



The Confidence Club

A play by The Playground Craze





About Us

The Playground Craze presents touring theatre in schools that students actually think is cool. We build rapport with them, as they see the performers the same way they see their favourite popstars or dance influencers. They respond enthusiastically, making it possible to share important messages about digital safety, cyberkindness and seeking help when things are difficult online.

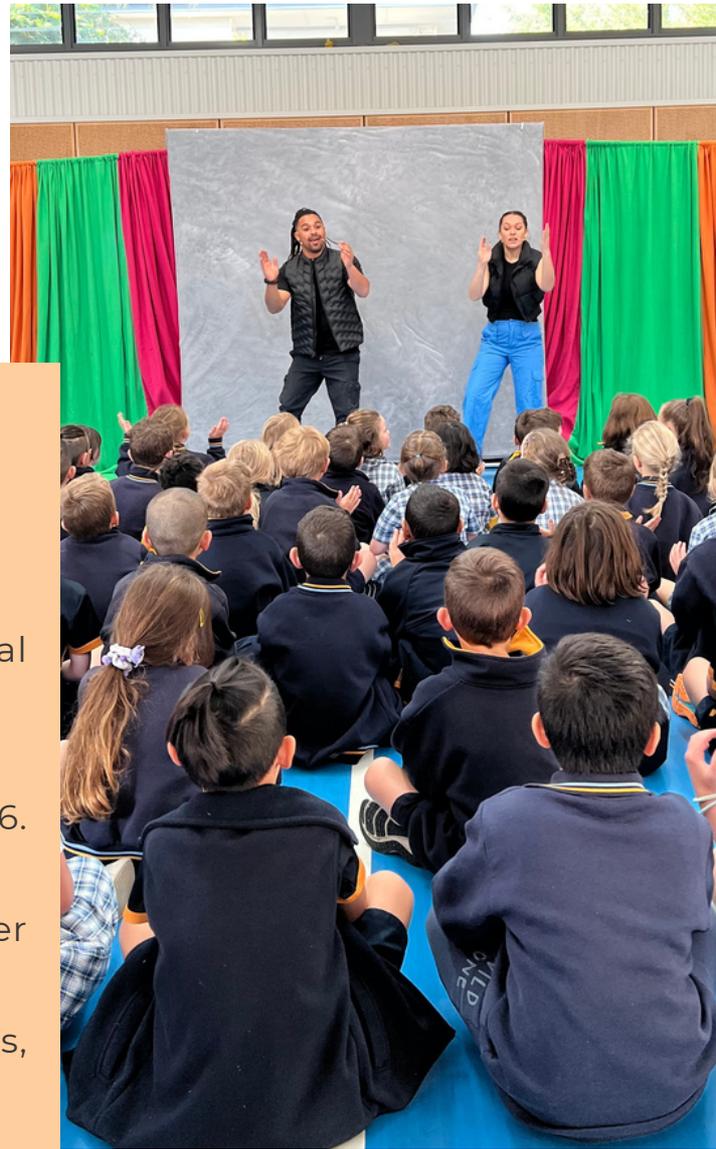
Cool pop music, fun videos and live in-school performances engage students with important social-emotional skills, covering topics such as confidence, resilience, kindness, persistence, friendship and cooperation. The messages help students strengthen self-awareness and self-management of the personal and social skills encouraged in the curriculum.

Designed to support the curriculum and complement your school's existing cyber safety, anti bullying and student wellbeing programs, this live performance gets students excited and facilitates further conversations in the classroom. Teachers are fully supported to continue the learning with lessons plans, music and videos.



Follow us online to learn more

THE CONFIDENCE CLUB



KEY THEMES

- Confidence, Resilience and Kindness
- Recognising and understanding emotions
- Menu of ways to feel good
- Strategies for positive interpersonal relationships without adult intervention
- Suitable for Prep/Foundation – Grade 6. Targeted at Grade 3 – 6
- 60 minutes including Question and Answer Session at the end
- Includes Teacher Resources, Lesson Plans, Music, Videos to use in the classroom

The Playground Craze uses trending hip hop dance and positive pop music to encourage confidence, resilience and kindness in kids.



What teachers have to say about The Confidence Club



Great show, a lot of energy and fun.

It had the right mix of fun and information. Love the dance moves & lyrics, very clear. Relates to our wellbeing focus. Links in and reinforces the concepts we are covering in our Resilience Project. Very well planned and implemented. Excellent program to explore concepts of wellbeing, especially emotions and their impact.

Luke, Coral Park Primary School



Very engaging, funny, well-paced, very creative

Interactive and valuable themes included. Loved the musical component and the dancing. It was a great show with valuable messages regarding kindness & happiness. Definitely book the Playground Craze!

Mara, Serpell Primary School



Highly engaging, relevant content.

Fabulous! Students LOVED IT!
Amazing energy from presenters.
Meets our PDH + all wellbeing outcomes
Fast paced delivery of wellbeing behaviours.
Worth it!

Robyn, Lindfield Primary School



Engaging & current!

*Good to have audience participation & physical activity.
Good audible & visual prompts.
Fits well with bullying & being a good friend.
Good production for primary school cohorts.*

Candice, Killester College

Music and Videos

Access music and videos by The Playground Craze inside the Teacher Resources Portal.

<http://members.theplaygroundcraze.com/>

Register for an account and log in to access online courses, music videos and lesson plans.



THE PLAYGROUND
CRAZE PRESENTS
INCURSIONS IN
SCHOOLS ALL
OVER AUSTRALIA
AND NEW
ZEALAND.

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www.ThePlaygroundCraze.com



CURRICULUM

Classroom Learning Activities

These activities are divided into the themes addressed by The Confidence Club show by The Playground Craze and align with outcomes in the curriculum. Main themes are emotions, connection, perception, peer pressure, bullying, safety, and empowerment.

Duty of care

Whenever important and personal issues are discussed it is possible that students will feel vulnerable and confused about their feelings. It is important after each discussion to give students a clear indication of where they can get help if they are feeling concerned about anything that has come up.

Each school will have their internal processes and students should feel that they are supported at school with anything related to their emotional wellbeing. It is also a great idea to have the information for Kids Helpline and other support systems displayed in classroom.

Victorian Curriculum Levels 5 & 6

Critical and Creative Thinking

Examine learning strategies, including constructing analogies, visualising ideas, summarising and paraphrasing information and reflect on the application of these strategies in different situations ([VCCCTM030](#)).

English (Literacy)

Interacting with others: Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences, and present and justify a point of view or recount an experience using interaction skills ([VCELY337](#))

Ethical Capability

Examine the contested meaning of concepts including truth and happiness and the extent to which these concepts are and should be valued ([VCECU009](#)).

Intercultural Capability

Analyse how aspects of their own and others lifestyle, behaviour, attitudes and beliefs can be culturally influenced ([VCICCB009](#)).

Health and Physical Education: Personal, Social and Community Health

Explore how identities are influenced by people and places ([VCHPEP105](#))

Investigate community resources and strategies to seek help about health, safety and wellbeing ([VCHPEP107](#))

Practise skills to establish and manage relationships ([VCHPEP109](#))

Examine the influence of emotional responses on behaviour, relationships and health and wellbeing ([VCHPEP110](#))

Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours ([VCHPEP111](#))

Personal and Social Capability

Explore the links between their emotions and their behaviour ([VCPCSE025](#))

Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations ([VCPCSE027](#))

Describe the various causes of conflict and evaluate possible strategies to address conflict ([VCPCSO033](#))

NSW Curriculum Stage 3

Personal Development, Health and Physical Education (PDHPE) curriculum aims for students to:

Develop the knowledge, understanding, skills and attitudes needed to take action to protect and enhance their own and others' health, safety and wellbeing in varied and changing contexts.

Explore Personal identity and strengths including building self-concept, self-confidence, self-esteem, self-evaluation and cultivating resilience, adaptability and perseverance.

Cultivate Self-Management where students consider their identity and the relationship between personal actions and wellbeing for themselves and other others in the community.

Develop skills to provide students with the ability to feel greater control over behaviour manage and cope with stressful situation and take personal responsibility for their actions including skills such as decision making, problem-solving and help-seeking, important for managing healthy, safe and active lives.

The performance and this resource will assist students in achieve these outcomes:

PD3-1 – Identifies and applies strengths and strategies to manage life changes and transitions

PD3-2 – Investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others

PD3-3 – Evaluates the impact of empathy, inclusion and respect on themselves and others

PD3-9 – Applies and adapts self-management skills to respond to personal and group situations

PD3-10 – Selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections

English/Life Skills

The activities in this resource will assist students to achieve these outcomes:

EN3-OLC-01 – Communicates to wide audiences with social and cultural awareness, by interacting and presenting, and by analysing and evaluating for understanding

ENLS-COM-01 – Communicates in familiar or unfamiliar contexts

ENLS-EIP-02 – Composes texts using language conventions for specific purposes and audiences

Creative Arts (Dance, Drama and Music)

Through experiencing the performance students will have the opportunity to engage with and enjoy how expressive forms can communicate both ideas, and values.



The Magic Box

Appropriate Years: Kindergarten – Grade 2

Outcomes: [English] En1-10c & En1-11d [Creative Arts] VAS1.1

Before Instruction: Teacher needs to construct a “magic box” which can be any kind of a box with a mirror placed so as to reflect the face of any one who looks inside.

Materials: Magic Box, student copies of page 5, art supplies, old magazines



Classroom procedure

1. Begin the activity by asking the entire class, “Who do you think is the most special person in the whole world?”
2. After allowing the children to respond, you may continue with “Well, I have a magic box with me, and you can look inside and discover a special person in the world.” Give each child a chance to look into the box and see their own reflection.
 - Are you surprised by what you saw? Why?
 - How does it feel to see that you are a special person?
 - You smiled so big! Were you happy to see that you’re a special person?
 - Explain that the box is valuable because it shows that each of us is special. You might then want to ask how it is possible for each of us to be the special one.

A discussion about each individual’s uniqueness may ensue.



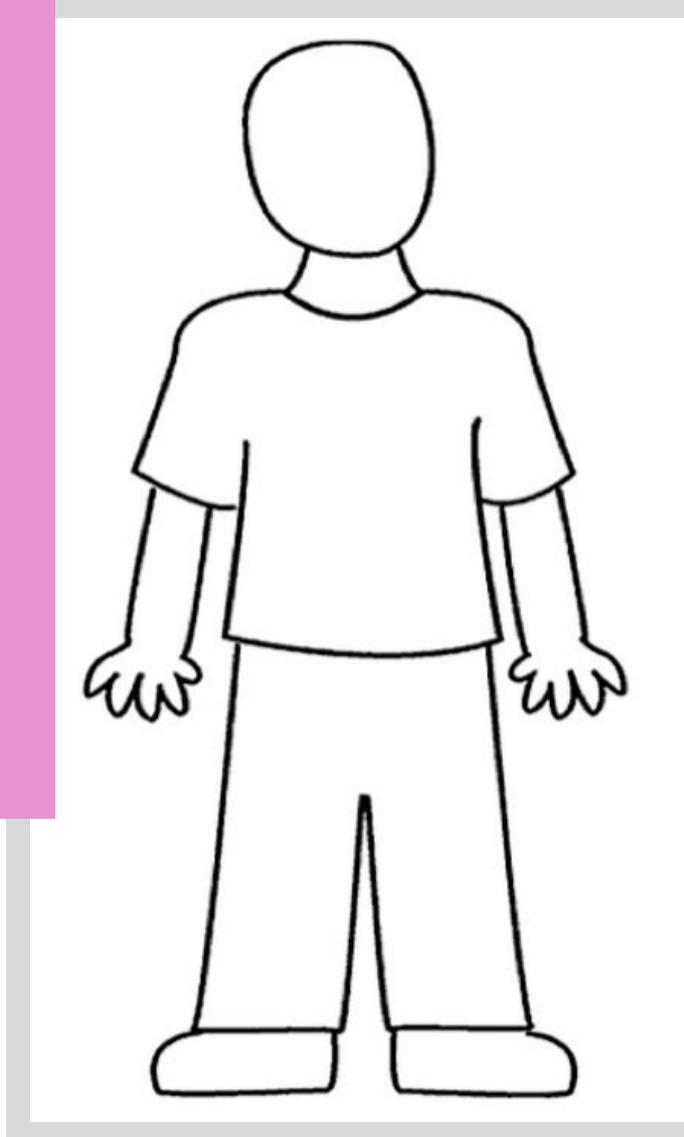
Student Activity



After seeing their faces in the Magic Box, have students design self-collages using the printable “Confident Me” on the next page.

They can fill the outline by drawing, or using pictures, words, or symbols clipped from magazines that represent things they enjoy doing, places they've been, people they admire, or careers they desire.

Once this activity is complete, have students place their names on the back and post the collages around the room. You may have the other students guess which collage belongs to whom and state why they made that guess.



confident me!

Draw on this person to make it look like you. Draw or stick pictures around the person to show what you like and who you are.





WHO AM I?

Appropriate Years: Grade 2 – Grade 5

Outcomes: [English] En1-1a & En1-1d
[Creative Arts] VAS1.1

Materials: “Who Am I?” and “Personal Shield” Reproducibles, art supplies

Classroom procedure

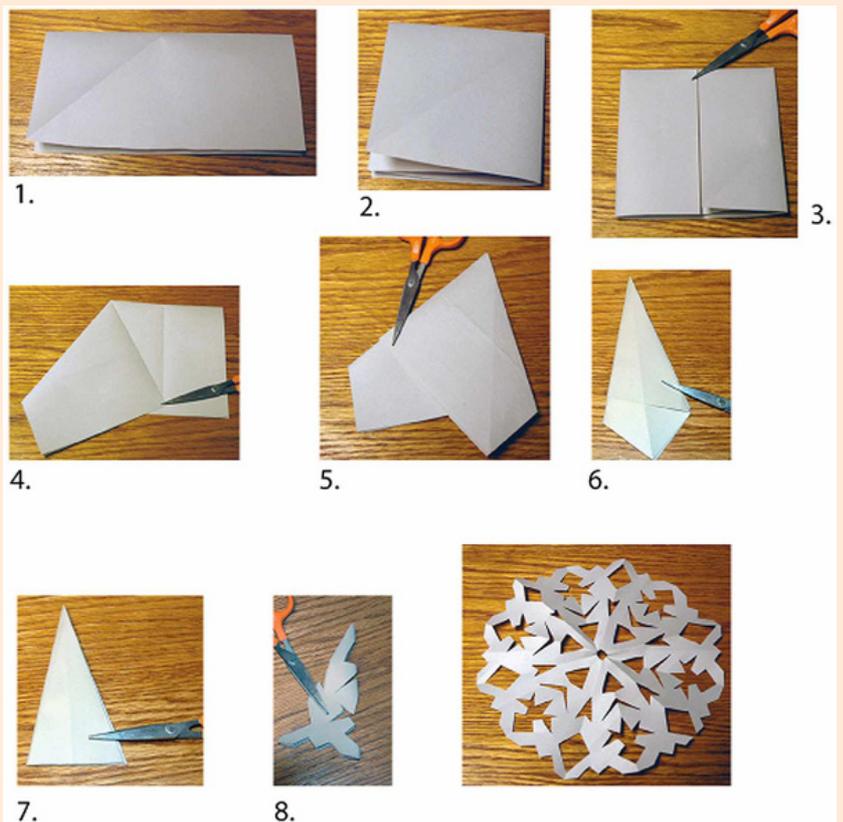
1. Read aloud the following quote: **“To begin with, I’ve found that there is no one else like me, anywhere - like snowflakes. No one else feels completely the way I do. No one else sees things in the same scope as I do. So my first discovery about myself is that I’m me.”**

You may choose to have students do a quick write paragraph response to the quote, explaining what it means/how it applies to them.

