

CHALLENGES & CHOICES

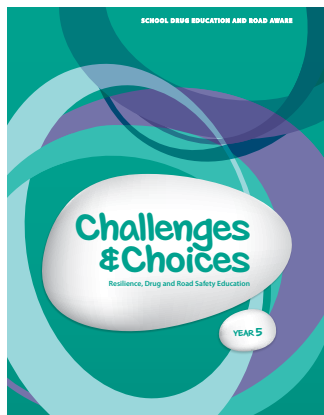
YEAR 5



**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 5 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/1259/resilience-and-wellbeing-yr-5.pdf>.



Activity 1	Using helpful thinking to bounce back
 Learn at home	<p>pages 31-34 in resource</p> <p>The survey</p> <ul style="list-style-type: none"> • Option 1 – Use Microsoft Office 365, WebEx or Connect tools to conduct an anonymous survey or questionnaire using the questions on the activity sheet <i>Have you ever?</i> page 32. • Option 2 – Email the activity sheet <i>Have you ever?</i> (page 32) or load onto Connect for students to download and print. Students can complete the survey independently and email or upload to Connect. • Collate the results and then lead a discussion using the ‘Ask’ questions on page 31. <p>Using helpful thinking</p> <ul style="list-style-type: none"> • Email the activity sheet <i>Useful helpful thinking</i> (page 33) or load onto Connect for students to download and print. • Revise with students what helpful and unhelpful thinking is via a classroom chat. • Students complete the helpful thoughts on the activity sheet. Discuss responses on the classroom chat or ask students to upload to Connect. <p>Bounce-back Pack</p> <ul style="list-style-type: none"> • Ask students to use resources they have at home (stickers, stamps, magazines, pencils, paper, card, paper lunch bags, small box etc.) to create a Bounce-back Pack. • Ask students to reflect on a situation in their life that needed helpful thinking. Using this situation, ask students to develop a postcard with a picture of their situation on one side. On the other side write down dot points of useful examples of positive/helpful thinking techniques. If needed provide students with an example they can follow. Students place their postcard in their ‘pack’.
 Engaging parents	<ul style="list-style-type: none"> • Email or make available on Connect the following Family Information Sheet. Challenges and Choices Year 5 Focus Area 1: Resilience and Wellbeing Family Information Sheet – <i>Resilient kids</i> (page 34) https://www.sdera.wa.edu.au/parents/primary-years/
 Find out more	<ul style="list-style-type: none"> • Headspace https://headspace.org.au • Be You https://beyou.edu.au/



	<ul style="list-style-type: none"> Smiling Mind (Mindfulness) https://www.smilingmind.com.au/smiling-mind-app HeathyWA (Coping skills) https://healthywa.wa.gov.au/Articles/A_E/Coping-skills-resilience
 Extension ideas	<ul style="list-style-type: none"> Practise using helpful thinking techniques at home with family and friends online. Practise changing unhelpful thoughts and statements into helpful ones. Make a collage or poster of helpful thoughts to display on the fridge. Research and practise mindfulness strategies.
Activity 2	Optimists are happier and healthier
	pages 35-38 in resource
 Learn at home	<p>Definitions</p> <ul style="list-style-type: none"> Create classroom definitions of an optimist and a pessimist via one of the suggested options below. <ul style="list-style-type: none"> Option 1 – Set up an online whiteboard where students can add their own thoughts around the words. Working together, develop a class definition. Option 2 – Ask the students to research online or use a dictionary to come up with a definition of what a pessimist and optimist are and then share these via Connect. <p>The optimist's memory jogger</p> <ul style="list-style-type: none"> Email the activity sheet <i>The optimist's memory jogger</i> (page 36) or load onto Connect for students to download and print. Discuss the strategies on the sheet with students (or ask a parent to do this). Students write a goal to practise an optimist's skill and put this in their Bounce-back Pack.
 Engaging parents	<ul style="list-style-type: none"> Email or make available on Connect the following Family Information Sheet. Challenges and Choices Year 5 Focus Area 1: Resilience and Wellbeing Family Information Sheets – <i>Creating resilient kids together</i> (page 37) and <i>Resilience skills to practise</i> (page 38)
 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





 Extension ideas	<ul style="list-style-type: none"> If students can be placed in small online groups, they can connect and share examples of optimistic situations as per instructions on page 35.
Activity 3	Dealing with intense emotions pages 39-41 in resource
 Learn at home	<p>Emotions</p> <ul style="list-style-type: none"> Use the emotions listed in the first dot point on page 39 to make a worksheet where each emotion is its own card. Email to students or make available via Connect. Ask students to print the worksheet and cut into cards. Students sort the emotions from low to high intensity. These can be stuck in their health book/piece of paper in order or be photographed and uploaded to Connect. Process the activity via the classroom chat using the 'Ask' questions or ask parents to lead the discussion. <div style="background-color: #f0f0f0; padding: 10px; margin: 10px 0;"> <p> Note Provide the 'Ask' questions to parents if they are leading the discussion.</p> </div> <p>Managing my emotions</p> <ul style="list-style-type: none"> Option 1 – Email the activity sheet <i>Managing my emotions</i> (page 40) or load onto Connect for students to download and print. Students can work individually or with the support of a parent. Upload the completed activity sheet to Connect. Option 2 – A parent can read each statement and the student can give a thumbs up or thumbs down for each statement depending on whether this is something they already do. The activity can be videoed and uploaded to Connect. Students can write down a plan to use ideas from the activity sheet and put them in their Bounce-back Pack.
 Extension ideas	<ul style="list-style-type: none"> Students use word art or similar to create a poster of 'emotions' vocabulary.

