

# CHALLENGES & CHOICES

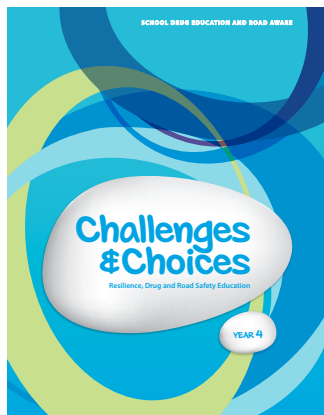
# YEAR 4



**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](http://www.healthywa.wa.gov.au/coronavirus)










## Challenges and Choices | Year 4 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/1243/resilience-and-wellbeing-yr-4.pdf>.




Activity 1	Explaining why bad things happen
 Learn at home	<p>pages 31-35 in resource</p> <p><b>Alexander and the terrible, no good, very bad day</b></p> <ul style="list-style-type: none"> <li>• 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 <a href="http://www.youtube.com/watch?v=RnYW6YH_8w4&amp;feature=related">http://www.youtube.com/watch?v=RnYW6YH_8w4&amp;feature=related</a>.</li> <li>• 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.</li> <li>• Use the questions on page 31 to generate discussion. Alternatively use the questions as prompts with family members/online team, on how we can blame ourselves when things out of our control go wrong.</li> <li>• Students can develop and illustrate a mind map or explosion chart showing 'how it feels when bad things happen' and upload to Connect.</li> </ul> <p><b>Note</b> Provide 'Ask' questions to parents if they are leading the discussion.</p> <ul style="list-style-type: none"> <li>• Students are introduced to the concepts of 'blaming fairly' and 'bouncing back' when things go wrong as per page 32. Students can draw a picture showing the strategies they could use to 'bounce back' from a bad day. Students upload their work to Connect.</li> </ul> <p><b>Note</b> Provide information about blaming fairly and bounce-back strategies from page 32 to parents if they are leading the activity.</p> <p><b>Who's to blame</b></p> <ul style="list-style-type: none"> <li>• Email the activity sheet <i>Who's to blame</i> (pages 33-34) or load onto Connect for students to download and print. Students can complete the activity sheet independently, with support through the classroom chat or with help from a parent. Students can take a photo of their work and upload to Connect.</li> <li>• Students make a 'Bounce-back Pack' out of materials they can find at home (eg paper bag, small box etc) and add the 'blaming fairly' skills either by cutting them from their worksheet or writing on a card and putting them in their 'pack'.</li> </ul>



 <b>Engaging parents</b>	<ul style="list-style-type: none"> <li>Email or make available on Connect the following Family Information Sheet. Challenges and Choices Year 4 Focus Area 1: Resilience and Wellbeing Family Information Sheet – <i>Resilient kids</i> (page 35) <a href="https://www.sdera.wa.edu.au/media/1243/resilience-and-wellbeing-yr-4.pdf">https://www.sdera.wa.edu.au/media/1243/resilience-and-wellbeing-yr-4.pdf</a></li> </ul>
 <b>Find out more</b>	<ul style="list-style-type: none"> <li>Headspace <a href="https://headspace.org.au">https://headspace.org.au</a></li> <li>Be You <a href="https://beyou.edu.au/">https://beyou.edu.au/</a></li> </ul>
 <b>Extension ideas</b>	<ul style="list-style-type: none"> <li>Watch the movie <i>Alexander and the terrible, no good, very bad day</i>. After the movie discuss what happens to Alexander and how he coped.</li> </ul>
<b>Activity 2</b>	<b>Optimistic versus pessimistic thinking</b>
	pages 36-41 in resource
 <b>Learn at home</b>	<p><b>Different ways of thinking</b></p> <ul style="list-style-type: none"> <li><b>Option 1</b> – Record an audio file of you reading the two stories from the activity sheet <i>Different ways of thinking</i> page 37 and make it available to students via Connect.</li> <li><b>Option 2</b> – Ask two students to record themselves reading the stories.</li> <li><b>Option 3</b> – You or two students could read them live if you have access to video/teleconferencing technology.</li> <li>Lead a discussion about the stories using the ‘Ask’ questions on page 36. Parents could also lead this discussion.</li> </ul> <div style="background-color: #f0f0f0; padding: 10px; margin: 10px 0;"> <p><b>i Note</b> Provide ‘Ask’ questions to parents if they are leading the discussion.</p> </div> <p><b>Optimistic versus pessimistic thinking</b></p> <ul style="list-style-type: none"> <li>Explain the difference between ‘thinking optimistically’ and ‘thinking pessimistically’ as per examples in the second column of page 36 or using your own examples through the classroom chat. Most importantly, emphasise that optimistic thinking must be practised.</li> <li>Email the activity sheet <i>Optimistic versus pessimistic thinking</i> (page 38) or load onto Connect for students to download and print.</li> </ul>

