

# TEACHER NOTES



## ABOUT THE BOOK

*How to Be a Fantastic Sensational Good Enough Kid* is a practical guide to life that combines brain science, relatable stories and humour to support emotional wellbeing. The book's premise is that we are all good inside; however, we don't always feel that way, especially when we tie our self-worth to being the best, awards or popularity. Each chapter begins with a comic illustrating a key moral or theme, followed by strategies to overcome common challenges. The book also features quirky brain-break facts to spark curiosity and introduces inspiring people with a call to action for the reader to find out more about this person.

Grow Your Mind animals are central to the text. Each represents a key part of the brain. The animals help students understand how their brains work, empowering them to challenge unhelpful thinking, choose kindness even when it's hard, and build resilient habits.

Each chapter poses a light-hearted question to engage students and playfully explores complex ideas. The activities at the end of each chapter reinforce the learning, promoting self-reflection, emotional regulation and social connection.

## RECOMMENDED FOR

Readers aged 8–12.

## KEY THEMES AND CONCEPTS

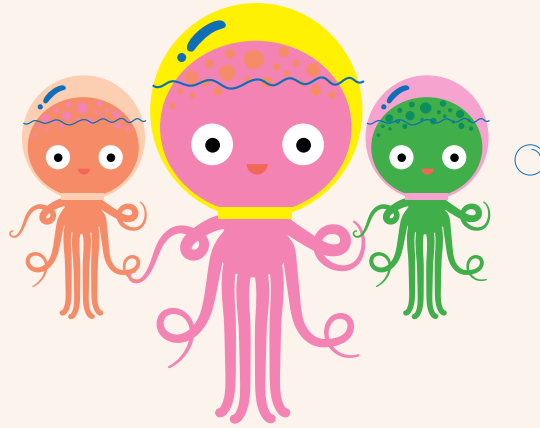
- Being Good Enough – embracing who you are and letting go of perfection
- Using Strengths for Good – identifying personal strengths to make a positive impact
- Kindness Beyond Your Circle – practising empathy and compassion outside familiar groups
- Mental Fitness – building resilience through gratitude, mindfulness and emotional regulation
- Humour and Playful Language – using humour and questions to explore complex ideas in a fun, relatable way

HOW TO BE A  
FANTASTIC  
SENSATIONAL  
GOOD ENOUGH  
KID



NEWSOUTH

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## PRODUCTION DETAILS

*How to Be a Fantastic Sensational Good Enough Kid*  
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Grow Your Mind schools have access to Units of Work (slides and lessons) that accompany the book. Email [hello@growyourmind.life](mailto:hello@growyourmind.life) to find out more.

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## LEARNING ACTIVITIES

To enrich these activities, download the *free* Practice Makes Progress Journal from our website: <https://growyourmind.life/> This journal complements the learning activities and supports students in consistently practising gratitude, emotional regulation and resilience.

This book is for Years 3 through to 7. Teachers can:

- Focus on specific chapters that are more related to their cohort. For example, Year 3 – ‘How to calm your farm?’, Year 4 – ‘How to be brave when you are terrified?’, Year 5 – ‘How to be resilient when you don’t want to be?’, Year 6 – ‘How to be the boss of your device?’

OR

- Start at the beginning of the book and work your way through throughout the term/year

The activities have multiple cross-curricular outcomes. They are aligned to English and Health and Physical Education (HPE) in the Australian Curriculum and English and PDHPE in the NSW Syllabus; they encourage:

- Self-reflection – through journalling, pair-sharing and group discussions
- Emotional regulation – by practising gratitude, mindfulness and reframing unhelpful thinking
- Positive social interactions – focusing on empathy, friendship skills and conflict resolution
- Mental fitness – building resilience through gratitude, emotional awareness and creativity

## UNITS OF WORK

Contact Grow Your Mind at <https://growyourmind.life/> regarding Units of Work (slides and lessons) that accompany the book



## CURRICULUM LINKS

This book and the journal activities are relevant to the following areas of the Australian HPE Curriculum (V9), NSW PDHPE Curriculum (2027 & 2018):

### Learning area

- Health and Wellbeing – emotional regulation, resilience and social interactions
- English – vocabulary building, comprehension, narrative analysis, critical thinking and reflective writing
- General Capabilities – personal and social capability (empathy, emotional intelligence), critical and creative thinking

The appendix highlights relevant specific outcomes for each year level and chapter.

