

MONKEY MIND

WRITTEN &
ILLUSTRATED
BY REBECCA
& J. PALMER

Monkey Mind

Years 1, 2 and 3 Teacher's notes by Rebecca J Palmer

Welcome

Before we start, let's take a deep breath.

Monkey Mind addresses issues of anxiety in children. While the notes support children's academic, social and emotional well-being in early childhood and the primary years, it can also be used as a starting point for conversation with older students and adults.

Rebecca J Palmer

Piper's monkey is playful but very naughty, and he often prevents her from doing the things she enjoys the most. Despite a plethora of advice from those around her, nothing seems to help tame her monkey, until Piper realises there is ultimately only one thing her monkey needs.

Rebecca J. Palmer's illustrations, created through an etching process, invite new discoveries with each reading. Palmer combines the words on the page with the gentle humour of the monkey's mischievous behaviour and a symbolic use of colour to encourage an important and meaningful discussion about the worrying thoughts – or monkey mind – that cause anxiety. A picture book for children and adults alike, Monkey Mind is a poignant reminder of the impact of negative self-talk and offers a valuable contribution to the conversation about anxiety both at home and in the classroom.

Reviewed by [Writing WA](#)

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How to Use This Resource

Teachers, parents and carers

These notes are written to make your work life easier. The notes for Monkey Mind are hyperlinked to online resources and to ACARA content descriptors/elaborations from the Australian Curriculum.

Teachers can copy and paste these links straight into their planning documents. Parents and carers know their children are engaged in meaningful learning experiences appropriate to their child's developmental level.

At the end of this document, there are links to mental health agencies and items for further investigation.

Curriculum topics

- English –Reading and Viewing. Writing and creating,
- Mathematics and Creative Arts
- H.a.S.S. and social and emotional development
- Critical and creative thinking focusing on visual Literacy, multimodal texts and digital learning technologies.

Quick Tips

1. **Keywords.** How to navigate this resource quickly and efficiently – use Ctrl + F to go to the ‘Navigate’ menu. Type in your keyword or ACARA descriptor code. Use the down arrow in the navigation menu to scroll quickly within the text. (You can also use this when looking at any pdf, or even on webpages – handy if you want to search for keywords in the fine print of legal contracts! This took me years to work out!)
2. **Hyperlinks.** Under each heading, content descriptors codes are hyperlinked to the specific year level in the Australian Curriculum. (Easy to copy and paste into your plans). Some activities have links to online resources.
3. **Critical thinking.** This resource has activities from foundation to higher order thinking skills. Monkey Mind focuses on visual literacy – the language of mark making, and the meaning embedded in images. Deconstructing images in this way helps students to uncover what is *really* being said!
4. **Question prompts.** Where there are question prompts, I have included some answers to prompt students during individual or whole class discussions.

5. **Teaching sequentially** This resource is not designed as a unit of work. You can choose which elements to teach. For examples, it would make sense to explore the language features *after* reading the book!
6. **Further information and printables.** How to tame your monkey colouring-in sheets and other free printables will be available at rebeccajpalmer.com
7. **Links to mental health resources and further reading.** At the end of this resource.
8. **Task verbs.** To make it easier to navigate, all task verbs are at the beginning of each sentence in **bold**. Just like **Task Verbs** in this point!

Task Verbs for Foundation to Higher Order Thinking:

*Remember, Describe, Explain, Calculate,
Classify, Discuss, Compare, Contrast,
Analyse, Recommend, Justify, Evaluate,
Argue, Predict, Create.*

Monkey Mind

Years 1, 2 and 3

Activities for Reading and Viewing.

Background Understanding: Visual Literacy

I always start off my lessons discussing the visual language of any text for every learning area I teach. If there is a visual text, it's the first thing we see and we are already reading those 'hidden' messages and unconsciously accepting them.

Visual texts include picture books, comics, illustrations, photographs, advertisements, signage, gaming platforms, news, magazines and many more. They can be delivered as live texts, like a performance or dance or digitally. Visual texts contain semiotic codes – the elements that convey meaning in **line, shape, size, colour, texture and symbols**.

A line for example, can be scratchy, hairy, quick, and directional, or expressive. A colour such as blue may convey peace, cleanliness or depending on the hue – depression.

