help each child understand that beliefs can be self-limiting and/or self-enabling.
- Help each child to understand that their beliefs affect the way they behave.
- Give them a technique to help them dispel negative beliefs and encourage positive ones, and learn how to develop their own self-belief.

The Dog story (15 minute activity)

Set the scene: Tell your child that the purpose of this activity is to help them learn how their beliefs are formed and how their beliefs influence their behaviour.

Important note: Consider softening the dog story if you are aware of any existing phobia about dogs that children have.

The Dog Story - activity instructions

Step 1 of 5

Tell them the following story. Say to them that you want them to imagine they're the paperboy/girl in the story.

The Dog story – Continued

And the story goes...

You're walking up a driveway toward a house with your papers and, a big dog attacks you and bites your bum! (Or if you prefer choose another body part such as leg).

Firstly, you feel some pain in your bum and secondly, for the first time you're having thoughts like "Some dogs bite" or "Why did the dog bite me?"

Imagine you go up the next driveway and another dog bites your bum. Again, it's a painful experience for you.

Your earlier thought, that "Some dogs bite", might now change to "Quite a lot of dogs bite" or "Why are these dogs biting me?"

*Imagine you walk up a third driveway and another dog bites you – your bum is very painful, and you might now be thinking and **beginning to believe** that "All dogs bite!"*

You go up the fourth driveway and you see a dog slavering, growling, and teeth showing...

Step 2 of 5

Using the A4 paper/flip chart or whiteboard you prepared earlier write the answers your child gives to the following questions:

- **"What have they begun to believe from hearing the story?"** – Expect answers like, many dogs bite, dogs are aggressive, dogs bite me.
- Then ask: **"How will the paperboy/girl behave when they see the 4th dog showing its teeth, growling, and slavering?"** - Expect answers like, being scared, becoming paralysed, run away, attack the dog.

The Dog story – Continued

Step 3 of 5

The purpose of this story is to help your child recognise that **our beliefs drive our behaviour**.

Example: Because we have formed a belief that dogs bite us, **we are driven to behave in a way that mirrors our belief** – therefore, when confronted by a dog, we will have negative thoughts and emotions that will cause us to take action, such as avoid contact with the dog (run away, for example).

Step 4 of 5

It's important to help your child understand that our beliefs are formed by our thoughts, experiences, and emotions. **The more often we have the same thought, experience, and emotion, the stronger our belief becomes.**

Here's another example: being repeatedly told "we are stupid" by another person makes us have thoughts that "we might be stupid". If the person tells us we are stupid in front of other people, we will experience even stronger emotions, which reinforce our thoughts that "we could be stupid". Continually feeling the emotions linked to these experiences, can turn our thoughts into a belief that "we are stupid."

Step 5 of 5

It's also important to help your child understand that **some of the beliefs we form are self-limiting beliefs**. This type of belief can prevent us from achieving at something and obstruct our own success.

Example 1: Our belief that all dogs are aggressive causes us to behave in a way that leads us to avoid dogs. It is obvious that not all dogs are aggressive. Therefore, our belief that all dogs are aggressive can be described as a self-limiting belief, because we miss out on the opportunity to enjoy the friendship/company of nice dogs.

Example 2: Our belief that we are stupid causes us to behave in a defeatist way. However, we all have strengths and talents and are good at some things. Therefore, our belief that we are stupid can be described as a self-limiting belief, because it can cause us to believe we can't do anything and give up before we even get started.

My Beliefs! (20 minute activity)

Set the scene: Tell your child that this activity demonstrates the importance of believing in yourself.

My Beliefs! - activity instructions

Step 1 of 8

Ask your child to open their diary and complete the statement: **“Think of something you did recently that you believe you’re good at”**.

easyBelief - Learner Diary

Mindscreen
Know & develop your self-worth

My Beliefs!
Think of something you did recently that you believe you're good at: (Example: played a game, work, hobbies, made something, helped a friend, learned something new). Briefly describe the activity below using words and/or pictures:

Two reasons why I believe I'm good at this activity are:

1.
2.

How did my belief that I am good at this activity affect my behaviour?

Mindscreen experience® - know & develop your self-worth
© Mindscreen Ltd

Then ask them to write their thoughts about the following: **“Two reasons why I believe I’m good at this activity are:”**

Tell them that we become what we believe about ourselves. Some of our own beliefs are stopping us from achieving and others are helping us to succeed.

Step 2 of 8

To complete the exercise, ask your child to open their diary again and answer the question: **“How did my belief that I am good at this activity affect my behaviour?”**
Provide as much individual support as you can/they need.


My Beliefs! - Continued

Step 3 of 8

Now ask them to think about **three people** who have achieved something that really impressed them. Tell them they could be sports stars, actors/actresses, politicians, humanitarians, musicians, artists, a family member, a business person etc.

Openly discuss their thoughts with them, allowing about 2-5 minutes.

