

# THE FIVE CLUES

BY ANTHONY KESSEL

## NOTES FOR KEY STAGE 3 TEACHERS

### ABOUT THE BOOK

*The Five Clues* is the first book in the Don't Doubt the Rainbow series. It is a real-time murder-mystery thriller and family drama, combining an exciting race against time with a heart-rending story

about a teenager learning to live with the loss of a beloved parent.

Walking back from her mother's grave, thirteen-year-old schoolgirl Edie Marble finds a note in a pocket of the sheepskin coat that she hasn't worn since the day, a year earlier, when she received the awful news of her mother's death.

The note is from her mother, who had been looking into a corporate human rights violation and had become fearful for her life after receiving death threats. She trusts only Edie – because of their special bond and Edie's intelligence – and has laid a trail of clues for Edie to find that will help her to shed light on the violation and uncover the mystery around her death.

Through her wit and determination, Edie steadily gathers evidence and negotiates the dramatic twists and turns of the story by collaborating with her friends and family to gradually unearth a sinister attempt by a pharmaceutical company to conceal their illegal development of a lethal virus.

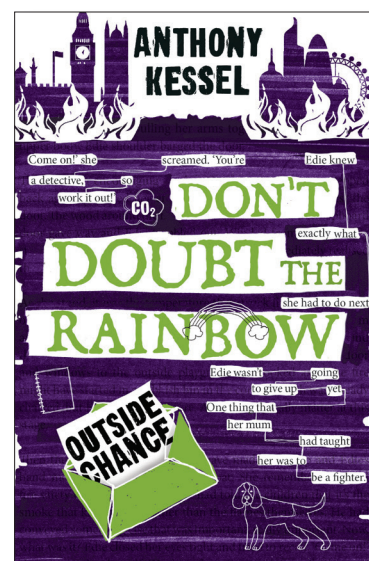
As Edie's investigations progress she is introduced, in parallel, to the Three Principles, which help her conquer various psychological stresses and support her in coming to terms with her grief.

### ABOUT THE SERIES

Don't Doubt the Rainbow is a new contemporary detective series with a difference – to solve each mystery, Edie Marble must harness the Three Principles, a new approach to understanding how the mind works that is currently proving invaluable in improving mental health and well-being in children internationally. *The Five Clues* is the first book in the four-book series – stay tuned for book 2, *Outside Chance*, coming summer 2022.

### ABOUT THE AUTHOR

Professor Anthony Kessel is a public health physician, academic and author. Since 2019 Anthony has been working in a national role as Clinical Director (National Clinical Policy) at NHS England and NHS Improvement.



Anthony is an international authority on public health, a Trustee director of BookTrust, and also advises other charities on global health and mental health. Anthony has trained as an executive coach and writes a personal column – ‘Global Health Experience’ – exploring his leadership work through a lens of psychological well-being.

## TEACHER NOTES

This resource pack is based on *The Five Clues* and encourages students to become trainee journalists!

Like Edie and her mother, students will learn to investigate issues, examine information and present their findings.

The material included is aimed at developing journalistic writing at Key Stage 3, including: exploring literary non-fiction; writing persuasive articles; creating interview questions; and writing newspaper reports.

These resources were prepared by Ms S. Santana.



## ACTIVITY 1: BECOMING A JOURNALIST (PRE- OR POST-READING TASK)

APPROX. 1 LESSON

### RESOURCES NEEDED:

- RESOURCE 1: Becoming a Trainee Journalist
- RESOURCE 2: Trainee Journalist – Job Interview

### SKILLS THAT WILL BE DEVELOPED:

- Reflection
- Evaluation
- Comprehension

### TEACHER NOTES:

Students can complete this activity before reading the novel, or after reading **pp. 18–19** (when Edie is asked to solve a mystery).

- A. Explain to students that throughout these activities they are going to train to be a journalist.
- B. Discuss how developing each of the skills and traits in **RESOURCE 1** helps journalists in their work. You could ask students to rank order these skills/traits from the one they think is their strongest skill/trait to their weakest.
- C. Ask students to interview each other for the trainee journalist role (**RESOURCE 2**).
- D. Follow-up task: As you read, you can ask the students to identify when and how Edie displays these skills/traits in her own investigation.