A visual text is one of the textual modes of communication in multimodal texts.

Multimodal Texts are combination of two or more communication modes. Modes include written, spoken, visual, audio, gestural, tactile and spatial. For example – 'audio/sound' mode – how does the soundtrack from the movie 'Jaws' make you feel? If you hear this music in another context, what do you think is going to happen? You have just 'read' an audio text!

Why visual texts are important.

Decoding visual texts in picture books supports students understanding of all types of visual messages. Multimodal text can be sophisticated and complex, and it is by learning how to deconstruct these meanings that we become critically aware and can then make informed decisions about the information with which we are presented.

These notes are designed to point teachers and parents towards the explicit instruction of lifelong skills that help our students to make sense of their world.

Introducing Vocabulary

Metalanguage is the terminology we use to discuss an aspect of language – or any units of meaning. This terminology should be imbedded in student's learning at all ages. These are the keys to break down the meaning behind images.

The metalanguage for viewing includes technical terms, ideas and concepts and names for specific codes that describe the language of viewing. It draws on media terminology and the visual arts.

Salience. The most important thing on the page that the designer/illustrator wants you to see first. It can be any art element – colour, line, space, directional lines, font style or placement, so, the whole or part of the image, the way an element moves across a page, the colours that readers see first when they view a page.

Vectors. Visible or invisible lines that draw a viewer's eye to look at an object. Action lines that show speed and direction. **Emanata** –e.g., sweat droplets, shiver marks around characters to show fear or cold that don't actually exist – they are just a graphic element.

Gaze. Where characters in an image are looking. For example, the character could look directly at the viewer, or we can follow the direction of their gaze.

- **Demand.** 'Look at me'. The character's gaze is directed at the viewer. Viewers respond by looking at the face.
- **Offer.** 'Look at that'. Directs the viewer's eyes to an object. (Because we want to find out what they are looking at.)

Reading pathways. An illustrator uses all the above to direct the viewers page around the text. They show the viewer in what order they should look at elements on a page. This act of creating pathways is important for photographers, designers, architects...anybody who creates a visual text. These creators draw the reader/viewers eye to the most salient part of the visual text, then deliberately guide the eye to the next important element to be read.

Metalinguage Activity

Y1 [ACELA1454](#) [ACELT1832](#) [ACELY1657](#) [ACELY1660](#) [ACELY1661](#) | **Yr2** [ACELA1470](#) [ACELY1667](#) [ACELY1669](#) | **Yr3** [ACELA1470](#) [ACELA1484](#) [ACELY1792](#) [ACELY1680](#)

Discuss and Explore using a [brainstorm/mind map](#) to assist students understanding of the above terms. This can happen as early as year one, possibly before!

Collect images from magazines to illustrate each point or cut up coloured photocopies of images in Monkey Mind to make a collage. Use sticky notes to make annotations.

Create a classroom poster of the collected images and annotations for students to refer to when discussing Monkey Mind and other visual texts throughout the year. Further reading – [Visual Techniques](#).

Understanding: Text Structure and Organisation

Monkey Mind is a narrative. A narrative's purpose is to entertain. It is a fictional tale that has characters, a setting, orientation, problem and a resolution to the story.

Before Reading: Discuss Visual Text and Decode Meanings

Y1 [ACELAI447](#) | Yr2 [ACELAI463](#) | Yr3 [ACELAI478](#)

Develop a common language to view picture books. It's not too early to start this! (See **introducing vocabulary**).

Activate prior knowledge by viewing Monkey Mind and make predictions based on the images alone. This is important, as illustrators can add elements that can give readers additional clues or tell a parallel side story to the main story. Let students discover these with some guidance. It is always exciting for children to find these elements themselves rather than be told directly.

Visual Question Prompts

Scaffolds: Sentence beginning for this investigation – I wonder why...I can see that...I think she is worried because...