	<ul style="list-style-type: none"> <li>Working independently, with a partner in the online environment or with support from a parent, students read each of the scenarios and decide if the character is thinking optimistically or pessimistically. They should write their response under each scenario.</li> </ul> <p><b>Thinking optimistically</b></p> <ul style="list-style-type: none"> <li>Email the activity sheet <i>Thinking optimistically</i> (page 39) or load onto Connect for students to download and print.</li> <li>Working independently students are to read the content at the start of the page and think about an experience they can share. Students write or draw their experience in the box at the bottom of the page. Students upload their work to Connect.</li> </ul>
 <p><b>Engaging parents</b></p>	<ul style="list-style-type: none"> <li>Email or make available on Connect the following Family Information Sheets. Challenges and Choices Year 4 Focus Area 1: Resilience and Wellbeing Family Information Sheets – <i>Creating resilient kids together</i> (page 40) and <i>Resilience skills to practise</i> (page 41) <a href="https://www.sdera.wa.edu.au/media/1243/resilience-and-wellbeing-yr-4.pdf">https://www.sdera.wa.edu.au/media/1243/resilience-and-wellbeing-yr-4.pdf</a></li> </ul>
 <p><b>Find out more</b></p>	<ul style="list-style-type: none"> <li>Smiling Mind <a href="https://www.smilingmind.com.au/smiling-mind-app">https://www.smilingmind.com.au/smiling-mind-app</a></li> <li>HeathyWA (Coping skills) <a href="https://healthywa.wa.gov.au/Articles/A_E/Coping-skills-resilience">https://healthywa.wa.gov.au/Articles/A_E/Coping-skills-resilience</a></li> </ul>
<p><b>Activity 3</b></p>	<p><b>Ways to be Brave</b></p> <p>pages 42-44 in resource</p>
 <p><b>Learn at home</b></p>	<p><b>Spaghetti in a hot dog bun: Having the courage to be who you are</b></p> <ul style="list-style-type: none"> <li>Create a short video reading of <i>Spaghetti in a hot dog bun: Having the courage to be who you are</i> (Maria Dismondy and Kimberly Shaw-Peterson, Ferne Press, Northville, 2008) or access the reading by the author at <a href="https://www.youtube.com/watch?v=3cXWrUJlOK8">https://www.youtube.com/watch?v=3cXWrUJlOK8</a>.</li> <li>Ask students to watch the video and then answer the following questions in the classroom chat or on paper and email or upload to Connect.             <ul style="list-style-type: none"> <li>Do you think everyone has fears at some time?</li> <li>Can you think of a clever skill which might help you to bounce back from fear?</li> <li>Is courage about not having any fears?</li> <li>What should we do if we feel scared?</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Do we sometimes just have to ‘face a fear’?</li> <li>• Have you ever felt scared of being embarrassed, that you might fail or get rejected? If you don’t face these fears what can happen?</li> </ul> <p><b>Ways to be brave</b></p> <ul style="list-style-type: none"> <li>• Email the activity sheet <i>Ways to be brave</i> (page 44) or load onto Connect for students to download and print.</li> <li>• Ask students to complete individually or with the support of a parent and upload to Connect or send in via email.</li> </ul>
 <b>Extension ideas</b>	<ul style="list-style-type: none"> <li>• Students pick three strategies or skills to ‘be brave’ and put them in their Bounce-back Pack to practise at home.</li> </ul>
<p><b>Activity 4</b></p>	<p><b>Diffusing situations - saying sorry</b></p> <p>page 45 in resource</p>
 <b>Learn at home</b>	<p><b>Saying sorry</b></p> <ul style="list-style-type: none"> <li>• <b>Option 1</b> – Create a podcast of the Judith Viorst poem (poem at <a href="https://www.brownielocks.com/childrenspoems.html">https://www.brownielocks.com/childrenspoems.html</a>) and make it available on Connect.</li> <li>• <b>Option 2</b> – Create a podcast use the following poem by Jeff Moss.  <i>I’m going to say I’m sorry.                      It’s time for this quarrel to end.                      I know that we both didn’t mean it                      and each of us misses a friend.                      It isn’t much fun being angry                      and arguing’s just the worst,                      so I’m going to say I’m sorry . . .                      just as soon as you say it first!</i> </li> <li>• Lead a discussion using the ‘Ask’ questions on page 45 or ask parents to lead the discussion.</li> </ul> <div style="background-color: #f0f0f0; padding: 10px; margin-top: 10px;"> <p><b>i Note</b> Provide ‘Ask’ questions to parents if they are leading the discussion.</p> </div> <p><b>To say sorry or not</b></p> <ul style="list-style-type: none"> <li>• Ask students to create a poster outlining when they should apologise and when they shouldn’t. Students illustrate their poster and upload to Connect.</li> </ul>