## RESOURCE 1

### BECOMING A TRAINEE JOURNALIST

Both Edie Marble and her mother loved to solve puzzles. They both chose professions that involve solving mysteries, and seeking truth and justice. Edie Marble decided to become a private investigator and her mother, Alexandra, decided to work for a human rights organisation which investigated and exposed human rights abuses.

Another profession that involves getting to the bottom of a mystery is journalism. Journalists spend a lot of time researching and investigating what is happening in the world, so they can inform the public about events that they might need or want to know about.

Journalism itself has been around for centuries; early forms of written journalism or news were produced in ancient civilisations such as the Roman civilisation and the Tang dynasty in China. In the UK, the first daily newspaper, *The Daily Courant*, was first printed in 1702.

Modern journalists can conduct their research from their office by using the internet or by interviewing people over the phone, but sometimes they need to visit the places where an incident or event happened. Journalists often interview people related to the topic or event they are writing about, and sometimes they have access to places that the general public aren't allowed into, such as courtrooms, war zones and press conferences with public figures.

Whilst some journalists might only focus on one topic – such as sports, fashion, travel, technology, etc. – some journalism involves an element of danger. War correspondents have dangerous jobs as they often try to get as close to the battleground as possible. Their aim is to give a first-person account of a conflict, and they often work with war photographers who take photos of what is happening.

Investigative journalists are like police detectives; they aim to uncover information of public interest that has been hidden, whether deliberately or not. Something is of the public's interest if *not knowing* the information puts the public at a disadvantage, or if *knowing* it would benefit the public in some way. Sometimes, investigative journalists have to go undercover – and they might also be threatened by people who do not want the hidden information to be found and made public.

Journalists write many text types to present their information to the public – such as articles, reports, obituaries, exposés, opinion pieces, and interviews. Journalists also write reports and documentaries for radio and television.



## WHAT DOES IT TAKE TO BECOME A JOURNALIST?

Journalists need the following skills and traits:

- communication
- writing: good spelling, grammar and punctuation
- research skills
- public speaking
- problem-solving
- being friendly
- morals and ethics
- honesty
- desire for truth and justice
- curiosity and a keen interest in what is happening in the world
- making contacts
- determination
- bravery
- making connections between pieces of information
- independence.



## RESOURCE 2

### TRAINEE JOURNALIST – JOB INTERVIEW

- A. Why do you want to be a journalist?
- B. Tell me **why** you think journalism is important.
- C. **Describe** something happening in the world – either nationally or in your school or community – which currently interests you.
- D. Tell me **how** you found out about this event or situation. **What** were your sources of information? For example, personal contacts, newspapers, social media, etc.
- E. **Describe** a time in your life when you have demonstrated determination.
- F. **Describe** a time in your life when you have demonstrated solving a problem or overcoming an obstacle. **How** did you do this?
- G. **Describe** a time in your life when you have demonstrated bravery.
- H. **Which** skills would you like to work on as part of your training?
- I. Is there anything else you would like to tell me, which will demonstrate what would make you a good journalist?



## ACTIVITY 2: INTERVIEWING A CHARACTER (MID- OR POST-READING TASK)

APPROX. 1–2 LESSONS

### RESOURCES NEEDED:

- *The Five Clues*
- Newspapers (print/internet), magazines (print/internet), televised news
- **RESOURCE 3: Open and Closed Questions**
- **RESOURCE 4: Creating Interview Questions**

### SKILLS THAT WILL BE DEVELOPED:

- Comprehension
- Inference
- Empathy

### TEACHER NOTES:

Students can complete this activity during their reading of the novel as a comprehension task, but you will need to modify **RESOURCE 4** accordingly so as not to give away the plot.