Students might like to create paper snowflakes by folding paper 3 times and cutting into it. (see instructions). Notice that each snowflake is unique.

2. Ask your students to fill out the questionnaire “Who Am I?” In order to assure that they will be as open and honest as possible, you can tell them that the questionnaire will be kept confidential.

3. Then have students complete the “My Personal Shield” activity on page 8. For this, students should draw a symbol or picture in each block of the shield to correspond with the topics listed below.

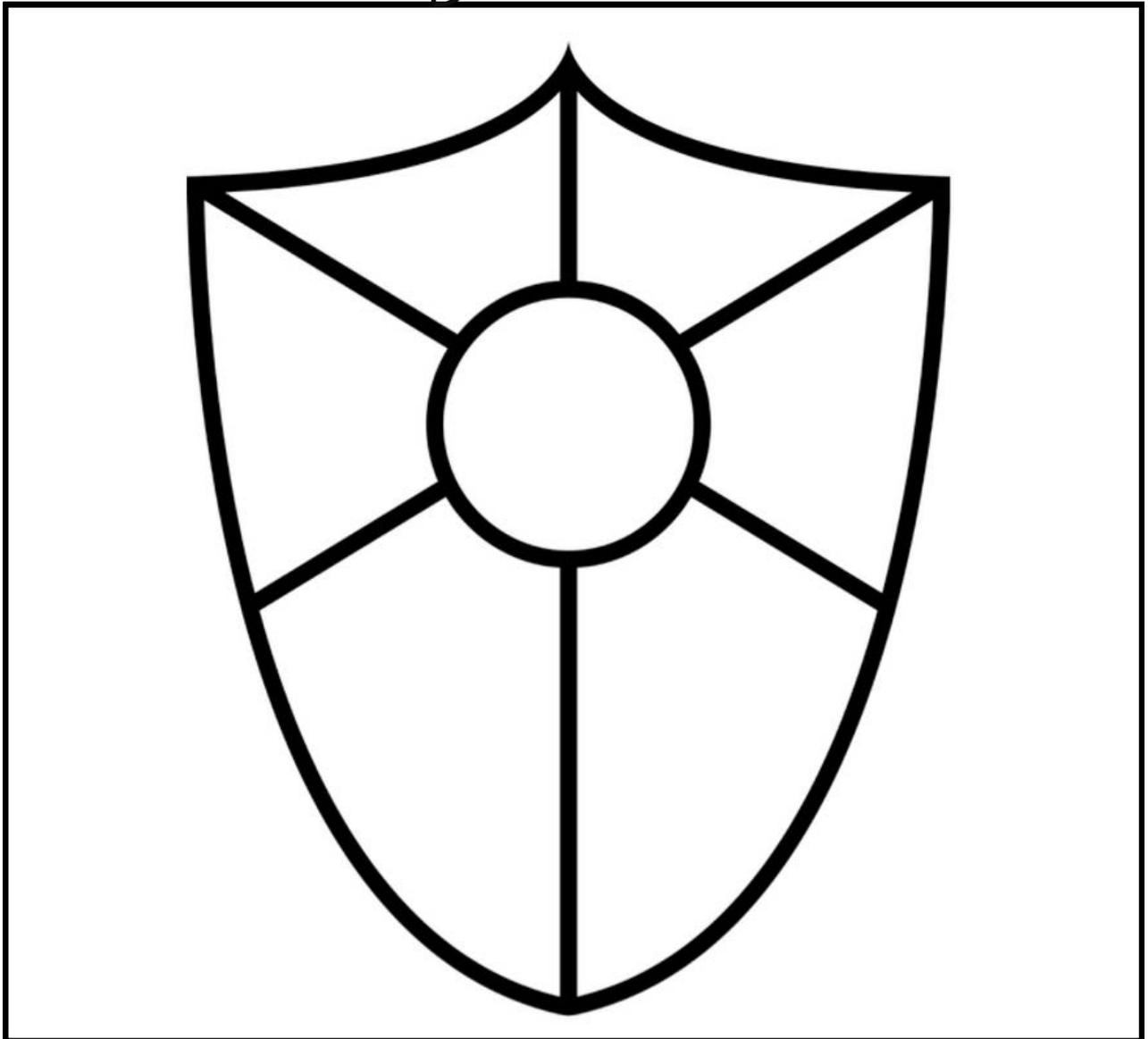


Who Am I?

1. I am...
2. My favourite thing to do it...
3. The thing I like best about my class is...
4. Something I'd like to tell my teacher is...
5. I'm at my best when I...
6. Right now I feel...
7. The people I trust are...
10. The best thing that could happen to me is...
11. When I don't like something I've done, I...
12. When I like something I've done, I...
13. When I'm proud of myself, I...
14. I'm very happy that...
15. I wish my parents knew...
16. Someday I hope...
17. I would like to...
18. In general, school is...
19. Five adjectives that describe me are...



MY PERSONAL *Shield*



Draw a symbol or picture in each section of the shield to represent each of these topics.

- Something I do well
- Something I am learning
- My greatest character strength
- The people I love
- My favourite place
- The best compliment I have received
- Something I would like to do one day
- The best thing about me

CONFIDENCE WORD SEARCH

O	T	C	W	H	Y	M	N	V	R	D	C	H	I	L	L
C	T	G	U	K	J	Y	E	C	P	W	T	E	E	C	I
O	J	U	W	K	T	B	T	E	R	D	V	M	Z	Y	A
C	O	M	M	U	N	I	C	A	T	I	O	N	Z	C	M
D	T	P	R	U	S	J	R	R	T	S	O	B	C	T	P
Q	E	S	T	L	U	E	A	I	E	O	E	E	S	N	Y
Q	B	T	A	I	S	R	S	Y	U	O	P	L	E	E	E
Q	A	O	A	P	M	O	E	A	L	T	C	I	L	D	N
G	G	B	E	V	P	I	C	V	A	E	L	E	F	I	C
Z	O	C	I	T	I	Y	S	N	V	G	B	V	Z	F	O
C	T	O	K	L	W	T	C	T	B	R	G	E	O	N	U
I	C	S	D	K	I	E	O	P	I	B	S	E	C	O	R
S	T	R	E	N	G	T	H	M	J	C	T	H	D	C	A
Y	H	T	R	O	W	F	Y	J	A	O	O	Y	Y	A	G
O	V	V	W	S	R	Q	V	X	Y	Q	O	S	V	E	E
T	F	N	O	I	T	A	D	N	U	O	F	H	D	C	D

ABILITY
COMMUNICATION
FOUNDATION
OPTIMISTIC
STRENGTH

ACCEPTANCE
CONFIDENT
GOALS
POSITIVE
MOTIVATED

BELIEVE
ENCOURAGED
GOOD
RESPECT
WORTHY

CHILL
ESTEEM
VALUE
SELF

DEAR, ME: LETTER WRITING



Appropriate Years: 5th– 6th

Outcomes: [English] En3-2a, En2-3a, En2-11d

Materials: Envelopes, paper, pens or pencils

Classroom procedure

1. Have students get out a blank sheet of notebook paper. Instruct students to write a friendly letter to themselves that you will pass back to them at the end of the year (or before they move on to secondary). It is like a time capsule, where students can describe life how it is today, here, right now... and then in a few months they can see how much things have changed and how much they have improved as a student, friend, and son or daughter. Not only is this an encouraging letter to themselves, it is also a way to demonstrate their writing capabilities/improvement over the year, and a chance to express their emotions and opinions.

2. SUGGESTED TOPICS:

- Give a review of last year and your holidays
- Talk about your current favorite songs, movies, and TV shows.
- Who are your friends? Do you think this will change?
- What is cool in fashion right now? What is your favorite outfit?
- What you wish to accomplish this year in school?
- Your feelings about the new school year. Fears? Excitement?
- 5 goals to achieve in the next year. h. A current photo of yourself (optional).

3. Collect the letters to put them in individually labeled envelopes (after skimming them and giving credit for completion).

At the end of the year (or in a few years), pass back their letters for students to reflect on how much they have grown and how much confidence they have developed since the letter was written.

UNDERSTANDING CHALLENGES AND BUILDING CONFIDENCE



Appropriate Years: Grade 5 and 6

Outcomes: [English] En3-1a, En3-3a, En3-5b, En2-12e

Materials: Pens or pencils, Student printout

Classroom procedure

1. Ask students to quick write a response to the question...

When you hear the word challenges, what comes to mind? Is the word positive or negative? How can the challenges be helpful to an individual? How can they be harmful? Is there a relationship between challenges and confidence? Explain.

2. Briefly discuss their responses as a class.

3. Form groups of four and provide each group with one of the quotes provided in the table on the following pages.

4. Assign a role to each group member

- the leader will read the quote aloud and facilitate the discussion;
- the recorder will take accurate notes;
- the illustrator will capture ideas for a visual display;
- the presenter will organise and assign speaking parts.

UNDERSTANDING CHALLENGES AND BUILDING CONFIDENCE

5. Circulate to check for understanding as groups work to comprehend, analyse, and visualise the quote.

6. Once groups have completed the analysis of the quotes using the graphic organiser, remind each group's presenter to assign speaking parts for the presentation.

7. As each group presents their findings to the class, remind students to listen actively and take notes. They also must share their response to the final question.

8. Individually, have students respond to the question at the bottom of the Table on the next page.

You may want to review the definition of CONFIDENCE with them.
CONFIDENCE = a feeling of trust in one's own abilities, qualities, and judgment

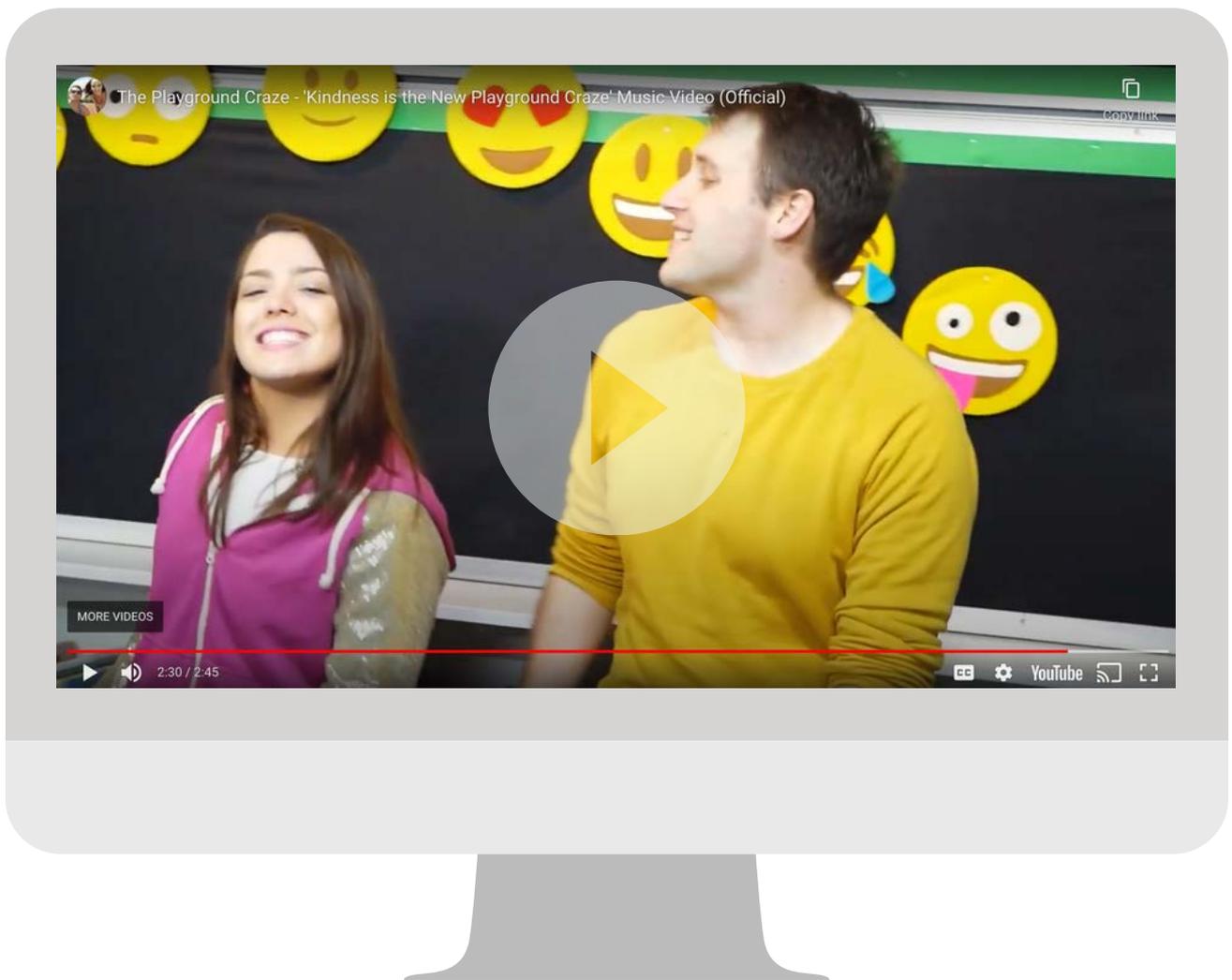


Understanding Challenges and Building Confidence

Quote		A Challenge is... (circle one)
A. "The true measure of a man is not how he behaves in moments of comfort and convenience, but how he stands at times of controversy and challenges."—Rev. Dr. Martin Luther King, Jr. (clergyman, activist)	Paraphrase: Examples:	An obstacle A difficult task An opportunity
B. "Accept the challenges so that you can feel the exhilaration of victory."—George S. Patton (U.S. Army officer)	Paraphrase: Examples:	An obstacle A difficult task An opportunity
C. "The block of granite which was an obstacle in the pathway of the weak became a stepping-stone in the pathway of the strong."—Thomas Carlyle (writer, essayist, historian)	Paraphrase: Examples:	An obstacle A difficult task An opportunity
D. "Life's challenges are not supposed to paralyze you; they're supposed to help you discover who you are."—Bernice Johnson Reagon (singer, composer, scholar, activist)	Paraphrase: Examples:	An obstacle A difficult task An opportunity

Reflection: Now that you have discussed and analysed several quotes about challenges, explain HOW challenges might influence (for good or for bad) a person's confidence.