 <b>Extension ideas</b>	<ul style="list-style-type: none"> <li>Students can write an acrostic poem for the word 'Apologise'. Students share it with their family and can also upload to Connect.</li> </ul> <div style="background-color: #f0f0f0; padding: 5px; margin: 5px 0;"> <p><b>i Note</b> Challenge: Use the American spelling with a 'Z'.</p> </div> <ul style="list-style-type: none"> <li>Students place their poem in their Bounce-back Pack.</li> </ul>
<b>Activity 5</b>	<p><b>Brave or stupid? Responding to risky situations</b></p> <p>pages 46-47 in resource</p>
 <b>Learn at home</b>	<p><b>Brainstorm</b></p> <ul style="list-style-type: none"> <li>Conduct a brainstorm – Examples of risk taking.             <ul style="list-style-type: none"> <li><b>Option 1</b> – If there is a suitable online space (eg online whiteboard) run a group brainstorm where students type their thoughts into the interactive whiteboard.</li> <li><b>Option 2</b> – Students draw an explosion diagram and share their thoughts with family members.</li> </ul> </li> <li>Lead a discussion (or have parents lead it) using the 'Ask' questions on page 46.</li> </ul> <div style="background-color: #f0f0f0; padding: 5px; margin: 5px 0;"> <p><b>i Note</b> Provide 'Ask' questions to parents if they are leading the discussion.</p> </div> <p><b>Brave or stupid?</b></p> <ul style="list-style-type: none"> <li>Email the activity sheet <i>Brave or stupid?</i> (page 47) or load onto Connect for students to download and print.</li> <li>Students are to cut out each of the squares and order them on a flat surface from 1 = Foolhardy to 18 = Very courageous. They should write the corresponding number in the top right hand corner of each square.</li> <li>Once students are sure of their order they can:             <ul style="list-style-type: none"> <li><b>Option 1</b> – Stick the cards in order on a sheet of paper/health book.</li> <li><b>Option 2</b> – Place them in order on the floor and take a photo to upload to Connect.</li> </ul> </li> </ul>
 <b>Extension ideas</b>	<ul style="list-style-type: none"> <li>Students can come up with their own suggestions for 'courageous' and 'foolhardy' acts which they can add to their own continuums.</li> <li>Students write an acrostic poem using the word 'courageous' with each letter being the start of a truly courageous act. The same can be done with the word 'foolhardy'.</li> </ul>