- Display different headlines and standfirsts from a few newspapers and ask students to consider which types of people the journalist might have interviewed to get information about the news story – for example, police officer, scientist, witness, etc.
- Explore examples of news reports and articles.
- Discuss why a journalist might quote someone they have interviewed and what it adds to the news story.
  - Identify the types of people who are quoted in different news stories – for example, authorities, politicians, witnesses, celebrities, victims, doctors, professors, scientists, audience members, etc.
  - Encourage students to think of the questions that journalists might have asked the expert/witness, to yield the answer or information they have been given.
- Using **RESOURCES 3** and **4**, explain to students that their first training task is to interview one of the characters in *The Five Clues*. Encourage students to create a range of open and closed questions which will explore the emotional impact that certain situations have had on characters, as well as gather some key related information.
- In pairs, or as a class, use the students' interview questions to hot-seat the characters. Remind those students who are in the hot seat to use their knowledge of *The Five Clues* to help them give convincing answers in character. Alternatively, students can swap interview questions, and try to answer them from the point of view of the character.

## RESOURCE 3

### OPEN AND CLOSED QUESTIONS

Every day we ask questions of ourselves, and other people, to help us improve our understanding of the world we live in and our place in it.

Most jobs and professions that involve interacting with customers and clients require good questioning and problem-solving skills. However, some careers involve interviewing or interrogating people – for example:

- police officer/detective
- lawyer/solicitor
- journalist.

In interviews and interrogations, the interviewer or interrogator asks a mixture of questions. They might ask **closed questions**, which generally require a one-word answer such as yes or no. These types of questions often begin with do/does/did/will, and is/are/was/were/will.

These types of questions are good to ask when you want to find out facts or brief opinions.

For example:

Does your school have a football field?

Is your school in a town or city?

Are you in Year 9?

Do students in your school wear blazers?

Are you good at writing short stories?

Interviewers and interrogators might also ask **open questions**, which require answers that are not from a limited set of potential answers, and require developed responses. These questions often begin with the 5Ws: who, what, when, where, why. They might also begin with how.

For example:

Which is the best route from your school to the high street?

Why is English your favourite subject?

What do you think is the biggest problem the world faces today? Why is this the biggest problem?

If you could change one thing about your community, what would it be? And how would you change it?



## RESOURCE 4

### CREATING INTERVIEW QUESTIONS

#### **\*Breaking News\***

The police have lifted the media ban on one of the hottest stories this year – it involves corruption, human rights violations, kidnap and murder!

You will find all the details you need in *The Five Clues*.

To get to the heart of the story, a journalist needs to interview the people closest to the events. Sources say that to get the real story you need to interview:

- Edie Franklin, also known as Edie Marble
- Edie's best friend, Lizzie
- Peter Goswell, chief executive of Creation Pharmaceuticals
- Margaret Gardiner, personal assistant to Peter Goswell
- Claire and Ethan Stephenson, the wife and youngest son of Dr Thomas Stephenson.

Choose one of these people and find out what they know, as well as what their perspective is on recent events and their own involvement.

Use the question stems below to help you create questions for the interviewee. Aim to ask a series of questions which will find out what the interviewee knows, how they gained this knowledge and how they feel about the people and events involved.

Do/Does ...?

Is/Are ...?

Who ...?

What ...?

When ...?

Where ...?

Why ...?

How ...?

Which ...?

Can ...?

If ...?

Would ...?



## ACTIVITY 3: WRITING A NEWS REPORT (POST-READING TASK)

APPROX. 1–2 LESSONS

### RESOURCES NEEDED:

- *The Five Clues*
- News reports from both broadsheets and tabloids (print/internet)
- **RESOURCE 5: Newspaper Report – Features**
- **RESOURCE 6: Newspaper Report Planning Sheet**
- **RESOURCE 7: Newspaper Report/Article Template**

### SKILLS THAT WILL BE DEVELOPED:

- Comprehension
- Newspaper literacy
- Report writing
- Using persuasive language

