



Who is Fitzy Fox?

Social & Emotional Learning Program for Teachers/Counsellors

Program written by Penny Hagstrom

BA (Hons), Bachelor Social Work, Dip. Ed.

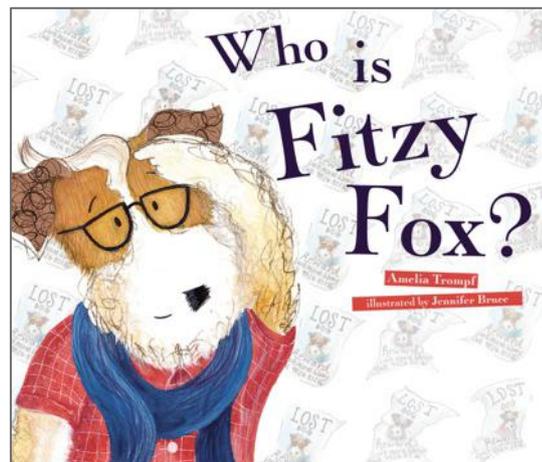
TEACHER NOTES

Who is Fitzy Fox? is a delightful story that will charm the minds of children and adults alike. As well as being entertaining and thought provoking, it provides some important opportunities for social and emotional development.

This Social & Emotional Learning Program can be used sequentially or you can pick and choose, as you like. Each worksheet will take up to 20 minutes to complete.

The topics include:

1. Belonging
2. Helping
3. Feelings
4. Dealing with Worries
5. Building Resilience
6. Building Self-Esteem



This program is very easy to use. The *Teacher Notes* guide you through each session step-by-step. The *Worksheets* can be photocopied and no extra preparation is needed.

If you choose to do the whole program, you can compile the worksheets into a booklet for each student, which can then be referred back to at a later date (for example, if a situation about dealing with worries arose in the classroom, you could go back to the *Dealing with Worries* worksheet and discuss) or it would make a nice portfolio to take home and share with families.

Visit <http://www.fitzyfox.com/lessons-school-visits/> for more teacher resources!



Who is Fitzy Fox?

Social & Emotional Learning Worksheets for
Teachers/Counsellors

Written by Penny Hagstrom

BA (Hons), Bachelor Social Work, Dip. Ed.

BELONGING

Humans are social creatures; throughout history we have always lived in groups or communities. We need one another for all sorts of reasons.

Ask the class for their ideas about why we live in groups. Answers could include:

- *To feel safe; protection from wild animals and/or other humans*
- *Help to build homes, hunt for food, care for children*
- *Love, care, emotional support*
- *To make the most of the many different skills we each have; some people can build, some can teach, some can entertain, some can heal, and some can create.*

Let's have another look at the story. At the beginning Fitzy Fox wasn't too sure where he belonged. He was asking questions such as 'Who am I?', 'Where do I fit in?', 'Am I a dog or a fox?' He felt confused and unsettled so he just had to find some answers. We know he discovers the answers to these questions in the end and feels much happier for it.

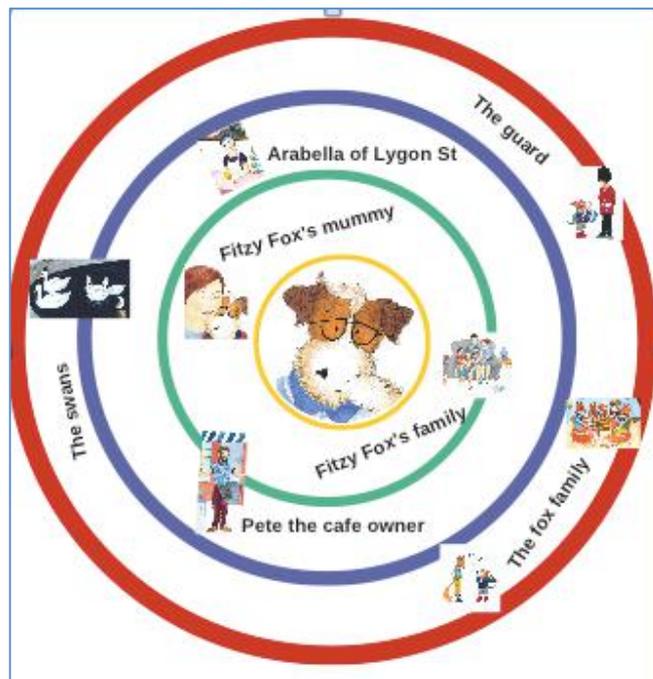
Along the way he also discovers, almost by accident, that he has many connections with others; connections that help him feel valued, significant and secure and connections that make him feel deep down like he belongs ... belongs to his family, the community of Fitzroy and to his country, Australia.

