

Noonook Moorditj

# Noonook Moorditj - You Good?



Connecting  
Community for Kids





# Children's Acknowledgement to Country

Here is the boodja (land),  
here is the worl (sky)

Here are my koorda's (friends),  
and here am I

We thank the Wadjuk people of the  
Noongar Nation,  
for the boodja (land)  
on which we waabiny (play)  
and kaaditj (learn)


Maar (hands) up, maar (hands) down


We are on Wadjuk boodja (land).





# Noonook Moordijt - You Good?


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 Noonook Moordijt (pronounced Noo-nook M-or-ditch) are a series of activities designed to assist Teachers, Educators, School Chaplains and Councillors to support children navigate life challenges and regulate emotions. The activities are inclusive for children of all cultures and crafted through a Noongar lens, recognising the importance of incorporating Aboriginal language and culture into the learning process.

 It is designed for children between two years and year 2 of primary school and is linked strongly to the National Quality Framework, Early Learning Years Framework and the 8 Aboriginal Ways of Learning. These frameworks ensure that the content is culturally appropriate, educationally sound, and supports the holistic development of young children.

 Curriculum based workplan that aligns with each activity and can be modified to suit an array of ages. The program has 4 modules with a list of resources and activities to assist in embedding the practices into your curriculum.

 The activities included are designed to help educators embed these teachings in schools and services, fostering early intervention by helping children understand, recognise, and express their emotions.

 This initiative is proudly supported by the Ngalla Yorga Waangkan Aboriginal Corporation, Kulungar Waabiny, and Yangebup Family Centre, and is an initiative by Connecting Community for Kids (CCK).




# Darlmoorluk, Our Workbook Mascot

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In Noongar culture, the Darlmoorluk (pronounced Darl-moor-luck), also known as the twenty-eight parrot, holds a special place. As shared by Noongar Elder Sealin Garlett:

"The Noongar used to call it Darlmoorluk or twenty-eight parrot. He was a happy bird. If we knew he was coming to camp, he was not only a good feed—Noongars used to have a good feed out of that fella—but he was a happy bird. Sometimes the Noongars only killed them when they were desperate. They always told the kids that this fella was good to have around. He was a protection at our camp. If you knew that this fella, this Darlmoorluk, was going, then you fellas don't let your kids wander around because the Woordarji, or the little Bulyits, or whatever, yeah, or the Djenagubbi is going to come around. Don't let them run around, but if that Darlmoorluk was there, you knew that your camp was safe."

We are proud to introduce Darlmoorluk as the mascot for our workbook. Just as the Darlmoorluk was a symbol of safety and joy in Noongar camps, guiding families and protecting them from harm, our Darlmoorluk will be your guide through the activities in this book.



**Kaya, I am Darlmoorluk,  
and I will guide you  
through the activities in  
this book.**

# Linking to Curriculum Frameworks

## National Quality Framework

### Standard 1.1

The educational program enhances each child's learning and development  
*Element 1.1.1, 1.1.2*

### Standard 1.2

Educators facilitate and extend each child's learning and development  
*Element 1.2.1, 1.2.3*

### Standard 1.3

Educators and coordinators take a planned and reflective approach to implementing the program for each child  
*Element 1.3.1, 1.3.2, 1.3.3*

### Standard 2.2

Safety – Each child is protected  
*Element 2.2.3*

### Standard 4.1

Staffing arrangements  
*Element 4.1.1*

### Standard 4.2

Professionalism  
*Element 4.2.2*

### Standard 5.1

Relationships between educators and children  
*Element 5.1.1, 5.1.2*

### Standard 5.2

Relationships between children  
*Element 5.2.1, 5.2.2*

### Standard 6.1

Supportive relationships with Families  
*Element 6.1.2*

### Standard 6.2

Collaborative Partnerships  
*Element 6.2.2, 6.2.3*

## Early Years Learning Framework

### **Outcome 1 – Children have a strong sense of identity**

Children feel safe, secure and supported

Children learn to interact in relation to others with care, empathy and respect

### **Outcome 2 – Children are connected with and contribute to their world**

Children respond to diversity with respect

Children become aware of fairness

### **Outcome 3 – Children have a strong sense of wellbeing**

Children become strong in their social and emotional wellbeing

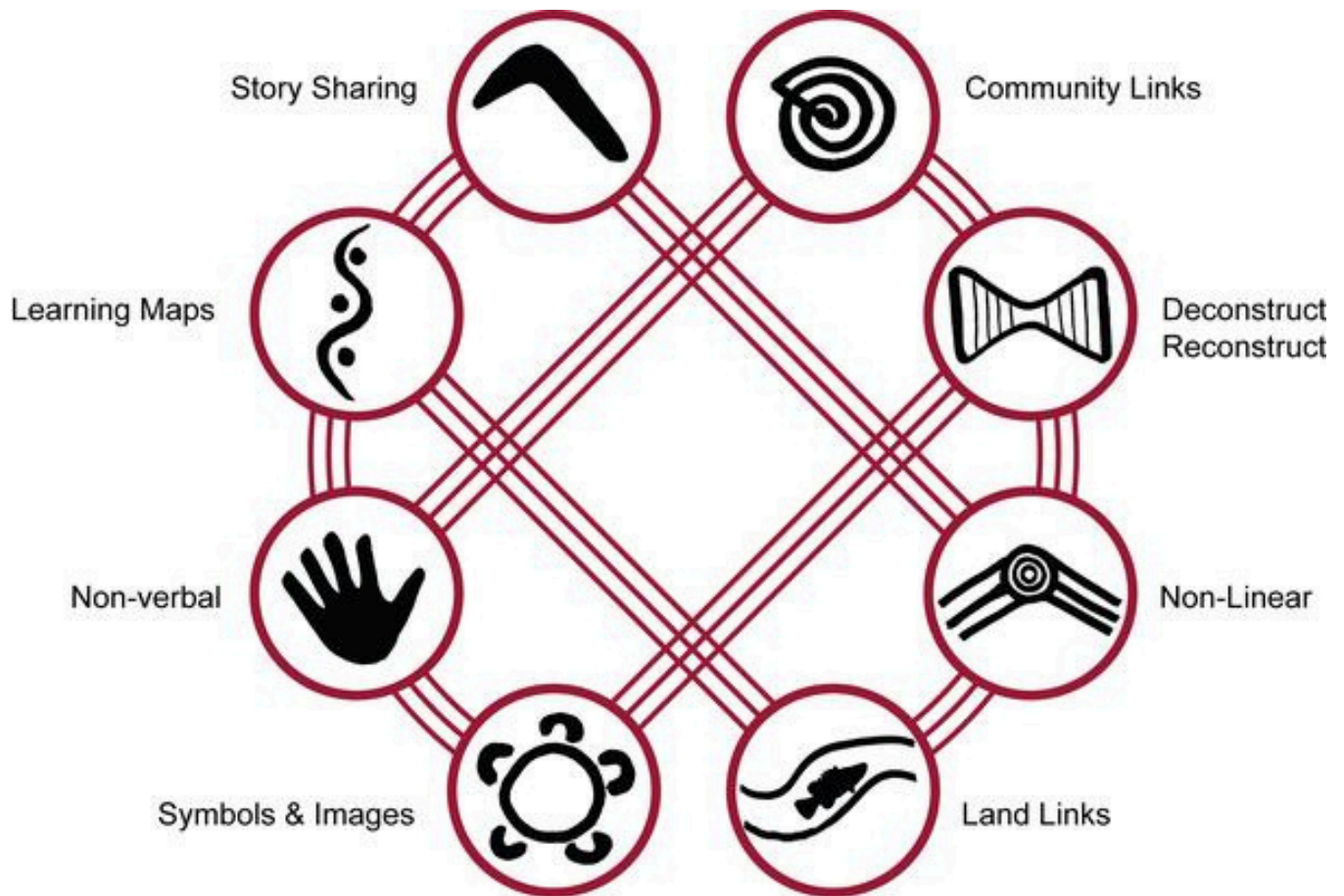
Children take increasing responsibility for their own health and physical wellbeing.

