

Learning Activities

Stages	ES1 Stage 1
Grade(s)	Kindergarten
Topic/Theme (Brief Description)	As children develop socially and emotionally they will encounter situations where they feel worried, nervous and sometimes even scared. In order to cope with these situations students need to learn and draw from a range of coping strategies. Some strategies are more productive than others. Helping students to learn a range of positive coping skills will allow them to develop and practise skills that will enable them to cope with future changes and challenges. Positive self-talk is a key strategy for coping with negative thoughts, emotions, and events. Resilience research shows that use of positive self-talk is associated with greater persistence in the face of challenge, whereas negative self-talk is associated with higher levels of distress, depression and anxiety. This unit is designed to promote positive self-talk and life skills that will strengthen student's resilience
KLA Links	PD/H,
Outcomes	PDe- 2 - identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe PDe-9 - practises self-management skills in familiar and unfamiliar scenarios PDe-10 - uses interpersonal skills to effectively interact with others What makes me unique? Students: - participate in a range of activities and explore which ones they enjoy and what makes them enjoyable 🧑🏻🧑🏻 - identify ways they can use their strengths to help themselves and others to stay safe in various situations S 🌟 🧑🏻🧑🏻 - recognise that people have different thoughts, feelings and responses to different situations I 🧑🏻🧑🏻 Students: - identify and describe emotional responses people may experience in different situations, for example:(ACPPS005)

- identify and describe different emotions, eg people who are happy, sad, anxious, excited, tired, angry or confused **S** * * * * *
- recognise emotional responses and experiences that can indicate unsafe situations, eg scared, worried **S** * * * * *
- learn and use appropriate strategies to communicate their feelings in different situations **I** * * * * *
- communicate in appropriate ways, eg use verbal and nonverbal communication to demonstrate understanding **I** * * * * *
- recall and share emotional responses to different situations **S** * * * * *
- read and view stories about adventures and communicate how characters feel and react when facing challenges, taking risks or during emergencies **S** * * * * *

Propositions: Develop health literacy

Content Strands: Health, Wellbeing and Relationships

Skills Domains: Self Management Skills, Interpersonal Skills

Learning Task(s)

Learning Intention: We are learning how to keep ourselves healthy, safe and happy so that we can look after ourselves and others.

- Using Seesaw students will watch the activity entitled 'Inside Out' (located in the Community library folder within Seesaw) and take a picture of yourself showing how you are feeling coming back to school. Students record a response to why they are feeling this way. **AFL: P**
- View the slides [We can work together](#) to highlight how the world has worked together to keep safe and healthy during COVID 19.
- Students can illustrate how their family has worked together to keep safe during the past 6 weeks. Accompanying this illustration is a recording of the student talking about the elements within the illustration **AFL: P**
- Students will record daily using the Seesaw Activity- Emotion Self-Reflection or Emotions Self- Reflection how they are feeling and why they are feeling that way.

Learning Intention: We are learning to wash our hands correctly so that we can remain healthy.

- Explain to students that today they will be learning about germs and where germs can be found. They will also be learning about ways to stop the spread of germs and talking about other things they can do to stay healthy.
- Use the [Germs](#) slides to discuss the answers to questions relating to germs
- Demonstrate how germs respond to soap
 - Fill the bowl or pie tin with about 5cm of water.

- Sprinkle pepper evenly across the surface. Try not to sneeze! The pepper flakes should float, not sink, upon the surface of the water.
 - Squeeze a tiny bubble of dish soap onto a clean counter.
 - Touch the tip of the toothpick to the bubble of dish soap. You'll want just a tiny amount of soap on the end of the toothpick.
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- Explain that handwashing washes away germs from the hands. Lead the students in a discussion of when they think it is important to wash their hands. Ask students to think of times when they might have germs on their hands that could get into their body to make them sick. Show flash cards to students and encourage them to come up with additional answers. Flash cards show the most important times to wash your hands:
 - Before eating or touching food
 - After the toilet
 - After touching an animal
 - After playing in dirt or sand
 - After playing outside
 - After blowing your nose
 - After putting the rubbish in the bin
 - Inform students that they are now going to see a handwashing video showing the proper way to wash their hands. Tell them that you are going to ask questions about what they saw, so it's important to watch carefully. Two videos have been chosen. Tr to choose which video would suit their students [Handwashing Video](#) Or [Wash your Hands](#)
 - After playing the video once, ask students if they can remember the steps of handwashing. They are:
 - 1. Wet your hands.
 - 2. Apply soap.
 - 3. Rub your hands together.
 - 4. Rub between your hands, fingers and thumbs
 - 5. Rinse your hands.
 - 6. Dry your hands with a paper towel.
 - 7. Use the towel to turn off the tap and let yourself out the door.
 - Last, don't forget to leave the bathroom neat and tidy!
 - Practise washing your hands. Tr prompts using the following cues
 - Palms
 - Between the fingers
 - Backs of hands
 - Thumbs
 - Fingertips and nails
 - Wrists