KINDNESS IS THE NEW PLAYGROUND CRAZE



Watch the music video for
Kindness is the New Playground Craze
by The Playground Craze

[Inside the Teacher Resources Portal](http://members.theplaygroundcraze.com/)
<http://members.theplaygroundcraze.com/>

Or find it on YouTube or Spotify.

LYRICS

Our teacher told us to change the world,
To make a better planet for me and you.
It starts with kindness and the words we use
So tell me what does kindness mean to you?

I think it's doing small things with lots of love.
I think it's sharing my baseball glove. (No wait -)
I think it's all those things and so much more
So what do we all stand for? We stand for..

Chorus:

Kindness, is the new playground craze
Kindness, is letting everybody play
Ohohoh, kindness is sharing joy in every way
Kindness is the new playground craze

If I do something kind for you,
Well it makes me feel good then I'll pass it on.
It's a chain reaction a new point of view
Now tell me what does kindness mean to you?

I think it's carrying the groceries for my dad
I think it's cheering up a friend that's sad (Yes!)
I think it's all those things and so much more.
So what do we all stand for? We stand for..

Laugh and dance for a while, it could make someone smile,
Lend a helping hand that's how you spread kindness.
Give a hug or high five, it'll make you feel alive,
Just share good vibes that's how you spread kindness.

Chorus

Repeat

USING KINDNESS WORDS

Appropriate Years: P - 2

Outcomes: Literacy, Social & Emotional Learning

Resources: Each student needs a copy of the chart (next page)



Classroom procedure

Gather the class and write the 4 'kindness' words on the board. Hand out the charts and explain the activity to students.

Activity

Using the chart below students should aim to tick off the following words each day. Every time they use a word in a sentence when talking to another student or the teacher they get ONE tick in the box next to that word.

Teacher is to determine how to reward students e.g. first to go to lunch. Students can take the chart home and put it on the fridge to show parents what they have been doing at school, continuing the activity over the weekend.

IMPORTANT!

Kind

HAPPY

love

SPEAKING KINDLY

Appropriate Years: P - 2

Outcomes: Literacy, Social &
Emotional Learning

Preparation: Print a template
(next page) for each student.

Begin with a discussion about how we speak to each other.

Questions for teacher to ask the class:

- What is a kind way to ask for something?
- What is something kind you can say when someone has been kind to you?
- How can you say to get someone's attention in a kind way?
- If you do something that hurts someone, even if you didn't mean to hurt them, what can you say?
- How do you feel when someone speaks to you kindly?
- How do you feel when you are kind to others?

Individual Activity:

Using the template on the next page, decorate the kindness words and display them so you will remember to use them every day.

SPEAKING KINDLY



kind



happy



important



love

FINDING & USING POSITIVE WORDS

Appropriate Years: 3 - 4

Outcomes: English, Literacy, Social & Emotional Learning

Resources: Wordfind for each student and lined workbook.

Classroom procedure

The aim of this lesson is to for students to become familiar with words associated with the themes of kindness and practise using them in sentences.

Write these words on the board and ask students the meaning of each word, especially in relation to kindness. Work through them, correcting misunderstandings and using each in a sentence to help give context to the word. Discuss how kindness can lead to feeling good and making new friends.



kind
respect
love
accept
happy
celebrate
important
different



Your
voice
counts

Activity

Student work individually to create sentences using each word. When complete, students should share these sentences with peers, in partners, table groups or whole group.

Kindness Wordfind

A	D	I	F	F	E	R	E	N	T
K	C	E	L	E	B	R	A	T	E
I	X	C	G	H	J	L	K	I	R
N	A	U	E	B	M	U	O	L	D
D	F	H	A	P	P	Y	P	V	P
I	M	P	O	R	T	A	N	T	E
Z	S	T	C	E	P	S	E	R	O

■ kind

■ love

■ respect

■ accept

■ happy

■ important

■ celebrate

■ different

Add your own words here!

acting kindly

Appropriate Years: 3 - 4

Outcomes: Social and Emotional learning, Civics.

Resources: Worksheets, 3 x large blank cardboard for class posters

Classroom procedure

The aim of this activity is to explore ways that our behaviour could be helpful to others.

Helping others is a way of showing kindness!

Students complete worksheet on next page to:

- a) identify ways of helping their friends at school
- b) helping at home
- c) helping in the community

Whole group activity:

Students share their ideas with the class by contributing to three large posters:

- Helping mates
- Helping at home
- Helping the community

As students share their ideas focus the discussion on how helping makes them feel.



Kindness is helping others!

Name _____

Date _____

Year _____

Teacher _____

Helping Others

Helping others is a way of showing kindness. It can be really fun to find ways of helping your friends, your family and the community.

HELPING MATES

HELPING AT HOME

HELPING IN THE COMMUNITY

HOW DOES HELPING MAKE YOU FEEL?



ACTIONS SPEAK LOUDER THAN WORDS

Appropriate Years: 5 - 6

Outcomes: Social and Emotional learning, Civics.

Resources: This activity should be cleared by the Leadership team, discussed with all staff and allied workers, including school nurse. Teacher may need to supervise and do a Risk Assessment.

Classroom procedure

Students form 'THE KINDNESS SQUAD' and groups take it in turns every lunchtime showing kindness to others in the school yard.

*Teacher to decide if this activity should be public
i.e. students wear a badge or sash identifying them as
'THE KINDNESS SQUAD'
or if the activity should remain anonymous.*

Whole group discussion:

- What stops us being kind to others?
- Have you ever been kind to someone you didn't know?
- How did that feel?

1. Students break up into groups of 3 or 4 and brainstorm ways they could be kind to others in the playground.
2. Students come back together as a whole group and teacher asks groups to write ideas up on the board. Teacher discusses each idea with regard to safety, privacy, appropriate behaviour etc.
3. After the discussion teacher circles 5 appropriate acts of kindness that could be undertaken by THE KINDNESS SQUAD.
4. Divide students up into 5 groups and assign each group a day and an activity.
5. Students write an account of their time on THE KINDNESS SQUAD in their journals or as a writing task.

ADD THE KINDNESS

Appropriate Years: 5 - 6

Outcomes: English, Social and Emotional learning

Resources: Copy of this template or write these sentences on board.

Add these words to the sentences below. Use each word once only.

**Kind, celebrate, kindness,
differences, thoughtful, accept, important,
love, happy, respect, confident**

When you are _____ to someone you are showing _____.

It is _____ to _____ all people and _____
your _____.

Every day try to think of something _____ that
you can do for someone you _____.

Showing _____ to others at school makes them feel _____
and _____.

Kindness
MATTERS!

MAKE YOURSELF HAPPY

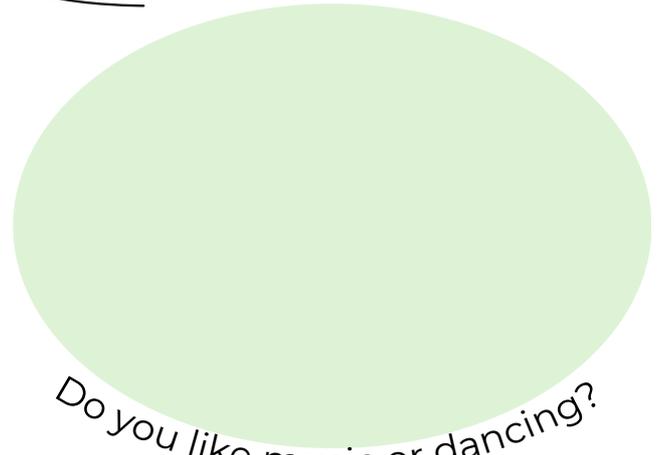
Appropriate Years: P-4

Outcomes: Health & Well-being

What activities
make you feel
happy?



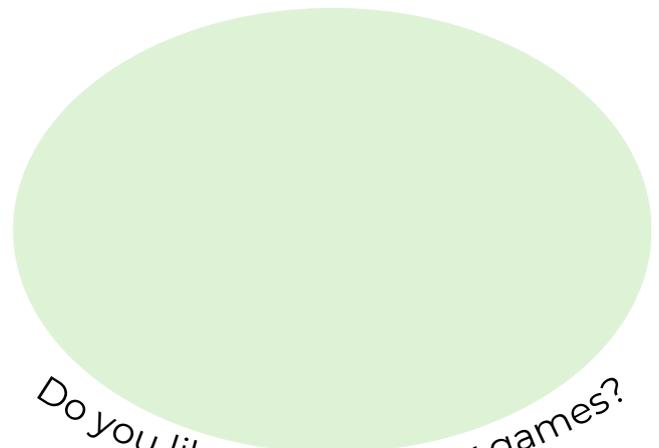
Draw your favourites.



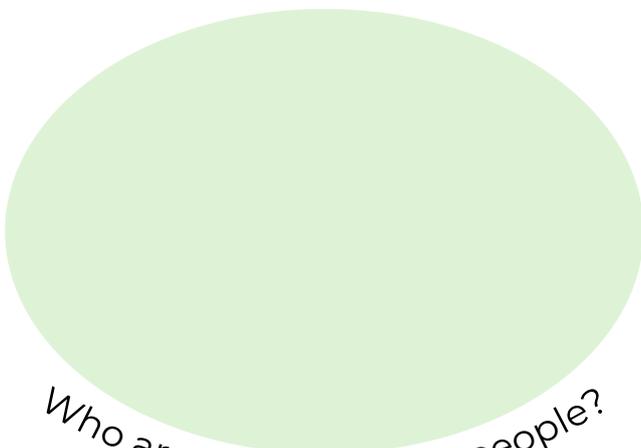
Do you like music or dancing?



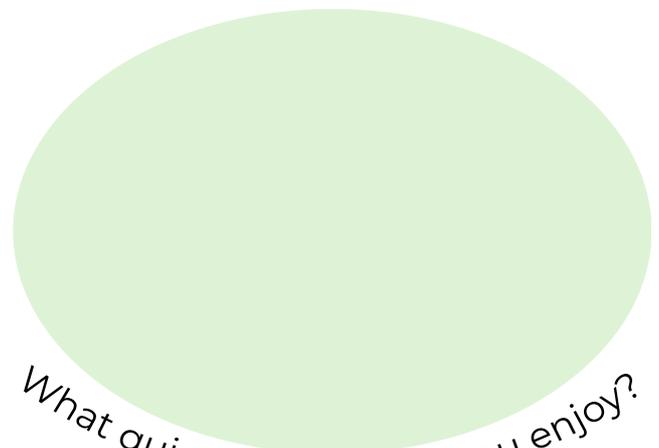
Do you enjoy getting out in nature?



Do you like any sports or games?



Who are your favourite people?



What quiet activities do you enjoy?

HOW DO YOU FEEL?

Appropriate Years: Grade 1 – Grade 6

Outcomes: English, Literacy, Creative Arts, Social and Emotional Learning

Materials

Art supplies, coloured cardboard, butterfly clips

Procedure

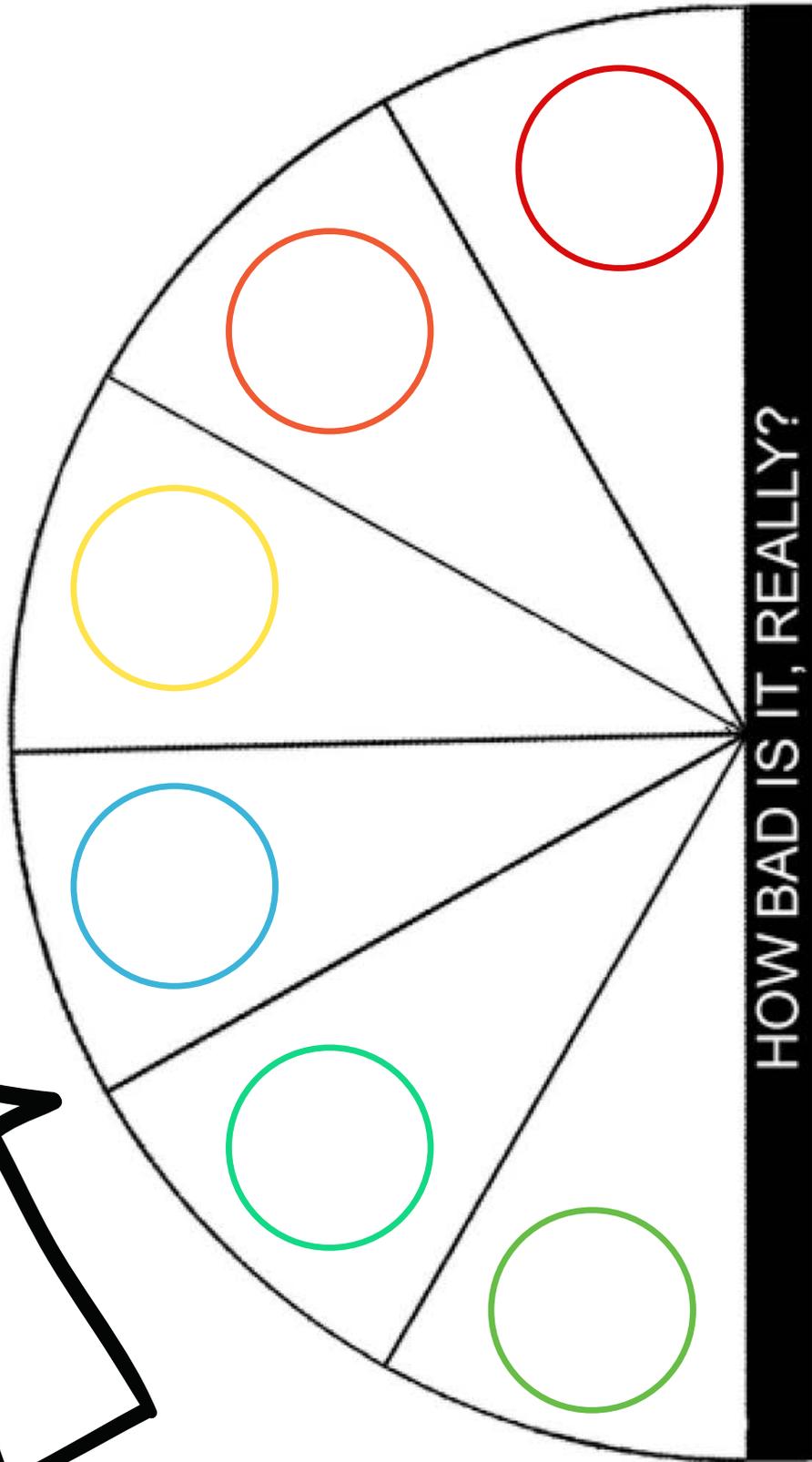
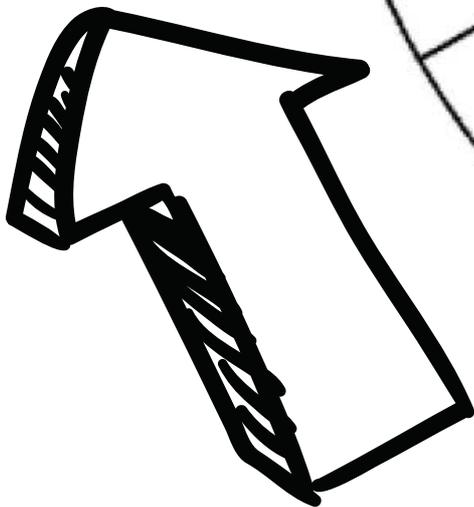
Ask your students to create a 'Mood-Meter', like the one in the photo below. Younger Students can use the simple scale and older students can use the graph.