### TEACHER NOTES:

- A. Explain what the 5Ws and H questions are: who, what, when, where, why, how. Explore with students how some of this information is presented in the headlines and subheadings of newspaper reports.
- B. Use **RESOURCE 5** to identify and label the features of the example newspaper reports you have brought in.
- C. Explain that reports in the news have to be newsworthy: they must be noteworthy and topical. Discuss what makes the examples you have provided ‘newsworthy’. Identify events in *The Five Clues* which would be newsworthy and discuss why the public might need or want to know about these incidents. You could also discuss whether each event would make local, national or international news and why. Possible answers: Zero’s fight on the tube; the murder of Edie’s mother; Dr Martial’s arrest; Zero’s death; the incident in Afghanistan; the death of Dr Stephenson, etc.
- D. Students plan and write a newspaper report about the death of Edie’s mother, Alexandra Franklin. They should aim to use the features of newspaper reports (**RESOURCES 5–7**).



## RESOURCE 5

### NEWSPAPER REPORT – FEATURES

#### LAYOUT

Headlines are used to attract the reader's attention. They summarise the main point of the news story and are usually short and snappy.

A standfirst is a block of text that introduces the story and is usually underneath the headline. It is not part of the main body of text. It provides a few more details to the headline.

Both the headline and standfirst are in a different font and size to each other, and to the main body of the text, so that they stand out.

A byline is a line of text that gives the name of the journalist. A good way to remember this term is to think, 'Who is this story written by?'

The body text is the term used for the main body of writing in the report/article. In print newspapers, it is presented in columns. The paragraphs are very short and indented. Online, the body text is not presented in columns and paragraphs are separated by a blank line. In both cases, this is to make it easier to read.

Photographs/graphics help to break up the text and draw the reader's attention. They link to the news story/article and help the reader understand the article better.

A caption briefly describes what can be seen in the photograph or graphic.

#### STRUCTURE

The first paragraph of a newspaper report is only one sentence and includes most of the answers to the 5Ws questions: who, what, when, where, why. It might even tell you how something happened. It is important to include all of these details in the opening paragraph because the reader wants to know what makes the story newsworthy and why they are reading about it now.

Each following paragraph should give more details about each of the 5Ws from most important to least important. The information is usually presented chronologically. If a news report is an update on a situation, it will give background details after reporting the update.

Quotations of witnesses and comments from experts are found towards the end of the report and are presented in their own paragraphs.

The last paragraph concludes the story. The ways in which writers might conclude the story include:

- a statement from a witness or expert.
- a statement about the impact of the event/situation.
- a relevant link to another situation or the wider context of the event/situation.

## RESOURCE 5 CONTINUED

### STYLE

- Third person – the writer should not refer to themselves.
- Objective/unbiased – the writer's opinions on people, places, events and situations should not be included.
- Quotations and reported speech – these are used to provide the opinions of people involved in the news story.
- Short paragraphs.
- Longer sentences – the use of complex sentences and embedded clauses/phrases helps the writer to include more information.





## RESOURCE 6

### NEWSPAPER REPORT PLANNING SHEET

Now that you have conducted your interviews and found out the ‘real’ story, you need to write a newspaper report.

Remember, your readers want to know: why am I reading this? Why am I reading this now? So make sure you refer to the list of newspaper features (**RESOURCE 5**) to help you give the reader what they need/want.

You can write a newspaper report about any of the following:

- The police shooting of Zero (**Chapter 16**)
- The murder of Alexandra Franklin (**Chapter 7**)
- Edie Marble exposing corruption and human rights abuses at Creation Pharmaceuticals (**whole novel**)
- The arrest of Peter Goswell (**Chapter 16**)

Note: You might need to look elsewhere in the novel to find extra details about the 5Ws and H.



### RESOURCE 6 CONTINUED

All good journalists make notes before they write their newspaper report. Use this plan to help you make notes:

What to include	Information from <i>The Five Clues</i>
What has happened?	
Who was involved and how?	
When did this happen? Day? Time? (Try to make it recent – e.g. yesterday morning)	
Where did it happen?	
Why did it happen?	
How did it happen?	
Relevant background information	
What do witnesses say about it? If possible, use a quotation	
What do experts (e.g. police officer, doctor from public health) say about it?	