### **Outcome 5 – Children are effective communicators**

Children interact verbally and non-verbally with others for a range of purposes.

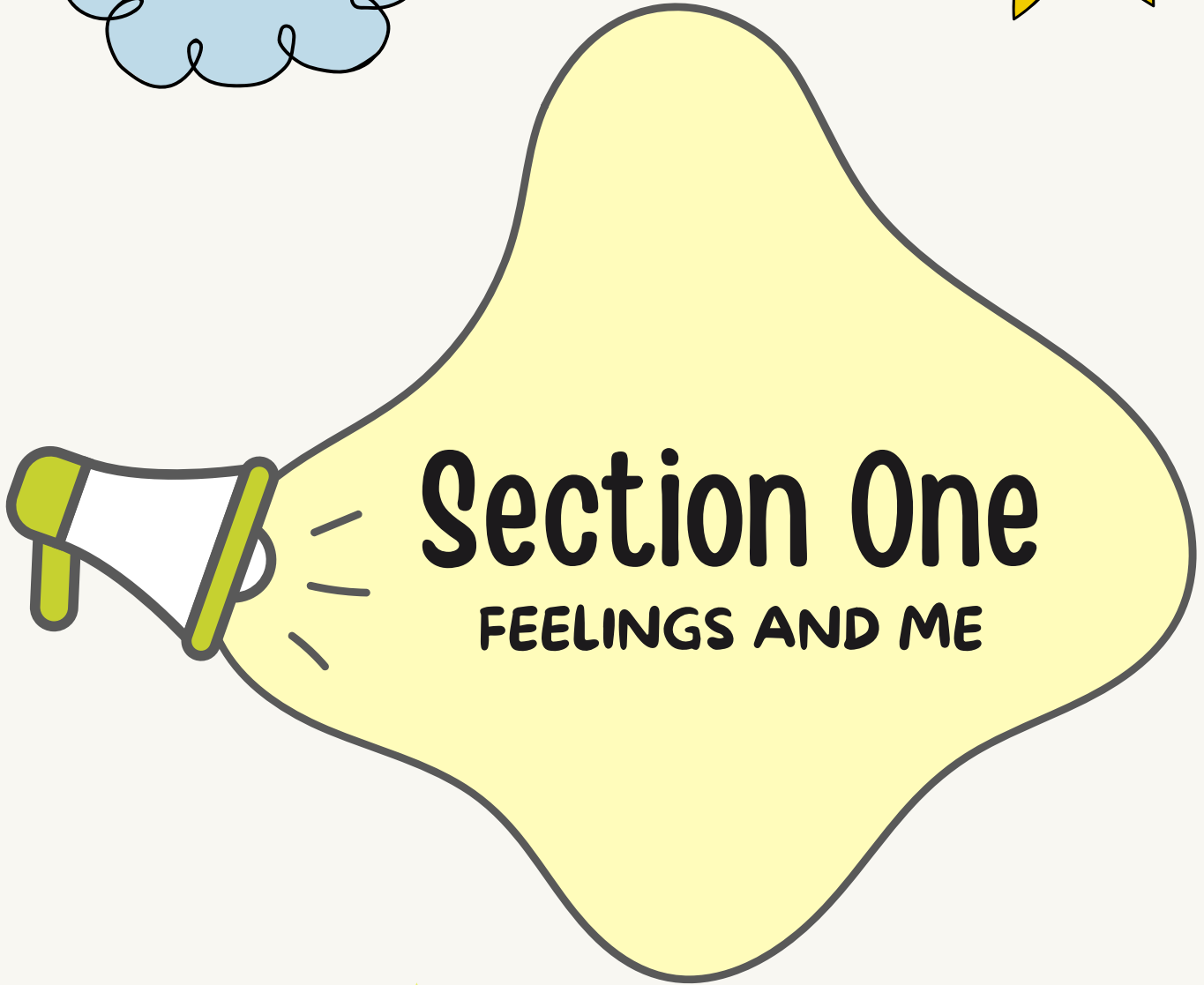
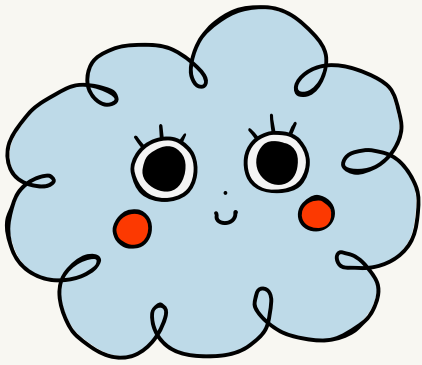
Children use information and communication technologies to access information, investigate ideas and represent their thinking.

# Aboriginal 8 Ways of Learning



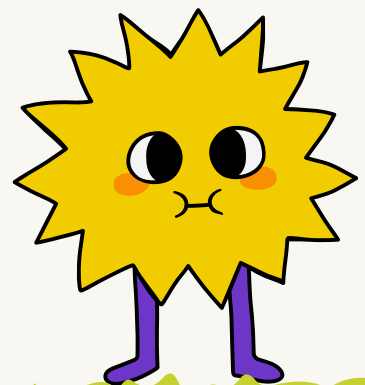
- 1 Story Sharing:** Approaching learning through narrative.
- 2 Learning Maps:** Explicitly mapping/visualising processes.
- 3 Non-Verbal:** Applying intra-personal and kinaesthetic skills to thinking and learning.
- 4 Symbols and Images:** Using images and metaphors to understand concepts and content.
- 5 Land Links:** Place-based learning, linking content to local land and place.
- 6 Non-Linear:** Producing innovations and understanding by thinking laterally or combining systems.
- 7 Deconstruct/Reconstruct:** Modelling and scaffolding, working from wholes to parts (watch then do).
- 8 Community Links:** Centring local viewpoints, applying learning for community benefit.





# Section One

FEELINGS AND ME



# Feelings and Me








## Understanding Emotions

Children experience emotions even before they have the words to describe them. They also comprehend language before they can use it themselves. Often, children express their emotions through behaviors that can sometimes be challenging to manage.

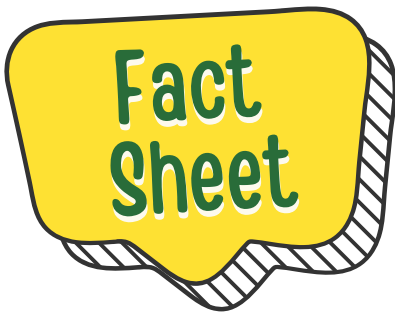
As educators, we can support children in understanding their feelings by providing a safe environment where they can express their emotions. This, in turn, helps them develop an emotional vocabulary.

Children who learn to recognise and manage their emotions are more likely to express themselves calmly and appropriately, control their impulses, and recover quickly from strong emotions such as disappointment, frustration or excitement.

