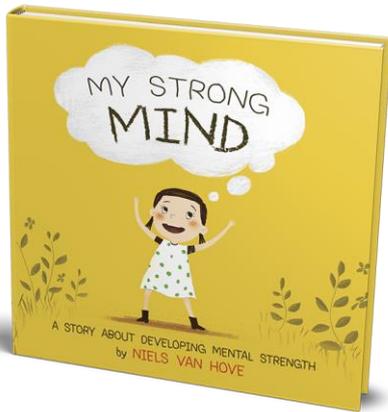


# MY STRONG MIND

I make my mind stronger every day



Class exercises to go with the book;

## My Strong Mind

Mental Toughness helps children deal better with pressure, stress and challenges. Improving mental toughness leads to:

Improved mental health and well-being

Up to 25% improved performance

More engagement in classroom

Better transition to secondary schools



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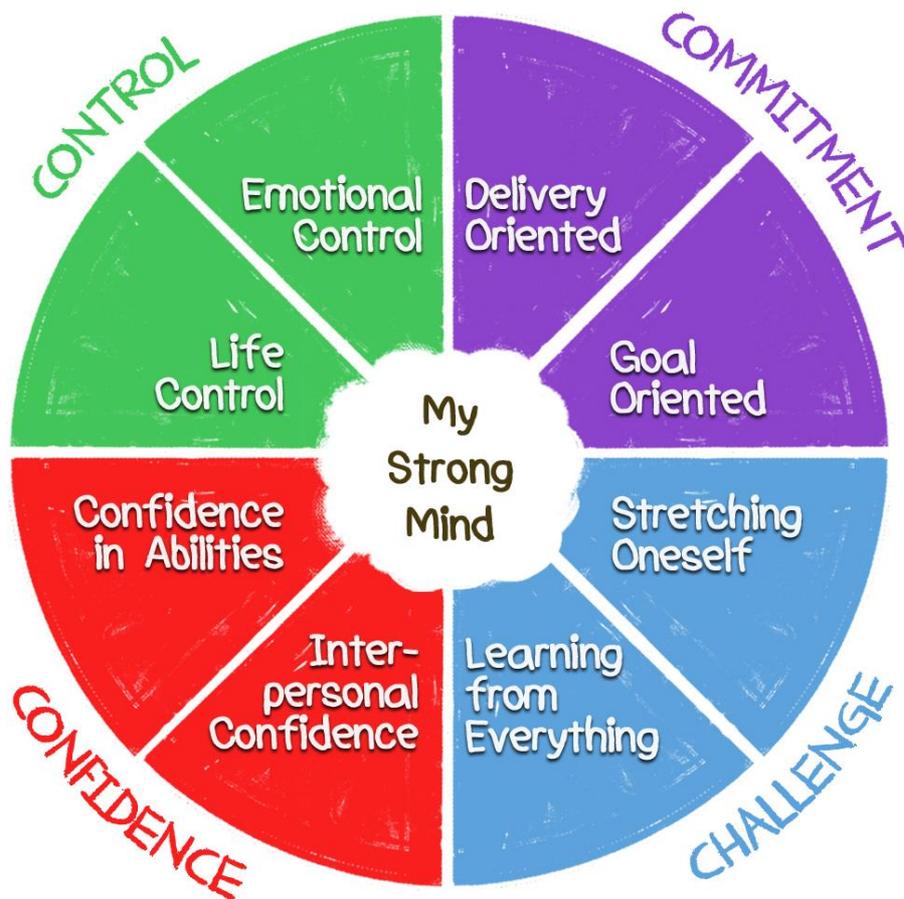


**Commitment:** I set goals and work hard to deliver them

**Control:** I'm pro-active and keep my emotions in check

**Challenge:** I stretch myself and learn from everything

**Confidence:** I have the ability and can stand my ground



I set goals and work hard  
to deliver them

## Exercise: Kate's SMARTER Goals

### Description

- This exercise is used to help children create an understanding of SMARTER goals. Specific, Measurable, Actions, Realistic, Time-bound, Exciting, Recorded
- Explain the concept of SMARTER goals, that it's a good way to approach new challenges and that without all these elements goals become harder to reach.
- Provide a goal per student. Difficulty depends on their year. Goals could be about reading, writing, sport, planning a holiday, making a present for a parent, etc.

