

CHALLENGES & CHOICES

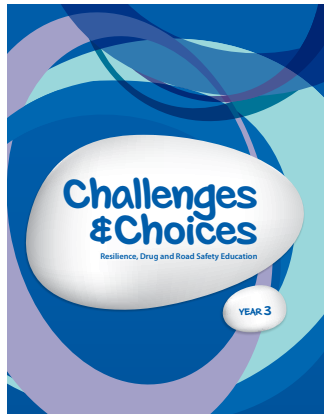
YEAR 3



**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 3 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/1251/resilience-and-wellbeing-yr-3.pdf>.




Activity 1	Recognising and accepting differences pages 31-34 in resource
 Learn at home	<p>Similarities and differences</p> <ul style="list-style-type: none"> • Ask students to list their likes or dislikes, favourite activities, and favourite subject/s at school on a blank piece of paper. • Students share their responses in the online learning community, classroom chat or with family members. • Discuss similarities and differences with responses using the guiding questions column 1 page 31. Stress through this activity the importance of making connections with others. <p>Resilience skills to practise</p> <ul style="list-style-type: none"> • Email the <i>Resilience skills to practise</i> activity sheets on pages 32-33 or load onto Connect for students to download and print. 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 Sheet. Challenges and Choices Year 3 Focus Area 1: Resilience and Wellbeing Family Information Sheet – <i>Creating resilient kids together</i> (page 34) https://www.sdera.wa.edu.au/media/1251/resilience-and-wellbeing-yr-3.pdf
 Find out more	<ul style="list-style-type: none"> • Headspace https://headspace.org.au • Be You https://beyou.edu.au/
 Extension ideas	<ul style="list-style-type: none"> • Below the student's list of likes/dislike, favourite activities and subjects, ask students to list five ways they can include others in their activities or games in the classroom or playground. Lead a discussion (or have parents discuss with their child) on the benefits of everyone been included in a game or activity and why it is important to be 'inclusive'. The term 'inclusive' may need to be defined. • Have students identify three skills from the <i>Resilience skills to practise</i> worksheets that they need to practise more and commit to practising these skill/s. Students can highlight the skills with a highlighter pen and share the skills to work on with their parents. Remind students to check in at the end of the week to see how they have gone.




Activity 2	Changing unhelpful thoughts to helpful thoughts
 Learn at home	<p data-bbox="607 197 936 229">pages 35-39 in resource</p> <p data-bbox="607 256 1070 288">Un-helpful and helpful thinking</p> <ul data-bbox="607 296 2085 903" style="list-style-type: none"> • Create a short video reading or podcast of one of the storybooks below. <ul data-bbox="645 331 1962 480" style="list-style-type: none"> • <i>Sometimes I Feel Awful</i> (Joan Singleton Prestine, McGraw Hill, New York, 2003) • <i>Lizzy's Ups and Downs: NOT an Ordinary School Day</i> (Jessica Harper & Lindsay Harper DuPont, HarperCollins, New York, 2004) • <i>Snakes and Ladders</i> (Michael Morpurgo, Heinemann Young Books, London, 2000). • Ask students to watch the video or listen to the podcast and then answer the following questions in the classroom chat or on paper and email in. <ul data-bbox="645 568 2085 903" style="list-style-type: none"> • Did the main character use helpful or unhelpful thinking? Why? • How did the main character's way of thinking affect how he/she felt? • Did this affect how the main character acted (what he/ she did)? • What could the main character have done if he/she was worried? • Is it normal for everyone to have 'ups and downs' in their life? • How does our skin 'bounce back' if it is cut or scratched? • How do our bones 'bounce back' if they are broken? • How does our body 'bounce back' when it has a cold or flu? • How does talking to someone we care about or love, help us to 'bounce back' when we are feeling sad? <div data-bbox="607 919 2136 1046" style="background-color: #f0f0f0; padding: 10px;"> <p data-bbox="645 935 768 967">i Note</p> <p data-bbox="645 983 1906 1015">Students could record their answers to the questions and send in the video/audio recording.</p> </div> <ul data-bbox="607 1078 2101 1262" style="list-style-type: none"> • Lead a discussion (or have parents lead the discussion) about helpful and unhelpful thinking. Use: <ul data-bbox="645 1114 2101 1262" style="list-style-type: none"> • discussion points in column 2 page 35 to introduce Bounce-back Bear with emphasis on his backpack of tools/strategies • helpful and unhelpful thinking explained using column two page 35 and examples from page 37 • Bounce-back Bear to help explain the impact of helpful and unhelpful thinking. <div data-bbox="607 1278 2136 1406" style="background-color: #f0f0f0; padding: 10px;"> <p data-bbox="645 1294 768 1326">i Note</p> <p data-bbox="645 1342 1664 1374">Provide discussion questions for parents if they are leading the discussion.</p> </div>