- What do you think the story is about?
- Who do you think the audience is? How do you know?
- Look at the action lines, shapes, colours, texture and the use of space. Is the text fun or funny?? Lighthearted? Sad?
- Look at the clothing, gestures, and facial expressions of the characters. What do the illustrations tell you about what they are thinking and doing and how they feel? (Some children may realise the outlines for most characters are blue, ask them what they think the reason is for this. What does it mean?)
- Why does the illustrator use these colours? How do these colours make you feel?
- Which pages are the action pages? How do you know? What do you think is happening?
- Who are the main characters? How do you know?
- What is the most salient part of the image on those pages?
- Why are some of the words arranged in different shapes?

Predict. What do you think the story is going to be about? Is it scary? Happy? Calm? How do the visual elements reinforce your prediction?

Write their answers in their Reading/Viewing comprehension journals.

The colours / textures / lines / facial expressions are _____ so I think this story is going to be _____ because _____.

Use a [Picture-Question-Answer Relationship \(P-QAR\)](#) worksheet to help to help frame the questions.

Identify the beginning, middle and end of the story with this [Story Map](#).

Understanding: Narrative language features

Y1 [ACELY1660](#) | Yr2 [ACELA1463](#) [ACELA1464](#) | Yr3 [ACELA1478](#) [ACELY1680](#)

After reading, identify language features of Monkey Mind using the table below. Some are completed to scaffold students.

| Narrative Language features | Explanation | Examples in Monkey Mind |
|--------------------------------------|---|--|
| Dialogue. | When a character 'speaks'. | (find the text and write here) e.g. 'I breathe in, hold, and breathe out s l o w l y!' |
| Descriptive Language | to 'paint a picture' with words or to describe using the five senses | beautiful sunset |
| Past Tense | happened earlier that day or long ago | tamed, said. |
| Present Tense | is happening now | tames, says. |
| Action verbs | tells what action the subject does | |
| Personal pronouns | He, she, they, them, it | |
| Linking words to do with time | Once upon a time, then, after that, the next day | by the middle of spring, one afternoon |
| Point of view | Mostly third person, using an outside point of view, telling as the action unfolds. | |

Making Connections with Monkey Mind

Write answers using [Making Connections](#) graphic organiser to answer questions about this text.

Connecting Question Prompts

Y1 [ACELT1582](#) [ACELY1660](#) | Yr2 [ACELY1670](#) [ACELY1789](#) | Yr3 [ACELT1596](#) [ACELY1680](#)

Text to self

- Why did Piper have such a naughty monkey? Do you think that sometimes you might have a naughty monkey too?
- Does your monkey say mean things to you too?
- Have you ever felt worried, anxious or nervous about something? What feeling did you get in your body? Your head? Your tummy?
- Did you feel like you were the only person in the world that this has happened to? Who can you talk to about it?

Text to text

- Have you seen any other books that are about anxiety and mindfulness? Were they fiction or non-fiction? With whom did you read them?
- The visual text can make a different meaning than the written text. You read the visual text first, then you read the written text. Were there any pages in Monkey Mind that had a different meaning to you after reading?

Text to world

- There are some advertisements and community service announcements on television and radio now about mindfulness. There are also many meditation apps about mindfulness. Why do you think that is?

Monkey Mind

Years 1, 2 and 3

Activities for Decoding the Visual Text

Monkey Mind Visual Literacy Question Prompts.

Y1 [ACELAI787](#) [ACELTI586](#) [ACELY1661](#) | Yr2 [ACELAI460](#) [ACELAI463](#) [ACELAI469](#) [ACELY1665](#)
[ACELY1670](#) [ACELY1674](#) | Yr3 [ACELAI475](#) [ACELTI601](#) [ACELTI791](#) [ACELY1685](#)

Before discussing the design elements below your students will need to be familiar with the metalanguage for viewing discussed earlier in this resource and, if you are a teacher and able to access First Steps Viewing resources, there are some more resources there. Alternatively, you can use this [Colours by Culture](#) chart and [art elements](#) chart to assist you.

