

CHALLENGES & CHOICES

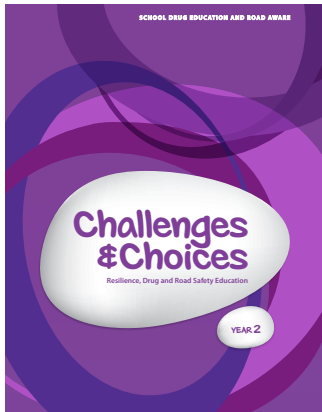
YEAR 2



**LEARN
AT HOME**

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








Challenges and Choices | Year 2 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/1231/resilience-and-wellbeing-yr2.pdf>.




Activity 1	Other people can make us feel better pages 31-39 in resource
 Learn at home	<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 (page 32) or load onto Connect for students to download. Students can print and colour the picture in. <p>Someone to talk to</p> <ul style="list-style-type: none"> • Ask students to draw a picture about when they were worried about something and who they talked to about how they were feeling. Students need to annotate the drawing. Some may need assistance from a parent to scribe. Students can take a picture of their picture/story and upload to Connect. • Create a small video of Bounce-back Bear sharing a situation where he was worried about something and who he spoke to about it. Explain to students that they will have different people that they talk to depending on the problem or situation. Having lots of different people to talk to is a good thing. Upload the video 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 2 Focus Area 1: Resilience and Wellbeing Family Information Sheet – <i>Creating resilient kids</i> (page 37), <i>Resilient kids</i> (page 38) and <i>Resilience skills to practise</i> (page 39) https://www.sdera.wa.edu.au/media/1231/resilience-and-wellbeing-yr2.pdf
 Extension ideas	<ul style="list-style-type: none"> • Have students identify three possible problems they may have and who they could talk with about them. Draw the people and how they could help. • Listen to music with uplifting messages eg 'I feel better' by Gotye https://www.bing.com/search?q=I+feel+better+Gotye&src=IE-SearchBox&Form=IE8SRC or the 'Bounce-back Song' https://www.youtube.com/watch?v=RKN2KEHn5dk



Activity 2	Helpful thinking makes us feel better pages 40-41 in resource
 Learn at home	<ul style="list-style-type: none"> • Create and upload a short video reading of the book Henny Penny, Chicken Little or Chicken Licken for students to watch or encourage them to watch the book being read at: <ul style="list-style-type: none"> • Henny Penny https://www.youtube.com/watch?v=EloRKWQKj6s • Chicken Little https://www.youtube.com/watch?v=JGQkt1xYhII • Chicken Licken https://www.youtube.com/watch?v=6ER5HeXRKaA • Lead a discussion with students in the classroom chat (or have parents lead a discussion with their child) using the following questions as prompts. <ul style="list-style-type: none"> • Was the character using helpful or unhelpful thinking? • How do you think the character was feeling? • Was the character feeling this way because of how he/she was thinking? • Did the character do something because of how he/she was feeling? • What could the character have done to feel better? <div style="background-color: #e0e0e0; padding: 10px; margin-top: 10px;"> <p> Note Provide the questions to parents if they are leading the discussion.</p> </div> <p>Helpful thinking</p> <ul style="list-style-type: none"> • Create a short video using Bounce-back Bear that introduces the idea of ‘helpful’ and ‘unhelpful’ thinking. Examples that you could discuss include: If a classmate says they won’t play with you, does that mean you are a bad friend? If your mum or dad shouts at you, does that mean they don’t like you? If you forgot your library book one week, does that mean you will forget it every week? If you are worried about mum not picking you up from school, does that mean that it’s going to happen? Emphasise that choosing ‘helpful’ thinking feels better and you tend to behave in a more positive and productive way. Upload to Connect. • Email to each student one of the ‘cards’ from the activity sheet <i>Helpful and unhelpful thinking</i> (page 41) or make the activity sheet available through Connect. • Students are to explain what is happening in the story on their card and what their character could say to themselves that would be ‘helpful’ thinking. Students can share their story and their helpful thinking through recording an audio file or video, drawing a picture and writing an explanation, or writing down their thoughts in their health book. Upload to Connect.




