

CHALLENGES & CHOICES

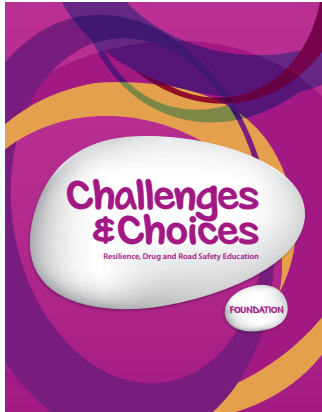
PRE-PRIMARY

COVID-19 RECOMMENDATIONS

Educators are urged to take necessary precautions when teaching children and young people during the COVID-19 outbreak. Some activities detailed in teaching and learning resources may need to be adjusted to keep students safe. For up-to-date information about social distancing, hand hygiene and other ways to reduce the risk of transmission, visit www.healthywa.wa.gov.au/coronavirus







**LEARN
AT HOME**












Challenges and Choices | Pre-Primary Focus Area 1 | Resilience and Wellbeing




- This document is a guide for educators to use with students.
- It includes examples of how to adapt activities for students who are learning at home.






To get started, download the resource at <https://www.sdera.wa.edu.au/media/1215/resilience-and-wellbeing.pdf>.




| Activity 1 | Everyone has good days and bad days pages 31-33 in resource |
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|  Learn at home | <p>Alexander and the terrible, no good, very bad day</p> <ul style="list-style-type: none"> • Create a short video reading the book <i>Alexander and the terrible, no good, very bad day</i> to students or instruct students to watch the book being read at http://www.youtube.com/watch?v=RnYW6YH_8w4&feature=related. • Lead a discussion with students in the classroom chat (or have parents lead a discussion with their child) discussing Alexander’s or another person’s really bad day. Encourage students to think about how it might feel or does feel to have a terrible day when everything seems to go wrong. <p>Create a finger puppet</p> <ul style="list-style-type: none"> • Have students create a finger puppet. An example of an easy to make finger puppet can be found at https://www.pinterest.com.au/pin/356699232983735078/. Alternatively students can draw a smiley face on their finger or thumb, use real puppets, or even two different socks. • Have students use the finger puppet to model what Alexander could have done or said to himself to feel better. For example: ‘<i>Oh well, I didn’t get anything from the cereal box, maybe I will next time.</i>’ |
|  Engaging parents | <ul style="list-style-type: none"> • Email or make available on Connect the following Family Information Sheets. Challenges and Choices Pre-Primary Focus Area 1: Resilience and Wellbeing Family Information Sheet – <i>Creating resilient kids together</i> (page 32) and <i>Resilience skills to practise</i> (page 33) https://www.sdera.wa.edu.au/media/1215/resilience-and-wellbeing.pdf |
|  Find out more | <ul style="list-style-type: none"> • Be You https://beyou.edu.au/ • Kids Helpline https://kidshelpline.com.au/ • Raising children https://raisingchildren.net.au/school-age |
|  Extension ideas | <ul style="list-style-type: none"> • Encourage family conversations talking about when they had a good day. • Encourage students to access and read the following stories. <ul style="list-style-type: none"> • <i>Good Days, Bad Days</i> (Catherine & Lawrence Anholt, 1990, Orchard books, Australia) • <i>Franklin’s Bad Day</i> (Paulette Bourgeois & Brenda Clarke, 1999, Scholastic Press, NSW) • <i>I Don’t Want to Go to School – Simon the rabbit</i> (Stephanie Blake & Whitney Stahlberg, 2009, Random House) |





| Activity 2 | Look on the bright side |
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|  Learn at home | <p>pages 34-36 in resource</p> <p>Bounce Back Bear</p> <ul style="list-style-type: none"> • Ask students to find a small bear and a scarf, bandana, small piece of fabric or tea towel and tie it around the bear's back to represent a backpack. • Create a small video for students to watch showing your bear with its backpack. Load to Connect. In the video explain that your bear is a normal bear who has ups and downs and uses 'tricks' to 'bounce back'. The 'tricks', such as positive self-talk, are kept in your bear's backpack. This means that the bear always has his tricks with him no matter where he is. • Email the <i>Bounce-back Bear</i> activity sheet on page 35 or load onto Connect for students to download. Students can print and colour the picture in. <p>Happy face</p> <ul style="list-style-type: none"> • If a family member is available they can follow the 'Ask' questions on page 34. <div data-bbox="613 727 2136 858" style="background-color: #f0f0f0; padding: 10px;"> <p> Note Provide 'Ask' questions to parents.</p> </div> <ul style="list-style-type: none"> • Ask students to draw a picture of themselves doing something that makes them happy. Students are to write down (or get someone to assist them to write down) one way that they use positive thoughts. Students take a photo and upload to Connect. |
|  Engaging parents | <ul style="list-style-type: none"> • Email or make available on Connect the following Family Information Sheet. Challenges and Choices Pre-Primary Focus Area 1: Resilience and Wellbeing Family Information Sheets – <i>Resilient kids</i> (page 36) https://www.sdera.wa.edu.au/media/1215/resilience-and-wellbeing.pdf |
|  Find out more | <ul style="list-style-type: none"> • Anxiety Australia (Overcoming fear) https://www.anxietyaustralia.com.au/overcoming-fears-and-phobias/ • ReachOut (Anxiety) https://au.reachout.com/mental-health-issues/anxiety • Kids helpline https://kidshelpline.com.au/ |