<p><b>Activity 6</b></p>	<p><b>Managing conflict situations</b></p> <p>page 48-50 in resource</p>
<p> <b>Learn at home</b></p>	<p><b>Disagreement</b></p> <ul style="list-style-type: none"> <li>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' (definitions page 48).</li> </ul> <p><b>Dealing with disagreements</b></p> <ul style="list-style-type: none"> <li>Email the activity sheet <i>Dealing with disagreements</i> (page 49) or load onto Connect for students to download and print.</li> <li>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.</li> <li>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.</li> <li>Students to choose a panda skill they need to practise and write it on the bottom of the activity sheet.</li> </ul>
<p> <b>Extension ideas</b></p>	<ul style="list-style-type: none"> <li>Students can watch a movie and identify the three communication styles in the characters.</li> <li>Students can read traditional stories (eg Little Red Riding Hood) and replace any aggressive or passive responses with assertive responses of their own. Reflect on how this could have changed things for the characters in the story.</li> <li>Provide activity sheet <i>Practising ways to disagree</i> (page 50) to students and ask them to roleplay with their family members choosing an assertive communication style to use.</li> </ul>
<p><b>Activity 7</b></p>	<p><b>Practising Courage</b></p> <p>pages 51-52 in resource</p>
<p> <b>Learn at home</b></p>	<p><b>Revise</b></p> <ul style="list-style-type: none"> <li>Lead a discussion with students via the classroom chat that revises the different types of courage – courage to be yourself; courage to stand up for yourself; courage to do the hard thing that scares you; courage to stand up for someone else; courage to bounce back when things go wrong; courage to do something you may fail at; courage to do the right thing.</li> </ul>

	<p><b>Different types of courage</b></p> <ul style="list-style-type: none"> <li>• <b>Option 1</b> – Email the activity sheet <i>Different types of courage</i> (page 52) or load onto Connect for students to download and print.</li> <li>• <b>Option 2</b> – Display the activity sheet on a screen for students to read. Students can divide a blank piece of paper into eight sections and write the text into each section.</li> <li>• Using this as a reference, students can decide which of the situations would require which type of courage. This can be done verbally with the online team or with a family member, and then written into each square of the activity sheet.</li> </ul>
<p> <b>Extension ideas</b></p>	<ul style="list-style-type: none"> <li>• Students create a poster explaining the different types of courage through drawing and/or pictures cut from magazines.</li> </ul>
<p><b>Activity 8</b></p>	<p><b>Putting clever tricks into practice</b></p> <p>page 53-55 in resource</p>
<p> <b>Learn at home</b></p>	<ul style="list-style-type: none"> <li>• Ask students to look in their Bounce-back Pack and revise blaming fairly, optimistic thinking, courage, and dealing with disagreements. They can review the four skills with a family member.</li> <li>• Email the activity sheet <i>Reflecting on my wellness and bounce back skills</i> (page 54-55) or load onto Connect for students to download and print.</li> <li>• Students write the topic title Blaming fairly in their health book/sheet of paper and number 1 – 5. Decide on a score system, for example 1 = not like me 2 = a bit like me 3 = very like me. A family member can read the statements and the student record their response next to the statement number.</li> <li>• Repeat this process for optimistic thinking, courage and dealing with disagreement.</li> <li>• Students tally the number of ‘very like me’, ‘a bit like me’ and ‘not like me’ for each topic title and reflect on how well they use each skill.</li> <li>• Students then choose their skill to practice and when they will have practised their skill by.</li> </ul>