## Tips on Helping Children Navigate Emotions

-  **Listen:** If it is safe, allow the child to express their feelings without interruptions. Show that you are actively listening and engaged through your facial expressions and body language. Maintain your composure and be mindful of your own emotions.
-  **Acknowledge:** Recognize and accept the child's feelings, whether positive or negative. Reassure them that it's okay to feel this way and demonstrate that you understand their emotions.
-  **Name the Feeling and identify the reason:** Identify and describe the emotion the child is experiencing. It's okay to make educated guesses about their feelings; even if you're not right they will appreciate your effort. It is always beneficial to link the feeling to a possible cause. For example, you might say, "It's okay to feel sad when Mum leaves, but she always comes back," or "When Jack took the ball from you, did that make you feel angry?"
-  **Set Boundaries:** While all feelings are valid, some behaviors are not socially acceptable. Let the child know that it is the behavior, not the feeling, that is unacceptable. For example, "I can see that you're angry because Jack took your toy. It's okay to feel angry, but it's not acceptable to throw a chair."
-  **Problem Solve:** When the child is calm, work together to brainstorm a solution that is both acceptable and realistic. For example, you might ask, "If you feel angry again, what are some words you can use to tell Jack how you're feeling?"





# What is Emotional Resilience and Why is it Important for our Kids?

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## Understanding Emotional Resilience

Emotional resilience is the ability to adapt to stressful situations, challenges, and adversity while maintaining a positive outlook. It is the skill that helps individuals recover from setbacks, manage stress, and continue moving forward, even in the face of difficulties. For children, emotional resilience is crucial as it lays the foundation for their emotional well-being and mental health.

## Key Components of Emotional Resilience:

- **Self-Awareness:** Understanding and recognizing one's emotions.
- **Self-Regulation:** The ability to manage and control emotional responses.
- **Optimism:** Maintaining a positive outlook, even during challenging times.
- **Empathy:** Understanding and sharing the feelings of others.
- **Social Connections:** Building and maintaining strong, supportive relationships.
- **Problem-Solving Skills:** Finding solutions to challenges and adapting to change.

## Why is Emotional Resilience Important for Our Kids?

- **Better Coping Mechanisms:** Emotionally resilient children are better equipped to handle stress, disappointment, and frustration. They can manage their emotions more effectively, leading to healthier coping strategies and reduced anxiety.
- **Improved Academic Performance:** Children who are emotionally resilient often perform better academically. They can focus better, handle the pressures of school, and are more likely to persevere through challenges.
- **Stronger Relationships:** Resilient children are better at building and maintaining healthy relationships. They are empathetic, able to understand others' emotions, and can communicate their own feelings effectively.
- **Greater Self-Confidence:** Resilience helps children build self-esteem and confidence. They are more likely to take on new challenges, try new things, and believe in their ability.
- **Long-Term Mental Health:** Developing emotional resilience in childhood can contribute to long-term mental health. Resilient children are less likely to experience depression, anxiety, and other mental health issues as they grow older.
- **Preparation for Life's Challenges:** Life is full of ups and downs. Emotional resilience equips children with the tools they need to navigate these experiences. By learning how to bounce back from setbacks early, they are better prepared to handle the complexities of adulthood.

## How Can We Foster Emotional Resilience in Children?

- **Model Resilient Behavior:** Children learn by observing adults. Show them how you handle stress and setbacks with a positive attitude.
- **Encourage Problem-Solving:** Allow children to face challenges and find solutions on their own, providing guidance when needed.
- **Promote Emotional Awareness:** Teach children to identify and express emotions in healthy ways.
- **Build a Supportive Environment:** Create a nurturing environment at home, school, and in the community where children feel safe and supported.
- **Encourage Healthy Relationships:** Help children build strong, positive relationships with peers and adults.
- **Teach Mindfulness and Relaxation:** Introduce techniques such as deep breathing, meditation, or yoga to help children manage stress.

# Resources and Activities

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## Books

In My Heart: A Book of Feelings by Jo Witek

## Activity Ideas

- Group circle time- “Today I’m feeling?” an opportunity to share and contribute to the group - use a yarning stick or bean bag to pass around to the group
- Make faces on a light table or mirrors using different emotions on laminated sheets

## Attachments

**Yarning Sticks** - Attachment 1

**My Safety Hand** - Attachment 2

**Emotions Cards** - Attachment 3

**Playdough Emotions** - Attachment 4

**Songs (English and Noongar)** - Attachment 5

We all have feelings, they're part of us  
and they are what makes us human!

So whatever feeling you're feeling at  
any moment is completely normal as  
feelings and emotions are normal.





# Attachment 1 - My Yarning Stick



**Create a Yarning Stick to use as a communication tool to share your feelings in a safe space.**

Yarning circles provide a safe space to share, listen and pass on knowledge respectfully.

A Yarning Stick (also known as a talking stick) is a communication tool passed around to support, respect and empower each individual whilst speaking and sharing.

This can be used in a group setting or between individual people. The purpose is to allow the person holding the stick to talk with no interruptions.

You can make a Yarning stick collectively as a group or as an activity that children can revisit until it is finished.



## Materials

- Sticks in a variety of sizes
- Different coloured wool/yarn. (Hint: textural yarn adds flair to the sticks too)
- Scissors
- Glue (optional)

## How to make

- Cut a manageable length of wool/yarn.
- Tie or use glue to secure the end piece to the end of the stick. Start wrapping the stick. Tie more wool to the end piece, when needed.
- Continually wrap the wool around the stick until the stick is covered. Tie or glue the end of the wool to the stick.