You might choose to make a large one for the classroom or have each student use the handout below.

MOOD METER

Draw Faces in the circles or use words to describe feelings. Then, use an arrow to point to how you feel today.



SAD

HAPPY

MENU OF WAYS TO FEEL GOOD

After you see where you are on the Mood Meter, decide if you would like to stay where you are, or if you would like to move up the scale.

What could you do or focus on to change the way that you feel?

Brainstorm a Menu of Ways to Feel Good below. For example, you might exercise, dance, read a funny book, do yoga, think about people you love - these are activities that make you feel good!

The best activities can be done anywhere, anytime and don't require other people or money - so you can do them whenever you want to feel good!



- _____
- _____
- _____
- _____
- _____
- _____
- _____

WHAT DO YOU ENJOY?

Appropriate Years: 5 - 6

Outcomes: English, Health & Well-being

Resources: iPad or computer or this can be hand written.

Classroom procedure

The aim of this lesson is to help students identify a range of activities that make them feel good. Doing things that make you feel good helps you be the best version of YOU!

Listen to 'Be the best you' by The Playground Craze

Brainstorm a variety of activities that students enjoy and have them write the different activities up on the board. As each activity is nominated identify the following:

- Why do you enjoy this activity?
- How does it make you feel?

Ask students to write the feeling words on the board as well.

Individual activity

Students are to write a paragraph each about 3 activities that make them feel good. Include the following:

Identify and describe the activity.

If it is an activity that they already do explain where and when it takes place.

If it is still on their 'wish list' explain how they might be able to join in with the activity.

Describe how doing the activity makes them feel and how it helps them be the best version of themselves!

There should be:

- ONE physical activity
- ONE relaxing activity and
- ONE activity to challenge their brain

EXERCISE YOUR BRAIN WITH FOCUS TIME

Appropriate Years: 5 – 6

Outcomes: Math - problem solving

Classroom Procedure

This activity is designed to promote mathematical problem solving skills and teamwork.

Students to work in partners to solve this problem.

Problem

Ms Gardner is buying some fruit for a class excursion. She needs to buy at least 100 pieces but no more than 110.

The supermarket sells fruit that is already packed in bags.



Pears come in
bags of 12



Apples come
in bags of 10



Oranges come
in bags of 8



Bananas come
in bags of 5

List all the different combination of fruit bags that Ms Gardner could buy for the excursion to give her between 100 and 110 pieces of fruit.

Students can share their responses with the class.

**To 'be the best you' you need to
exercise your whole body including
your brain. Focus time helps you
feel alert and confident!**

EXERCISE YOUR BRAIN WITH FOCUS TIME

Appropriate Years: 4 - 6

Outcomes: Mathematics - space

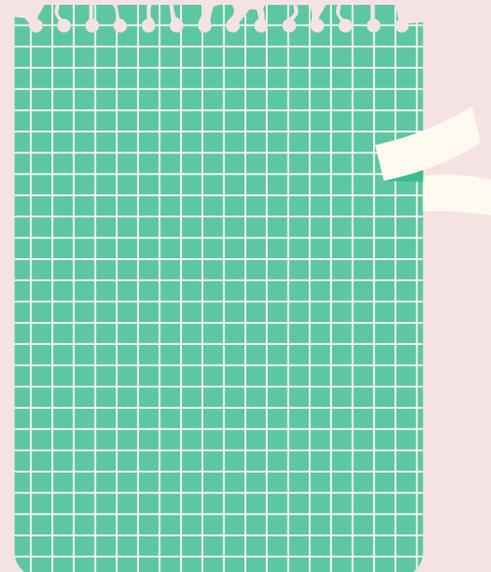
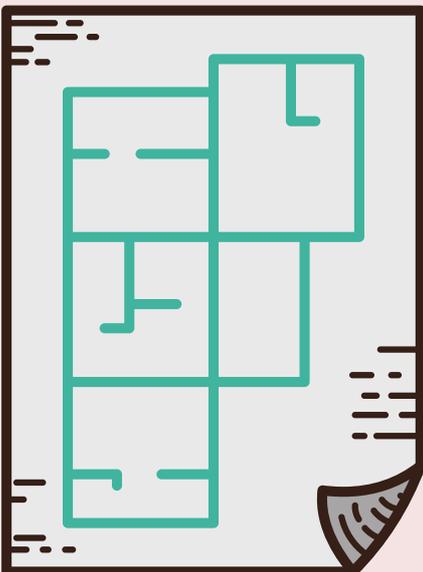
Resources: Graph paper

Classroom procedure

The purpose is to promote concentration.

- Individually students design the floor plan of a house and draw it on the graph paper. (3 bedroom house with at least one bathroom and a garage.)
- Before they commence there should be a discussion comparing the different sizes of rooms in a house e.g. the bathroom and the living room.
- As this is a silent activity it may present challenges for some students so a brainstorm about possible strategies for staying focused would be advised.
- This activity can be enhanced for advanced students to include furniture placement in the house and also a design of the outdoor spaces which might include a BBQ area, a pool, space for a basketball hoop and an eating area etc.
- It is recommended that there is a set time each day for a week when the students work on this problem e.g. 30 minutes before lunch. The length of focused time will be set by the individual teacher to suit the students in the class.

When complete, display the finished house plans for the class to see!



THE BEST YOU

Appropriate Years: 3 - 6

Outcomes: English, Creative Arts, Social and Emotional Learning

Resources: Paper and coloured pencils or ipad/laptop

Classroom procedure

What does it mean to 'be the best you'?

Teacher-led discussion

- Does being 'the best you' mean being the best at everything?
- What do you think it means?

Brainstorm ideas from students.

Activity A

Draw an image of 'the best you'. It might be a picture of you doing something you enjoy, or something that challenges you. Around the drawing write notes (annotations) about how you feel when you are 'the best you', e.g. Proud, happy, excited, strong

Activity B

Using the ipad or computer or hand writing, write a letter to yourself reminding you what it feels like to 'be the best you'. In the letter include things you enjoy as well as things that challenge you. Also include things that you have identified that make you feel fit and healthy e.g. food, sleep and exercise. .



Teacher to photocopy this work so students can take one copy home and keep one at school to remind themselves what it feels like to be their best selves.

SHARING WHAT I KNOW

Appropriate Years: Grade Prep to Grade Two

Outcomes: Creative Arts, Social & Emotional Learning

Resources: The Playground Craze Spotify playlist, large open area

When students share experiences they can find common ground as a basis for finding new friends

Classroom procedure

Instructions to teacher:

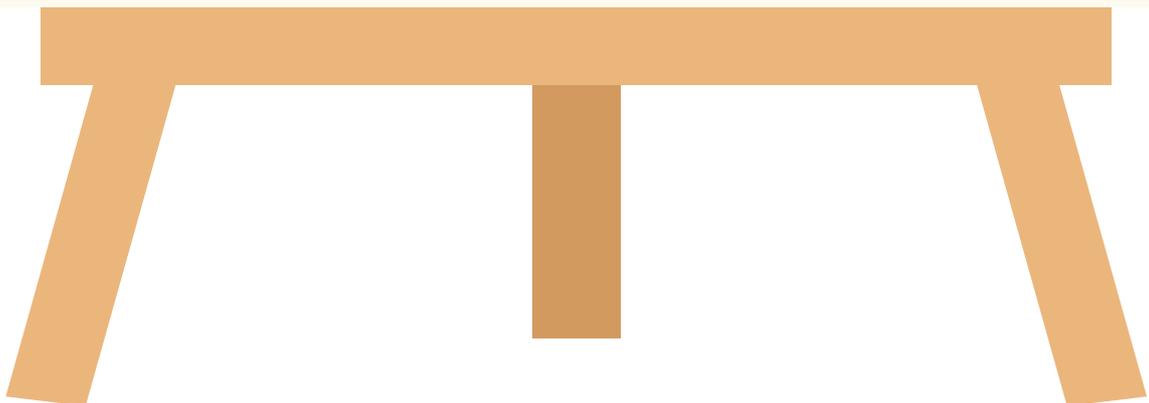
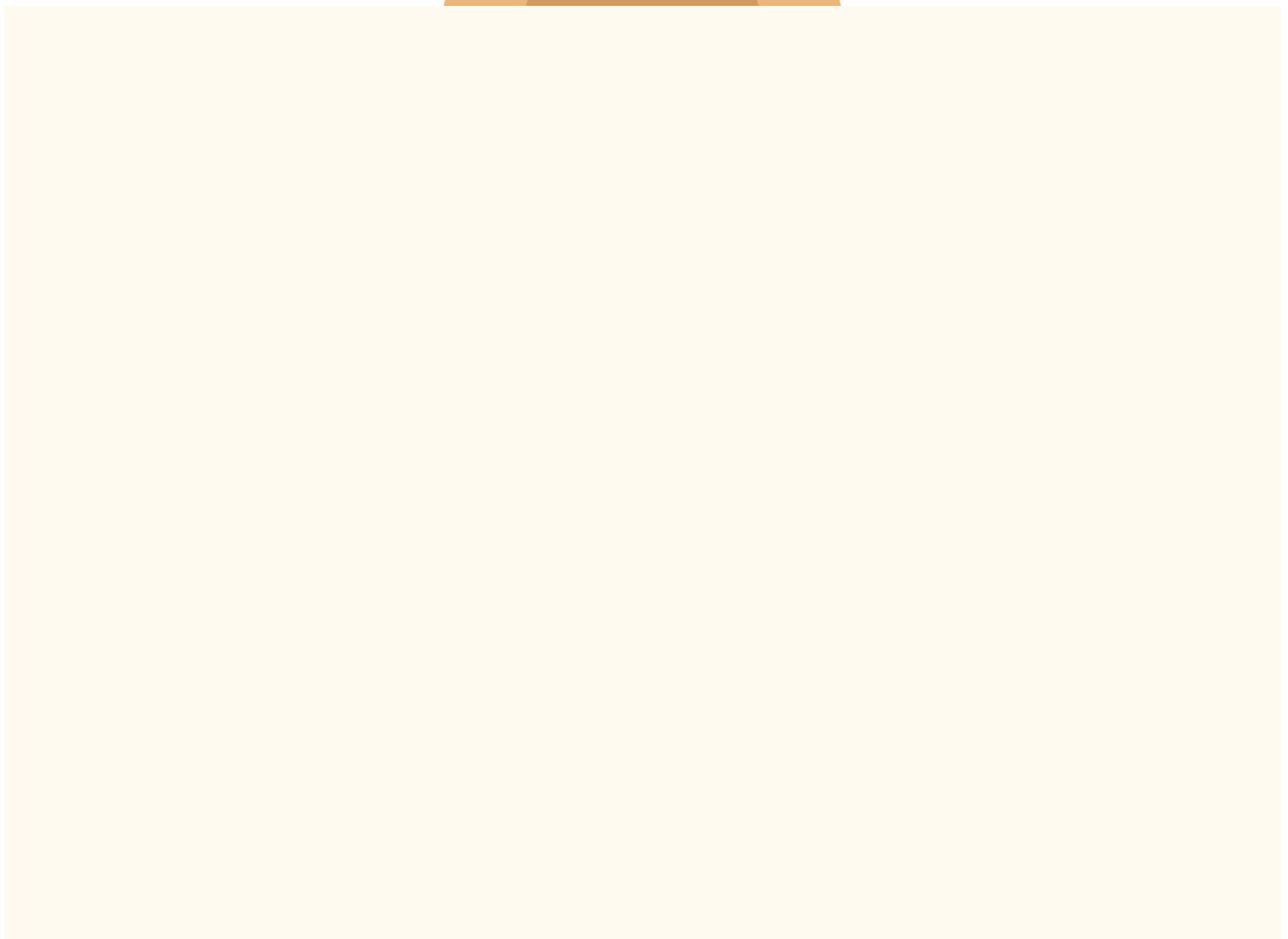
- Play the music as students walk around in the space.
- Encourage them to walk in different directions and fill the spaces, so they don't follow each other around. This is especially important as the goal is to separate them from their 'usual' friendship group.
- When you stop the music they must freeze. When you play the music they must walk. Do this a few times until all the 'usual' friendship groups are separated.
- When the music is stopped, ask students to gather together in groups of 2 or 3 with the people nearest to them and discuss the favourite after school snack.
- Repeat the exercise for favourite sport, fruit, animated cartoon etc. By watching closely as the students walk, you can stop the music so that they end up sharing with students outside their 'usual' friendship group.
- Ask the students to share something they have in common with another student. Continue to question them to discover if they have found 'common ground' with a student outside their 'usual' friendship group.
- Writing/Drawing Activity, students to complete template on the next page, showing them sharing an activity or food with someone new in their class; someone with whom they have not shared with in the past.



This is and I am
sharing.....

.....

*Complete the sentence at top of the
page then draw a picture of you
sharing an activity or food with a
new friend.*





MY FAVOURITE FILM

Appropriate years: Grades 1 - 3

Outcomes: Mathematics (representing and ordering numbers) Literacy (speaking and listening)

Students can find common ground through their appreciation of film as the basis of making new friends

Classroom procedure

Instructions to teacher:

- As a whole group, write on the board a list of students' favourite films. Ideally, they will identify at least 10 films.
- Ask students to stand in the centre of an open space. Call out the name of a film e.g. Frozen and ask students who enjoy Frozen to move to a different area e.g. next to the window.
- Ask one student to count how many students like Frozen and ask another student to write that number on the board.
- Continue with all the films on the board until all the films have a number next to them.
- Individually, students should use the template to order the top 6 films from the most enjoyed film to the least enjoyed film.

EXTENSION: Students to use data to create a simple bar graph

Discuss: Were you surprised by your friends favourite films. Did you have things in common with unexpected classmates?

Our Favourite Films



BEING A GOOD FRIEND

Appropriate Years: Grades 3 & 4.