Additional Reading: [Wash Your Hands!](#) By Ross T 2000

Creative Arts: Music Create your own hand washing song. Students may like to see a couple of versions to prompt their creativity

https://www.youtube.com/watch?v=Vr6GQN-z_2s

<https://www.youtube.com/watch?v=LQ24EfM7sEw>

Learning Intention: We are learning to cough and sneeze into our arms so that we can all stay healthy and safe.

Resources

Computer and screen,
Blank paper,
Paper towel rolls,
Markers/crayons,
Pencils, Scissors,
Glue/tape/staples
Introduction

Teaching Learning Experience

- EXPLAIN: When we cough and sneeze, there's snot and spit that comes out of our mouths and noses, and those can be filled with germs! Those germs hang out in the air and can travel over a metre! That means one sneeze could potentially get everyone in a room sick.
- Use pom-poms to visually demonstrate how germs spread through sneezing and coughing when you do not cover the nose or mouth. **What to do:**
 - Place pom poms in your hand.
 - Pretend to cough/sneeze and fly the pom poms out in front of you.
 - Tell students that the pom poms are germs. The germs can move easily to your body when touched or if left alone can stay for a long time in one place until cleaned.
- ASK: So what do we do to keep our germs from spreading when we sneeze or cough? **AAL: O**
- WATCH: Cover your Mouth When You Cough:
<https://www.youtube.com/watch?v=DG4n0r8-UPA>
- EXPLAIN: By covering your sneeze or cough, you can help keep everyone from getting sick! That's a real Superhero thing to do! We're going to practise sneezing like a Superhero by using our capes to cover our mouth and nose.
- INSTRUCT:
 1. Pretend you are wearing your Superhero cape.
 2. Grab your cape down by your side.
 3. Bring it up to your face and wrap it around so your elbow is over your mouth.
 4. Pretend to sneeze and cough into your Superhero cape!

or

- **INSTRUCT:**

1. Trace your hand on a piece of paper.
2. Cut out your hand.
3. Glue or tape your hand to the end of your paper towel roll.
4. Colour or decorate your hand and paper towel roll to help you remember to cover your cough and sneeze.
5. Bend your paper towel roll in half like an elbow.
6. Hold on to the end of the paper towel roll that doesn't have the hand.
7. Bring the bend of the paper towel roll up to your mouth and pretend to cough in it.

- **EXPLAIN:** By coughing and sneezing into your arm, you keep the germs from spreading out across the room, and you also keep the germs off your hand so you don't spread them around

Reflection

- **DISCUSS:** How are we behaving like Superheroes by covering our cough and sneeze?

Learning Intention: We are learning how our body language shows others our emotions so that we can understand how we and others are feeling.

Resources : Pictures sourced from the internet or magazines showing a variety of facial expressions

- Watch Feeling talking Flashcards <https://www.youtube.com/watch?v=dNP5BzrBiOg> Or Guess and Learn EMOTIONS and FEELINGS for Kids - PART 1 <https://www.youtube.com/watch?v=MeNY-RxDJig>
- Explain to students that they will play a game which will help them to talk about different emotions. Ask students to walk around the room and freeze when you make the signal. Then ask them to make themselves into an excited statue. They will hold this pose for the count of five, then relax.
- Ask one half of the class to remake their excited statue. Ask the others to say what they notice about how the statues look. Reverse roles and repeat.
- Ask all students to go back into being an excited statue and to think of what sorts of things make people feel excited. Ask the students to sit and share their ideas.
- Repeat this process with different emotions, including:
 - Sad
 - Angry
 - Proud
 - Scared