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| <p>Activity 3</p> | <p>All feelings are important even uncomfortable ones</p> <p>pages 37-38 in resource</p> |
| <p> Learn at home</p> | <p>Bounce Back Bear Story</p> <ul style="list-style-type: none"> • Script a story and upload to Connect as an audio, video or written story. • Ask students to develop their own story with a supporting illustration that tells a story about Bounce-back Bear. The situations on page 37 can be provided to students as story prompts. Students can share their story via Connect or email. <p>Feelings cube</p> <ul style="list-style-type: none"> • Option 1 – Email the activity sheet <i>Feelings cube</i> (page 38) to students or upload to Connect. Have students working independently or with a support person cut out and build their cube. Students play the game as outlined on page 37 with their family. Provide instructions to parents. • Option 2 – The game is played with a normal dice. 1 = worried, 2 = excited, 3 = happy, 4 = scared, 5 = angry, 6 = sad. |
| <p> Extension ideas</p> | <ul style="list-style-type: none"> • Overcoming fear https://www.anxietyaustralia.com.au/overcoming-fears-and-phobias/ • Anxiety https://au.reachout.com/mental-health-issues/anxiety • Kids helpline https://kidshelpline.com.au/ |
| <p>Activity 4</p> | <p>Clever tricks for making friends</p> <p>page 39 in resource</p> |
| <p> Engaging parents</p> | <p>Making friends</p> <ul style="list-style-type: none"> • Ask students to video themselves holding their Bounce-back Bear and explaining their 'trick' to make friends. |
| <p> Find out more</p> | <ul style="list-style-type: none"> • Kids helpline https://kidshelpline.com.au/ |
| <p> Extension ideas</p> | <ul style="list-style-type: none"> • Students can FaceTime (or another video conferencing app) a friend from school and practise their skills. |

| Activity 5 | What is bullying? |
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|  Learn at home | <p>page 40 in resource</p> <p>What is bullying?</p> <ul style="list-style-type: none"> • Option 1 – If online is available, the class can brainstorm using the classroom chat what ‘bullying’ means and some examples of what bullying might be. • Option 2 – Ask a parent to talk to their child about what bullying is using the ‘Ask’ questions and the information about what bullying is on page 40. <p>Note Provide information and ‘Ask’ questions for parents on page 40.</p> <p>Put-downs</p> <ul style="list-style-type: none"> • The paragraph addressing 'put downs' can be conducted by a family member, again using the questioning section to inform the dialogue. Provide the questions for parents. <p>Y-chart</p> <ul style="list-style-type: none"> • Ask students to draw a Y chart independently (or with assistance) on a blank piece of paper. Working with a parent (if possible) write in each section of the chart ‘looks like’, ‘feels like’ and ‘sounds like’. Lead a discussion about what bullying looks, feels and sounds like. Write or draw the suggestions in the Y-chart. Take a picture of the Y-chart and upload to Connect. • If online is available it may be possible to discuss the Y-charts through the classroom chat or similar. |
|  Find out more | <ul style="list-style-type: none"> • Bullying No Way https://bullyingnoway.gov.au/ |
|  Extension ideas | <ul style="list-style-type: none"> • Ask students to draw a picture of themselves with the words ‘I don’t like you saying those words to me.’ • Encourage students to access and read one of the following books. <ul style="list-style-type: none"> • <i>Ant and the Big Bad Bully Goat</i> (Andrew Fusek Peters & Anna Wadham, 2007, Child’s Play International Ltd) • <i>Big Bully Hippo</i> (Stuart Trotter, 2006, Rockpool Children’s Books) • <i>Oliver Button is a Sissy</i> (Tomie De Paola, 2001, Harcourt Trade Publishers) • <i>I’m Number One!</i> (Michael Rosen & Bob Graham, 2009, Walker Books) • <i>Pig Enough</i> (Janie Bynum, 2003, Harcourt Books) |

