

CHALLENGES & CHOICES

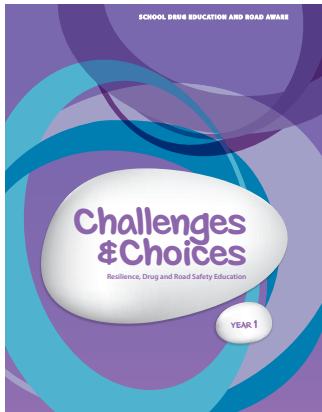
YEAR 1

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 | Year 1 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/1223/resilience-and-wellbeing-yr1.pdf>.





Activity 1	Being thankful
 Learn at home	<p>pages 31-33 in resource</p> <p>Chester and Gil</p> <ul style="list-style-type: none"> • Create a short video reading the storybook <i>Chester and Gil</i> by Carol Faulkner to students or alternatively access via https://www.youtube.com/watch?v=WhP4THjirZY. • After listening to the story, ask students to share their responses to the questions asked on page 31 (following the shared reading prompt) via the classroom chat. <p>Note</p> <p>If the book is unavailable ask students to discuss with their online school team, family members or brainstorm individually what makes them happy and what makes them sad. Discuss how you can make sad into happy eg by changing your self-talk. For example, <i>'Tom doesn't want to play with me' TO 'I'm okay that Tom doesn't want to play with me right now. I'm still his friend. I'll go find someone else to play with now'</i>. Discuss other examples where changing self-talk can make you happier.</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 it 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 Bounce-back Bear activity sheet on page 32 or load onto Connect for students to download. Students can print and colour the picture in. <p>Thankful glasses</p> <ul style="list-style-type: none"> • Option 1 – Send students the instructions on how to make their own pair of 'thankful glasses' (page 31) via email or upload to Connect. Once they have made the glasses, they can take a photo of themselves wearing them and upload to Connect. Ask parents to explain to their child why it is important to be thankful. • Option 2 – Ask parents to explain why it is important to be thankful. Students can draw a picture of themselves with big, fancy glasses on. These will be the 'thankful glasses'. Next to the picture of themselves wearing glasses, ask students to (with help from parents if required) write down what they are thankful for that has happened to them in the last week eg <i>'I'm thankful that my Mum made my favourite dinner last night'</i>.





	<p>Thank you throne</p> <ul style="list-style-type: none"> Students to draw and decorate a throne and to thank each of their family members for something they do for them. For example, <i>'Thank you Dad for cooking nice food'. 'Thank you Mum for playing'</i>. Students can take a photo of their throne 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 Year 1 Focus Area 1: Resilience and Wellbeing Family Information Sheet – <i>Resilient kids</i> (page 33) https://www.sdera.wa.edu.au/media/1223/resilience-and-wellbeing-yr1.pdf
 Extension ideas	<ul style="list-style-type: none"> Ask parents to discuss with their child the following sayings (or other optimist thinking sayings of their own choice) and what they mean. <ul style="list-style-type: none"> When life hands you lemons, make lemonade. Every cloud has a silver lining. When it rains look for rainbows.
Activity 2	Everyone makes mistakes
	pages 34-37 in resource
 Learn at home	<p>The Ugliest Dog in the World</p> <ul style="list-style-type: none"> Create a short video reading the storybook to students or alternatively access via https://www.youtube.com/watch?v=iROtJcoUrWU After listening to the story, ask students to share their responses to the questions asked on page 34 (following the shared reading prompt) via the classroom chat. <p>Everyone makes mistakes</p> <ul style="list-style-type: none"> Email the <i>Everyone makes mistakes</i> activity sheet on page 35 or load onto Connect for students to download. Students can complete the activity sheet independently or with help from a parent. Students can take a photo of their work and upload to Connect.
 Engaging parents	<ul style="list-style-type: none"> Email or make available on Connect the following Family Information Sheets. Challenges and Choices Year 1 Focus Area 1: Resilience and Wellbeing Family Information Sheet – <i>Creating resilient kids together</i> (page 36) and <i>Resilience skills to practise</i> (page 37) https://www.sdera.wa.edu.au/media/1223/resilience-and-wellbeing-yr1.pdf