## Attachment 2 - My Safety Hand

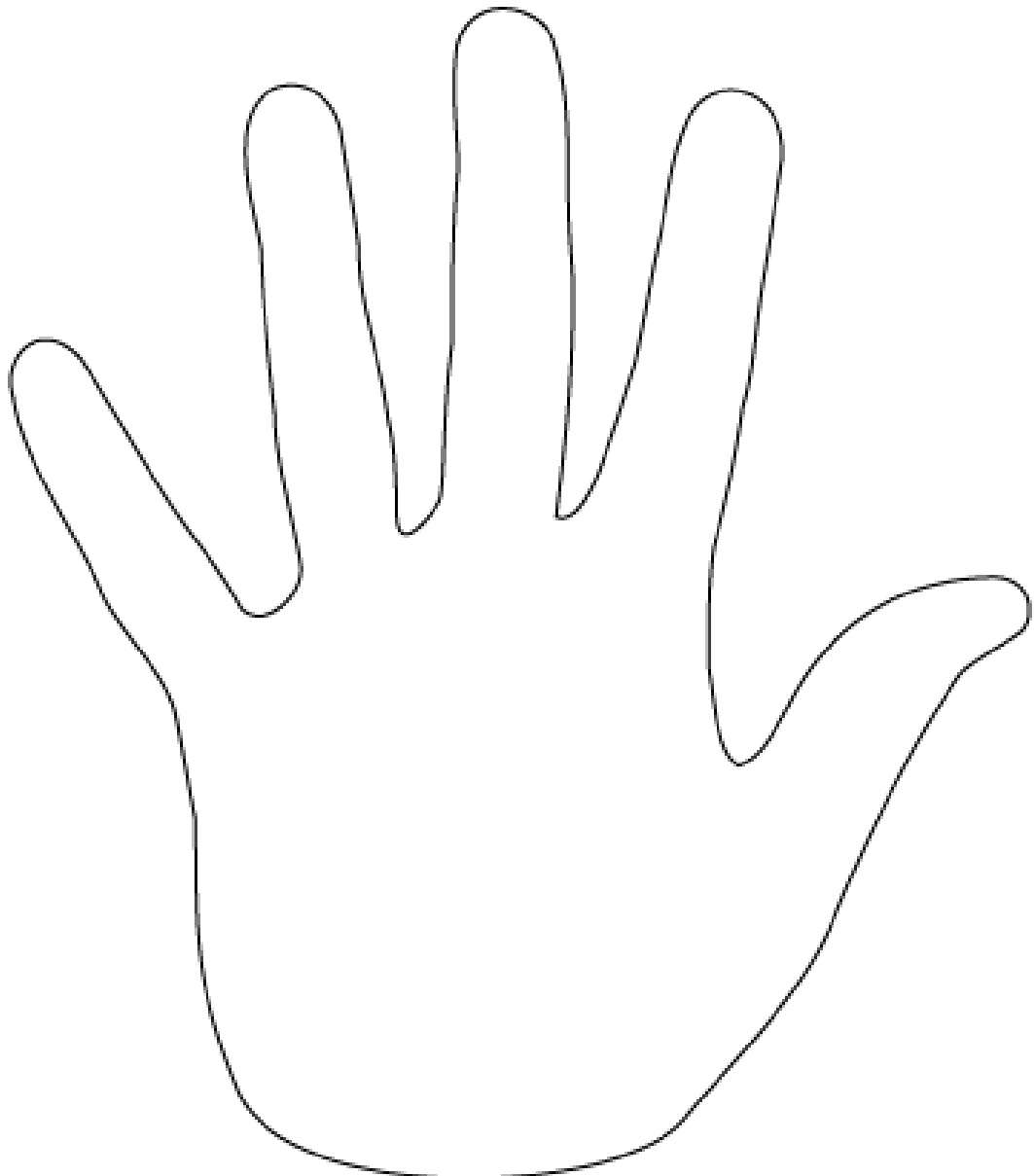


**On this safety hand, write the names of people who you can trust.**

Sometimes we experience difficult things in our lives. These things can stir up many feelings inside us and make us feel unsafe.

On this hand write the name of people whom you can trust:

- Two adults from school
- One adult from home
- Two adults from the community





## Attachment 3 - Emotion Cards



Children can choose a feeling each day to show how they are feeling.



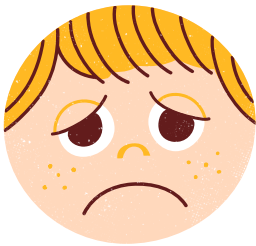
calm



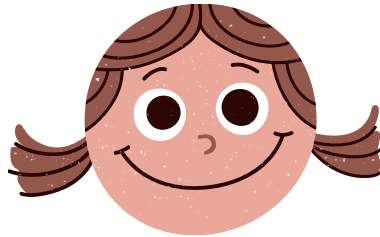
angry



sleepy



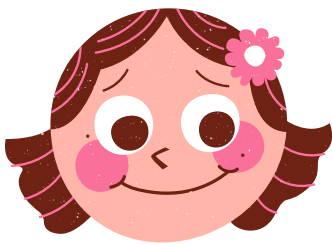
sad



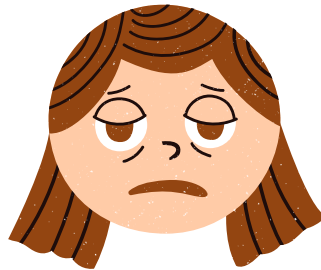
happy



worried



shy



tired



shocked



proud



hurt



afraid



## Attachment 4 - Play Dough Emotions



**Ask children to use playdough to shape the emotion they are feeling.**





## Attachment 5 - Songs

### If you're happy and you know it

#### Happy

If you're Mooditj (Happy) and you know it marr-baaminy (Clap hands)  
If you're Mooditj (Happy) and you know it marr-baaminy (Clap hands)  
If you're Moorditj and you know it and you really want to show it.  
If you're Moodijt (Happy) and you know it marr-baaminy (Clap hands)

#### Angry

If you're Karang (Angry) and you know it stamp your djena (feet)

#### Hungry

If you're Koboort-irt (Hungry) and you know it rub your koboort (tummy)

#### Shy

If you're kaanya (Shy) and you know it kaat ngarda (Head down)

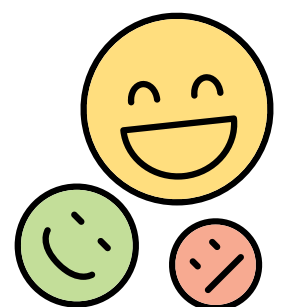
#### Tired

If you're bidibaba (tired) and you know it nookert-ngoordiny (sleep lie down)

#### Sick

If you're menditj (sick) and you know it then kandang (vomit)

Video – Facebook – Noongar Dandjoo





## Attachment 5 - Songs

# Heads, Shoulders, Knees and Toes (Kaat, Djerdim, Boornitj, Djena)

**Kaat, djerdim, boorni-tj wer djena  
Boorni-tj wer djena**

**Kaat, djerdim, boorni-tj wer djena  
Boorni-tj wer djena**

**Miyal dwangk daa wer mooly  
Daa wer mooly daa wer mooly**

**Miyal dwangk daa wer mooly  
Maara Dandjoo baaminy**

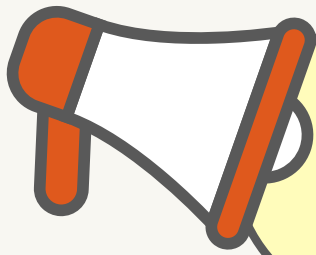
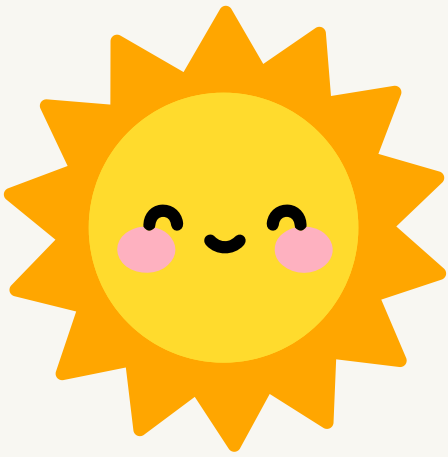
**Kaat, djerdim, boorn-ti, djena  
Boorn-tj, djena**

### Key words

**Kaat** – head    **djerdim** – shoulder  
**boornitj** – knee    **djen** – foot  
**maara** – hands    **miyal** – eyes  
**dwangk** – ear    **mooly** – nose  
**daa** – mouth

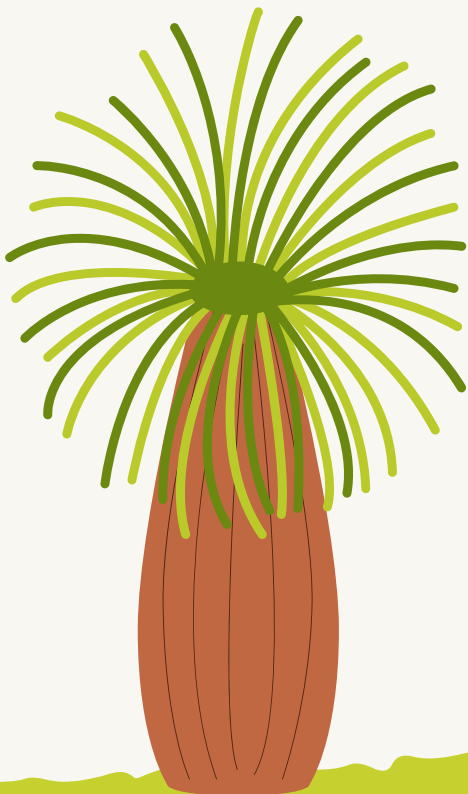






# Section Two

**ENDINGS  
AND BEGINNINGS**



# Endings and Beginnings



## Rationale for Endings and Beginnings

Life is full of change, and as adults, we often experience both positive and negative transitions including marriages, births, promotions, illnesses, unemployment, and even destructive events like natural disasters, violence and death. These changes, while difficult, can present opportunities for growth. By our example, we can guide young people to understand that change is an inevitable part of life, and it can ultimately help us become more compassionate and resilient individuals.