Ask the class: '*Can you think of some examples of Fitzy belonging or connecting to others in the story?*' Answers may include:

- *Fitzy belongs to his family; they were so worried about him when he went away and they are so happy when he comes back to them. His mother tells him that they all love him no matter what. He really does belong to his family!*
- *When Fitzy walks around Fitzroy he is known by the shop owners; Pete the café owner and Arabella the ice cream shop owner. Both of these people greet Fitzy in a friendly way and moreover, they know exactly what foods and flavours Fitzy likes!*
- *When Fitzy travels to London he is reminded that he is indeed Australian. The swans at Hyde Park and the foxes from Notting Hill recognise he speaks and barks with a strong Australian accent. He prefers the veggie burgers from home rather than the English steak and kidney pies. He really does come from and belongs to the Land Down Under!*

BELONGING

Share the diagram below with the students. You will see Fitzzy is in the middle with all the people he is connected to around him: his family the closest, next the Fitzroy community and so on.



Ask students:

'Who are you connected to?' elicit answers.

- Family, extended family,
- Close community: school friends, teachers, teammates, sport coaches, dance teachers, gymnastic squads, friends, cubs/scouts, band and so on.
- Wider community e.g. Clifton Hill, Ringwood, Dandenong, South Yarra, Melton: the shop owners you know to say hello to, your hair dresser, GP, dentist and your favourite café owner.
- Australia: what does it mean to you to be Australian? What makes you feel like you belong to Australia? You might like to draw your favourite Australian animal, the flag, a famous landmark you have visited. Maybe you were born overseas or your parents were born overseas. What makes you feel like you belong to that particular culture/place?

Students now complete their own Belonging Worksheet

Visit <http://www.fitzyfox.com/lessons-school-visits/> for more teacher resources!



Who is Fitzy Fox?

Social & Emotional Learning Worksheets for
Teachers/Counsellors

Written by Penny Hagstrom

BA (Hons), Bachelor Social Work, Dip. Ed.

HELPING

It feels good to help others and also to be helped. Helping others helps us feel like we belong and to connect with one another.

Most people in the world, in all communities are brought up knowing and understanding that it is good to help others. It is a good thing to help someone who has been hurt, someone in distress, someone to achieve something they are having trouble with and someone less fortunate than ourselves. Along the journey of life, we are helped by many people.

Ask the class, 'Can you think of a recent time when you saw someone helping someone else?'

As Fitzy Fox travelled on his journey, he was helped by many other characters - some he knew well and some he knew a bit and some he had never met before.