	<p>I can spot helpful thoughts</p> <ul style="list-style-type: none"> Email the activity sheets <i>I can spot helpful thoughts</i> (page 38) and <i>I can spot unhelpful thoughts</i> (page 39) or load onto Connect for students to download and print. Students can complete the activity sheet independently or with help from their parents. Students can take a photo of their work and upload to Connect.
 Find out more	<ul style="list-style-type: none"> Be You https://beyou.edu.au/
 Extension ideas	<ul style="list-style-type: none"> Email the Bounce-back Bear activity sheet on page 36 or load onto Connect for students to download. Students can print and colour the picture, adding their favourite 'helpful thinking' skills to the backpack.
<p>Activity 3</p>	<p>Optimistic self-talk</p>
	<p>pages 40-41 in resource</p>
 Learn at home	<p>Positive and negative thoughts</p> <ul style="list-style-type: none"> Email the activity sheet <i>I know how to be a positive self-talker</i> (page 41) or load onto Connect for students to download and print. Lead a discussion (or have parents do this) about the different ways that Bounce-back Bear and Negative Ned think using the activity sheet. Have students work independently (or with their parent) to complete the activity sheet.
 Find out more	<ul style="list-style-type: none"> Be You https://beyou.edu.au/
 Extension ideas	<ul style="list-style-type: none"> Students could create a 'Best things about our class' power point for their online learning community. Students add their favourite 'positive self-talk' skills to Bounce-back Bear's backpack. Use the scenarios on page 40 to create another worksheet for students to complete. They could discuss the scenario with a family member before answering the questions for each scenario. Students can take a photo of their work and upload to Connect.




<h2>Activity 4</h2>	<h3>Managing uncomfortable feelings</h3> <p>pages 42-44 in resource</p>
<p> Learn at home</p>	<p>Fist of five</p> <ul style="list-style-type: none"> Provide the scenarios on page 42 via email or on Connect for students. Have students read through the scenarios. For each scenario they need to determine their response. Five fingers means 'very' and a fist means 'not at all'. Some students may need to work with a parent for this activity. <div style="background-color: #f0f0f0; padding: 10px; margin: 10px 0;"> <p>Note</p> <p>Students could be video recorded for this activity. A family member could read out the scenario and the student responds using the fist of five and giving an explanation as to their choice. The video could be uploaded to Connect.</p> </div> <p>Coping</p> <ul style="list-style-type: none"> Email the <i>Coping</i> activity sheet on page 44 or load onto Connect for students to download and print. Students to consider the coping strategies that they think they are most likely to use and circle and colour these in.
<p> Find out more</p>	<ul style="list-style-type: none"> Be You https://beyou.edu.au/
<p> Extension ideas</p>	<ul style="list-style-type: none"> Students add their favourite 'coping' skills to Bounce-back Bear's backpack. Ask students to write a story about a time they used a coping skill to help them with a difficult situation. They can share this on Connect. Provide students with the words to the 'If you're angry and you know it' song on page 43. Students can record and share on Connect.
<h2>Activity 5</h2>	<h3>Protecting myself from bullying</h3> <p>pages 45-46 in resource</p>
<p> Learn at home</p>	<p>All about self-respect</p> <ul style="list-style-type: none"> Follow the plan for this lesson from the Online Teaching or Home Schooling Pack but omit the 'circle talk' discussion. Lead a discussion in the classroom chat or ask parents to lead the discussion using the discussion questions on page 45.