While adults often have resources to cope and accept, children may lack this knowledge or opportunity. They need the space to tell their stories, express how they feel, and make sense of the events happening around them. It is crucial for them to understand that they are not to blame for these negative events and to receive guidance in adjusting to their new reality.

It's important for children to recognise that goodbyes are not only a part of life but also an opportunity for new beginnings. To move forward, it's essential to cherish past memories, accept the changes that have taken place, and embrace the future with hope.

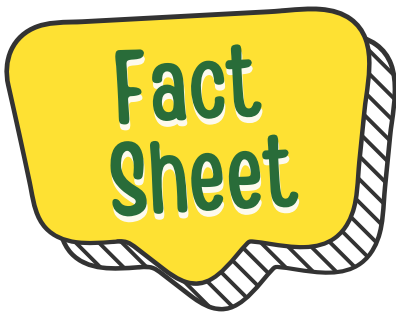
Using nature as a metaphor—such as the local Moodjar tree, which grows from a small seed into a majestic tree over time—can help participants understand that patience and time are needed to process change and grow. By helping them understand that change is a natural part of life and that every ending can lead to a new beginning, we empower them to face life's transitions with resilience and hope.

## Dealing with Death

When a loved one passes away, children may express their grief in a variety of ways, often shifting quickly from tears to play. Their understanding and reaction to loss are influenced by their age, developmental stage, and the closeness of their relationship with the person or animal they lost. As they grow, children might revisit their grief, needing guidance as their understanding of loss evolves.

Young children may have difficulty comprehending that death is permanent, often struggling with the idea that their loved one won't return. Concepts like "death" and "forever" may need to be explained multiple times, as young children might believe that the deceased could come back.










Children are often sensitive to the emotions of those around them, especially parents and siblings, and can be deeply influenced by these feelings. Their grief can ebb and flow, with intense emotional moments followed by periods of seeming normalcy. Grief might also lead to changes in behaviour, such as becoming irritable, withdrawn, or having trouble sleeping. Some children may regress in certain areas, like toileting, act younger than their age, become more clingy, or exhibit more challenging behaviours.



# Talking to Children about Grief and Loss

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**Discussing the death of a loved one with a child is incredibly challenging, but it's essential that they feel informed, heard, and supported during this time. Here are some tips to help guide these conversations:**

-  **Be Honest and Open:** Share what has happened in a straightforward manner.
-  **Use Age-Appropriate Language:** Choose words that are simple and easy for them to grasp.
-  **Use Clear, Concrete Terms:** For example, use words like "died" or "death" rather than euphemisms like "gone to sleep" or "passed away."
-  **Listen Actively:** It's okay if you don't have all the answers right away. Just being there to listen is crucial.
-  **Answer Questions Calmly:** Respond to their questions with patience, and don't be surprised if they need to hear the information multiple times to fully understand.
-  **Utilise Storybooks and Play:** Use these tools to help explain what has happened in a way that feels safe for them.
-  **Encourage Open Communication:** Let them know they can talk to you whenever they need to.
-  **Seek Support:** If you're too overwhelmed, consider asking another trusted adult to help with the conversation.
-  **Share your Feelings:** Encourage them to express their emotions by sharing your own, helping them understand it's okay to feel sad, angry, or confused.



# Resources and Activities



## The Aims of this Activity Section are:

- To reassure participants that they are not at fault for the difficult times they are experiencing.
- To provide a safe space where they can share their stories and emotions.
- To clearly explain new concepts and words related to their experience, and to discuss these openly, answering their questions honestly in a way that suits their developmental level.
- To give hope by helping participants recognize their inner strength to navigate this new situation.
- To help them understand the transitions occurring due to the crisis event.
- To have participants gently close the door on the past. To encourage them to look towards hopeful new beginnings.


## Books

- The Hungry Caterpillar Book – Eric Carle
- The Invisible String – Patrice Karst
- The Goodbye Book – Todd Parr
- When Dinosaurs Die (A guide to understand Death) – Laurie Ranshy Brown
- The Tiny Seed (either via story or youtube) – Eric Carle

## Activities to help remember your loved ones

- Display photo's
- Talk and share memories
- Make an ornament and hang it on the Christmas tree each year
- Buy a present for them on their birthday, Christmas and donate it
- Plant a plant in honour and care and talk to it
- Draw or write about special memories created
- Use an item of clothing belonging to loved one to create a memory teddy

## Mat Sessions and other Group Activities

- Use a yarning stick to allow children to express what they are feeling (see attachment 1 in Section 1)
  - Discuss the Moodjar Tree – Attachment 1
  - Group discussion on change and life cycles. Life cycle cards – Attachment 2
  - Discussion on Rainbows – Attachment 3
  - Planting seeds outside and as a group watch them grow over time
  - Ask children to bring in baby photos and allow them to share the photo. Play a guess who game with the photos
- 



# Attachment 1 - Moodjar Tree

When the time of Birak begins, we look for the of the big orange blooms of the Moodjar tree. We know that Christmas time is near!

Time passes, the big orange blooms fade and drop to the ground. Flowering time has ended, but the tree stills grows. Nature shows us how things end and then begin again.



**We have listed some life cycles for you to complete. Can you think of any other life cycle stories that have big endings and beginnings?**

**Tadpoles change to:**

**Caterpillars change to:**

**Snakes shed their:**





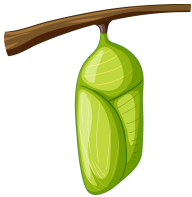


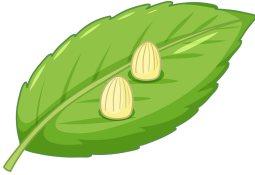
# Attachment 2 - Life Cycle Cards



Cut and sequence these pictures in the correct order of the life cycle, from beginning to end




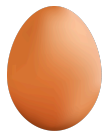
## Butterfly Life Cycle

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chrysalis	caterpillar	butterfly	eggs