- Happy
- Show some pictures of faces with different emotional expressions. Ask the class to work out what emotions these people may be experiencing. Students can view a range of emotions using the Seesaw activity entitled 'Labeling Emotions'. Students are asked to use the record button and then point to each picture and name the feeling the child is showing. Throughout the recording students answer questions like 'How do you know?' and 'What clues does their face or body show you?'
- Mirror Faces: Have students line up in pairs and face each other. One student pretends she/he is looking in the mirror and makes an 'emotion face'. The other student acts like the reflection and copies the emotion with his/her own face.
- Ask students what they can do to try to work out what their friends' emotions might be or how their family members might be feeling. Point out that the skill of noticing how other people feel is important.

Adjustment

If you have students who have Autism Spectrum Disorder in your classroom, it is also helpful to point out that people often find it hard to figure out what people are feeling, and get it wrong. Reassure students who struggle in this area that it is normal to get confused sometimes, and affirm their efforts.

Reflection

- Invite students to review the learning intentions.
- Ask how the activity helped them to learn some different emotion words.
- Ask how the activity helped them to read/look at other people's body language to think about how they might be feeling.

Learning intention: We are learning to identify experiences that can trigger particular emotions so that we can control ourselves.

Resources

- Paper and drawing materials

Teaching and Learning Experience

- Ask students to choose one of the emotions from the statues game. (List them on the board and review the meanings of the words.) Ask them to think about some of the experiences that can cause this emotion.
- Ask the students to draw a picture of themselves showing the experience, then to write the word for their emotion on the top of the picture. Encourage them to write an explanatory sentence on their picture. E.g. I felt excited when it was my birthday. I felt angry when my brother took my ball. I felt sad when no one played with me.
- Ask those who felt they learnt more about each other from the activity to put their hands up. Remind them that learning about how others feel is a good friendship skill.
- Ask those who felt they learnt more about emotions from the activity to put their hand up. Affirm that learning about emotions is an important life skill.
- Ask the students to draw a picture of themselves doing their school work at home. In the picture students are to draw the emotion they felt during this time. Whilst they are

drawing this picture, the teacher listens to the students as they orally explain their feelings.

Reflection

- Ask how the activity has helped them to identify experiences that lead to particular emotions. Invite a few students to give examples.

Learning Intention: We are learning to identify and think about the emotions of others so that we can suggest ways to help others.

Teaching and Learning Experience

- Using the Seesaw activity entitled 'Jean Bon- Bon Learns to identify Emotions and Respond'
- Read out the following scenario, or make up your own: Kristin had a bad day. Her friends said, 'We don't like you. Your hair looks funny. You can't play with us'. Choose volunteers to role play the scenario. Ask: What feelings might Kristin have had when her friends told her she could not play with them? Write these emotions on the board.
- Bring some volunteers out to stand next to the character Kristen. Ask them to make statues to show the way these different emotions might all be present at once. Point out that people can have more than one emotion at the same time - like anger and sadness and fear.
- Ask: What could other children nearby do to help Kristin?
- Place some additional volunteers to be students playing nearby. Ask them to show how they could help out. Take it in turns to show how to do these different acts of kindness.
- Ask: What feelings might Kristin have when these children are friendly to her? Ask the statue volunteers to make new statues to show these new emotions and add them to the list on the board.
- Invite students to review the learning intention. Ask: How did the activity help us learn to recognise emotions in others? How did it help us to think about what we could do to help someone who might be feeling a negative emotion (such as sadness or fear)?

Learning Intention: We are learning to identify and describe the emotions we feel when we experience an act of kindness so that we can understand the emotions of others.

- Ask students to think about the different friendship acts they saw in the previous role play. Invite them to close their eyes and remember a time when they were friendly to another child or to someone in their family. (If they can't remember one, they can use their imagination to help them think of one that they can do very soon.) Ask them to open their eyes and share their memory (or intention) with a person next to them. Ask some students to share their partner's memories with the class.
- Once the sharing is done, ask students to choose a friendship act they have done

and to draw a picture of it. Assist students to make a caption or short story to go with their picture.