## RESOURCE 7

### NEWSPAPER REPORT/ARTICLE TEMPLATE

<b>Headline</b>	
<b>Standfirst</b>	
<b>Byline</b>	<b>Photo</b>
<b>Paragraph 1</b>	
	<b>Caption</b>
<b>Paragraph 2</b>	<b>Paragraph 4</b>
<b>Paragraph 3</b>	<b>Conclusion</b>



## ACTIVITY 4: WRITING A NEWSPAPER OPINION ARTICLE (POST-READING TASK)

APPROX. 1–2 LESSONS

### RESOURCES NEEDED:

- *The Five Clues*
- News articles from both broadsheets and tabloids (print/internet)
- RESOURCE 8: Newspaper Opinion Article – Features
- RESOURCE 9: Persuasive Techniques
- RESOURCE 10: Newspaper Article Planning Sheet

### SKILLS THAT WILL BE DEVELOPED:

- Identifying themes
- Newspaper literacy
- Argument writing
- Using persuasive language

### TEACHER NOTES:

- A. Explain the difference between newspaper reports and newspaper articles. You could explore examples and ask students to compare them (RESOURCE 8).
- B. Explore the openings of newspaper articles from a variety of newspapers. Identify the techniques writers use to introduce their topics in interesting ways, and how they develop the topics further (RESOURCE 9).
- C. Identify themes in *The Five Clues* which can be used as topics for opinion pieces. Possible themes include: family, grief, post-traumatic stress disorder (PTSD), provision for veteran soldiers, Islamophobia, football hooliganism, corruption, asking for help, resilience.
- D. Students plan, research and write an article about their chosen topic (RESOURCES 7 and 10).





## RESOURCE 8

### NEWSPAPER OPINION ARTICLES – FEATURES

#### LAYOUT

Newspaper articles also have a headline, a standfirst, a byline, body text, photographs/graphics and a caption (see **RESOURCE 5** for a reminder).

#### STRUCTURE

The first paragraph of a newspaper article is often much longer than that of a newspaper report. The reader is expecting to read a discussion of a topic, rather than a report of the facts, so the writer does not need to provide a brief summary, but they do need to get to the point. The reader still wants to know: what is this about? Why am I reading this now? So, the opening paragraph should include what the topic is, why it is relevant to today and what the writer's point of view on the topic is.

The 5Ws and H questions are still important, but the writer includes them in an argument. An argument is a reason, or set of reasons, that supports an idea, action or theory. Arguments are made in persuasive speeches, letters and articles.

Here is a possible structure that writers might use:

#### Article about a topic: values, ideas, movements, situations

- Introduction to the topic, why it is relevant to today, and the writer's point of view.
- Explanation of what the movement (e.g. Black Lives Matter), situation (e.g. global warming), value (e.g. giving to charity) or idea (e.g. artificial intelligence) is.
- Details about the current state of the movement, situation, value or idea and what the writer thinks about it.
- Background/historical information that has led to this point.
- Personal connection to the topic.
- Other people's opinions on the topic (e.g. experts) and whether this current situation or way of thinking should or should not change, and why.
- A conclusion summing up what the writer thinks of the topic and why, and perhaps:
  - a statement from someone connected to the topic, or an expert.
  - information about what the writer expects to happen next if something does or not change.



## STYLE

- Third person or first person.
- Biased – the reader is interested in the writer’s opinions on people, places, events and situations.
- The writer’s opinions are evident throughout in their word choice. Adjectives are usually a good indication of a writer’s opinion.
- Conversational, chatty – the writer sometimes speaks to their reader directly.
- Paragraphs of different lengths.
- A variety of sentence lengths and structures to make the writing varied and interesting.
- A range of persuasive techniques used (see **RESOURCE 9**).



## RESOURCE 9

### PERSUASIVE TECHNIQUES

**‘A FORREST’** is a good way to remember persuasive techniques. All of these techniques help to make arguments interesting and memorable.

#### **Alliteration**

A string of words that begin with the same consonant sound.