 Extension ideas	<ul style="list-style-type: none"> • Ask parents to read the following article with their child and to discuss places they can go to for help. https://kidshelpline.com.au/kids/issues/everybody-makes-mistakes
	<ul style="list-style-type: none"> • Watch Frog is Frog (and Friends) on YouTube. There are many different episodes that look at the challenges that frog faces and the mistakes that he makes. • Ask students to draw a picture of when something did not go well for them eg they fell off their bike or scooter or they had a fight with a friend or sibling. Get students to talk to their online school team or family members about what happened and how they coped and responded to the situation. • Watch Todd Parr read his book, <i>It's ok to make mistakes</i> https://www.youtube.com/watch?v=QZlhN55ij2Q.
Activity 3	Being the boss of anger pages 38-39 in resource
 Learn at home	<p>Fist of Five Voting</p> <ul style="list-style-type: none"> • Voting can be set up in Office 365 class notebook or you can get your students to vote using numbers 1 to 5 with their online school team in the classroom chat. Discuss students' votes as suggested on page 38. Emphasise identifying emotions and then talking about them with someone they trust. <p>Bounce Back Bear</p> <ul style="list-style-type: none"> • Explain the strategies Bounce-back Bear uses to help him be 'Boss of his anger' via the classroom chat. • Email the activity sheet <i>Coping responses</i> on page 39 to students or upload via Connect for students to print out. • Discuss the strategies on the activity sheet with students via the classroom chat talking about what could be the good things and not so good things about using each of the coping responses. Parents could also lead this discussion. • Ask students to get a blank piece of A4 paper and write the title <i>Clever ways to be boss of my anger</i> at the top. • Students choose the coping responses from the activity sheet <i>Coping responses</i> that they think would work best for them, colour them in, cut them out, and glue them on their A4 page. • The personalised student A4 page, <i>Clever ways to be boss of my anger</i>, can then be placed on the fridge for reference.

 Engaging parents	<ul style="list-style-type: none"> • Ask parents to encourage students to practise using their favourite coping responses at home with family and at the end of the week discuss: <ul style="list-style-type: none"> • which ones they used the most • if the coping responses worked or didn't work and why • which coping responses they like the best and why. • Ask parents to visit https://kidshelpline.com.au/kids and complete the emotion meter with their child.
 Find out more	<ul style="list-style-type: none"> • Black Dog Institute https://blackdoginstitute.org.au/docs/default-source/psychological-toolkit/9-anger--dealing-with-anger-and-impulsivity.pdf
Activity 4	Being a good friend pages 40-41 in resource
 Learn at home	<p>Y Chart</p> <ul style="list-style-type: none"> • Ask parents to complete this activity with students or use the classroom chat to provide instructions and collate responses from students. • Students draw a Y chart on a piece of paper and write on it having a friend looks like, having a friend sounds like, and having a friend feels like in the three different areas created by the Y. Students can discuss their answers in the classroom chat or with their parents. <p>Being a good friend</p> <ul style="list-style-type: none"> • Email a copy of the activity sheet <i>Being a good friend</i> page 41 to students or upload to Connect. Ask parents to play the game of concentration with their children using the attributes from the activity sheet made into cards. <p>One good way to be a friend is....</p> <ul style="list-style-type: none"> • Ask students to write the below sentence onto a page <i>One good way to be a good friend is to...</i> then illustrate the sentence and email it to you or take a photo and upload it to Connect. You can then collate into a thumbnail of drawings and share with the class.
 Engaging parents	<ul style="list-style-type: none"> • Raising Children – The Australian Parenting Website (School aged 5-8 years) https://raisingchildren.net.au/school-age • Ask parents to explore this page with their child https://kidshelpline.com.au/kids/issues/making-friends.

Activity 5	What to do when bullied pages 42-43 in resource
 Learn at home	King of the playground <ul style="list-style-type: none"> • Create a short video reading the storybook <i>King of the playground</i> by Phyllis Reynolds Naylor and Nola Langer Malone to students or alternatively access via https://www.youtube.com/watch?v=tUQRMjftVsY. • After watching/reading the storybook, use the classroom chat to ask the discussion questions and discuss the key points from the book. As an alternative, parents could lead this discussion with their child. I know what to do if I am bullied <ul style="list-style-type: none"> • Email a copy of the activity sheet <i>I know what to do if I am bullied</i> page 43 to students or upload to Connect. Students complete, colour and place of the fridge or on another 'easy viewed' spot in the house.
 Engaging parents	<ul style="list-style-type: none"> • Ask parents to explore the following page with their child https://kidshelpline.com.au/kids/issues/bullying-not-ok.
 Find out more	<ul style="list-style-type: none"> • Bullying No Way https://bullyingnoway.gov.au/RespondingToBullying/Parents https://bullyingnoway.gov.au/TeachingAboutBullying
 Extension ideas	<ul style="list-style-type: none"> • Access <i>Lucy and the Bully</i> by Claire Alexander via the online local library.
Activity 6	Practising managing anger page 44 in resource
 Learn at home	Coping responses <ul style="list-style-type: none"> • Ask parents to lead the 'Ask' discussion questions or you can lead the questions through the classroom chat. • Using the coping cards from Activity 3 (activity sheet <i>Coping responses</i> page 39 email to class or load onto Connect for students to download and print) ask parents to select a scenario from page 44 and role play an appropriate and an inappropriate coping response. Discuss the difference(s) between the two coping responses. <ul style="list-style-type: none"> • Which one worked better? Why? • Does the same coping response always work? Why or why not? • When do you think you could use this coping response in 'real-life'?