Outcomes: Literacy, Emotional Wellbeing

Students will explore the qualities and values that make a good friend.

Classroom procedure

Whole group discussion: What does it feel like to have a good friend? Teacher to ask students what it feels like when someone shows them friendship. Move discussion to the qualities and values that are common in a good friend. Teacher to begin (and students to finish) a brainstorm on board, for example: Honest, fun, good listener, kind, adventurous etc. Students to complete the following tasks - there are four stages:

Stage One: Fill the worksheet with words that describe a good friend, using one coloured pen only.

Stage Two: Using the same worksheet, use a different coloured pen to write the first name of someone who shows these qualities in their friendship, for example: Good listener = Sarah or Fun = David.

Note: Use a different coloured pen for each different person.

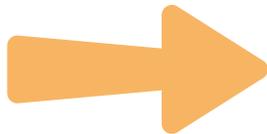
Stage Three: Students place their completed worksheets on the floor of an open space. Teacher to play music from the Friendship Spotify playlist. Students walk silently around and read what their class mates have written.

Stage Four: Students write a reflection using the template provided about what kind of friend they want to be, choosing 4 qualities or values to write about.





A GOOD FRIEND IS...



MY HAPPY PLACE

Appropriate Years: Grade Four to Six

Outcomes: Literacy, Emotional well-being

Students can contribute to a group brainstorm and recount a time that highlights what makes school a happy place for them.

Classroom procedure

Instructions to teacher:

Discuss with students times they have enjoyed or been happy at school. As they share, get them to write key ideas on the board until the board is covered with ideas about the enjoyable aspects of school life.

Individually, students are to write a recount of a time when they have felt happy at school. In the recount, students should:

- describe the situation that made them feel happy at school
- identify who was involved (other students or teachers)
- finish the story with a recommendation to others about finding enjoyable aspects of school life.



When students are finished, invite them to share their stories with the class and reiterate common themes on the board.

WISE WORDS

Appropriate Years: Grade Five to Six

Outcomes: Literacy, Information and Communication Technology, Emotional Well-being

Resources: Access to a device; ipad, laptop or computer for research

Classroom procedure

Students will use their devices to search for quotes online about friendship

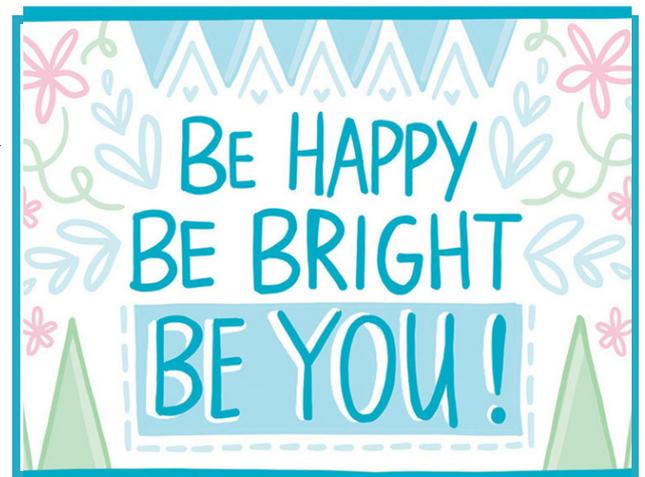
Instructions to teacher:

Write some key words on the board that students can use for an internet search e.g. Friendship, quotes, kids. Note: adding the word 'kids' will help them find age appropriate quotes.

Students are to search for three quotes that help them better understand aspects of friendship, e.g The only way to have a friend is to be one. Students should create a document headed 'research' and list the quotes, the authors and the source (webpage).

Once students have found a quote that they feel relates to their lives they make a digital poster of their favourite quote so that they might share with others.

Always encourage students to share their work with students who are outside their 'usual' friendship group.



YOU + ME = WE

I CAN DO THIS!

Appropriate Years: Grade Prep to Grade One

Outcomes: Literacy, Social & Emotional Learning

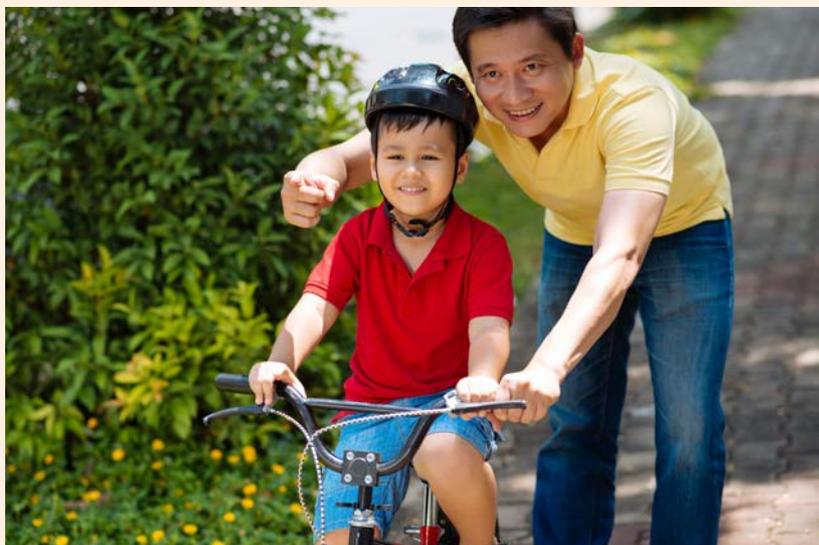
Classroom procedure

***A goal is something you want to achieve but sometimes,
a goal is just out of reach.***

This lesson is about setting a daily goal for each day of the school week. For example, doing 'kiss and drop', trying a new food in the lunchbox or trying a new activity. Students will identify a goal that is relevant for them and then check off their score at the end of the week..

Instructions to teacher:

As a whole group, discuss the concept of a goal using a situation relating to hobbies e.g. scoring a goal in soccer, winning a match or game, learning to perform a new song. Discuss the concept of effort; to reach a goal you must take action and this can sometimes be difficult, for example you might have to deal with uncomfortable feelings or you might have to put in extra time and miss out on something else you like to do. Use the example of riding a bike as most students will understand that you have to keep trying, over and over again, to eventually learn how to ride confidently.



WEEKLY GOAL

My goal for this week is to

.....

Monday



Tuesday



Wednesday



Thursday



Friday



Draw a face to show how you have felt about moving towards your goal on each day of the week.

PEN LICENCE

Appropriate Years: Schools set their own timetables for students to move from pencils to pens. This lesson is designed to get the students ready for this process.

Outcomes: Literacy, Creative, Social & Emotional Learning
Students will explore the main themes of the song, 'Pen Licence'; linking the concepts of effort and persistence with achieving goals

Classroom procedure

Inside the Teacher Resources Portal, watch the [Pen License video](#), sing along and learn the words. You can also watch on YouTube.

Ask students what they think they need to do to achieve a goal in general. Write their responses on the board. Pick out certain concepts to discuss e.g. effort, persistence, trying hard, not giving up. Ask students to share examples of when they made an effort, or kept going with something even when it was hard.

Students will think about how they can make a plan to achieve their pen licence and write a journal entry about their feelings. Write these sentence starters on the board to get them going!

- I want to get my pen licence because.....
- To achieve this goal I will need to
- When I get my pen licence I will feel.....

After the activity, students can share their thoughts with a partner of the class.



HEALTHY HABITS

Appropriate Years: Grades 4 - 5.

Outcomes: Literacy, Health & Wellbeing

Students will become aware of how their bodies work more efficiently when they develop healthy habits. Using the template, students will devise a series of goals that will contribute to good health and wellbeing.

Classroom procedure

Write these four words on the board:

ENERGY, ACTIVITY, REST, RELAXATION

Brainstorm each word with the students to give them an opportunity to explore each concept, e.g. ENERGY (fuel for the body, types of foods, water, associated feelings)

Students to devise ONE goal for each area and write about their goal on the attached template.



LIBRARY CHALLENGE: A NEW BOOK

Appropriate Years: Grade Six

Outcomes: Literacy, ICT

Resources: Access to the Library and a laptop or computer to complete the report.

Classroom procedure

The challenge is to choose a new book from the library and complete a book report to share with the class. Reading a new book requires many skills, such as determination, persistence, effort and energy.

Discuss the skills involved with students before you begin.

Students will have 30 minutes to choose a new book from the Library. Over the next week they are to read the book, in class and at home. Teacher to 'check-in' with students each day to see how much they have read and to assist them where necessary with understanding the story, or with general support and encouragement.

Using your laptop or computer complete a book report with 5 paragraphs that cover the following areas:

- Book title, author, publisher
- Genre – what sort of book it is
- Overview of plot (don't give away the ending)
- Recommendation (who might enjoy reading this book)
- Overall satisfaction with the book, including rating out of 5

Complete the report by finding an image of the book cover on the internet and inserting into the document.

Reflection: (15 minutes quiet writing time) Reflect on the skill required to achieve the goal of reading a new book.



GOAL SETTING: A NEW HOBBY

Appropriate Years: Grade Three - Six

Outcomes: Literacy, ICT

Resources: Access to a device; ipad, laptop or computer for research

Classroom procedure

Students will complete an important first step in goal setting; making a commitment.

Teacher-led discussion:

What does commitment mean? Have you ever made a commitment and then given up? Why did you give up? How did you feel? Have you ever made a commitment and followed through? How did that make you feel?

Student discussion:

In pairs talk about the hobbies you do at home; hobbies you do by yourself or with your family e.g. camping, martial arts, gardening, Now talk about some hobbies you would like to try.

Whole group brainstorm on board (students writing all the hobbies they do and would like to try in the future).

Individually, students to complete the following worksheet, making a commitment to try-out a new hobby.



HAPPINESS MEDITATION

Appropriate Years: Grade Prep – Grade 6

Outcomes: English, Literacy, Creative Arts, Social & Emotional Learning

Before Instruction: Prepare some simple meditation music.



CLASSROOM PROCEDURE

This meditation is designed to help students learn how to access positive emotions. If they can learn how to do it through a guided meditation, then they can begin to see how they can make themselves feel good anytime they choose.

- Ask students to sit or stand comfortably, but remain awake and active (This is not a time to fall asleep!)
- Put on some meditation music.
- Read the text on the following page.

HAPPINESS MEDITATION

- First thing you want to do is shake your body out, clench and unclench your fists. And finally, find your relaxed position.
- Put your hand on your heart; close your eyes. Feel Your Heart.
- We're going to go on a journey of things you're happy about, but first, just feel your heart beat. Feel the power of your heart. Feel the strength of your heart. Feel grateful for your heart.
- Think about it: You didn't have to buy this heart. You didn't have to earn it. Someone thought enough of you to give you this heart, instantly, the moment you were born. As long as it beats, you're alive.
- Remember a moment in your life when you felt really happy. Breathe into your heart; hear what you heard then; feel what you felt then, right now. Feel so grateful. Feel that moment of happiness. Take It In. Don't just think it. Feel it, see it, be there. Reach out and bring in another happy memory. Step in and feel the feelings of that moment. How did you stand? How did you breathe?
- Bring a third moment in. Another moment that was really fun and happy. You met somebody, you went somewhere, and it led to something magnificent. Step into the happiness of that moment and feel it as well. Feel each moment, in your body, like you're there.
- Now we're going to shift to Moments you're proud of -
- Remember a moment that you were proud of. Bring in someone you're proud of. Breathe the way you do when you feel proud—along with the happiness..
- Think of something you achieved, when you did something cool and bring that in too.



HAPPINESS MEDITATION

Bring in a moment that made you laugh out loud. Did you ever laugh so hard that your drink came out your nose or something like that? Remember that moment. It's ok if it makes you laugh right now. Laugh out loud. Bring it into your heart.

Bring in a special moment with family or friends.

Bring in a moment that was pure excitement. Make that sound of excitement out loud. Now, for 10 seconds, reach out and bring in moments that make you feel happy. Bring them in fast! What else can you remember that made you feel happy?

That's it! Take a deep breath.

Now, open your eyes.

How do you feel, right now?

Share with Others

Turn to the person next to you and tell them about what you just remembered. What did you experience?

This is a simple way to make yourself feel good any time you choose to.

Write down or draw a picture of what you saw in your mind during this process.



MOOD-MEASURE

Appropriate Years: Grade 3 – Grade 6

Outcomes: English, Literacy, Creative Arts, Social & Emotional Learning

Before Instruction: Prepare an empty big space on the wall or board to stick post-it notes.

Materials: Post-it Notes, Mood-measure printout, pens/pencils, poster board, music by The Playground Craze

Classroom procedure

The aim of this lesson is to help students to understand the different emotions they feel and how they can make conscious choices to affect the way they feel.

- Ask students to suggest the names of emotions and write each one on a post-it note, for example 'happy', 'cheerful', 'sad', 'worried', 'angry', 'joyful', 'lonely', 'anxious'. Try to have 50% of the emotions be positive and 50% negative.
- When you have written enough, give them out one post-it for each student.
- Let them know that they should do the next step without talking. Ask them to approach the wall one at a time and stick the post-it notes to the wall in order, with the top of the list being the emotions they most like to feel and the bottom of the list being the emotions they really don't want to feel. When the task is complete, ask if any students want to silently move one or two post-its to ensure the order is correct. Continue until a consensus is reached.
- Hand out the Mood-Measures on the following page. In column 1, ask students to make a mark to show how they currently feel. Or you can create a post-it note for each student and use your wall as the Mood-Measure.

MOOD-MEASURE



- As a class, brainstorm a menu of ways that students could improve the way they feel and move up the Mood-measure, if they wanted to. See some examples on the next page.
- The aim of this brainstorm is to come up with a list of options that would make the students feel good so that they have a menu of options to use anytime they want to move up the Mood-measure.
- It is important to include things on the list that don't cost money, can be done anywhere, any place, that don't have to involve other people. It should be easy to feel great at any time!
- When you have listed a few ideas as a class, encourage students to take a 'joy break' - put on some music and tell students they have until the end of the song to try out one of the ideas in their list.
- After the joy break is finished, ask the students to again rate themselves on the Mood Measure. Have they moved up? Discuss.
- Ask students to make a poster with their own personal Menu of Ways to Feel Good. Stop them during the activity to check their Mood-measures and take Joy Breaks.
- Continue to use the concept of the Mood-measure and Joy Breaks everyday in your classroom!

MY MENU OF WAYS TO FEEL GOOD

Write a list of things you could do to make yourself feel good. Remember to include things that don't cost money and things that you can do anytime, anywhere, any place!

- Dance to music
- Take 10 deep breaths
- Think of things you're grateful for
- Sing a song
- Talk to a friend
- Exercise
- Write in a journal
- Make some art
- Jump on the spot
- Play a ball game
- Read a book
- Hug yourself
- Play with a pet
- Get into nature
- Play a game

A large rectangular area with a light pink background and a dark pink border, containing horizontal lines for writing.