## Chicken Life Cycle

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chick	chicken	hatching	egg



## Attachment 3 - Rainbows of Hope

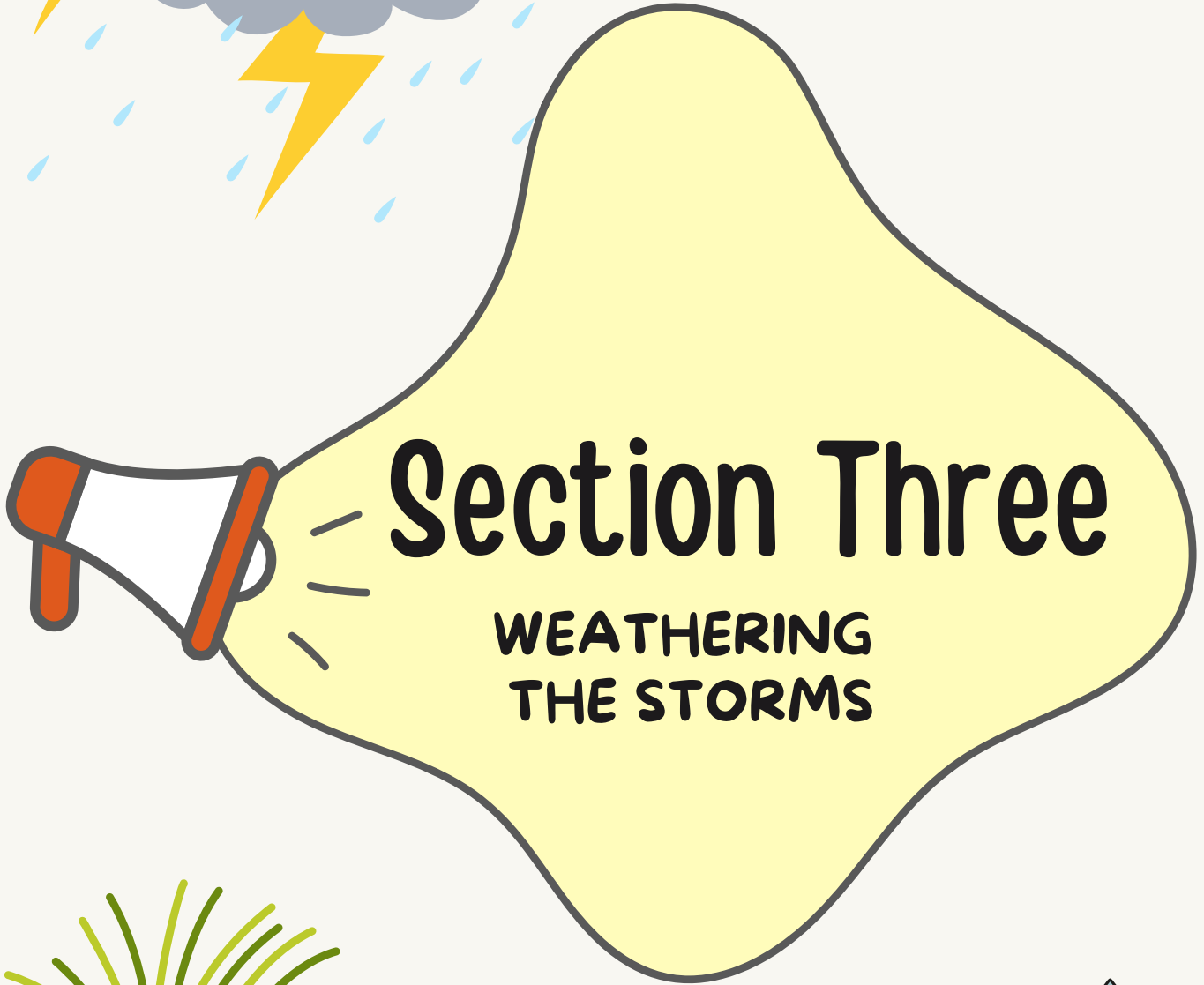
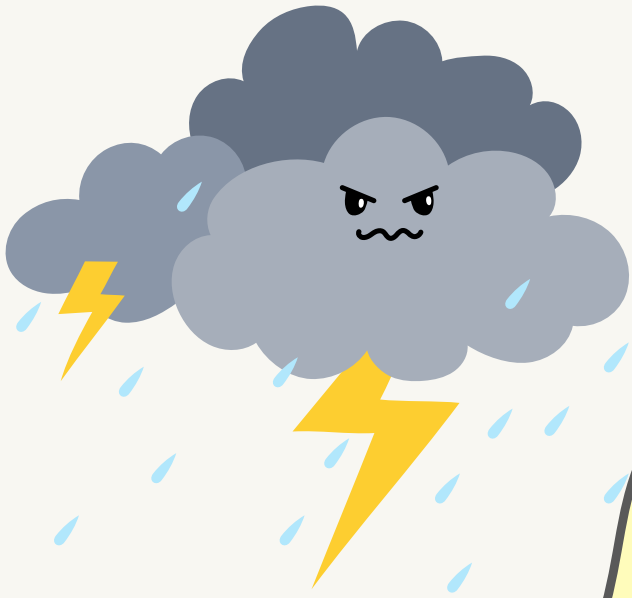
Rainbows are another of nature's signs. Rainbows remind us that stormy weather is coming to an end. Rainbows give us hope that brighter and happy times will come back to us.

With the help of others, we can grow stronger when faced with endings and beginnings we are not always ready for.



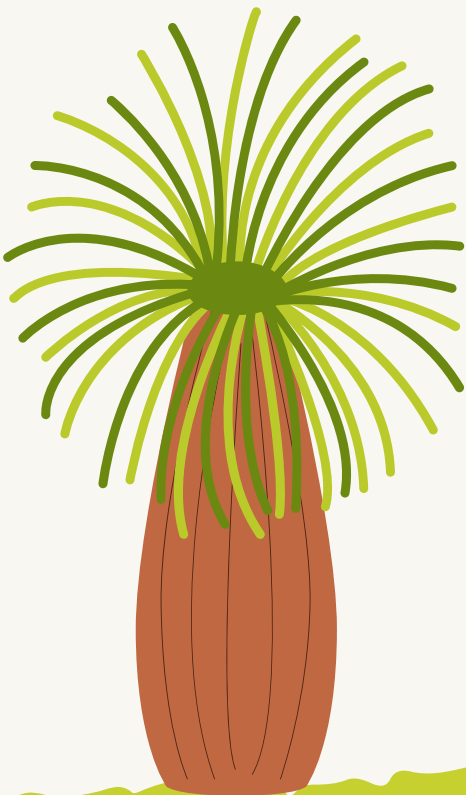
**Can you share below an ending or beginning that has happened to you?**





# Section Three

WEATHERING  
THE STORMS





# Weathering the Storms



## Rationale for Weathering the Storms

Examining crisis or sudden changes in our lives required countless readjustments, compromises, and patience. Unfamiliar rules may be established, and new types of people discipline may be enforced upon us. Challenging situations, ideas, people, and places may be thrust upon young people who are just learning how to deal with life as it is.

Because a younger person is naturally inexperienced in life, he/she cannot possess the knowledge and wisdom to know the best ways to handle big and small crises as they develop. As the participants try to reassemble the pieces of their emotions and sometimes physical aspects of their lives, we need to help them find their coping tools to be able to turn their situations from problems into possibilities.

**"Behaviour is the language of trauma. Children will show you before they tell you that they are in distress."  
- Micere Keels**



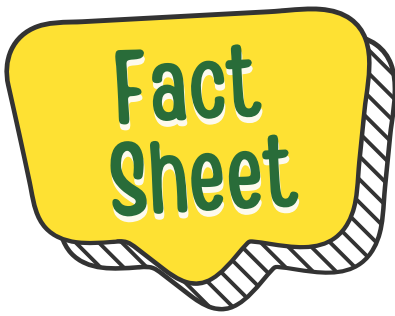
## Wara and Winyarn (Angry, Scared and Sad)

**Being angry, scared and sad are normal feelings when something sad, dangerous or hurtful happens.**

**Because of the sad things that have happened to us, we are all joined together by our feelings.**

**Our feelings can help us understand what has happened.**





# Problem Solving

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**Developing problem solving skills boosts confidence. Children who are proficient in problem solving persist until they find a solution, think creatively, and adapt well in various situations. They are also much more likely to embrace problem solving when they feel loved and supported by the adults in their lives, and when mistakes are framed as a natural part of learning.**

**Here are four strategies to teach problem-solving skills to children:**

- 1 Lead by Example:** Children observe and imitate adults. Demonstrate how you handle problems and overcome challenges.
- 2 Include the Child in Problem Solving:** Engage the child in solving small problems. This involvement helps them learn and build self-confidence. Ensure that the issue is age appropriate for the child to assist with.