## LEARNING APPROACH

The learning activities use an inquiry-based approach to help students engage with the text, explore emotional and social themes, and draw their own conclusions about what it means to be ‘good enough’. This approach fosters:

- Critical thinking through reflective questions and open discussions
- Empathy and perspective-taking by exploring relatable dilemmas
- Visible thinking routines such as journalling, pair-sharing and group discussions
- Playful and humorous language to make complex ideas more relatable and engaging

## INQUIRY QUESTIONS

These questions encourage curiosity, critical thinking and meaningful discussions:

### Being Good Enough

- What does it mean to be a ‘good enough’ kid?
- How is this different from being ‘perfect’ or ‘the best’?
- Why is it important to accept ourselves as we are?
- Where in your life do you feel pressure to be perfect?

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## Using Strengths for Good

- What are your unique strengths?
- How can you use them to help others or make a positive impact?
- Why does using your strengths make you feel more confident?
- Where can you apply your strengths to make a difference?

## Kindness Beyond Your Circle of Friends

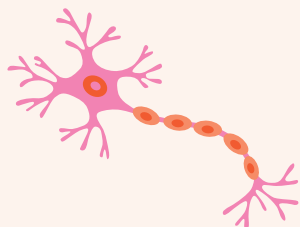
- What does it mean to show kindness beyond your immediate circle?
- How can you be kind to people outside your friend group?
- Why is it sometimes challenging to show kindness to people you don't know well?
- Where have you seen kindness change someone's day?

## Mental Fitness and Resilience

- What are some daily habits that can help build mental fitness?
- How can we practise resilience when things don't go our way?
- Why is it important to practise 'mental fitness'?
- Where can you include mental fitness habits in your daily routine?

## Humour and Playful Language

- What makes humour effective for sharing life lessons?
- How does playful language help explain tough topics?
- Why does humour make learning more engaging?
- Where could playful language make learning easier?



## LITERARY DEVICES USED

### Metaphor, symbolism and personification

- The Grow Your Mind animals each represent a different part of the brain
- Shark vs. dolphin thinking is used to describe unhelpful vs. helpful thinking playfully

### Pop-Up Boxes

- More complicated words are spotlighted throughout the text to enhance language development and comprehension, providing multiple opportunities to build vocabulary banks

### First-Person Narrative

- The author speaks directly to the reader, creating a warm, relatable and engaging experience
- It feels like a one-on-one conversation, making the reader feel understood and supported

### Illustrated Wellbeing Strategies

- Combines visuals with practical advice to reinforce key messages and make the content more engaging
- Makes abstract wellbeing concepts more concrete and memorable

### Signposts for Engagement

- Signposts are used throughout the book to guide the reader and maintain curiosity and engagement
- It creates a sense of anticipation and encourages readers to reflect and connect ideas as they read

### Real Stories from Children

- Real stories from children make the lessons more relatable and believable – it gives the text greater authenticity
- The stories help readers see challenges from different viewpoints and build empathy and social understanding

### Call to Action

- Each chapter ends with an invitation for readers to learn more about an inspiring person
- This encourages readers to take positive action in their own lives, fostering a sense of agency

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## Question-and-Answer Chapter Structure

- Each chapter starts with a question, sparking curiosity and encouraging critical thinking
- The narrative then answers the question, guiding readers through complex ideas in a structured way

## Playful and Humorous Language

- The author uses humour and playful language to make complex ideas accessible and fun
- Humour also enhances memory retention by creating positive emotional connections with the content

## GENERAL TEACHING TIPS

- Role-play & Dramatisation: Students can use role-playing to explore dilemmas from the book, allowing them to practise empathy and perspective-taking
- Reflective Journaling: Encourage students to reflect on their experiences and learnings in a journal
- Class Discussions: Facilitate open discussions, encouraging students to share their thoughts and challenge unhelpful thinking styles
- Peer Collaboration: Use pair-sharing and group activities to practise social skills and empathy



## CONCLUSION

*How to Be a Fantastic Sensational-Good Enough Kid* empowers students to embrace who they are, use their strengths for good and build emotional resilience through playful humour, relatable stories and practical activities. By exploring the Grow Your Mind animals and practising mental fitness, students learn that being ‘good enough’ isn’t about perfection – it’s about progress, kindness and authenticity.

These teacher notes provide a flexible framework to engage students in meaningful conversations, encourage self-reflection and build a supportive classroom environment where every student feels ‘good enough’.