#### **Facts**

Information that can be proven to be true and cannot be argued against.

#### **Opinions**

What someone thinks/feels about something but which can be argued against.

#### **Rhetorical question**

A question that is asked for effect. It is not asked with the expectation of it being answered, as: the answer might be obvious or implied; the writer intends to answer it for the reader; the reader is not in a position to answer the writer; or the answer is not yet known.

#### **Repetition**

A word, phrase, technique or idea that is said more than once.

#### **Emotive language**

Words that evoke strong feelings in the reader.

#### **Statistics**

Numerical data in the form of figures, percentages and fractions.

#### **Three (rule of)**

A list of three words.



## RESOURCE 10

### NEWSPAPER ARTICLE PLANNING SHEET

You have done a great job of informing the public about all of the events that have taken place recently! Now the public want and need to know about the issues these events raise.

You are now going to write an article exploring one of these interesting issues.

Make a list of the themes you think Edie Marble's story touches on. Pick the one you would like to raise public awareness of.

Remember, all good journalists research and make notes. To do this, you can use books from the library, or the internet. If you are using the internet, try to get your information from credible sources. This includes: online newspapers, encyclopaedias, government websites (.gov.uk), university websites (.ac.uk).

Use your research, and **RESOURCES 8–10**, to help you write your opinion article.





Information	What do you want your reader to think/feel about this information? Which words/technique(s) will help you create this effect?			
Definition/explanation of topic (e.g. what is it?)				
Who does it involve/affect?				
Where is this an issue?				
What is your opinion? Why is this an issue we need to think about today?				



	Information	What do you want your reader to think/ feel about this information? Which words/ technique(s) will help you create this effect?
When did it become an issue?		
Facts and statistics about this issue		
What do the experts say? Do you agree?		
Your final thought. What do you hope for?		



## REFLECTIVE TASKS: THE THREE PRINCIPLES (POST-READING)

APPROX. 1–2 LESSONS

### RESOURCES NEEDED:

- *The Five Clues*
- RESOURCE 11: The Three Principles
- RESOURCE 12: Personal Reflection

### SKILLS THAT WILL BE DEVELOPED:

- Inference
- Evaluation
- Reflection

### TEACHER NOTES:

- A. In **Chapter 17**, Edie reflects on her reading of *The Inside-Out Revolution*, which is a book written by Michael Neill. The book explains the Three Principles of the human experience: thought, consciousness and mind. Reread the explanation of Edie's understanding of the Three Principles, on **pp. 281–283**, with your students. Explain that you are going to reflect on Edie's journey through these three lenses. Visit author Anthony Kessel's blog for more information on the Three Principles: <https://akessel.medium.com/the-three-principles-understanding-of-how-the-mind-works-an-overview-55c03a255296>.
- B. As a class, in pairs or in groups, students go through the reflection on **Chapter 1** and discuss how Edie's negative experience is created (and perpetuated) by the innocent misuse of thought, and how her experience might be changed/improved through a deeper understanding of the Three Principles of thought, consciousness and mind (**RESOURCE 11**).
- C. **RESOURCE 12** is designed to help students to reflect on their own negative experiences through the lens of the Three Principles. Please manage this task as you would PSHE activities, as the questions might cause students to reflect on upsetting situations in their lives. Here are some ideas for managing the use of this resource:
- Guide students to only write about experiences in school.
  - Remind students to only share what they are comfortable with.
  - Give students a spare copy, which they can use at home as an aid for private reflection.

## RESOURCE 11

### THE THREE PRINCIPLES

Edie's reflection on her experiences make her wonder: 'Had Mum masterminded all of this? Had Edie's psychological journey been part of her mum's big plan with the five clues?' (p. 283)

Reread **pp. 1–12** of *The Five Clues*. They focus on the day of the stone-setting for Edie's mother.

Looking at this day through the lens of the Three Principles – thought, consciousness and mind – identify how Edie's negative experiences are generated (and perpetuated) by the innocent misuse of thought, and how her experience might be changed/improved through a deeper understanding of the Three Principles. Visit author Anthony Kessel's blog for more information on the Three Principles: <https://akessel.medium.com/the-three-principles-understanding-of-how-the-mind-works-an-overview-55c03a255296>.