Then tell them to open their diary and write the names of the three people who impressed them (on the left side) and what the person achieved (on the right side).



easyBelief – Learner Diary

Mindscreen
Know & develop your self-worth

My Beliefs!
The three people who have achieved something that really impressed me are:

Name	Achievement

Think about something you achieved recently and describe how you overcame the "ah, buts":

Think about something you haven't achieved yet because of the "ah, buts". Describe how you can now defeat the "ah, buts" and succeed:

One way I can dispel negative thoughts and encourage positive ones is to ask myself the following question:

Mindscreen experience® - know & develop your self-worth
© Mindscreen Ltd

Step 4 of 8

Once your child has finished writing in their diary introduce the storyline below.

The Story: Ask them if they have met the “ah, buts”? – Pronounce as Abbots!

Ask them if they know someone who is an “ah, but”, or if they could be living with an “ah, but” or if they might be an “ah, but” themselves?

Very quickly they will start asking, what or who is an “ah, but”?

Tell them there are two types of “ah, buts”, ourselves and other people.

My Beliefs! - Continued

Type 1 - ourselves Ask them if they can remember a time when they had a great idea (everyone has had a great idea!) and then they heard the voice in their own head saying: (whisper) - **“Ah, but I don’t know how to do it”, “Ah, but I’m not good enough”**.

This “ah, but” is the voice inside you, giving you reasons why you won’t succeed.

Type 2 - others Now ask your child if they can remember a time when they had a great idea that they shared with someone else who said: **“Ah, but I don’t think you have enough experience”, “Ah, but I don’t think you can do it”**.

This “ah, but” is someone else telling you why they think you won’t succeed.

Check to make sure they understand both types of “ah, buts” before proceeding.

Step 5 of 8

Now ask them the following question:

What would have happened if the people who impressed you had listened to and believed the “Ah, buts”? (Their own negative thoughts and the negative comments of other people).

They will say they wouldn’t have achieved the success that they have!

Step 6 of 8

Lead your child to the realisation that successful people in every walk of life achieved their success because they **believed in themselves** and their own abilities. They didn’t listen to the “ah, buts”.

Then say to them: “You have the potential to be a great achiever at whatever you choose to be or do, as long as you **BELIEVE YOU CAN DO IT**” – make sure you get eye contact when you make this point to reinforce its importance.

My Beliefs! - Continued

Step 7 of 8

To complete the activity, ask them to open their diary again and complete the following two statements:

easyBelief - Learner Diary

Mindscreen
Know & develop your self-worth

My Beliefs!
The three people who have achieved something that really impressed me are:

Name	Achievement

Think about something you achieved recently and describe how you overcame the "ah, buts":

Think about something you haven't achieved yet because of the "ah, buts". Describe how you can now defeat the "ah, buts" and succeed:

One way I can dispel negative thoughts and encourage positive ones is to ask myself the following question:

Mindscreen experience® - know & develop your self-worth
© Mindscreen Ltd

Think about something you achieved recently and describe how you overcame the “ah, buts”:

Think about something you haven’t achieved yet because of the “ah, buts”. Describe how you can now defeat the “ah, buts” and succeed:

Provide as much individual support as you can/they need.

Step 8 of 8

Uncover the paper/whiteboard you prepared earlier and tell them that learning to ask themselves this question will help them to **dispel negative thoughts and encourage positive ones**.

“Are my thoughts and feelings causing me to create a destructive or constructive belief for me?”

My Beliefs! - Continued

Ask them to complete the last exercise in their diary by copying the above question.

Tell your child that they can **ask themselves this question anytime they have a doubt about whether something is good or bad for them.**

Re-enforce the importance of this question by telling them that:

Recognising when our thoughts and feelings are destructive and replacing them with constructive alternatives can lead us toward a more positive outcome.

Building positive, constructive, self-enabling beliefs is vital for our happiness and our success.

Lesson Review (2 - 4 minute activity)

The most important points you want your child to gain from this learning experience are:

- Our beliefs are formed by repeated thoughts, experiences, and emotions; the more often we have them, the more imbedded our beliefs become.
- The more painful or pleasurable the experience, the more deeply ingrained our feelings and thoughts become, and the stronger our beliefs are.
- Our beliefs drive our behaviour; we always behave in a way that is aligned with our beliefs. **Example:** we run away from the dog because we believe it will bite us.
- Our beliefs can be destructive or constructive, negative or positive, self-limiting or self-enabling.
- Remind them of the importance of only sharing their dreams with those people who they are sure will support and encourage them.

Diary Room (2-4 minutes) – may take longer initially, then speed up as they gain confidence

Set the scene: Tell your children that this activity is designed to help them gain confidence when speaking in public.

Diary Room - activity instructions

Step 1 of 2

Tell them that just before they go you would like them to come to the camera one at a time and answer a question (see below).

Explain that, because everyone experiences the same thing in different ways, you expect a different answer from each person.

“What is your name and what is the most important idea you have gained during this lesson?”

Step 2 of 2

Ask who wants to go first and encourage each child to come to the camera when they are ready.

Start the camera and, when you are ready, ask them the question above.

Notes:

- Be prepared to encourage those who are uncomfortable, shy, or afraid.
- This activity stimulates strong emotions in many people who with practice overcome their fear. You might mention how some famous actors felt just like them to begin with.