Again, make sure you don't give the answers to students so they can solve the puzzle themselves. This is the fun part of reading and viewing – when students learn to 'crack the code!' The questions below are generally open-ended to encourage higher order thinking and problem solving.

| Page | Discussion |
|----------------------------|--|
| Cover | What is the most salient part of the cover? Why is there a reflection in the monkey's eye? Who is it? Why is the monkey a silhouette? Why has the illustrator used the monkey's tail to form part of the title? (hint – look at the monkey's tail throughout the book) Why are there zentangles in the background? What are zentangles and why do people draw them? Why is the cover a limited palette of Black and blue? What do you think this means? |
| End papers | What style of illustration are the monkeys? (Hint – see illustration information on the dedication/copyright page). Why did the illustrator choose copper plate etchings to illustrate the book? What do you think the illustrations represent? (Hint - Compare with the internal illustration of Piper looking into her mind). Follow the gaze of each of the monkeys. They are looking directly at you, the viewer. Is this an example of offer or demand? |
| Piper had a monkey... | What do the stars represent? What is happening to them? What is the monkey doing? What colour is used for the character outlines in the book? Why that colour? What does it mean? Why is the 'Chat, chat chat' page different? |
| How come everybody else... | Look at all the monkeys on the page. What are they doing? Are they referencing something else? What do the trees look like? |
| Dad tamed his monkey... | What is Dad's special word? Why is he saying that? Does your dad relax to watch T.V.? What do the cords at the back of the T.V look like? What is the artist trying to say here? Can you see the zentangles in the background? Why are they there? |

| | |
|--|---|
| Nana tamed her monkey... | Where have you heard 'Stop, Look and Listen' before? What do you notice about Nana's monkey? Why is she different from Dad's monkey? What is Nana wearing in her hat? Can you see the zentangles in the background? Why are they there? |
| Aunty tamed her monkey... | How does Aunty tame her monkey? Why does breathing work for her? Can you see the zentangles in the background? Why are they there? |
| Danny tamed his monkey... | What is happening to the mural? Follow Piper's gaze. What is she looking at? Is the feather changing colour? Why? Look at Piper's monkey over the last few pages. He is not speaking so how do you know how he feels? What is he doing to his tail? |
| Nothing worked. | What did Piper try to do here? What did the monkey do? |
| ...she yelled... | What did the monkey do when Piper yelled? Did Piper's tactic work? Follow the monkey tail. What does it line up with? |
| It just got WORSE | Who is saying all these things? How do you know? Look at the punctuation. Why is the punctuation all mixed up in the lines? |
| What do I have to do? | The type on this page is set in a spiral. It makes it hard to read. Why did the illustrator do this? The zentangles reappear in the monkey's background and also in WHAT DO YOU WANT. This makes it hard to read too. Why did the artist do this? Where is the question mark? |
| Then piper realised... | The illustration style for both Piper and the monkey change on this page, to become more realistic rather than stylised. This is a deliberate choice by the artist. Why? What does it signify? Who is reflected in the eyes of each character? What does that mean? |
| ...she didn't need to tame her monkey... | Where did the feather come from? Why does the monkey like the feather? What is he dropping? |
| Her monkey needed only one thing. | What is happening with the feather? Why is the monkey holding it – not Piper? What does the feather represent? Who is saying those statements? |
| The same thing Piper... | What did Piper give to her monkey? Why didn't she think to give it too herself too? Why do the zentangles reappear? What colours are they? What is happening to the monkey's tail now? |

Monkey Mind

Years 1, 2 and 3

Activities for Growth Mindset and
Mindfulness

Growth Mindset Activities

Yr1 - Yr2 [ACPPS020](#) | Yr3 - Yr4 [ACPPS033](#) [ACPPS037](#) [ACPPS038](#)

Discuss What is 'growth mindset'? Growth and fixed mindset are scientific terms coined by Dr Carol Dweck around 30 years ago, to describe the underlying belief a person has about learning and intelligence.

Research [Mindset works](#) to find out about the science behind how the brain is 'plastic'.

The left column below shows some of the negative phrases Piper's Monkey said to her in Monkey Mind. The right column shows some 'growth mindset' self-talk. Find the page in Monkey Mind where it 'just got worse' for Piper. Then look at the page where the monkey uses the feather to find some new ways for Piper to think about herself.

Think Pair Share with a partner. Do you have some things that stop you from doing what you love best? What do you say to yourself? What could you say instead to show you are developing growth mindset?