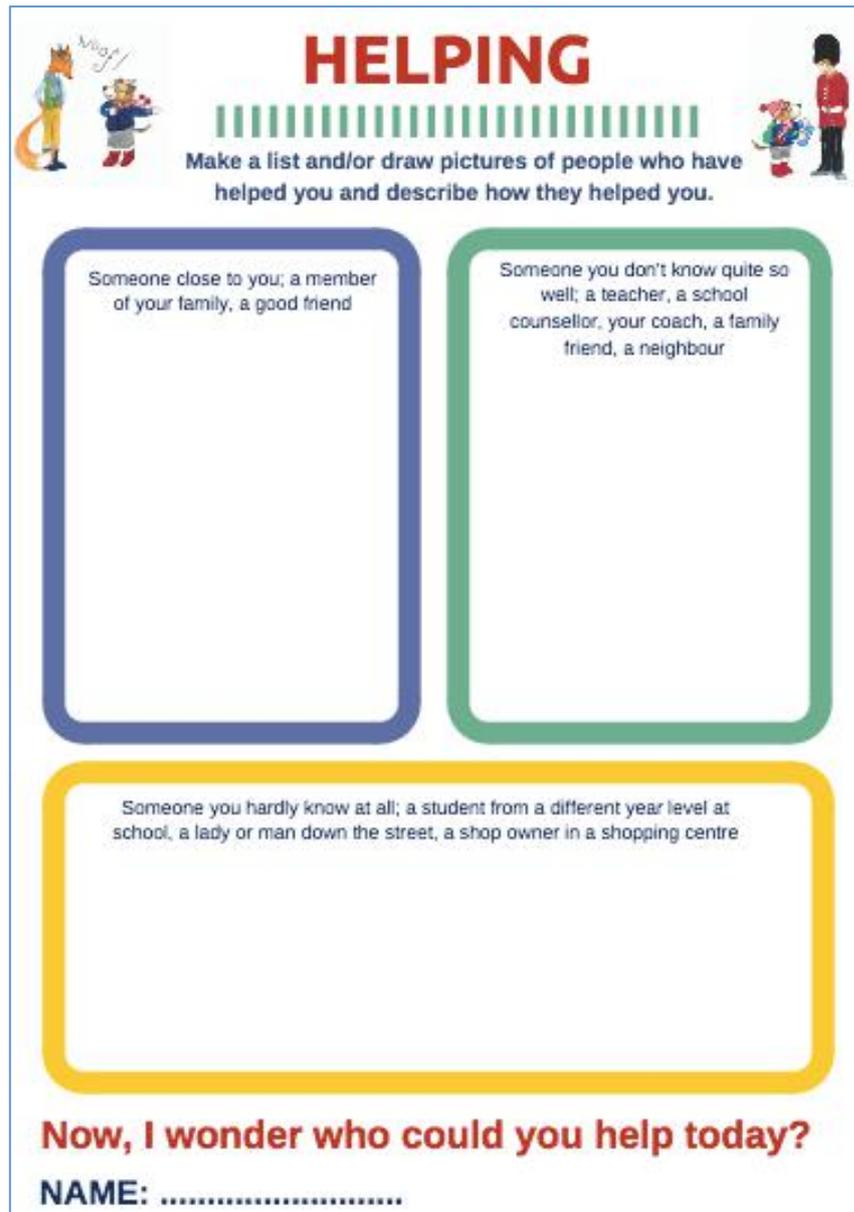
Ask the class, 'Can you remember some of the helpers in the story? How did they help?' Answers might include:

- Fitzy's mum - she helped Fitzy by telling him that he was loved no matter what.
- Fitzy's family - they helped Fitzy by showing how much they cared about him; being so worried when he went away and so happy when he returned.
- Arabella, the gelati shop owner - she offered Fitzy a gelati ice cream when he visited her shop.
- The guard at Buckingham Palace who suggested Fitzy might try looking for a fox at Hyde Park.
- The elegant swans at Hyde Park who suggested Fitzy look around Notting Hill for some foxes.

- The fox and his family at Notting Hill who invited Fitzy to share a meal with them and waved him off as he flew back to Australia.

Ask the class, 'Who are the people in your life who have helped you?'

Students now complete the Helping Worksheet.