Activity 4	Developing and maintaining relationships
 Learn at home	<p>pages 42-43 in resource</p> <p>The poem</p> <ul style="list-style-type: none"> • Create a podcast of the following poem 'Phyllis' for students and upload to Connect. <p><i>You knew me when I didn't know myself And when I lose myself you find me. Whenever things get bad And I forget the good I've had, You help remind me. I tell you of my joys. My joys increase. I tell my sorrows. They diminish. And when I want to quit You keep me going, bit by bit, Until I finish. Friendship is an art and you have made The act of friendship your great art form. I know that I can bear The biggest chill because you're there To keep my heart warm.</i></p> • Lead a discussion on the classroom chat using the 'Ask' questions on page 42. Parents can also lead this discussion. <div data-bbox="611 986 2134 1114" style="background-color: #f0f0f0; padding: 10px;"> <p>i Note Provide the 'Ask' questions to parents if they are leading the discussion.</p> </div> <p>Turn-offs</p> <ul style="list-style-type: none"> • Ask students to complete a brainstorm or explosion diagram of all the 'turn offs' that make it harder to respond to someone in a positive way even though they are probably a nice person. Students can illustrate and upload to Connect. • Email the activity sheet <i>Getting along with others</i> (page 43) or load onto Connect for students to download and print. Students can work individually or with the support of a parent. • Students choose three skills they need to practise and create a poster to remind themselves of these skills. Students put up the poster somewhere around the house and refer to it during the week.

 Extension ideas	<ul style="list-style-type: none"> • Create a short skit in online teams or with family members demonstrating one of the 'getting along' skills. Record on iMovie or a device and share online. • Choose one of the following 'getting along with people' skills and design a game or activity that the class could play to practise this skill. <ul style="list-style-type: none"> • Starting a conversation • Staying cool in an argument • Being positive • Telling a story in an interesting way • Giving an honest opinion • Cooperating well • Being a good listener • Being a good loser
Activity 5	Bullying is everyone's problem pages 44-45 in resource
 Learn at home	<p>Say something</p> <ul style="list-style-type: none"> • Ask students to watch the reading of the story <i>Say something</i> by Peggy Moss at https://www.youtube.com/watch?v=P_b5YpJAAPk. • Lead a discussion in the classroom chat using the 'Ask' questions on page 44 or ask parents to lead the discussion. Highlight the paragraph above the 'Ask' questions. <div style="background-color: #f0f0f0; padding: 10px; margin: 10px 0;"> <p>i Note If parents lead the discussion provide the paragraph and the 'Ask' questions.</p> </div> <p>Graffiti questions</p> <ul style="list-style-type: none"> • Option 1 – Put students into online groups. Provide each group with a graffiti question. Ask them to work together answering their question and then uploading their answers to Connect. • Option 2 – Create and provide a worksheet to students using the graffiti questions. Students work independently or with a parent to complete and upload to Connect. <p>Dealing with bullying situations</p> <ul style="list-style-type: none"> • Email the activity sheet <i>Dealing with bullying situations</i> (page 45) or load onto Connect for students to download and print. Students can work individually or with the support of a parent.

 <p>Extension ideas</p>	<ul style="list-style-type: none"> • Design an eye catching poster which portrays why it is important not to bully people. Use creative skills or generate a computer design. • Design and record a skit on iMovie or on a device that shows the right and the wrong ways to deal with bullying situations. • Watch and discuss with family members the song/video 'Caught in the Crowd' by Kate Miller-Heidke.
<p>Activity 6</p>	<p>Are you tuned to the optimist's channel?</p> <p>page 46-48 in resource</p>
 <p>Learn at home</p>	<p>Revise</p> <ul style="list-style-type: none"> • Encourage students to think about what they remember about optimistic and pessimist thinking. They can share their thoughts in the classroom chat, via email or in an audio recording. <p>Optimist's channel quiz</p> <ul style="list-style-type: none"> • Option 1 – Email the activity sheet <i>Optimist's channel quiz</i> (page 47) or load onto Connect for students to download and print. Students can work individually or with the support of a parent. • Option 2 – If a printed copy of activity sheet <i>Optimist's channel quiz</i> is unavailable, students can have the questions read to them and respond with 'always', 'never', 'sometimes' either orally or by writing their response in their health book/paper. <p>Are you tuned to the optimist channel?</p> <ul style="list-style-type: none"> • Provide students with the following information. • People who are tuned in to the optimist channel are positive, know their own and others' strengths and look for the good things around them. To practise tuning in to the optimist channel you may need to: <ul style="list-style-type: none"> • Look for the positive things in yourself and others. • Don't grumble and moan when things don't go your way. • Think of good things that happen to you each day. • Look at all the things you do well, no matter how small. • Say positive things about other people to their face and when they aren't there. • Look at small good things even in things that seem bad – learn from a mistake! • Believe things will get better even when you are having a bad day. • Let people know you are grateful for the kind and helpful things they do for you.