### Discussion

- Take the time to walk the class room, ask children questions and help them develop the SMARTER elements of their goal
- Discuss how they would achieve the goal without planning for it like this.
- Discuss how easy/hard it is to work on a goal that doesn't excite them
- Discuss what goals or tasks are not exciting, but still need to be done and require commitment.

**Years: 2-4**

**Time: 30-45 min**

**Type:  
Goal setting**



# Commitment

I set goals and work hard to deliver them

My SMARTER goal Name: \_\_\_\_\_ Class: \_\_\_\_\_



Specific: What exactly am I going to do?

\_\_\_\_\_  
\_\_\_\_\_

Measureable: How do I know I reached my goal?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Actions: What steps can I take to reach my goal?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Realistic: How difficult do I think this goal is?

1 5

Timeliness: When should I reach my goal?

\_\_\_\_\_  
\_\_\_\_\_

Excitement: How much do I like this goal?

Not so much	A little bit	Very much	I love it
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Reach Goal

Stick to it

Get to Work

Make Plan

Set Goal



# Challenge

I stretch myself and learn from everything

## Exercise: Kate's challenges

### Description

- This is a challenge and growth mindset exercise.
- Explain to the children that we all have challenges and it is OK to fail. Everybody does and it is a vital component of learning and getting better at something.
- Explain the power of YET. I can't do this YET, but if I practice more I might. However, every skill takes practice and some form of stretching ourselves. No great skill comes for free

### Review

- Consider giving examples of where you stretched yourself and failed as a teacher or a person. How did you get better from it? What did you learn? This gives children confidence that it is OK to fail and share their stories
- How did they feel during a challenge? What did they learn?
- The challenge component of mental toughness is closely related to a growth mindset.

**Time: 30 min**

**Years: 1-4**

**Type:**  
**Goal setting**  
**Growth mindset**



# Challenge

I stretch myself and learn from everything

Name: \_\_\_\_\_  
\_\_\_\_\_  
Class: \_\_\_\_\_

A positive mindset helps when tackling challenges. A challenge I have faced is...  
\_\_\_\_\_  
\_\_\_\_\_

Instead of saying...  
**I can't do this**

I will say...  
\_\_\_\_\_  
\_\_\_\_\_

Failure is an opportunity to grow and learn. The time I failed and kept going is...

\_\_\_\_\_  
\_\_\_\_\_



Instead of saying...  
**I give up**

I will say...  
\_\_\_\_\_  
\_\_\_\_\_

I can become smarter and better with effort. I have to work hard at...

\_\_\_\_\_  
\_\_\_\_\_



## Exercise: Kate's great things about me

### Description

- This exercise is used to help children think positively about themselves, their achievements and document this in a fun way.
- For year 5 and 6 where the Kate exercise might be found too childish. Simply let the student draw 4 circles on an A4 to describe proudest moment, best idea, best memory and I'm really good at, works as well.

### Review

- Share with the class examples of being proud, great memories and emphasize that everyone has positive things to celebrate and to be proud of.
- Let the children take this exercise home to show it to their parents.
- The outcomes can also be used in a show and tell or class presentation.

**Years: 1-4**

**Time: 30-45 min**

**Type:**  
**Positive thinking,**  
**Self-worth**



# Confidence

I have the ability and can  
stand my ground

My Best memory

-----  
-----

I'm proud of

-----  
-----

My Best idea

-----  
-----  
-----

I love my

-----  
-----  
-----

My Best friends are

-----  
-----  
-----

I am really good at

-----  
-----  
-----



Name: -----  
-----

Class: -----  
-----

I'll work hard on

-----  
-----



# Control

I'm pro-active and keep my emotions in check

## Exercise: Kate's how can I react?

### Description

- This exercises helps children to 'scale' their feelings and assess some adverse situations, how they can react to those and prepare for them.
- Explain to the children that we all have situations we don't like. We can label how we feel (angry, sad, disappointed etc) and still choose how we react. We sometimes don't react like we would like to, but we can plan and prepare for it.