The worksheet is titled "HELPING" in large red letters. Below the title is a decorative line of vertical green bars. The instructions read: "Make a list and/or draw pictures of people who have helped you and describe how they helped you." There are three colored boxes for writing: a blue box for "Someone close to you; a member of your family, a good friend", a green box for "Someone you don't know quite so well; a teacher, a school counsellor, your coach, a family friend, a neighbour", and a yellow box for "Someone you hardly know at all; a student from a different year level at school, a lady or man down the street, a shop owner in a shopping centre". At the bottom, it asks "Now, I wonder who could you help today?" and has a line for "NAME:"

HELPING

Make a list and/or draw pictures of people who have helped you and describe how they helped you.

Someone close to you; a member of your family, a good friend

Someone you don't know quite so well; a teacher, a school counsellor, your coach, a family friend, a neighbour

Someone you hardly know at all; a student from a different year level at school, a lady or man down the street, a shop owner in a shopping centre

Now, I wonder who could you help today?

NAME:

Visit <http://www.fitzyfox.com/lessons-school-visits/> for more teacher resources!

Who is Fitzy Fox?

Social & Emotional Learning Worksheets for
Teachers/Counsellors

Written by Penny Hagstrom

BA (Hons), Bachelor Social Work, Dip. Ed.



FEELINGS

We have many different feelings or emotions every day. Our feelings, like our thoughts are extremely important and are the basis of our actions/what we choose to do. We can learn to recognise our feelings and learn to understand where they come from. We are then more likely to be able to manage them. For some this learning may happen easily while for others it takes time and help from other people such as counsellors or therapists. And this is OK. Understanding ourselves is a life long journey; sometimes hard, sometimes exciting and always worthwhile.

'Think about Fitzy Fox. What feelings did he feel in the story?'

Brainstorm with class. Answers may include

- Confused
- Disappointed
- Sad
- Sorry
- Annoyed
- Amazed
- Uncertain
- Happy
- Nervous
- Excited

FEELINGS		
Think of 3 different feelings Fitzy Fox has during the story. Think of a time when you felt a similar way.		
Name of Feeling	Where did Fitzy Fox feel this in the story?	A time I felt this way and why?

NAME:

Students now complete the Feelings Worksheet.

(Ask students to think of 3 feelings Fitzy Fox has in the story and to think of a time when they have felt a similar feeling. Students jot down/draw when they felt this and what caused them to feel this way.)

Visit <http://www.fitzyfox.com/lessons-school-visits/> for more teacher resources!



Who is Fitzy Fox?

Social & Emotional Learning Worksheets for
Teachers/Counsellors

Written by Penny Hagstrom

BA (Hons), Bachelor Social Work, Dip. Ed.

DEALING WITH WORRIES (For this activity sheet you will need a balloon for each child)

It is normal to have worries, fears or anxieties. But it isn't healthy if these worries cause us too much stress or if they stop us from enjoying things or doing things. If this happens it is time to make a change!

Ask the class 'What were some of Fitzy Fox's worries?'

Answers may include:

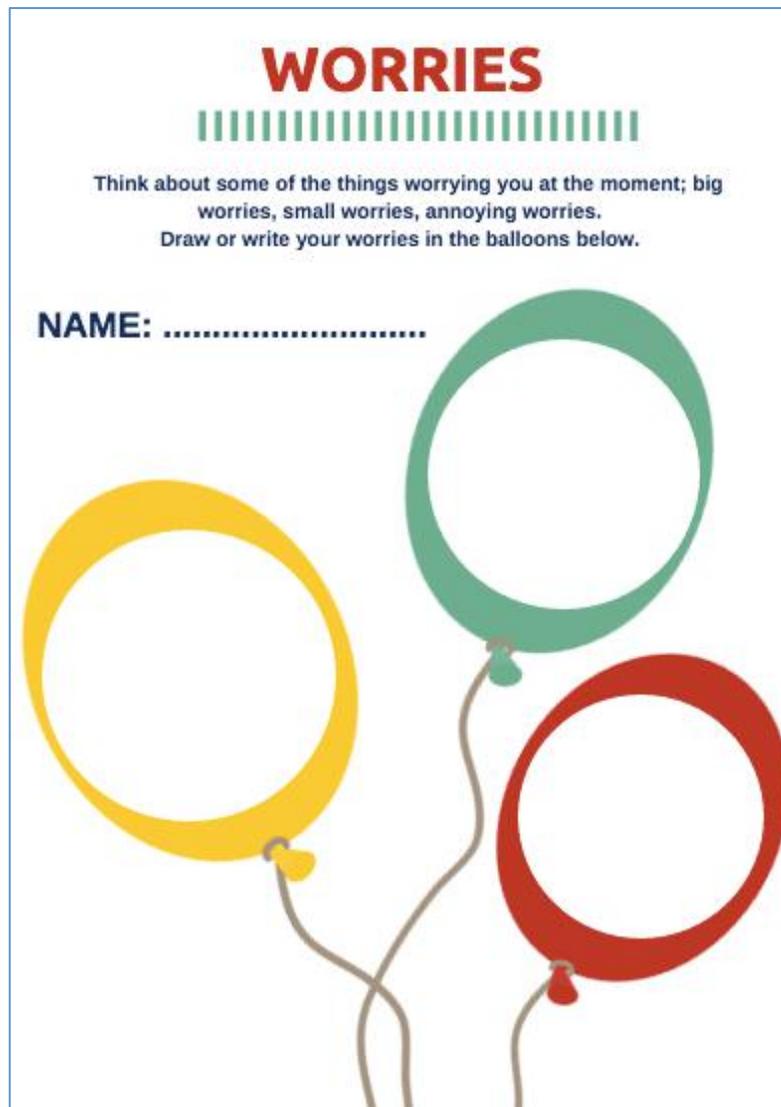
- Didn't know who/what he was
- Kept getting different answers from different people/different places
- Flying in a plane (his face looks concerned in the illustration!)

Sometimes you may hear worries being described as bad things, things you need to get out of your head, things you need to stop dwelling on. It could be more helpful instead to think about worries as things that are a part of you but not permanently attached, things that need some help from you to become free.

One of the biggest things Fitzy Fox learned at the end of his search for his true identity was this: If you are worried about something, share it with someone who cares about you. When Fitzy shared his worry, about not knowing who he was, with his Mummy she told him the answer straight away and of course Fitzy Fox was delighted. "Suddenly everything was perfectly clear. A huge smile came to Fitzy Fox's face ... now he knew who he was."

Sharing a worry doesn't necessarily take it away but it certainly gets the process started. Telling someone you trust helps you to state openly what the worry is. The worry is being forced ever so gently to lose its hold on you. And with every next step this worry is detaching from you and you from it and eventually your worry will be ready to float away or simply pop.

Students now complete the Dealing with Worries Worksheet.



To conclude, the students can blow up a balloon, silently blowing their worry into it with each big breath. Help students tie their balloons and tell them that when they are ready to share their worry with someone or when their worry doesn't seem so big, they can throw the balloon into the air.

Visit <http://www.fitzyfox.com/lessons-school-visits/> for more teacher resources!

Who is Fitzy Fox?



Social & Emotional Learning Worksheets for Teachers/Counsellors

Written by Penny Hagstrom

BA (Hons), Bachelor Social Work, Dip. Ed.

BUILDING RESILIENCE

Tell the class: 'Resilience is a word you have probably heard of by now either at school, at home, on the TV or in the community. Any ideas as to what it means?'

Resilience refers to a person's ability to bounce back after being knocked down (not always to be taken literally of course). Resilience means to be able to come back stronger after a setback, fighting with even more determination and strength than before. Our hero Fitzy Fox was indeed a resilient dog.

Ask the class: 'In what ways do you think Fitzy Fox showed resilience?'