MEANING

Appropriate Years: Grade 5 – Grade 6

Outcomes: English, Literacy, Creative Arts, Social and Emotional Learning

Aim

In this lesson, we're exploring the concept of 'meaning'. Two people can experience the same event, but one of them comes out of it with an empowering meaning and one of them with a disempowering meaning. What is the difference between the two people? Which one of them will feel happier?



Ask students to look at the two images on the next page. They are illusions, there are actually two pictures that can be seen in each image.

Get them to put their hand up to vote on which image they can see. Ask them 'How is it possible that you are looking at the same picture, but seeing different things?'

WHAT DO YOU SEE?

Look at these two images? They are illusions. What do you see?



Answers:
Image 1 - 'Good' written in black, 'Evil' written in white.
Image 2 - An Old Woman, A Young Woman

MEANING IS EVERYTHING

How is it that people can look at the same image and see two different things?

This is also true for the events in our lives the same thing can happen to two people and they can see it in completely different ways.

Read this story:

A girl is running in the playground. She's carrying her lunch box which is full of hummus and carrot sticks. Suddenly she trips on a stick. She tries to stop herself from falling and does one of those weird tip toe dances when you're trying to get your feet under control again. In the end, she can't help herself and she tumbles to the ground. Her lunch box flies up in the air and SPLAT! The hummus lands on her face. The carrot sticks land in her hair.

A crowd of kids nearby starts to laugh. She thinks to herself, "That must have looked pretty funny! It's so fun that we can all laugh together about this! those kids must think I'm hilarious." She gets up and takes a bow, laughing along with everyone.

A boy is running in the playground. He's carrying his lunch box which is full of hummus and carrot sticks. Suddenly he trips on a stick. He tries to stop himself from falling and does one of those weird tip toe dances when you're trying to get your feet under control again. In the end, he can't help himself and he tumbles to the ground. His lunch box flies up in the air and SPLAT! The hummus lands on his face. The carrot sticks land in his hair.

A crowd of kids nearby starts to laugh. He thinks to himself, "I'm such an idiot! Why am I always so embarrassing?! Those kids are really mean and they're being bullies! I hate this school and I wish I never had to come here ever again!"

He gets up and scowls at the other kids, who stop laughing. He walks away by himself and feels miserable for the rest of the day.

WHAT DOES IT MEAN TO YOU?

How is it that two people can experience the same event and experience it in completely different ways?

How we feel about something is determined by the meaning we give it. And the great news is, we can choose the meaning we want to give the things that happen to us in our lives. Why not choose an empowering meaning, that helps us to feel good?

We may not be able to control the events that happen to us, but we can always decide the meaning we attach to them.

Write your own story. Think of an event that could be seen in both a positive and negative way. Write two versions of the story, showing the main character's reaction to an event:

Version 1: Show the character choosing a disempowering meaning. How does it make them feel? How do they react?

Version 2: Show the character choosing an empowering meaning. How does it make them feel? How do they react?



CELEBRATE & DANCE

Appropriate Years: P - 2

Outcomes: Performing Arts, Physical Education, Wellbeing

Preparation: Go to www.theplaygroundcraze.com/music-and-videos/ to watch 'The Bell's Ringing'

Taking time to celebrate small achievements throughout the day is a great habit to encourage! It also gives students a brain break from focused work. Short breaks during work time have been shown to have real benefits reducing stress and frustration and increasing attention and concentrations.

Dancing is a great way to celebrate achievements and blow off steam. When students move their bodies, they not only have fun but it always puts them in a good frame of mind and long-term, results in a more positive attitude.

Classroom procedure

Play The Playground Craze video, 'The Bell's Ringing'.

Ask students to listen to the lyrics especially those that give instructions on how to move. As a group, try to remember some of the movements that that are in the song and write them on the board. They are:

- Jump up on our feet.
- Celebrate! So that means, cheering and jumping.
- Dance.
- Laugh and laugh and laugh our way back to sit on our bottoms.
- Stop and pretend like nothing ever happened.
-

Now it's time to put everything together.

Play 'The Bell's Ringing' video and have students follow along with the song and the movements.

CELEBRATION CIRCLE

Appropriate Years: P - 6

Outcomes: Social & Emotional Learning, Physical Education, Drama
No preparation needed.

This activity can be used to celebrate achievements and also to celebrate individuality!

Classroom procedure

Students stand in a circle. Feet apart (under their hips), legs straight, long back, shoulders pointing out to each side, ears and shoulders as far apart as possible, head front (don't lift chin) and eyes closed. Take a long deep breath in and let it out slowly. Open eyes and smile – now everyone is ready to begin.

Going around the circle, as quickly as possible, students call out their names in turn. On the second round, students need to call out their names and something else. The teacher should surprise them each time they do this 'break'.

Here is a list of 'something else' subjects to choose from:

Achievement in class today: Alex, Maths

Favourite foods: Sarah, Watermelon

Favourite day of the week or the year : Iraj, Friday

Favourite 2 or 3 digit number : Luna, 888



SECRET CELEBRATIONS

Appropriate Years: 2-4

Outcomes: Literacy, Social & Emotional Learning

Preparation: Students to bring small box from home e.g. museli bar box. Classroom art supplies (glue, brushes, scissors, masking tape) plus small pieces of blank paper for each student.

Note: You might enlist the Art teacher to allow students to decorate the boxes in the Art room.

Celebrations can be big or small, loud or quiet, public or secret. This activity is a way to have a small, quiet celebration that, if students like, they can share with special friends, parents and the teacher – it's completely up to them.

CLASSROOM PROCEDURE

Students prepare their box. Tape up the original opening and create a new opening on the front of the box so it looks a bit like a postbox. Decorate the box with paint or by pasting on coloured paper. The design should be individual and be a reflection of the student's personality.

Students write their achievement on small pieces of paper and post them in the box. They can keep their achievements private or share with a special friend, the teacher or family. This can be an ongoing activity which can be used for reflection at the end of each term.



CROSS CRAWL

Appropriate Years: Grade 3 - 4

Outcomes: Physical Education

Short brain breaks during work time have been shown to have real benefits and they reduce stress and frustration, increase attention and help with accomplishing tasks.

Cross Crawl

The human body functions best when both sides of the brain and the body work together. Finding ways to overlap the left and right senses through the midline is the goal. This is where a Cross Crawl exercises can be fun and useful as students reprogram the nervous system and help different muscles and systems of the body work together. This Cross Crawl sequence can be done anywhere. It might be fun to switch it up unexpectedly!

Classroom procedure

To start: Have students march on the spot and as they lift each knee, tap it with the opposite hand. The main point is that the arm comes across the midline to touch the knee.

Next stage: Pretend to swim freestyle (extend the arms) as they Cross Crawl. Keep moving quickly so that they keep tapping their knee with the opposite arm each time.

Final stage: Once students have mastered Cross Crawl, try doing it behind the body. Kick up the lower leg and the foot at the back, one leg at a time. Use the hands to touch the opposite foot on each lift.

**Play The Playground Craze song: 'The Bells Ringing' in the Teacher Resources Portal.
Perform the cross crawl in time with the beat.**

SMALL & MIGHTY:

SHORT STORIES

Change your thinking

Harper's best friend was called Sami. Each day they arrived early to school so they always had time to play before the bell. In the playground there were two sets of monkey bars; a small one for the little kids and a really long one for the older students. Sami was very good on the monkey bars and could swing from one side to the other without stopping. Harper found it hard to hang on for such a long time and always slipped off. 'I've got slippery hands' Harper thought and gave up.

That night Harper asked her mother about her slippery hands and her mother told her that it was the muscles in the arms that really helped her hold on to the monkey bars. 'You have to think about your arms and not your hands,' she said. The next day Harper and Sami were playing before school and Harper said, 'I'm going to swing all the way across today.' Sami smiled and said, 'Good luck!'

Harper set off with a determined look on her face. She kept thinking about her muscles and how she would feel if she made it all the way to the other end. 'Come on arms' she thought to herself, 'You can do it!' She finally got to the end and Sami was waiting for her. 'You didn't give up!' cried Sami 'I'm so proud of you!' 'I'm proud of me too' said Harper. Sami said, 'How did you do it?' Harper smiled and told Sami about the talk she had with her mother. "I just needed to stop thinking about my slippery hands and concentrate on the muscles in my arms. Thinking differently really helped!"



THE PHYSICAL BRAIN

Appropriate Years: Grade 5 - 6

Outcomes: Science, Physical Education, Performing Arts

Preparation: Project the image of brain (next page) in classroom

Exercise increases blood flow to the brain which helps us focus and remain alert throughout the day. The brain is an amazing organ and this activity helps students get to know how it works for them. This activity requires an image of the brain. If you don't have a poster you can use the image on the next page to either enlarge or display or to hand out to students.

Classroom procedure

Make a physical brain

Divide students into four groups. Each group is responsible for one lobe:

1. Frontal lobe (large group, circular shape)

The frontal lobe helps us to reason, plan and solve problems. It also helps with speech and movement and with our emotions.

2. Parietal lobe (large group, circular shape)

The parietal lobe helps us with the sensation of touch, pressure, temperature and pain.

3. Temporal lobe (large group, circular shape)

The temporal lobe helps us with memory and also with recognising and understanding sound

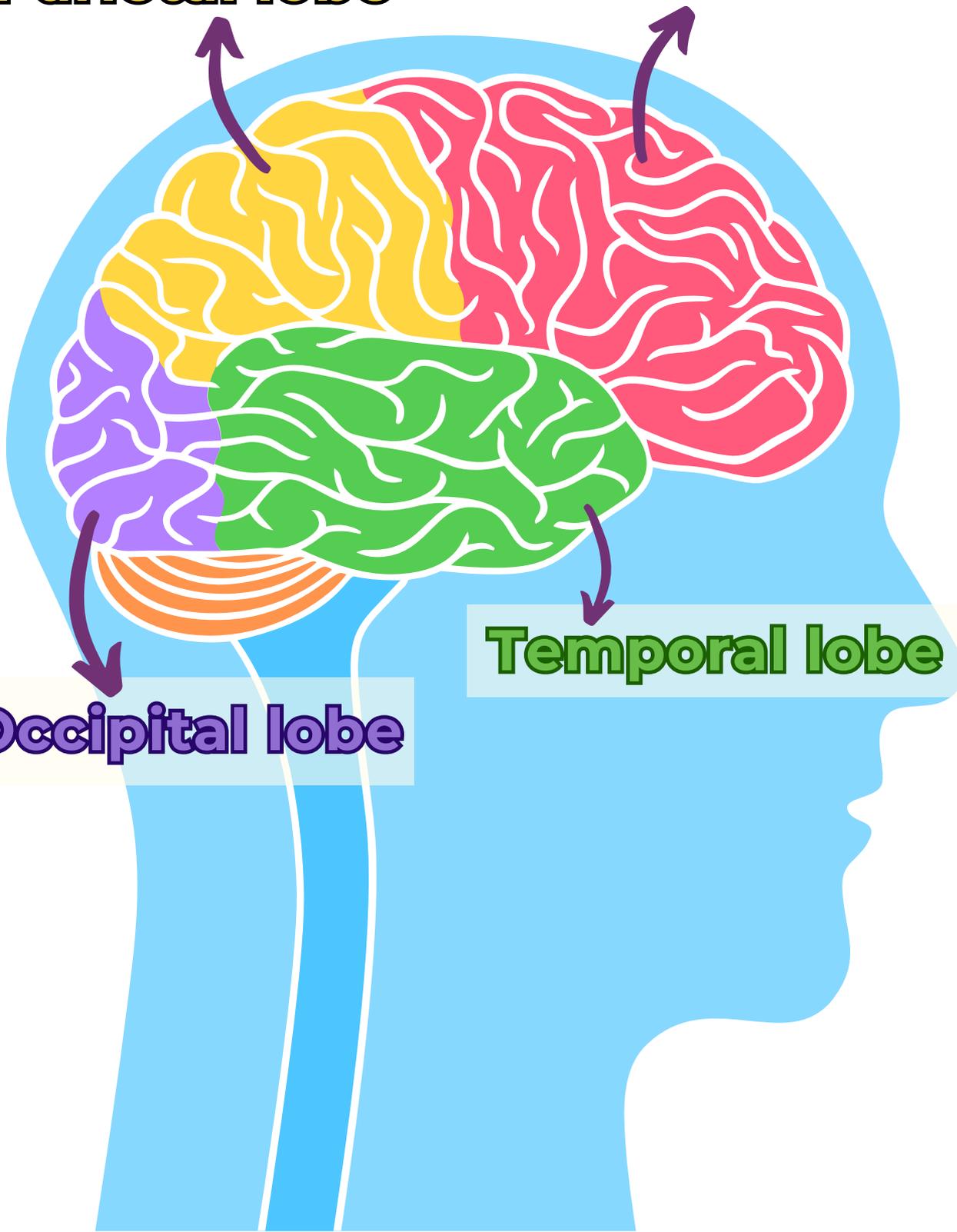
4. Occipital lobe (small group, circular shape)

The Occipital lobe helps us with our vision.

- Allow the students to work out how best to making the shape of their allotted lobe.
- Then get them to devise a short chant that indicates what that lobe does e.g. 'Frontal, I'm frontal. I plan and solve and make some noise. I move and shake and scream with joy. I'm frontal!'
- Have all the lobes stand together to make a physical brain and get each group to chant in turn.

Parietal lobe

Frontal lobe



Temporal lobe

Occipital lobe

HOW WE INCLUDE OTHERS

Appropriate Years: P - 1

Outcomes: English, Literacy, Social & Emotional Learning

Preparation:

Each students needs:

- a sheet of A4
- scissors and glue
- a copy of the template on the next page.
- a selection of coloured paper cut into small squares, or circles or even odd shapes - so scap paper is fine.

Classroom procedure

Gather the class and write the word INCLUDE on board.

Discussion

- Have you heard the word include before?
- Do you know what it means?
- Have you or someone you know used the word before?
- What does it feel like to be Included?
- What does it feel like not to be included?

Students may be able to contribute or may need some prompting.

Activity

Students to arrange and paste the paper pieces inside the letters. The purpose of the activity is to include all the colours in the word INCLUDE.

You might also like to do this as a class on one very large INCLUDE and even add photos of the students.

Discuss how their pictures look, what happens when we unclude ALL of the colours?

INCLUDE

מרכז
למחקר
והשכלה
במקצועות
המדעים
החיים

USEFUL WORDS

Appropriate Years: 1-3

Outcomes: English, Literacy, Social & Emotional Learning

Preparation: Print a Word Search for each student

BELONG

HARMONY

EVERYONE

HOME

INCLUDE

Classroom procedure

1. Gather the class and begin by writing the words on the board. Discuss each word and ways to use the word at school, in the playground and at home.
2. Ask students to use the words in a sentence (the complexity of the sentence will depend on the year level).
For example:
When I feel safe then I feel like I belong.
When we play together we are in harmony.
Everyone belongs in our school.
Lots of people have found a home in Australia.
When we include people we make them feel happy.
3. Introduce the Word Search and demonstrate how to look for clues e.g. finding the first letter of the work you are trying to find. This will help you uncover the secret words in the Word Search.