- Assist students to make a caption or short story to go with their picture. Share these pictures and stories in circle time.
- N.B Students develop awareness of their strengths by sharing stories of themselves initiating kind actions. This sharing builds a sense of pride and recognition of the importance of caring in friendship and families.
- Arrange a 'gallery walk'. The students form two parallel lines, facing each other, holding their picture. Walk along the gallery and point to a picture, and ask the person holding that picture to explain it. Choose several pictures.
- Encourage the students by celebrating their acts of kindness. Review the learning intentions by inviting students to reflect on what they have learnt. Ask students to give examples of how friendly and kind actions can make people feel. Collect the pictures to display, or assemble them into an 'Acts of Friendship' book for the class.

Learning Intention: We are learning to identify our negative emotions when we lose or are excluded from a game so that we can use our strengths to cope with these emotions.

Teaching and Learning Experiences

- Teach students to play the Rock, paper, scissors game. Rock is made with the fist, paper is made with the hand held open and scissors with the first two fingers held apart to look like scissors. In this game for partners, 'rock' beats scissors, the 'scissors' beat paper and the 'paper' beats rock. If both players throw the same shape, the game is tied and they play again. The players begin by counting to three and then making their move. Demonstrate with a student who is familiar with the game.
- Have students practise a few times with a partner, then explain that you will play some music. When it is playing they will mix around the room. When it stops they must take the nearest person as a partner. They will show the friendly strengths they have in being happy to work with any person as their partner. Once they have their partner they will play the game. The loser sits down. When the music starts everyone (including those sitting down) joins in to mix and to repeat the game.
- After the game ask:
 - What is the 'Rock, paper, scissors' game used for? (Explain that this game is often used to help people to work out who goes first in a game, or who gets to choose a game. This can help friends to work this out without fighting or arguing with each other.)
 - What does it feel like when you lose in a game?
 - What does it feel like when people won't let you join a game?
- Write the words for some of these emotions on the board (e.g. angry, frustrated, sad, lonely, impatient, jealous). Ask students what strengths they need to use to deal with these negative emotions (e.g. fair, forgiving, patient).
- Invite students to review the learning intentions. Ask: How might playing games like 'Rock, paper, scissors' help us make fair decisions when we play? Ask a student to

give an example of when they would use such an activity.

Learning Intention: We are learning to recognise our happy and sad feelings so that we can use strategies to calm and cheer ourselves when needed.

Teaching and Learning Experiences

- Explain that we all have times when we feel negative emotions like sad, angry, jealous, lonely, frustrated or bored. However we all have many coping strategies, or things we do that help us to manage. We do things to calm ourselves down or to cheer ourselves up. Explain that you are going to play different types of music. Students will move around the space in the way they think the music tells them to move – in a calm and floating way, or a cheerful and bouncing way.
- Play short sections of your selected music. In between the sections ask whether they found the music more calming or more cheerful.
- Ask students to think of times when it is useful to have ways to cheer ourselves up (e.g. when we feel lonely or sad or bored), and times when it is useful to have ways to calm ourselves down (e.g. when we are angry, afraid, jealous or very excited). Point out that some people like to listen to music or to sing a song to calm down, to keep themselves brave, or to cheer themselves up.
- Choose a cheerful song for the class to sing.
- Review the learning intentions. Ask students whether the activity helped them to learn some new calming and cheering coping strategies. Ask them to sum up when they might need to be able to use calming or cheering strategies.

Learning Intention: We are learning to identify situations that can cause fear so that we can select coping strategies to help in dealing with their fears.

- Recite the nursery rhyme Little Miss Muffet. Invite the class to repeat in unison.
- Recite the rhyme again and have the students role play at the same time.
- Ask:
 - What was Little Miss Muffet feeling?
 - What did Little Miss Muffet do to help her when faced with the scary spider?
 - Is running away the only thing we can do when we are afraid?
 - What else could we do?
- Read the story All Kinds of Fears by Emma Brownjohn. Identify the fears named in this story. Ask children to put their hands up if they have ever felt these fears. Ask students to share in pairs: - What are some of the things that can be scary for children around your age?
- Collect answers and record some on the board (e.g. fear of talking to adults, doing new things, the dark, getting lost, getting hurt, people being mean.) Explain that we all have fears, but we also have coping strategies or things we do to help us manage when we feel afraid. For example, hugging a teddy or turning the light on are coping strategies that can help when we are afraid of the dark.
- Ask students to suggest some strategies that they like to use for some of the

different fears listed on the board. (Use the 'examples of coping strategies' list to add some suggestions if the class does not develop a robust list.)