	<ul style="list-style-type: none"> • Ask students to create a poster that answers the following two questions. <ol style="list-style-type: none"> 1. What are two clever tricks on the 'Optimist's channel' that you would like to practise over the next two weeks? 2. When will you practise them? • Students take a photo of their poster and upload to Connect.
 Extension ideas	<ul style="list-style-type: none"> • Write an acrostic poem using the letters in 'optimist' as the start of character traits of optimists. The same can be done with the word 'pessimist'.
Activity 7	<p>Creating a change, dealing with anger</p> <p>pages 49-50 in resource</p>
 Learn at home	<p>How to take the grr out of anger</p> <ul style="list-style-type: none"> • Option 1 – Create a podcast/video reading the story <i>How to take the grr out of anger</i> by Elizabeth Verdick and Marjorie Lisovskis and upload to Connect. • Option 2 – Students download a copy of the book (PDF) from the Internet and read individually or with a parent. • Lead a discussion in the classroom chat based on the questions on page 49 or ask parents to lead the discussion. <p>Note Make the questions available to parents if they are going to lead the discussion.</p> <p>Things that make you go 'grrr'</p> <ul style="list-style-type: none"> • Make a podcast or video about the clever tricks that you can use to calm the body, to help you think more clearly and to solve a problem and still remain friends. Make this available on Connect. • Option 1 – Email the activity sheet <i>Things that make you go 'grrr'</i> (page 50) or load onto Connect for students to download and print. Students can work individually or with the support of a parent. Remind students to read the top section of the worksheet. • Option 2 – Upload the activity sheet <i>Things that make you go 'grrr'</i> (page 50) to Connect. If a printed copy of activity sheet <i>Things that make you go 'grrr'</i> (page 50) is unavailable, students can copy the grid from the activity sheet into their Health books/paper and complete. Alternatively a family member can outline the situations and ask the questions along the top of the grid, which the student can respond to orally. This could be videoed and uploaded to Connect.

 Extension ideas	<ul style="list-style-type: none"> Students create a role play outlining one of the situations from <i>Things that make you go 'grrr'</i> activity sheet (page 50) demonstrating how to use 'clever tricks' to calm your body, think more clearly and solve the problem in a friendly way. These can be recorded on a device and shared online.
Activity 8	<p>Setting short-term goals to use wellness and bounce-back skills</p> <p>page 51-54 in resource</p>
 Learn at home	<p>Wellness and bounce-back skills</p> <ul style="list-style-type: none"> Upload activity sheets <i>Wellness and bounce-back skills</i> (pages 52-53) to Connect. The student can read them themselves or can review the four new skills or 'clever tricks' with a family member who can ask the questions on page 51 to help process the activity. <div style="background-color: #f0f0f0; padding: 10px; margin: 10px 0;"> <p> Note Provide the 'Ask' questions to parents.</p> </div> <p>A smart goal</p> <ul style="list-style-type: none"> Option 1 – Email the activity sheet <i>Making a SMART goal to practise wellness and bounce-back skills</i> (page 54) or load onto Connect for students to download and print. Students can work individually or with the support of a parent. Option 2 – If students are unable to print the activity sheet <i>Making a SMART goal to practise wellness and bounce-back skills</i> (page 54) students can write a SMART goal in their health books/paper using the prompts: <ul style="list-style-type: none"> Specific Meaningful Actions (3) Realistic Timeline. Encourage students to monitor their progress towards this goal over the next two weeks. Stress the importance of persistence and trying hard to achieve a goal.
 Extension ideas	<ul style="list-style-type: none"> Students print a copy of <i>Wellness and bounce back skills</i> (page 52-53) and display at home. Students write a letter to their family evaluating the progress they have made towards achieving their goal. Encourage students to discuss barriers and enablers to achieving their goal in this letter. Students create a video journal evaluating the progress they have made towards achieving their goal. Encourage students to discuss barriers and enablers to achieving their goal in this letter.

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| | <ul style="list-style-type: none">• Students prepare a shoebox and fill it with drawings, cartoons, magazine pictures or other items that symbolically reflect the four key wellness and bounce-back skills covered in this focus area. For example, a television with an 'optimist' button or a smiley face. |
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