USEFUL WORDS

WORD SEARCH



- BELONG**
- HARMONY**
- EVERYONE**
- HOME**
- INCLUDE**

B	K	P	A	X	H	I	V
E	H	A	R	M	O	N	Y
L	I	O	M	U	M	C	O
O	R	G	N	W	E	L	R
N	I	D	O	V	H	U	H
G	F	R	I	E	N	D	S
R	W	Y	X	P	G	E	Y
E	V	E	R	Y	O	N	E
H	A	P	P	Y	A	O	D
Q	L	C	B	K	I	N	D

EVERYONE BELONGS

Appropriate Years: Grade 2 - 4

Outcomes: English, Literacy, Creative Arts, Social & Emotional Learning

Resources: We're One - music by The Playground Craze

Classroom procedure

The aim of this lesson is to help students to explore the concept that 'everyone belongs' at school.

- **Play 'We're One' by The Playground Craze**

Introduce the word BELONG and ask students to explain what it means. A good definition is:

"when you feel safe and comfortable, you feel like you belong"

- **Teacher-led discussion:**

What makes people feel happy and comfortable at school?

What might make people feel sad or uncomfortable at school?

What can you do to help make people feel happy and comfortable at school?

- **Individual activity:**

Students to draw a picture of people feeling safe and comfortable at school.

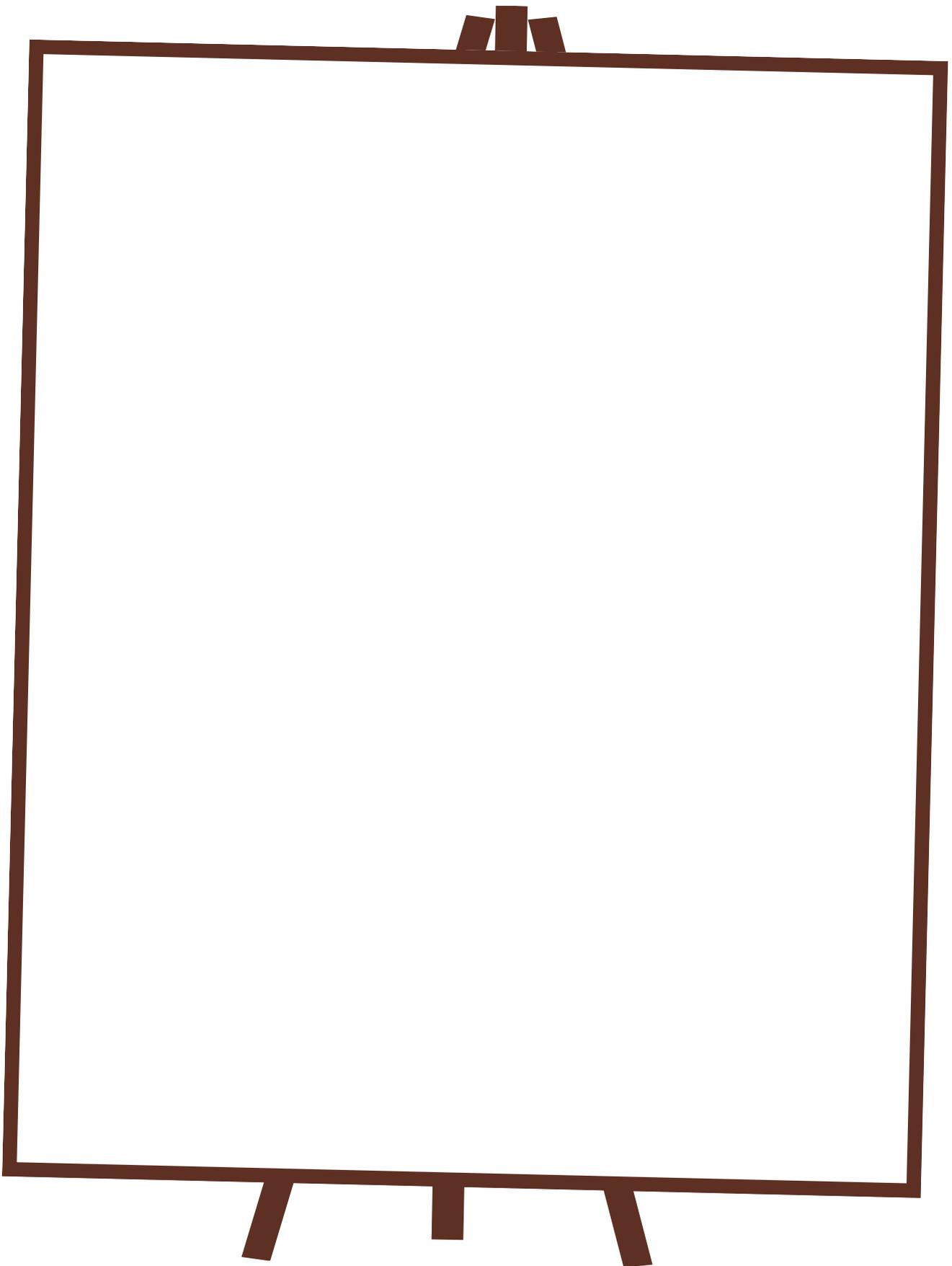
This might be in the yard, in the classroom, during sport etc.

- **FOLLOW UP:**

For the next few weeks, teacher can ask students to identify times they have felt safe and comfortable (like they belonged) at school or at home. Each time a student gives an example, ask them to identify the feelings that might have come from it. This can serve to build an atmosphere of belonging in the classroom.



BELONGING



WHERE ARE WE FROM?

Appropriate Years: Grade 3 - 4

Outcomes: Geography, History, Literacy, ICT

Resources: Computer, iPad or other device

Pre-homework: Students to ask parents about their cultural heritage

Classroom procedure

The aim of this activity is to investigate the cultural heritage of all the members of the class.

Teacher-led discussion

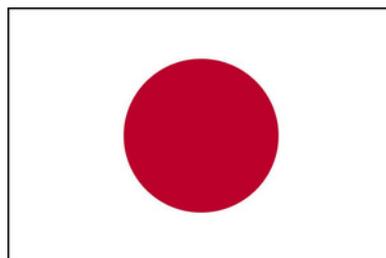
Go around the room and ask the cultural heritage of each student (teacher noting it on the board)

Task

Students to research their family's country of origin, the flag and 3 interesting facts. They may need to prepare a list of questions to ask their parents/carers.

Students to complete a ONE-PAGE digital report and print out to display in the classroom.

Note: There is an example on the next page





WHERE ARE WE FROM?

My name is Paul Yang and my family comes from Korea.
My parents came to Australia after they were married in Seoul in South
Korea.

My sister and I were born in Bendigo in Victoria.
We now live in Melbourne next door to our cousins.



3 INTERESTING FACTS ABOUT KOREA

- 1 Busan has a great beach where everyone can relax.
- 2 K-pop is a popular type of pop music in Korea.
- 3 Korea has one of the fastest internet speeds in the world.



LEARNING ABOUT OUR COMMUNITY

Appropriate Years: Grade P - 6

Outcomes: English, Literacy, Creative Arts, Social and Emotional Learning, History, Geography

Invite a parent or grandparent to visit the class who has come from another country and now calls Australia home.

CLASSROOM PROCEDURE

Devise some questions with the students prior to the event:

- Where did they originally come from?
- Why did they decide to come to Australia?
- How did they travel to Australia?
- What do they miss about their home country?
- What do you like most about Australia?
- How do they remember their home country?

Report

- Students to either write a report about the guest
- Draw a picture showing a part of the guest's story



FIRST NATIONS PEOPLES

Appropriate Years: Grade 5 - 6

Outcomes: English, History, Social and Emotional Learning

Resources: Computer, laptop or ipad

Classroom procedure

Students will research the life of prominent First Nation people.

Discussion: Why might it be important to recognise First Nation leaders?

Brainstorm as a class: What should be included in a research report?

Discuss

- How to research
- using Internet
- How to find
- reliable sources
- How to collect and record sources



Introduce starting points

First Nation peoples who have received the Order of Australia or Australians of the Year First Nation Artists, Scientists, Olympians or Environmentalists.

Task

Students to choose a digital presentation tool (such as PowerPoint etc.) but should include an agreed set of topics.

Students to work individually on these tasks and when finished, present them to the class.

THE ORIGINS OF SPORT

Appropriate Years: Grade 3 - 6

Outcomes: Literacy, Physical Education, Geography

Resources: Computer, laptop or ipad

Classroom procedure

Students will discover the home of the various popular sports by preparing a group Oral Presentation. Then they will lead the class in a game of their sport.

Note:

This activity might be best done with the assistance of the Physical Education co-ordinator as they will have access to equipment. And obviously the presentations will have to be done outside!

List of sports:

- Soccer (also called Football)
- AFL
- Cricket
- Tennis
- Gymnastics
- Badminton
- Running/Sprinting



'HAVE A GO' LANGUAGE

Appropriate Years: P-2

Outcomes: Literacy, Visual Art, Social and Emotional Learning

Resources: The Playground Craze song 'Have a go' & one print out of Word Find

Classroom procedure

Students are exposed to language that will help them express their feelings.

**Brave
Risk
Buddy
Try
Friend
Mate
Hard
Goal**

Instructions to teacher:

- Play the music for students as teacher writes the 'Have a go' words on board.
- Teacher asks students what they know about the words. The focus of this discussion is to tease out understanding. Younger students might not recognise the words in written form but will likely use them and may have some understanding of what they mean.
- Students complete the Word Find and when finished draw an image of themselves in the box when they were 'having a go' at something that they found challenging.
- Students share their work with the class or a partner using one or more of the 'have a go' words in their presentation.

'HAVE A GO' WORD FIND

B A G O S U F J
F S F R I E N D
A B R A V E H L
X U B N W T R Y
U D Q N L A Q P
Z D T A S M P R
B Y O V H X I V
A G W T N S K C
H A R D K A O Y

BRAVE

RISK

BUDDY

TRY

FRIEND

MATE

HARD

GOAL

WHAT DOES BRAVE FEEL LIKE?

Appropriate Years: P - 4 but language/activity can be adapted for 5 & 6

Outcomes: Social and Emotional Wellbeing, Drama

Classroom procedure

When have you been brave?

Instructions to teacher:

- Begin by giving an example of a time when you have been brave describing how it felt inside when you are not sure of the outcome, for example, trying a new food or a new activity. Try to make your retelling of the story as animated as possible.
- Invite students to offer examples of trying something new or being brave and write them on the board quickly without unpacking each story.

Question to class:

How does it feel just before you try something new?

Note: you are looking for different descriptions of anxiety

Write words on board without stopping.

ACTIVITY 1: Students stand up and spread out. Using the feeling word physicalise these feelings. For example, the feeling scared might be physicalised by hunching over and shaking, or the word jittery might be physicalised by moving fingers all around the body.

Teacher-led discussion: Is it ok to feel these feelings before you try something new? Does everyone feel them? Will they hurt you? As you discuss these feelings, reassure students that everyone feels these feelings at some time and they are a normal part of life.

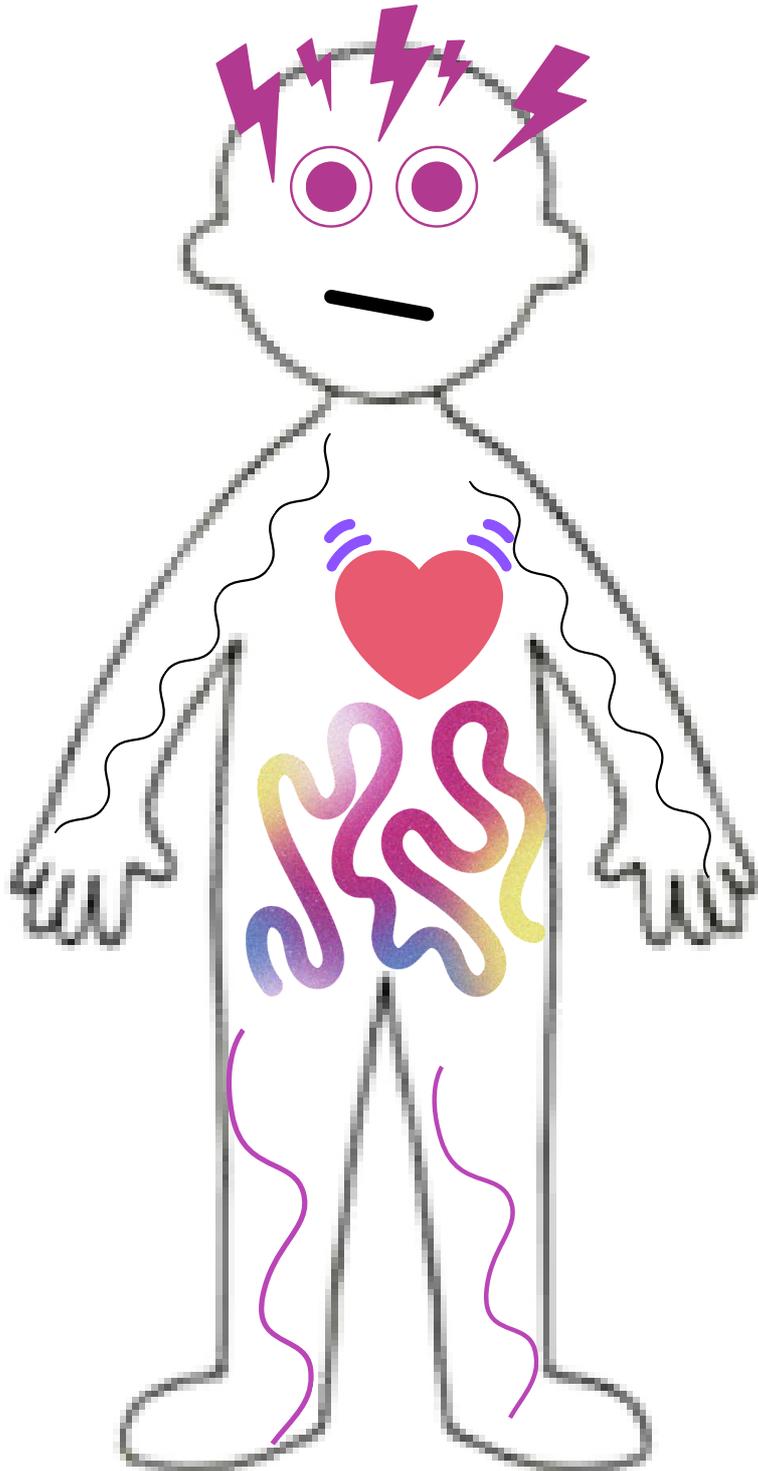
Finish the discussion by asking What does it feel after you have had a go! Try and keep this part of the discussion low stakes and upbeat. Write these new words on the board and then physicalise them.