- Arrange for students to work in pairs or trios. They will act out a coping strategy and the class will guess what it is. (Either allocate groups their 'secret' strategy or allow them to choose from the list.)
- When the groups present, ask:
 - Has anyone ever used this strategy?
 - How did it help?
 - Are there other strategies that people have tried?
- Examples of strategies:
 - Cuddle your teddy
 - Sing a happy song
 - Tell yourself it's okay my fear will go away
 - Talk with mum or dad
 - Ask for help
 - Imagine you are a superhero fighting the fear away
 - Play with a favourite toy
 - Fill your lungs like big balloons and let the air out slowly
 - Turn your light on and check your room
 - Spray the imaginary monster with magic potion
 - Imagine you're floating on a cloud
 - Take some slow, deep breaths
 - Listen to some gentle music
 - Get a friend to help you
 - Ask for a hug
- Invite students to draw a picture of themselves using a favourite coping strategy to help them manage one of their fears. They can add a caption which names this strategy and the fear.
- Review the learning intentions. Ask how the activity helped them to identify things that cause fear (or are scary). Ask how the activity has helped them to think of coping strategies to use when they feel scared. Seek examples.

Learning Intention: We are learning to name the things that can make them feel angry so that we can practise strategies to help us control the way we express anger.

Teaching Learning Experiences

- Explain that we are going to talk about anger. Ask students to help you understand what being angry means. Point out that sometimes people get angry with us, and sometimes we get angry with other people. Ask the students to show you their angry statue. Invite them to think of the kinds of things that can make them feel angry. Collect a list of these experiences.
- Explain that there are hurtful ways to show anger and helpful ways to cope with angry feelings. Ask students to name some of the hurtful things that people can sometimes do when they are angry (seek suggestions that include hitting others,

throwing tantrums, saying mean things, yelling, breaking or throwing things, and sulking). Invite the students to name or show some of the more helpful things that people can do to help them control their angry feelings (seek suggestions like walk away, sit on your hands, take a deep breath).

- Explain that they will now practise four different strategies for controlling anger and work out which one they like the best. Bring students into a free space where they can move. Teach them each of the following strategies, one by one, allowing time to try them a few times as you go. After each one, ask them how it makes them feel.
STRATEGY 1. BALLOON BREATHING. Take up your angry statue pose. Take in a deep breath, and then blow out slowly, just as if you were blowing up a balloon. Do this three times. Or watch Mindful Ozzy Introduces Mindfulness on Seesaw
- **STRATEGY 2. PRESSING YOUR HANDS TOGETHER.** Take up your angry statue pose. Now slowly press your hands together palm to palm. Hold them in front of your chest while you press hard. Then slowly let go.
- **STRATEGY 3. COUNTING.** Take up your angry statue pose. Now slowly count to 10. As you do, imagine you are taking control of your anger. You are in charge, not the angry feelings. To practise one more time, ask the students to run on the spot to get the 'hot' feeling of anger, freeze into their angry statue pose, and then try the strategy that you call out. At the end of the practice, ask students which one of the three they prefer.
- **STRATEGY 4. GLITTER STORM.** Make a glitter jar. Explain to your students that when their brain has a glitter storm, they can shake this up and take deep breaths as the glitter falls.
- As a follow up, ask students to draw their angry face on one half of a page and name the experience that makes them feel angry. On the other half of the page they can draw a coping strategy they liked to use to calm their anger.
- Explain that when we feel really angry it is important to find a way to calm ourselves down, or tell someone what we are angry about. We need to have good ways to deal with our anger otherwise we can do hurtful things like hit people or break things.
- Invite students to review the learning intentions by asking them how the activity helped them to think about the sorts of things that can cause people to feel angry. Seek one or two examples.