Answers could include

- Fitzy showed resilience when he made the decision to **do** something about his feelings of confusion. He was determined to find an answer to his oh-so-very important question.
- Fitzy showed resilience when he decided to take a big risk; leave home on his own and search for answers in a city unknown to him.
- Fitzy showed resilience when he got to Buckingham Palace only to find the Queen not at home. Rather than giving up, he took the advice of one of the guards and went to Hyde Park to continue looking for answers.
- Fitzy showed resilience when he accepted the fox's invitation to dinner. He knew he still didn't have the answer he needed but he was able to put that to one side and share a meal with some new friends, as well as, politely eat English steak and kidney pie!

It's important here to stop and think about what might be the opposite of resilient. Such actions could be described as 'unhelpful' actions.

Ask class 'Any ideas as to what some unhelpful actions might be?'

Answers might include: blaming others, getting angry, becoming stubborn, refusing to talk things over, putting yourself down, thinking negatively

Let's now put all of this leaning into action!

Let's use Fitzy Fox as an example:

Feeling	Thought	= Action
'I'm confused' 'I feel sad' 'I feel disgruntled'	'I'm going to do something about this!'	Begins searching for answers; steps into the unknown; takes risks and eventually has success!

Ask the students, 'What would have happened if our Fitzy was not as resilient? He would have still had the same feelings of confusion but his thoughts and actions would be different. What do you think?'

Answers may include:

- Fitzy may have thought, 'It's just not fair this is happening to me! I want answers and I want them now!' and then he may have carried out moody, angry dog actions. No one would want to spend time with him and he would never find his answers.

Tell the students, 'Now it's your turn to think of a time when you carried out some unhelpful actions. Think of a time when you didn't do the helpful thing: maybe a time when you damaged or hurt something or someone or a time when you yelled at someone or hurt their feelings. What feelings did you have? What thoughts did you have? What were your actions? Write this on the first page of the Building Resilience Worksheet.'

Students now complete the first page of the Building Resilience Worksheet

Now, imagine what would happen if you had the same feeling but you changed your thoughts and your actions to be more positive. Fill this out on the second page of the Building Resilience Worksheet.

Students now complete the second page of the Building Resilience Worksheet

RESILIENCE			NAME:
Think of time when you carried out some 'unhelpful' actions. What feelings did you have? What thoughts did you have? What were your actions?			
Feeling	Thought	Action	

Conclusion:

So you can see, by choosing to change your thoughts you are choosing to change your actions.

Ask the students "What positive thoughts are you going to say to yourself today?"

You Can Do It! Be Brave! Try Something New! You are Amazing!

Take a Chance! Trust yourself! Be kind to yourself!

Visit <http://www.fitzyfox.com/lessons-school-visits/> for more teacher resources!

Who is Fitzy Fox?



Social & Emotional Learning Worksheets for
Teachers/Counsellors

Written by Penny Hagstrom

BA (Hons), Bachelor Social Work, Dip. Ed.

BUILDING SELF ESTEEM

'Foxy, it wouldn't matter to me if you were a fox or a dog. I would love you exactly the same.'
Fitzy Fox closed his eyes, happy because he was home, happy because now he knew who he was .
But most of all, he was happy because he knew his family loved him, no matter what.'



These are the touching words that Fitzy's Mummy said to Fitzy at the very end of the story and they are what we all long to hear.

Indeed, we must **all** remember that we are each special, important, worthwhile and unique. There is no one else in the world exactly the same as you, there never has been and nor will there ever be.

Sometimes we may go through times in our lives when we don't feel all that good about ourselves, we might wish we were more like someone else, looked differently or could do things better. When this is happening we are said to have low self-esteem. Self-esteem is the confidence you have in yourself, it's about self-respect, self-worth, how much you value yourself. People can be described as either having low or high self-esteem or anywhere in between.

Ask the class: 'Where would you place yourself on the self-esteem scale today from 1 (low) to 10 (high)? How can we make that number higher?'