Complete the table or **create** your own table.

| Fixed Mindset | Growth Mindset |
|-------------------------|---------------------------------------|
| I'm too little | I may be small, but my will is strong |
| I mess up every time | We all learn at different rates |
| I must not be different | I don't need to fit in |
| I just can't do that | I will try anyway |
| | |
| | |

Develop a personal motto that students can use in situations where they feel a little anxious. Here are some examples from [Psychology Today](#).

Further Resources

[How to develop a Growth Mindset in School](#)

[The Growth Mindset Revolution](#) – Dr Carol Dweck

Mindfulness Activities

Yr1 – Yr2 [ACPPS020](#) | Yr3 – Yr4 [ACPPS033](#) [ACPPS037](#) [ACPPS038](#)

We are being mindful when we are thinking in the present moment. Worrying thoughts that cause us to be anxious can be based on past incidents or experiences that cause us to be concerned about the future.

Mindfulness teaches us how to stop and listen to ourselves. We need a break from these thoughts, not ignoring them, but noting them as just thoughts, not truths. Concentrating on something like our breath, pulls us back into the present moment. We need to create this space so we can be more compassionate to ourselves.

Children need to know that we all feel worried or anxious from time to time, that anxiety is our body's way of making us safe. When it persists and makes it hard to cope then we need to ask for help.

[A 5-Minute Gratitude Practice](#) This is a great start to the day. Print out and savour.

[You are not your thoughts - YouTube](#) This is a lovely gentle video that may help students who have an illness that impacts on their mental health.

This video explains some of the things you can try when you feel overwhelmed by your thoughts. After the video, take a few moments to observe your thoughts with curiosity, paying attention to how each one makes you feel. Paying attention to your thoughts and sorting through them takes practice and patience. -About Kids Health

Further resources

[S.T.O.P. How to find balance during a panic attack](#): stop, take a breath, observe, proceed.

[What is anxiety? - Hands on Scotland](#) This is a downloadable PowerPoint for older students. However, it does a good job to explain the amygdala's response to a perceived threat – in the past it was a sabre-tooth tiger and the anxiety response

was designed to save your life, but how does it help in our world right now. Watch before viewing with students.

Developing Vocabulary for Emotional Intelligence

[Y1 ACELA1454 ACELTI832 ACELY1657 ACELY1660 ACELY1661](#) | [Yr2 ACELA1470 ACELY1667 ACELY1669](#) | [Yr3 ACELA1470 ACELA1484 ACELY1792 ACELY1680](#)

According to Daniel Goleman, an American psychologist who helped to popularise emotional intelligence, there are five key elements -

- Self-awareness.
- Self-regulation.
- Motivation.
- Empathy.
- Social skills.

Discuss these terms and supply students with definitions. (May be a bit tricky for younger students).

Whole group discussion

Look at what the other characters did to control their own monkeys in Monkey Mind. Dad watched the TV, Danny used art, Nana used nature, Aunty used yoga and deep breathing, what did Piper use? Why was it effective for her?

Think pair share

- When it seems that everybody else can tame their monkey but you, what do you do? What do you think you can use to calm your monkey?
- You try different way to tame your monkey, but nothing works. What do you do next?
- A friend's monkey is being mean to them, what do you say to them to help? Strategies to help with anxiety may not suit everybody. In Monkey Mind, all

Write answers in journals.

Whole group discussion

Physical symptoms can tell us we are feeling strong emotions. These things can cause sleeplessness and loss of appetite, and sometimes it's hard to explain our emotions properly. Sometimes, we have symptoms and do not even recognise them as being caused by anxiety.

Recognise and acknowledge the signs of anxiety. Our bodies give us clues.

Whole Group Discussion

Brainstorm body clues that show that someone might be worried. Prompts for discussion – Headache, sweaty, tummy ache, racing heart, dizzy, nausea, trembling, shivering, dry mouth, panting, and an upset tummy are a few physical responses to anxiety. When you feel anxious, what do you feel and where?

Identifying Emotions using Language Devices

Y1 [ACELAI787](#) | Yr2 [ACELTI590](#) | Yr3 [ACELTI600](#)

Analyse the following idioms which describe various emotions. Can you find the terms for anxiety in this table?

The following table lists some idioms that show how we feel. Choose a character out of Monkey Mind and select some idioms to describe how they may be feeling.