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| <p>Activity 6</p> | <p>Practising using positive thinking</p> |
| <p> Learn at home</p> | <p>page 41 in resource</p> <p>Positive thinking</p> <ul style="list-style-type: none"> • Create a video using Bounce-back Bear explaining positive thinking and how Bounce-back Bear uses this trick to make himself feel better. In the video model some helpful and positive thoughts that could be used eg Your teddy has to tell news and is feeling worried. Bounce-back Bear could think – 'It's okay to be nervous, everyone gets nervous at some time. I can do this'. • Option 1 – Ask students to create their own video, story or picture with their Bounce-back Bear where they choose a scenario and what their bear will do to think positively. Upload to Connect. <p>Singing time</p> <ul style="list-style-type: none"> • Encourage students and family members to attempt the songs as per the instructions on page 41. An alternative is to have an online sing-a-long if technology allows. <div style="background-color: #f0f0f0; padding: 10px; border: 1px solid #ccc;"> <p> Note Provide the song words and the instructions.</p> </div> |
| <p> Find out more</p> | <ul style="list-style-type: none"> • Anxiety Australia (Overcoming fear) https://www.anxietyaustralia.com.au/overcoming-fears-and-phobias/ • ReachOut (Anxiety) https://au.reachout.com/mental-health-issues/anxiety • Kids helpline https://kidshelpline.com.au/ |
| <p> Extension ideas</p> | <ul style="list-style-type: none"> • Encourage students to create a puppet show for their family using their teddy bear starting at a new school. Include how they may be feeling and the positive thoughts they are having to help them feel better. |
| <p>Activity 7</p> | <p>Practicing reading emotions</p> |
| <p> Learn at home</p> | <p>pages 42-43 in resource</p> <p>Reading emotions</p> <ul style="list-style-type: none"> • If a family member is available, they can conduct the two 'brainstorm' activities on page 42 and process the brainstorms with the 'Ask' questions. |

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| | <p>Note Provide the brainstorm activities and 'Ask' questions to parents.</p> <ul style="list-style-type: none"> Ask students to choose an emotion and draw a self-portrait of themselves showing this emotion. They scribe (or get someone to help them) the emotion under their self-portrait. This can be in their health book or on a piece of paper. Students take a photo of their self-portrait and upload to Connect. |
| <p> Extension ideas</p> | <ul style="list-style-type: none"> Encourage students to play a game of charades with a family member changing faces to reflect emotions ie happy, sad, disappointed, angry, worried and excited. Make a salt dough bear as explained on page 42. |
| <p>Activity 8</p> | <p>I am boss of my 'out of control' feelings</p> <p>page 44 in resource</p> |
| <p> Learn at home</p> | <p>T-chart</p> <ul style="list-style-type: none"> Option 1 – If a family member is available, they can assist with the T chart activity. Provide instructions to parents. Option 2 – Use the classroom chat to explain 'calm' and 'not calm' and identify words to describe these feelings. <p>Calm down</p> <ul style="list-style-type: none"> Option 1 – Ask students to draw a picture of themselves using strategies that they use to calm down when they are feeling very angry, upset or nervous. Option 2 – Students write a story about what Bounce-back Bear does to calm down when they are feeling very angry, upset or nervous. Option 3 – Students are videoed explaining what they do to calm down when they are feeling very angry, upset or nervous. |
| <p> Find out more</p> | <ul style="list-style-type: none"> Anxiety Australia (Overcoming fear) https://www.anxietyaustralia.com.au/overcoming-fears-and-phobias/ ReachOut (Anxiety) https://au.reachout.com/mental-health-issues/anxiety Kids helpline https://kidshelpline.com.au/ Smiling Mind https://www.smilingmind.com.au/ |

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|  Extension ideas | <ul style="list-style-type: none"> Encourage students to practice some clever tricks to calm down eg taking deep breaths, having a drink of water, counting to five slowly, etc. |
| Activity 9 | Don't be a blind mouse – think for yourself pages 45-46 in resource |
|  Learn at home | Three Blind Mice <ul style="list-style-type: none"> Encourage a sing-a-long in the classroom chat of the song 'Three Blind Mice' or alternatively watch the cartoon version at https://www.youtube.com/watch?v=h1U0sWcNNIQ. Lead a discussion using the 'Ask' questions on page 45 or ask parents to lead the discussion. <div style="background-color: #f0f0f0; padding: 10px; margin: 10px 0;"> <p>i Note Provide 'Ask' questions to parents.</p> </div> <ul style="list-style-type: none"> Email the activity sheet <i>Don't be a blind mouse</i> (page 46) or upload to Connect for students to download and print. Ask students to colour in the mouse shape and then glue or tape on a wool tail. On the activity sheet write the words – 'Don't be a blind mouse'. |
|  Extension ideas | <ul style="list-style-type: none"> Learn the words to 'Three clever mice' (page 45). |
| Activity 10 | Practise and don't give up pages 47-48 in resource |
|  Learn at home | Clever tricks to bounce back <ul style="list-style-type: none"> Option 1 – Email activity sheet <i>Clever tricks to bounce back</i> (page 48) or upload to Connect for students to download and print. Ask students to individually (or with assistance) read through the activity sheet highlighting with coloured pencils one skill they think they should practise more. Students can colour the sheet in and put it on the fridge where they can see it and be reminded of what they need to practise. Option 2 – Email activity sheet <i>Clever tricks to bounce back</i> (page 48) or upload to Connect. Ask students to individually (or with assistance) read through the activity sheet and choose one skill they think they should practise more. Students copy down the words onto a piece of paper, illustrate it and put the sheet on the fridge where they can see it and be reminded of what they need to practise. |