	<p>Puppet play</p> <ul style="list-style-type: none"> Working together parents and students create two finger puppets from paper, felt or fabric. Explain that they are to create a puppet-play using the two finger puppets. One puppet is angry about something and the other puppet is going to use some or all of the coping responses discussed to deal with the puppet's anger. After the puppet play, discuss how the 'characters' felt, what they did and what they would do next time. Option – Video the puppet-play and share via Connect.
 Find out more	<ul style="list-style-type: none"> Relaxation, meditation and managing strong emotions https://www.smilingmind.com.au/ https://www.healthdirect.gov.au/relaxation-techniques-for-stress-relief https://raisingchildren.net.au/guides/first-1000-days/looking-after-yourself/anger-management-for-parents
 Extension ideas	<ul style="list-style-type: none"> Design a poster of a good coping response for managing anger. Share with the teacher via Connect.
<p>Activity 7</p>	<p>Identifying strengths in friends</p> <p>page 45 in resource</p>
 Learn at home	<p>A good friend</p> <ul style="list-style-type: none"> Ask students to write at the top of a blank piece of paper the following sentence. <i>Good friends do or say things that make you want them to be your friend. What are the things they do or say?</i> They then write or draw the responses under the sentence. Students email or upload a photo of their page to Connect. <p>Identifying strengths</p> <ul style="list-style-type: none"> Option 1 – Develop a class sheet with students' names on it. At the top of the sheet make sure there is a list of attributes/strengths that students can refer to. Email to students or load onto Connect for students to download. Ask each student to write a strength next to each class member's name. Ask students to submit these to the teacher. The teacher collates a list of responses for each student and emails them to each individual. Option 2 – Set up a class padlet (PADLET.com) with a photo and space for each student. Students go to the padlet and write in strengths/attributes for their peers.
 Find out more	<ul style="list-style-type: none"> ReachOut https://au.reachout.com/articles/what-makes-a-good-friend

 Extension ideas	<ul style="list-style-type: none"> Trace around family members' heads on a large sheet of paper to create a silhouette. Write each person's name on the bottom of the paper under the matching silhouette. Display them. Ask family members to write or draw the strengths this person has that makes them a good family member, a good friend or a good person to play with.
Activity 8	Practising dealing with being bullied page 46 in resource
 Learn at home	Friendly or unfriendly <ul style="list-style-type: none"> Option 1 – Create a worksheet using the scenarios on page 46 with space from students to choose either 'friendly' or 'unfriendly'. Email the worksheet or upload to Connect for students to download and print. Connect the survey. Discuss the results and the 'Ask' questions on page 46 using the classroom chat. Option 2 – Voting for 'friendly' or 'unfriendly' can be set up in Office 365 class notebook or you can get your students to vote with their online school team in CHAT. Discuss students' votes and the 'Ask' questions on page 46 via the classroom chat. Conduct an online class meditation/relaxation sessions with students OR ask parents to conduct one using the guided relaxations from the websites in the 'Engaging parents' section of this activity.
 Engaging parents	<ul style="list-style-type: none"> Ask parents to explore the following with their child and look to build in a short time of meditation/relaxation with their child every day. Smiling Minds https://www.smilingmind.com.au Headspace https://www.headspace.com/meditation/kids
Activity 9	Planning to practise the clever tricks pages 47-48 in resource
 Learn at home	Storytime with Bounce-back Bear <ul style="list-style-type: none"> Create a short video or write a story that highlights Bounce-back Bear developing a plan to achieve a goal. Include in the video what a goal is and the steps that need to be followed to achieve a goal. Clever tricks to bounce back <ul style="list-style-type: none"> Email a copy of the activity sheet <i>Clever tricks to bounce back</i> page 48 to students or load onto Connect for students to download.

	<ul style="list-style-type: none"> • Ask students to read the sheet and highlight the skills that they think they are good at. Then using a different colour, highlight one skill that they want to get better at. This is their goal for the week! Ask students to share this with their family.
 Find out more	<ul style="list-style-type: none"> • ReachOut https://au.reachout.com/articles/set-goals-like-a-boss
 Extension ideas	<ul style="list-style-type: none"> • Students can make a list of ways they can practise the skills to achieve their goal over the week. • Students can make a goal chart and every time they practise their skill give themselves a tick. When they get to five ticks, they have practised their goal well this week!