Create a poster of your character. Show the expression on their face and paste suitable idioms to describe that emotions. Students can add to the list of idioms. English is an evolving language and there may be some more contemporary terms than these.

| | | |
|--|--|--|
| <ul style="list-style-type: none">• beside yourself• Down in the dumps• In high spirits• Get/got butterflies in my stomach!• want to disappear• Sick to my stomach• get something off your chest | <ul style="list-style-type: none">• Had it up to here• Don't feel like yourself• On top of the world• throw a wobbly• On eggshells• Shaking like a leaf• wished the ground would swallow you up/sunk | <ul style="list-style-type: none">• tearing your hair out• Feel blue/have the blues• bored out of your brain• heart skips/misses a beat• coming apart at the seams |
|--|--|--|

Monkey Mind

Years 1, 2 and 3

Activities for Writing and Creating

Experimenting with Writing and Mathematics

Y1 [ACMMG022](#) [ACELTI581](#) [ACELTI586](#) [ACELY1661](#) | Yr2 [ACMMG045](#) [ACELTI592](#) [ACELY1671](#) [ACELY1674](#) | Yr3 [ACMMG066](#) [ACELTI601](#) [ACELTI791](#) [ACELY1682](#)

Author Note:

When I was creating my first etching plate, I knew I had to be very careful to reverse all my images. (You can read about that process [here](#) at Alphabet Soup.com, a site for kids who love book and creative writing or view some of my videos on my website).

When I was etching the word CHEE, I flipped it over and turned it around – and it was not back to front! I couldn't work out what had happened at first!

You can view that video here – [CHEE - How Horizontal Symmetry Works](#)

I realised that CHEE was horizontally symmetrical! Several letters in the alphabet are symmetrical and it's a neat thing to find that some can even turn into words. Here are some I found; the top part of each letter mirrors the bottom part.

~~BEDECKED, BOOHOOED, CHECK BOOK CODE~~
~~CODEBOOK DECIDED DIOXIDE DOBCHICK KEBOBBED.~~

Create sentences using the words above. Don't forget to look inside the words for other words, for example BEDECKED (with jewels) can be broken down into BE DECK AND DECKED.

Remember to use upper case rather than lower case to maintain horizontal symmetry.

~~I DECIDED (to) CHECK (the) CODEBOOK.~~

Further activities and a pdf can be found at [maththings.net](#)

Fun Fact: The longest such word is OKEECHOBEE which is a city in Florida!

Poetry

Write an [acrostic poem](#) about *your* Monkey Mind. The first letter of each line is to form your first name.

Write a [haiku](#) about Monkey

Create a concrete or shape poem using a monkey outline or create your own. Use this [google image search](#) for inspiration or use [Concrete Poem Generator](#)

Write a text to a friend who is suffering, (their monkey is saying mean things to them) What is the statement they keep saying to themselves? What could they say instead – using a growth mindset approach?

Research one of the links at the back of this resource. How can you help your friend?

Debate the following statement using a [Persuasive debate frame](#) (or make your own topic) - *It's better to hide your feelings rather than talk about them.*

Create a storyboard for your own picture book. Use this [storyboard template](#) to plan your story.

Create a video performance of your story using the [Little Lunch App](#).

Create a comic of your story using [Comic Creator](#).

Write a diary entry from monkey's point of view, about how he has been misunderstood and just wanted to keep Piper safe. Using this [Diary entry template](#).