### THOUGHT

1. Edie describes this day as the second worst in her life. When does she make this judgement about her day – at the beginning, in the middle, or at the end of it?
2. How is it her thoughts, and not what is actually happening or said, that is making her experience of this day so bad? To consider this:
  - Summarise what actually happens from the moment she gets up until she arrives at the stone-setting ceremony. Has anything bad actually happened? Has anything horrible been said to her?
  - Now take a look at what she has been thinking about. Are these negative thoughts? Are they about bad things that have happened in the past, or might happen in the future, rather than what is happening in the present? Do these thoughts involve fear, anxiety, blame or sadness? Do they predict more of the same?
3. Is the stone-setting ceremony as bad as Edie thought it would be?

### CONSCIOUSNESS

1. Edie feels bad. How do these low, negative feelings prevent her from making good choices when it comes to the way she treats her father and younger brother?
2. In **Chapter 4**, Edie thinks about the principle of consciousness. How does her understanding of this principle improve her decision-making and her investigation?
  - How does Edie's lack of understanding of thought, consciousness and mind result in her having a bad morning on the day of the stone-setting?
  - If she were aware of these principles in the moment, how might her day appear different? How might awareness of mind help her feel better? How might Edie's understanding of the thought–feeling connection improve her moment-by-moment (and day-by-day) experience of life? How





### RESOURCE 11 CONTINUED

might a better understanding of her thoughts impact positively on Edie's state of consciousness? How might Edie's enhanced understanding of the principles change her morning for the better?

### MIND

1. Which of these two following descriptions best matches Edie in this part of **Chapter 1**?
  - A. Edie feels connected to everything and everyone in the world. She feels as though she is part of something bigger, and trusts that everything will be okay, no matter what, even if it is out of her control. She feels loved, understood and safe, and understands that those feelings come from a source within her, not from outside. She also understands that inspiration and new thoughts also come from this connection to the world.
  - B. Edie feels lost and alone without her mother's love and guidance. She misses the times the two of them spent together and cannot find any joy from within, only from external sources, and those are few. She doesn't feel a connection to her mother, only her absence. She feels disconnected from her father and brother, even though she loves them and they are still present in her life. She finds no wisdom from within and spends a lot of time living inside her head, instead of the present moment.
2. In **Chapter 6**, Edie thinks about the principle of mind. How does her understanding of this principle improve her relationships and her investigation?



## RESOURCE 12

### PERSONAL REFLECTION

1. Think of a time when you worried about something that hadn't even happened yet (e.g. an assessment, a dentist's appointment, etc.). Was the actual event bad, or was it just your fears, or judgements about yourself that made it bad?
2. Now think of a time when you worried about something and it turned out not to be as bad as you thought it would be. If you didn't put energy into those worries, how might your experience before the dreaded event have been different? For example, going on a rollercoaster, or telling your teacher you need help with your work.
3. Think of a time when your thoughts, not what was actually happening in the moment, negatively affected your relationships with other people. How could the situation have been different? For example, have you ever let negative thoughts about the time a teacher gave you a detention affect the way you spoke to them the next time you saw them? Did you end up in more trouble for being rude? Have you ever treated someone negatively because you were too busy thinking about something that happened before you even bumped into them?
4. Can you think of a time when you trusted that everything would turn out okay, even though others worried about the outcome, and everything was fine?
5. Is there anything you are worrying about now, which relates to something that happened before your current situation, or something that hasn't happened yet, and might never happen?
6. Can you think of a time when negative feelings influenced the choices you made? For example, being rude, slamming doors, barging into someone, doing something you knew was wrong.
7. Now think of a time when you have felt positive feelings and that inspired you to make good choices – for example, performing a small act of kindness, or being more creative with your homework.
8. Explain the benefits of relaxing before making decisions, living in the present moment as much as you can, and acknowledging that we are all connected to one another.