### **Teach Problem-Solving Steps:**

- 3**
  - Clearly identify the problem.
  - Brainstorm potential solutions together.
  - Select the most promising solution.
  - Implement the chosen solution.
  - Review the results and adjust if necessary.



- 4 Encourage Independent Problem-Solving:** Let the child try solving problems on their own, with your support available as needed. This practice helps them gain experience and confidence.

### **The methods for teaching problem solving change as children grow:**

**Ages 3-5:** Acknowledge their emotions, use imaginative play, and ask them to demonstrate how they would approach a problem.

**Ages 5-7:** Consider their feelings, apply the problem-solving steps, and ask questions like, "What do you think will happen next?"

**Ages 7-9:** Break problems into smaller parts, use the problem-solving steps, and continue asking open-ended questions.

Teaching problem solving skills is most effective when done in the moment. When a child brings a question or problem to you, they are likely ready to learn. It's important for parents and caregivers to be present, listen carefully, show empathy, ask open-ended questions, and guide them without providing the solution directly.


# Resources and Activities



## The Aims of this Activity Section are:

- To help each participant acquire the coping tools necessary to successfully handle situations as they happen.
- To help them know where to turn for assistance during these times of transition.
- To allow the participants to see that each one of us must go on with our lives even though they have been changed because of sorry time.

## Mat Sessions and other Group Activities

- As a group watch the Noongar Season Song on YouTube ([www.youtube.com/watch?v=Jb6\\_SqclAMM](http://www.youtube.com/watch?v=Jb6_SqclAMM)). After this discuss the rainy seasons and how 'dark times' can lead to sunshine and happy times. Look at a poster of the seasons, looking at the name of each season and its characteristics - *Attachment 1*
  - We all need help at some stage. Knowing how to assist others can vary depending on the situation. Have a group discussion about supporting others - *Attachment 2*
  - Discussions on highlighting positive words, events, people and situations can assist children to see hope. *Attachment 3 - Djendal (Silver) Linings*
  - Sometimes we find it hard to navigate life and situations and need assistance with what is a socially acceptable manner to respond. Discussing in a group can give others' ideas and an understanding of why we should behave and respond in a certain way. *Attachment 4 - Storms I can weather*
- 



# Attachment 1 - Noongar Seasons



Talk about each season and it's characteristics.

## Birak

Dec - Jan

Hot and dry. Red symbolises heat, sun and fire.



## Bunuru

Feb - March

Hottest time of the year with Easterly winds.



## Birak

Dec - Jan

Green represents the start of the cooler weather.



## Makuru

June - July

Dark blue symbolises rain and cold weather.



## Djilba

August - September

A transitional time of year with cold clear days and some rain.



## Kambarang

October - November

Pink represents the growth of flowers and plants.





## Attachment 2 - Helping others weather the storms



**There are many ways to help, even as a young person. Discuss how we can help the following people in our lives:**



**Help my friends**



**Help my teacher**



**Help at home**



**Help my family**



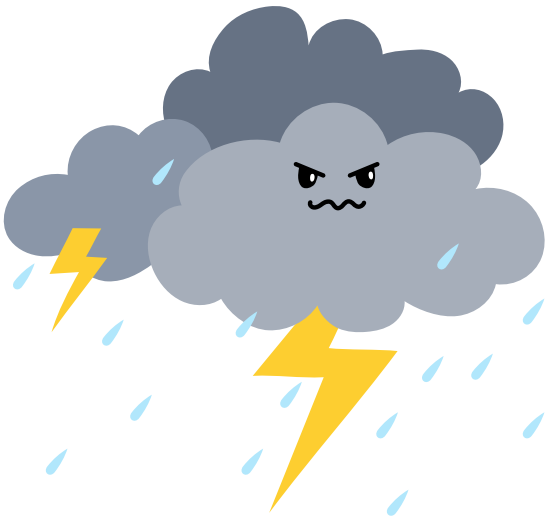
**Help in the community**



**Help myself**



## Attachment 3 - Storms Clouds and Djendal Linings



After a big storm there can be good and hopeful things hidden in the clouds.

These are called Djendal (Silver) Linings.



Can you think of some moorditj (good) things that have happened?





## Attachment 4 - Storms I can Weather



**Can you think of ways to finish these sentences?**

**When I am feeling alone, I can:**

**When I finished something I tried hard to do, I can:**

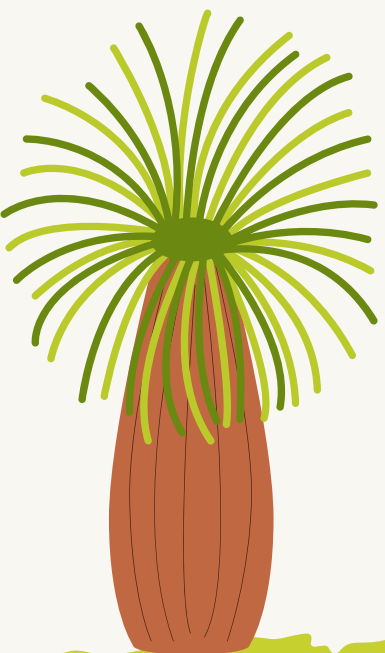
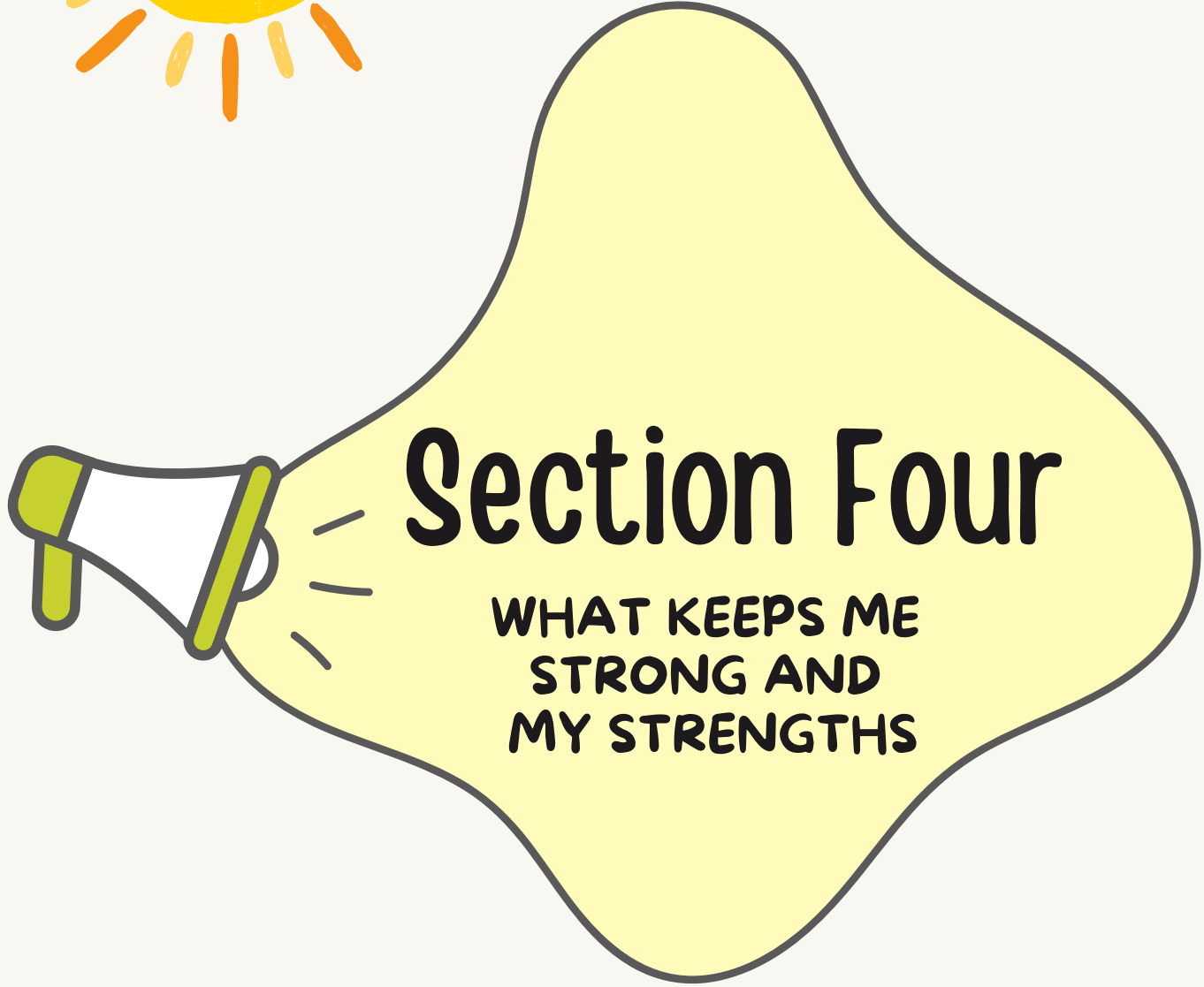
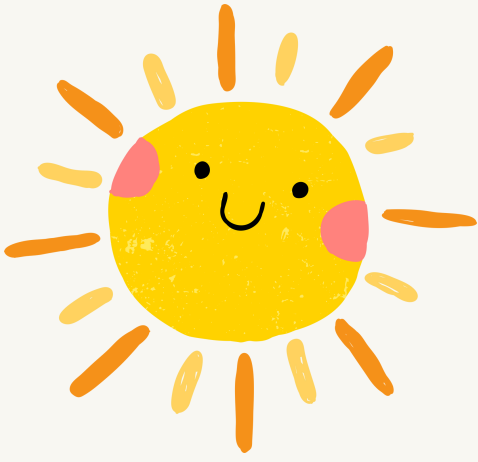
**When I don't understand, I can:**