	<p>Note Provide discussion questions for parents if they are leading the discussion.</p> <p>I know how to protect myself from bullying</p> <ul style="list-style-type: none"> • Email the <i>I know how to protect myself from bullying</i> activity sheet on page 46 or load onto Connect for students to download and print. • Students work through the activity sheet independently or with support from a parent. Students upload a picture of their completed worksheet to Connect.
<p> Find out more</p>	<ul style="list-style-type: none"> • Kids Helpline https://kidshelpline.com.au/ • Bullying No Way https://bullyingnoway.gov.au/RespondingToBullying/Parents https://bullyingnoway.gov.au/TeachingAboutBullying
<p> Extension ideas</p>	<ul style="list-style-type: none"> • Students create a poster using a publishing program or create artwork showing how to deal with bullying. Students' work could be uploaded to Connect or to a classroom blog. • Students add favourite 'bully proofing skills' to Bounce-back Bear's backpack.
<p>Activity 6</p>	<p>Practising positive thinking and help seeking</p> <p>page 47-48 in resource</p>
<p> Learn at home</p>	<p>The quiz</p> <ul style="list-style-type: none"> • Set up an online quiz (Kahoot or something similar) for students asking questions about coping strategies and helpful thinking strategies. <p>Dealing with problems and setbacks</p> <ul style="list-style-type: none"> • Using the activity sheet <i>Dealing with problems and setbacks</i> (page 47): <ul style="list-style-type: none"> • Option 1 – Email one card only to students • Option 2 – Make the activity sheet available for students to download and print. Students choose one scenario only. • Based on their scenario, students answer the two questions at the bottom of their scenario. They could do this as a video, as a written document or draw their answers. Upload their response to Connect.

	<ul style="list-style-type: none"> Lead a discussion on completion of the activity based on the following two questions (or ask parents to lead the discussion). <ul style="list-style-type: none"> <i>Does practising using help seeking and helpful thinking skills help you to deal with real worries and problems in your life? How?</i> <i>What have you practised today that might help you to make your own decisions when you have a problem?</i> <div style="background-color: #e0e0e0; padding: 5px; margin-top: 10px;"> <p>i Note Provide discussion questions to parents if they are leading the discussion.</p> </div>				
 Find out more	<ul style="list-style-type: none"> Kids Helpline https://kidshelpline.com.au/ 				
 Extension ideas	<ul style="list-style-type: none"> Conduct the writing activity in column 2 on page 47. Students add their favourite 'positive thinking' and 'help seeking' skills to Bounce-back Bear's backpack. Students work with a parent or another family member to roleplay their scenario using helpful and positive thinking skills and effective coping strategies. Video the roleplay and upload to Connect. 				
Activity 7	Practising ways to get along with others				
 Learn at home	<p>page 49 in resource</p> <p>T-chart</p> <ul style="list-style-type: none"> Ask students to make a T-Chart on a blank piece of paper like the diagram below. <table border="1" data-bbox="647 1043 2136 1321" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; padding: 5px;">Ways to get along with others</th> <th style="width: 50%; padding: 5px;">Things that don't help you get along with others</th> </tr> </thead> <tbody> <tr> <td style="height: 150px;"></td> <td style="height: 150px;"></td> </tr> </tbody> </table> <p>Brainstorm in a classroom chat or with other family members. Add responses to the T-chart.</p>	Ways to get along with others	Things that don't help you get along with others		
Ways to get along with others	Things that don't help you get along with others				