### Review

- What is a situation you didn't like this week?
- How did you feel?
- How did you react?
- How could you react differently?
- Understanding what triggers our fight or flight response, our feelings and how we can react helps us manage our emotions once were in these situations.

**Time: 30 min**

**Years: 1-4**

**Type:**  
**Anxiety control**  
**Emotional control**



# Control

I'm pro-active and keep my emotions in check

Unexpected events I don't like

-----  
-----

How do they make me feel?

-----  
-----

How can I react?

-----  
-----



My feelings matter

What can I do?



4. I'm really mad.

-----  
-----



3. I'm getting frustrated.

-----  
-----



2. I feel a little upset

-----  
-----



1. I feel good

-----  
-----



# Control

I'm pro-active and keep my emotions in check

## Exercise: Kate's how big is my problem?

### Description

- This exercise helps children to 'scale' their problems. Children can often respond disproportionately to an issue.
- Explain to the children that there are different levels of problems, which require different responses. Little problems (I can't find my bag or drink bottle, I'm hungry) can be solved alone or with little help. Bigger problems (Someone's hurt, sick, bullied or in danger) require adult help.

### Review

- Discuss what can be done in every situation and how children can react.
- What type of problems have happened to you this week?
- What problems did you solve yourself?
- What problems did you need help with?
- Encourage children to take this exercise home and put it on the fridge.

**Time: 30 min**

**Years: 1-4**

**Type:**  
**Anxiety control**  
**Emotional control**



# Control

I'm pro-active and keep my emotions in check

Problems  
I can control

-----  
-----

Problems  
I can't control

-----  
-----

'What can you do about it?'



'Don't worry too much about it'

How big is my problem?

4. **Ginormous:** you need a lot of help from and adult.
3. **Big:** you can change it with some adult help.
2. **Medium:** you can change it with a little reminder.
1. **Little:** you can fix it all by yourself.

Examples

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-----  
-----  
-----  
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# MY STRONG MIND

The School Program that brings mental toughness and well being to teachers and students



Mental Toughness helps children deal better with pressure, stress and challenges. Improving mental toughness leads to:

Improved mental health and well-being

Up to 25% improved performance

More engagement in classroom

Better transition to secondary schools

Our program is designed to educate and empower teachers to measure and develop Mental Toughness in their class

 Introduce teachers to Mental Toughness and the 4Cs frameworks.

 Measure and feedback the teacher's Mental Toughness profile.

 Educate teachers to measure their class's mental toughness and use our toolkit.

 Deploy Mental Toughness interventions and exercises based on student and class reports.

 Include parents in the Mental Toughness program with a parent night and a family challenge.

 Measure and review the progress children and classes have made. Adjust interventions.



The 4 C's of Mental Toughness



# MY STRONG MIND

I make my mind stronger every day



Niels van Hove

## About Niels

I worked for 20 years as business manager and consultant in a variety of countries, industries and large multinational companies. I became an accredited mental toughness coach and founded [MentalToughness.online](http://MentalToughness.online) after a tough period in my life and career.

I now love to help people getting the best out of themselves and provide Mental Toughness programs for individuals, schools and businesses. I live in Melbourne with my wife and two daughters, for whom I wrote My Strong Mind.

## As featured in



**MENTAL TOUGHNESS ONLINE**

MentalToughness.online's mission is to bring Mental Toughness to the world. It provides free and paid resources for individuals and organizations to help them improve their mental strength, well-being and performance.



“If you like the exercises and want to know more about the My Strong Mind school program, please email [info@mentaltoughness.online](mailto:info@mentaltoughness.online)”



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