## APPENDIX

- English Curriculum (Australian):  
The English curriculum complements Health and Physical Education by developing students’ skills in interpreting, analysing and evaluating informative and persuasive texts. Both learning areas help students learn to communicate effectively for a variety of purposes to different audiences. Students apply skills learnt in the English curriculum to express their ideas and opinions, evaluate others’ viewpoints and express their emotions in social and physical activity contexts.
- PDHPE & HPE Curriculum Outcomes – Main focus

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## YEAR 3 & 4

Australian Health and English V9	NSW PDHPE (New 2027)	NSW PDHPE (2018)
<p>Explain how and why emotional responses can vary and practise strategies to manage their emotions AC9HP4P06</p>	<p>PH2-RRS-01 Describes and applies skills and strategies to strengthen respectful relationships</p>	<p>PD2-1 Explores strategies to manage physical, social and emotional Change</p>
<p>Investigate how success, challenge, setbacks and failure strengthen resilience and identities in a range of contexts AC9HP4P01</p>	<p>PH2-IHW-01 Explains how related factors influence identity, health and wellbeing</p>	<p>PD2-2 Explains and uses strategies to develop resilience and to make them feel comfortable and safe</p>
<p>Select, use and refine personal and social skills to establish, manage and strengthen relationships AC9HP4P04</p>	<p>PH2-SMI-01 Explains and applies self-management and interpersonal skills in a range of contexts</p>	<p>PD2-3 Explains how empathy, inclusion and respect can positively influence relationships</p>
<p>Rehearse and refine strategies for seeking, giving and denying permission respectfully and describe situations when permission is required AC9HP4P07</p>		<p>PD2-6 Describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical Activity</p>
<p>Identify the characteristic features used in imaginative, informative and persuasive texts to meet the purpose of the text AC9E4LY03</p>		
<p>Listen for key points and information to carry out tasks and contribute to discussions, acknowledging another opinion, linking a response to the topic, and sharing and extending ideas and information AC9E4LY02</p>		

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## YEARS 5 & 6

Australian Health and English V9	NSW PDHPE (New 2027)	NSW PDHPE (2018)
<p>Apply strategies to manage emotions and analyse how emotional responses influence interactions AC9HP6P06</p>	<p>PH3-IHW-01 Examines and explains factors that influence identity, health and wellbeing of individuals and groups</p>	<p>PD3-1 Identifies and applies strengths and strategies to manage life changes and Transitions</p>
<p>Describe and demonstrate how respect and empathy can be expressed to positively influence relationships AC9HP6P04</p>	<p>PH3-RRS-01 Explains and applies skills and strategies to manage respectful relationships</p>	<p>PD3-2 Investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others</p>
<p>Describe strategies for seeking, giving or denying consent and rehearse how to communicate their intentions effectively and respectfully AC9HP6P07</p>	<p>PH3-SMI-01 Evaluates and applies self-management and interpersonal skills in a range of contexts</p>	<p>PD3-3 Evaluates the impact of empathy, inclusion and respect on themselves and others</p>
<p>Analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations AC9HP6P08</p>	<p>PH3-CWT-01 Creates written texts to communicate understanding of health, safety and wellbeing</p>	<p>PD3-9 Applies and adapts self-management skills to respond to personal and group situations</p>
<p>Analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities AC9HP6P10</p>		<p>PD3-10 Selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections</p>
<p>Present an opinion on a literary text using specific terms about literary devices, text structures and language features, and reflect on the viewpoints of others AC9E5LE02</p>		
<p>Use appropriate interaction skills including paraphrasing and questioning to clarify meaning, make connections to own experience, and present and justify an opinion or idea AC9E5LY02</p>		

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## YEAR 7

Australian Health and English Outcomes	NSW Health and English Outcomes
<p>Examine and discuss how personal behaviours and social interactions (such as practising gratitude and kindness) contribute to mental and emotional wellbeing ACPPS073</p> <p>Plan and implement strategies that promote resilience and positive mental health, reflecting on ways to manage self-doubt and peer pressure using the book's practical examples ACPPS074</p> <p>Analyse and evaluate how language, structure, and literary features (including humour and illustrations) are used to convey themes of self-worth and resilience ACELY1749</p> <p>Respond critically to texts by exploring the author's narrative techniques and purpose, discussing how real-life anecdotes and reflective questions encourage personal and social insight ACELY1750</p>	<p>Explains and applies strategies for promoting safe and respectful relationships in a range of contexts PH4-RRL-01</p> <p>Investigates and explains factors that shape identity and sense of belonging PH4-IBC-01</p> <p>Analyse how language, text structure, and stylistic features (including humour and illustrations) create meaning and engage audiences in texts that explore themes of self-worth and resilience EN3-1A</p> <p>Respond to texts by composing critical and personal interpretations that examine the author's use of narrative techniques and real-life anecdotes to reflect on identity, character, and the concept of being 'good enough' EN3-2B</p>