	<ul style="list-style-type: none"> • Process using the 'Ask' questions on page 49. <div style="background-color: #f0f0f0; padding: 10px; margin: 10px 0;"> <p>Note Provide the 'Ask' questions if parents are to lead the discussion.</p> </div> <p>Getting along with others</p> <ul style="list-style-type: none"> • Ask students to make their own graffiti sheet by folding a piece of A4 paper into quarters. Each quarter to have its own heading as below. <ul style="list-style-type: none"> • <i>What makes a good listener?</i> • <i>What makes a good winner?</i> • <i>What makes a good loser?</i> • <i>What makes an interesting conversation?</i> • Working independently, in a classroom chat or with family members, brainstorm the characteristics needed in each quarter. Students can share their graffiti via Connect.
<p> Find out more</p>	<ul style="list-style-type: none"> • Be You https://beyou.edu.au/
<p> Extension ideas</p>	<ul style="list-style-type: none"> • Students add their favourite 'good listening skills' and 'positive relationship skills' to Bounce-back Bear's backpack. • Have students identify three skills they feel that they need to practise that may have been identified in the graffiti sheet activity. Students can make a poster to put up in their room to remind them to practise these in the coming week.
<p>Activity 8</p>	<p>Practising protecting myself and others from being bullied</p> <p>page 50-51 in resource</p>
<p> Learn at home</p>	<p>Being confident</p> <ul style="list-style-type: none"> • Lead a discussion (or have parents lead a discussion) emphasising that it is important for students to be confident and think on their own as this can help protect them from being bullied. Having these skills can also give someone the strength to help a person who is being bullied. • If suitable, run a 'thumbs up, thumbs down' teaching and learning strategy using the statements on page 50. Remind students that it is important that they make their own confident choice and look confident.

	<p>Note Parents can also run the ‘thumbs up, thumbs down’ activity. Statements and the strategy will need to be provided.</p> <p>Bully busters</p> <ul style="list-style-type: none"> • Email the <i>Bully busters</i> activity sheet on page 51 or load onto Connect for students to download and print. • Students work through the activity sheet independently or with support from a parent. Students can be videoed giving their responses to the questions for each scenario or they could write or draw what the characters could do/say. Upload their responses to Connect. <p>Note Emphasise seeking help if they cannot stop the bullying.</p>
<p> Find out more</p>	<ul style="list-style-type: none"> • Kids Helpline https://kidshelpline.com.au/ • Bullying No Way https://bullyingnoway.gov.au/RespondingToBullying/Parents https://bullyingnoway.gov.au/TeachingAboutBullying
<p> Extension ideas</p>	<ul style="list-style-type: none"> • Make puppets out of plastic spoons or bamboo spoons using scraps of paper or fabric and role play (Teaching and Learning Strategy page 196) responses to and actions characters can use to cope with bullying situations. Other family members may need to take part in this activity. <p>Note A roleplay that requires students to behave as a ‘bully’ is not recommended.</p> <ul style="list-style-type: none"> • Students add their favourite skills to ‘protect myself and others from being bullied’ to Bounce-back Bear’s backpack.

Activity 9	Putting clever tricks into practice
 Learn at home	<p>pages 52-55 in resource</p> <p>Reflecting on my wellness and bounce back skills</p> <ul style="list-style-type: none"> • Email the <i>Reflecting on my wellness and bounce back skills</i> activity sheet on pages 54-55 or load on to Connect for students to download and print. • Students work through their activity sheet independently or with support from a parent. • Students identify their goal using one of the skills from the 'Not like me' list to practise over the coming week. Students share this goal with a family member or the teacher.
 Find out more	<ul style="list-style-type: none"> • Be You https://beyou.edu.au/
 Extension ideas	<ul style="list-style-type: none"> • Provide a copy of the <i>Clever tricks to bounce back</i> activity sheet on page 53 via email or Connect for students to download and print and place in their Bounce-back Pack. • Encourage students to display their completed Bounce-back Bear's backpack to remind them of all the skills they too can use to build their resilience.