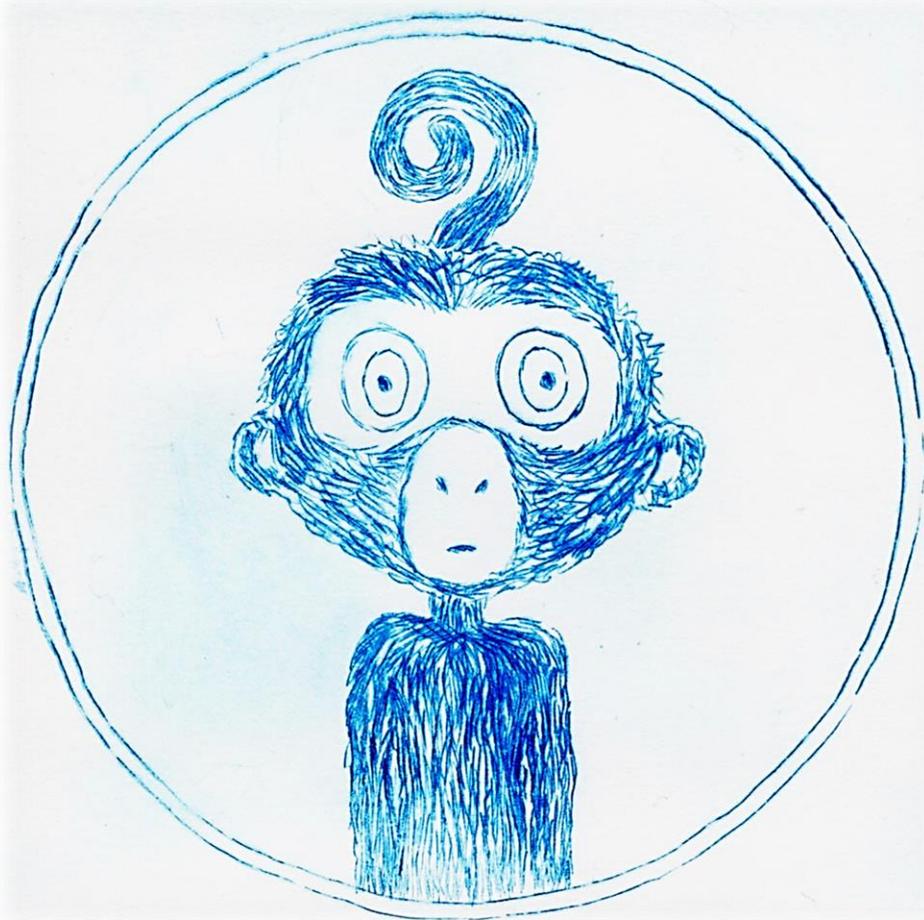
Whole class activity. Students are to write their ideas on sticky notes and paste them on the board under the headings:

- What I thought before I read Monkey Mind.
- What I think now that I've read Monkey Mind.

Name:

Date:

My very, VERY naughty monkey says to me



But I tell my monkey



Biography

Rebecca J Palmer, Author
Illustrator of Monkey Mind

I wrote my first picture book, Monkey Mind, three years ago in response to increasing numbers of anxious students in the educational institutions where I was a teacher/tutor.

My university recognised that students needed information and assistance to address anxiety, but I wondered why we didn't use some of these techniques in early childhood, specifically at primary schools,

so that these ideas could come to us as easy as living and

Rebecca J Palmer by Georga McMullen Photography.

breathing. So, I wrote a gentle narrative about 'the worrying thoughts that cause anxiety' and sent it to a publisher - Little Pink Dog Books, who had asked for stories based on family, animals and mental health. Surprisingly, my manuscript was selected from 400 applicants!

I have also freelanced as a teacher's resource writer for Spare Parts Puppet Theatre and The School Magazine. So, you can be assured that I have 'insider knowledge' on the writer's and illustrator's intentions when making the book. 😊

For further information about teacher notes and speaking engagements, school talks contact RJP at <mailto:rebeccajpalmerbooks@gmail.com>

BA Design | PostGrad Dip Design | GradDipEd Tertiary & Adult | GradDipEd Primary
I acknowledge the homelands of all Indigenous Peoples and pay respect to Country.



Further Resources

[S.T.O.P. How to find balance during a panic attack](#): stop, take a breath, observe, proceed. - Mindful.Org

[A gentle practice for opening up to painful emotions](#) - Mindful.Org

[Child and adolescent psychologist](#) - Michael Carr Greg

[Podcast Special: Identifying and managing student anxiety](#) - Teacher Magazine (ACER)

[Australian Society of family therapists](#)

[Be You Mental Health Continuum](#) (Also look at the BETLS observation tool for your students or family members.)

[Steve Heron](#)

[Josh Langley](#)

Free Mindfulness Apps

[Beacon Cyber Safety](#)

[Insight Timer](#)

[Smiling Mind](#)

[Calm](#)

and [Class Dojo](#), while not an app, also has some mindfulness activities.



Department of
**Local Government, Sport
and Cultural Industries**