 Extension ideas	<ul style="list-style-type: none"> Find an object to represent 'helpful and positive thinking' for their Bounce-back Bear's backpack of clever tricks that will prompt them to remember to use 'helpful' thinking.
Activity 3	I know how you are feeling pages 42-43 in resource
 Learn at home	<p>Feelings</p> <ul style="list-style-type: none"> Option 1 – Create a short video to upload to Connect using Bounce-back Bear. In the video discuss how Bounce-back Bear works out how people are feeling by watching others' behaviour eg their facial expressions, their body language etc. Provide some examples by showing different facial expressions. Option 2 – Working with a parent/family member ask them to make a variety of facial expression where the student has to 'guess' how they may be feeling. Provide the 'Ask' questions on page 42 to process the activity. <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 empathy is and why we need to develop and use empathy and what it looks, feels and sounds like. Write or draw the suggestions in the Y-chart. Ask students to draw a pair of shoes at the bottom of their Y-chart and to write the words – I know how you are feeling. If online is available, it may be possible to discuss the Y-charts through the classroom chat or similar. <p>I know how you are feeling</p> <ul style="list-style-type: none"> Email activity sheet <i>I know how you are feeling</i> (page 43) or upload to Connect for students to download and print. Ask students to individually (or with assistance) read through the activity sheet completing the different tasks. Option – Students can record a video of themselves explaining the feeling they have drawn and what they will do to use their clever 'empathy' skill. Upload to Connect.
 Extension ideas	<ul style="list-style-type: none"> Find an object (eg a shoe) to represent the clever 'empathy skill' and place in Bounce-back Bear's backpack of clever tricks OR place the Y-chart and/or <i>I know how you are feeling</i> (page 43) activity sheet in the backpack.

Activity 4	Ways to disagree pages 44-46 in resource
 Learn at home	<p>Disagreement</p> <ul style="list-style-type: none"> Students can individually complete a word splash or brainstorm on the word 'disagreement' if a small group or online team is not available. Alternatively, this can be conducted with family members. At the end of the activity make sure students have a clear understanding of the term 'disagreement' (explanation page 44). <p>Dealing with disagreements</p> <ul style="list-style-type: none"> Email the activity sheet <i>Bulldog, mouse and panda</i> (page 45) or load onto Connect for students to download and print. If possible, ask an adult in the home to model the three styles of communication shown on this page eg bulldog, mouse, panda or video yourself modelling these communication styles and make the video available through Connect. Lead a discussion on the three different communication styles (or get parents to lead the discussion) emphasising what each communication style looks like, feels like, and sounds like. Email the activity sheet <i>Ways to disagree</i> (page 46) or load onto Connect for students to download and print. Students work independently (or with support) to complete this activity sheet. Students can colour in the page and put in their Bounce-back Bear backpack.
 Extension ideas	<ul style="list-style-type: none"> Students create a roleplay using Bounce-back Bear or finger puppets acting out a situation where the problem or disagreement is solved using panda's skills. Students can video their roleplay and upload to Connect. Students create a poster to put up in their house that shows the types of panda skills that can be used to help when there is conflict or a disagreement. Students create a poster for the fridge using one of the following prompts. <ul style="list-style-type: none"> I feel...I think you feel... What do you want?... One way we could solve our problem is....What do you think?... Do we need to ask someone for help with our problem?

Activity 5	What to do when someone else is bullied
	pages 47-48 in resource
 Learn at home	<p>Tuning in to bullying</p> <ul style="list-style-type: none"> Using an online space lead a discussion about bullying using the 'Ask' questions on page 47 or ask parents to lead a discussion. <div style="background-color: #f0f0f0; padding: 10px; margin: 10px 0;"> <p>Note Provide 'Ask' questions to parents if they are going to lead the discussion.</p> </div> <p>Helping someone</p> <ul style="list-style-type: none"> Create a short video using Bounce-back Bear to introduce the 5 steps to follow to help someone who is being bullied (page 47). Upload to Connect. Option 1 – Email the activity sheet <i>I know how to help when someone is being bullied</i> (page 48) or upload to Connect for students to download and print. Ask students to cut out the steps (bottom of the page) and glue them into the balloons and then answer the question at the bottom. Students can take a photo of their activity sheet and upload to Connect or paste in their health book. Option 2 – Ask students to create a poster with the 5 steps to follow if they see someone being bullied. They also need to add to the poster the names of three people they could ask for help if they, or someone they know, is being bullied. Students can take a photo of their poster and upload to Connect or paste in their health book.
 Find out more	<ul style="list-style-type: none"> Bullying No Way https://bullyingnoway.gov.au/
 Extension ideas	<ul style="list-style-type: none"> Listen to the song 'Hey you kids/' by the Jelly dots. https://www.youtube.com/watch?v=GoMSuLtNk_0 Find an object to represent 'dealing with bullies' for their Bounce-back Bear backpack of clever tricks that will prompt them to remember what to do if they, or someone they know, is being bullied eg a superhero figurine. Read or watch one of the following books being read. <ul style="list-style-type: none"> <i>King of the Playground</i> (Phyllis Reynolds Naylor & Nola Langner Malone, 1994) https://www.youtube.com/watch?v=e0J7IVmh1V4