**When I don't know what to do, I can:**

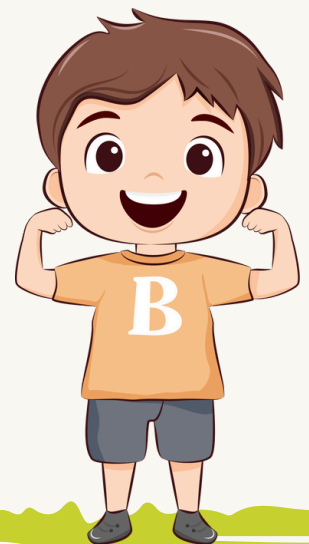
**When I feel sad, I can:**

**When people seem too busy to talk to me, I can:**

**When I feel angry, I can:**



**YOU CAN  
DO IT!**





# My Strengths



## Rationale for My Strengths

Noonook Moordijt aims to foster open conversations about personal experiences and support participants through their grieving or adjustment processes. This journey is often ongoing, and while immediate closure is rare, the goal is to equip participants with the tools to seek support and find strength as they face losses or changes in their lives.

## Positive Affirmations

Children, regardless of age, can start learning tools to nurture their mental health and boost their self-esteem. A simple yet effective tool is the use of affirmations—short, positive phrases that can help children build confidence. Encouraging kids to create their own affirmations is a powerful way for them to recognize their inner strengths.

Here are some example affirmations to get started:

I am loved

I am brave

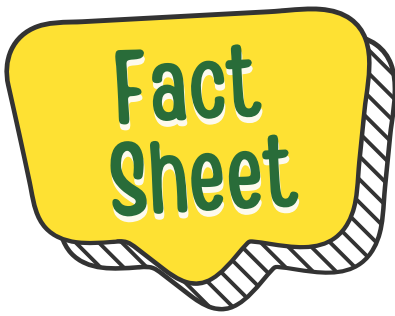
I matter

I deserve good things

I believe in me

I can do this

I can make a difference



# How can we cultivate a positive and strong mindset in Children?

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Teaching children to maintain a positive attitude starts with helping them understand that while they can't always control life's circumstances or the thoughts that arise in their minds, they can control how they react to them. One of the most effective ways to install this mindset is by modelling it yourself. When you process and manage your emotions in a healthy, constructive way, you demonstrate to children how to navigate their own emotions.

Sharing positive experiences is another powerful tool. Engage in simple activities like watching a funny show or movie together, telling jokes, celebrating good news, or simply being affectionate. These shared moments of joy, laughter, and love help foster positive thinking.

Set aside time for undivided attention. These moments of connection will not only strengthen your bond but also nurture a child's emotional and physical well-being, promoting a healthier, more positive outlook on life.

## Other Ideas

- Engage in play with children, encouraging exploration and showing your own curiosity in discovering new things.
- Offer assistance when needed, but allow children to attempt tasks independently without taking control or directing them.
- Support children in making decisions and choosing their own activities—what they want to do and how they want to do it.
- Participate in their play thoughtfully, aligning with their ideas and creativity.
- Model imaginative play by pretending objects are something else, and help children develop roles and create stories.
- Encourage children to try new activities and assess risks on their own, providing support through positive words, body language, and introducing tools they can learn to use safely.
- Focus on how children engage with activities—observe the challenges they face, their effort, thinking, learning, and enjoyment. Emphasise the process over the outcome.
- Demonstrate a positive response when things don't go as planned and discuss how mistakes can be valuable learning experiences.
- Always appreciate and respect children's efforts and ideas, helping them feel safe to take risks with new ideas and comfortable with making mistakes.
- Promote laughter and fun—happiness enhances learning.

# Resources and Activities



## **The Aims of this Activity Section are:**

To encourage participants to apply the lessons learned during the program by identifying and practicing their personal strengths, and by recognizing the silver linings in their experiences.

## **Story Time**

- Book: Superworm by Julia Donaldson - Activity: Read the book to explore themes of heroism and personal strength.

## **Group Activities**

### **What is your superhero power?**

Using the Superhero Cards (Attachment 1) discuss what your super strengths are. Explore other superhero qualities such as kindness, caring and happiness.

### **Design a Superhero Profile**


Using the superhero template (Attachment 2) work with your educator and friends to make your own superhero!

### **Superhero Role Play:**

Using superhero capes pretend you are superheros to reinforce personal strengths and attributes. (if you don't have capes any pieces of material such as table cloths will work)

### **Final Group Discussion:**

Pass around the Noonook Moordijt mascot or yarning stick and revisit the theme of personal strengths. Share and discuss the superhero profiles created, reflecting on what makes each participant a superhero. This session aims to solidify participants' understanding of their strengths and empower them to recognize and embrace their unique qualities.





# Attachment 1 - Superhero Cards



Fill in the shapes with words that describe your strengths and what you like about yourself.

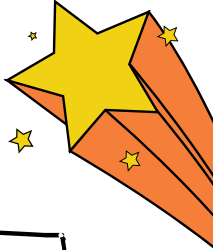




# Attachment 2 - Superhero Template



As a group discuss and complete the template below to design your own superhero!



**Your hero's name**

**Your hero's features**

**Draw your hero here**

**Your hero's superpowers**



## Attachment 3 - Superhero Cape



**Design and decorate your superhero cape below  
then describe your superhero strengths below:**



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