	<ul style="list-style-type: none"> • <i>Lucy and the Bully</i> (Claire Alexander, 2008) https://www.youtube.com/watch?v=j--s229P4p4 • <i>No More Teasing</i> (Emma Chichester Clark, 2004) https://www.youtube.com/watch?v=j--s229P4p4
Activity 6	Practising reading emotions
	page 49-50 in resource
 Learn at home	<p>Create a chatterbox</p> <ul style="list-style-type: none"> • Ask students to create a chatterbox https://www.cleverpatch.com.au/ideas/by-product-type/paper-and-card/chatterbox. In each of the spaces that the chatterbox creates, write a feeling eg sad, happy, angry, frustrated etc. Students then play the chatterbox game with family members asking them to create the facial expressions and/or act out the feelings. • After the activity, have the students discuss with their family members how they knew what feeling was being modelled. <p>I can read feelings in others</p> <ul style="list-style-type: none"> • Email a copy of the activity sheet <i>I can read feelings in others</i> (page 50) or upload to Connect for students to download and print. Ask students to complete this individually or with support if required.
 Engaging parents	<ul style="list-style-type: none"> • Watch a TV program on mute. Guess how the characters are feeling by using cues other than speech. • Students find an object to represent 'reading emotions' for their Bounce-back Bear's backpack of clever tricks that will prompt them to remember how to read others' emotions eg a pair of glasses. • Using Bounce-back Bear, ask students to talk to the bear when they are feeling different feelings. How do they think Bounce-back Bear would know what they are feeling such as body language, tone of voice or other signals?
Activity 7	Practising good ways to disagree
	pages 51-52 in resource
 Learn at home	<p>Revise</p> <ul style="list-style-type: none"> • Revise bulldog, mouse and panda ways of communicating and resolving disagreements via a classroom chat or ask parents to complete the revision. • Explain that it is normal for people to argue or disagree however, if we learn to use and practise the 'panda' skills for dealing with disagreement a fight does not have to occur. If a fight does occur, it is always important to say sorry and make up with the other person.

	<p>Finger puppets</p> <ul style="list-style-type: none"> • Option 1 – Email the activity sheet <i>Finger puppets</i> (page 52) or upload to Connect to be downloaded and printed. Ask students to colour each picture and then cut them out. Provide students with a scenario each (page 51) that they need to roleplay responding in a bulldog, mouse and panda way. Ask students to discuss how the different characters would feel in each of their roleplays. Video the roleplays and upload to Connect. • Option 2 – Provide a scenario to each student. Ask students to write a three-part story map. Part 1 – The scenario. Part 2 – What the panda would do, say, feel. Part 3 – How everyone feels at the conclusion by using the panda way. Students can illustrate their story. <div style="background-color: #f0f0f0; padding: 10px; margin-top: 10px;"> <p>i Note 3-part story instructions are found on page 188 of the Year 2 Challenges and Choice resource. https://www.sdera.wa.edu.au/media/1240/teaching-and-learning-strategies-yr2.pdf</p> </div>
<p> Engaging parents</p>	<ul style="list-style-type: none"> • Find an object to represent ‘dealing with disagreements’ for Bounce-back Bear’s backpack of clever tricks eg a drawing of a panda. • Encourage students to use the panda’s skills when they disagree with family members. • Have students draw a picture of a panda, colour it in and put on the fridge as a reminder on the ‘panda way’ of dealing with disagreements.
<p>Activity 8</p>	<p>Asking for help</p> <p>page 53-54 in resource</p>
<p> Learn at home</p>	<p>Asking for help OR not!</p> <ul style="list-style-type: none"> • Create a short video with Bounce-back Bear explain the difference between asking for help and getting someone in trouble or ‘dobbing’. Include in the video information about why we have rules at home, at school and in the community and what might happen if rules didn’t exist. Explain sometimes we have to be brave or do something ‘that bit extra’ to follow the rules and ‘do the right and kind thing’. Revise the five steps in helping someone who is being bullied. Upload to Connect. • Email activity sheet <i>Asking for help or getting someone into trouble</i> (page 54) or upload to Connect for students to download and print. • Students colour in the pictures and then working individually, or with assistance, determine whether in each scenario the character is asking for help or trying to get someone into trouble. They need to write – <i>Asking for help</i> OR <i>Causing trouble</i> on each picture box. Students can take a photo and upload to Connect or glue in their health book.

 Extension ideas	<ul style="list-style-type: none"> Find an object to represent 'asking for help' for Bounce-back Bear's backpack of clever tricks eg a picture of a phone.
Activity 9	Putting clever tricks into practice pages 55-56 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 56) 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 eg helpful thinking, reading emotions in others, good ways to deal with disagreements or what to do if someone is being bullied. 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 56) 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. Students set a goal for practising one of the skills and share this with a family member.
 Extension ideas	<ul style="list-style-type: none"> Review the objects in the Bounce-back Bear's backpack of clever tricks and discuss when to use them with a family member.