ACTIVITY 2: Students complete the template on the next page which invites them to draw their feelings.

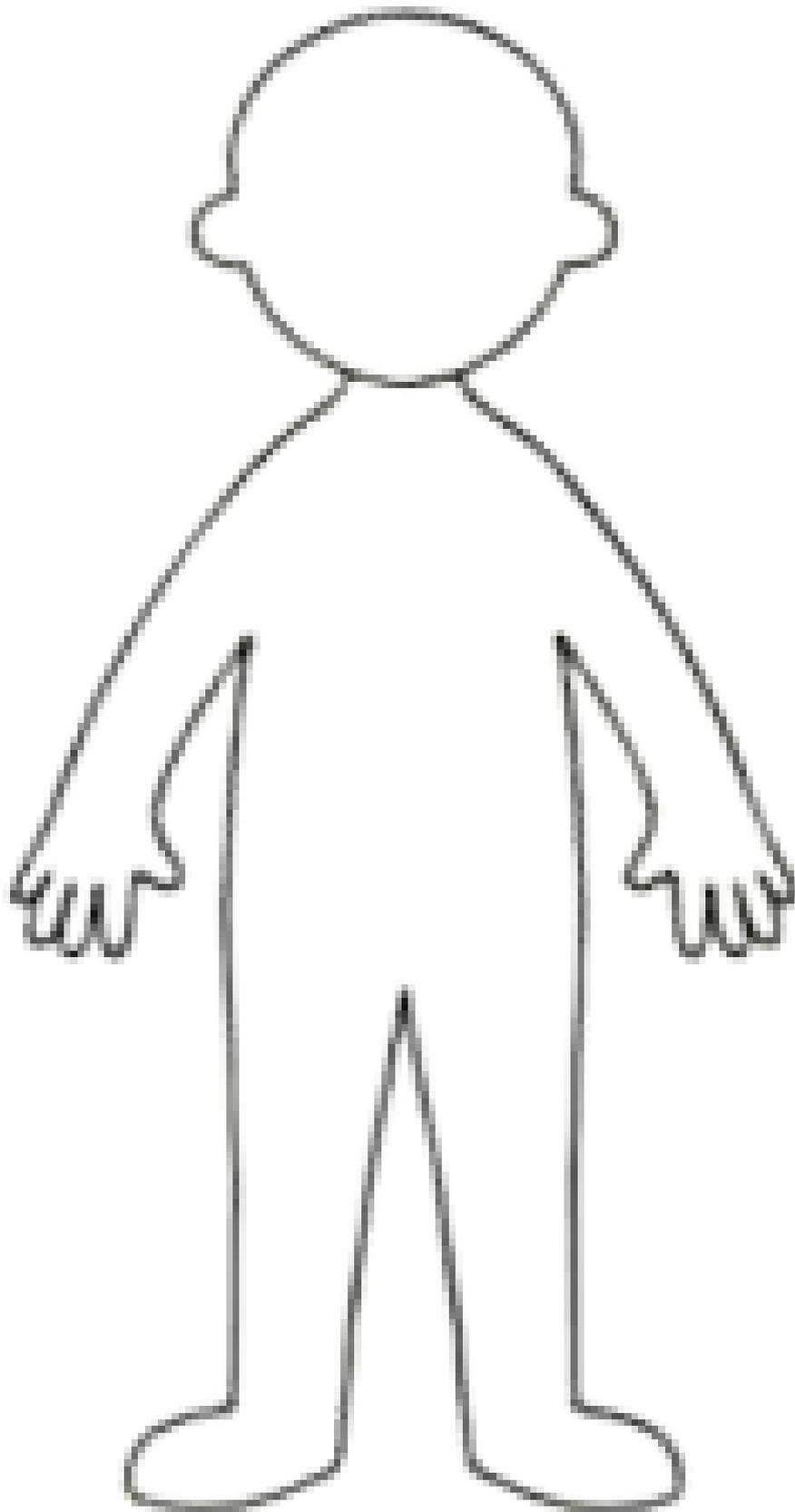
Teacher resource:

What does brave feel like?

Example only



What does brave feel like?





BUILD A BRIDGE

Appropriate Years: 2 - 4

Outcomes: Technology, Team-building skills, Communication skills

Resources: Solid pieces of newspaper or large pieces of recycled paper, masking tape.

Classroom procedure

The purpose of this class is to use the materials to build a strong bridge and to talk about the process and outcome with peers.

Teacher instruction:

- Pre-activity discover: Each student is given one piece of paper. The task is to make it stronger by folding or rolling it. Students share their construction knowledge with each other. Teacher writes up different techniques on board. At this point, the teacher also gives instructions on economical use of tape.
- Activity: Divide students into small groups of 3 or 4. Provide paper and tape and ask students to construct a bridge with paper. The bridge has to hold up a weight (teacher determines whether it is coins, pencils etc.). Challenge groups to make the longest bridge possible and 'have a go' without getting too worried about the end product. This is the activity where they can take a chance without being concerned with failing. Give them a specified amount of time to complete the task.

Presentation: Groups present their bridges to the class. If they have been unsuccessful in building a bridge they still need to present and tell others what happened and why. The focus of the presentation is on the process involved and what they might have discovered about themselves and the other members of the group. The 'take-away' is that it is good to 'have a go' at something as you always learn!

I WILL HAVE A GO!

Appropriate Years: P - 6

Outcomes: Social and Emotional Wellbeing

Resources: Students need a copy of the template (next page)

Classroom procedure

Students make a goal to 'have a go' at something this week.

- Question: If you were the bravest, most confident in the school what would you to 'have a go' at?
- Brainstorm ideas and write them up on board.
- Link back to 'What does brave feel like' on previous page. Even if students haven't completed the activity the feelings can now be discussed especially when challenging them to 'have a go' at something new.



- Students then work individually to complete the Goal Setting Activity (next page) or if students are younger they can complete the goals at home with a parent.

Teachers to decide whether to make these goals private or public and whether to make students accountable for them. If so, should they be accountable only to themselves or perhaps to a friend or parent etc. Teachers will be able to decide what is right for each student at this time.

I WILL HAVE A=GO!

GOAL SETTING ACTIVITY

My goal is:

I would like to achieve this goal by:

This goal is important to me because:

What might challenge me in achieving my goal?

What can I do to help me stay on track?

OUTDOOR FUN

Appropriate Years: 4- 6

Outcomes: Physical Education and Teamwork

Resources: A range of PE props such as cones, beanbags, hoops etc.

This activity should done on an oval or sports court.

Classroom procedure

This is a group challenge to devise an innovative activity course.

Students divide up into 4 groups. Each group devises a challenging activity course with the props available. Each course should have 4 different activities.

For example:

- Activity 1: Run in and out of cones
- Activity 2: Throw bean bags through a hoop to partner
- Activity 3: Hula hoop for 1 minute
- Activity 4: Jump in and out of hoops that are spaced out on the ground (one jump in, one jump out)

Encourage students to try and be creative with the tasks.



Once the groups have devised the course of activities they then team up with another group and teach them the activity. This is an opportunity for them (and you) to check for safety, communication and understanding.

These unique activity can be used for a team challenge and later some of the more creative activities can be used as 'brain breaks' from work.

What did students learn about themselves while 'having a go'?

SOMEONE NEW

Appropriate Years: Grade Prep – Grade 2

Outcomes: English, Literacy, Creative Arts, Social & Emotional Learning

Before Instruction: Prepare some music from The Playground Craze Spotify playlist.
<https://www.theplaygroundcraze.com/standing-up-to-bullying-playlist/>

This activity can be done outside or in a classroom - just stack the chairs up in the corner and clear everything else off the floor.

Classroom procedure

These activities are designed to help students learn how to break the ice with new class mates. The teacher-led discussion helps students identify the emotions that come with meeting new people.

Teacher instruction to students:

- When the music starts students are to walk around the room, when the music stops, freeze.
- Partner-up with someone close to you and say to them, 'Hello (insert name) tell me something special about yourself' and listen to their answer.
- Then swap roles and tell them something special about you.

Continue until all the students have met 3 partners then students gather in front of the whiteboard.

Hello (insert name) tell me something special about yourself





LET'S TALK ABOUT IT

Teacher-led discussion:

"You probably think you already know most of the people in your class but I wonder..."

Who found out something new about someone in the class?

Who found out something surprising?

Who found out something that made them laugh?"

For the questions, teacher to represent student responses to these next questions on the board:

"How did you feel when you were talking to your partner?"

Draw out feeling words or words that might lead to identifying feelings, such as: happy, nervous, butterflies in tummy, make me smile etc. Be curious about feelings without judgement.

STAND UP FOR YOUR FRIENDS

Appropriate Years: Grades 2 - 3

Outcomes: English, Literacy, Creative Arts, Social & Emotional Learning

Classroom procedure

Through listening and responding students are challenged to recognise behaviour that is unkind and excludes others. This is the type of behaviour that, if left unchecked, can lead to bullying.

LISTEN

Students close their eyes and listen to the teacher read a series of statements. As each statement is read, students stand up if they think that the statement unkind and could exclude people.

Once they are standing up, the teacher says, 'open your eyes' so they can see who else stands up for kindness.

- You don't have any friends, no one likes you.
- Hey, that's mine, give it back.
- Move, that's where I sit!
- I always go first.
- You can't play on our team.
- We don't want to play with you.
- Give me your money or else I'll tell.
- I don't like you.
- You look weird.

RESPOND: Teacher- led discussion. Teacher to record responses on white board.

"How would you feel if someone spoke to you in that way?"

STAND UP FOR YOUR FRIENDS



LISTEN

Teacher reads these scenarios to the class:

SCENARIO #1 Tim arrived in class and sat down next to Sam who was playing with some Lego. Tim started to build and grabbed some of Sam's blocks. Sam went to get some more blocks so Tim smashed Sam's building and took the blocks for himself. When Sam came back he was upset but Tim just smiled and said, 'Are you going cry, cry-baby'. Sam ran out of the classroom and Tim laughed to himself.

RESPOND

How can you stand up for your friends if you see them being teased?

Teacher to write on the other side of the board

Question: Is this bullying or could Sam brush it off?

LISTEN

SCENARIO #2 Ruby saw Jenna in the playground at lunchtime. She had eaten all her lunch but she was still hungry. 'Give me your LCM bar' said Ruby. 'No' said Jenna, 'it's mine'. Ruby reached over and punched Jenna in the stomach and grabbed the LCM bar, 'Now it's mine' she said and ran off.

RESPOND

How can you stand up for your friends when you see them being hurt?

Teacher to write on the other side of the board

Question: Is this bullying or could Jenna brush it off?

LISTEN

SCENARIO #3 The class was sitting on the mat after lunch listening to a story. Every time the teacher looked away, Gianni wiggled closer to Ben, closer, and closer until he was sitting right next to him. Ben was worried and a bit scared of Gianni. Gianni reached over and started to poke Ben in the back. At first Ben could take it, but Ben poked harder and harder until the teacher began to notice. 'What's happening Ben?' she said. 'Gianni's poking me' he said. 'Are you poking Ben, Gianni?' said the teacher. 'No' said Ben, 'He's just a cry baby'. Gianni looked angry and said quietly, 'I'm not a cry baby but you always pick on me every single day!'

RESPOND

·What is the difference between saying or doing something mean and bullying behaviour?

Teacher to write on the other side of the board

**Bullying is hurtful and harmful behaviour
that is repeated over and over again.**

GIVE ME A HAND

Appropriate Years: Grade 3 – Grade 6

Outcomes: English, Literacy, Creative Arts, Social and Emotional Learning :



Students stand in a circle, teacher calls out emotions words and students try to find a way to show their feelings without words.

- You are feeling very proud of yourself
- You are feeling a bit worried
- You are feeling angry
- You are feeling very peaceful
- You are feeling excited
- You are feeling frustrated
- Somebody has said something mean to you
- Somebody has called you a bad name
- Somebody has told a lie about you
- Somebody has asked you to play with them

Discussion

- Some people use their hands to make rude gestures when they get angry.
- If someone does a rude gesture to you does it hurt you?
- What is the best thing to do if someone does a rude gesture?

USEFUL GESTURES

In this activity students will learn and practise some basic Auslan that will give them a way of signalling their emotion to situation without having to speak.

They should work in pairs to coach each other to master each sign.

Reference: Auslan Signbank



Happy

<http://www.auslan.org.au/dictionary/words/happy-1.html>



Stop

<http://www.auslan.org.au/dictionary/words/stop-3.html>



Good

<http://www.auslan.org.au/dictionary/words/good-1.html>



Courage

<http://www.auslan.org.au/dictionary/words/courage-1.html>

In pairs, students to use their iPads to film each other using Auslan. Add music and effects to their video. When finished students share their videos with the class.



WHAT MAKES A STRONG TEAM?

HUMAN KNOT

5 or 6 students form a circle. They cross their arms and place their hands into the circle and connect hands with two others people in the group to form the human knot. As a team they must then try to unravel the “human knot” by untangling themselves without breaking the chain of hands. The emphasis is on helping each other; patience, encouragement, working together.

When the activity is complete, teacher leads a discussion about what makes a good team.



1

BALL BALANCE

3 students line up and balance 2 balls between them, balancing them at chest height (student – ball – student – ball – student).

They begin at the starting line and try to get across to the finish line without dropping the balls. They are allowed to talk to each other.

Note: Try to set this up so 3 teams are competing and the rest of the class is watching and listening to the way the teams are working together.

At the completion of the activity, teacher-led discussion:

- What does it take for you to believe in YOUR team?

(Draw out values, for example, faith, courage, trust etc.)



2

POSTER

This activity needs butchers or poster paper and markers, pencils or crayons. Students will divide into groups of 4 to design a poster showing what makes a strong team.



3

THE TROLLS UNDER THE BRIDGE

As a class, watch this clip from ABC's Behind the News

<https://www.abc.net.au/btn/classroom/online-trolls/10948674>

Students to write a letter to Liam Ryan or Tayla Harris:

- Tell them what you think about the 'trolls' behaviour
- Tell them what you think of them as sports people who represent their football codes

Students may want to do some internet research on Ryan or Harris before they write.



MY EGGHEAD

Appropriate Years: Grade Prep – Two

Outcomes: Creative Arts, English, Social & Emotional Learning & Literacy

Before Instruction: Empty whole egg shells (one for each student), egg cartons, cotton wool or potting mix, seeds (grass, alfalfa, rocket etc.) marker pens, gloves (if using potting mix) and a water-mist bottle.

Classroom procedure

Students will make their own individual eggheads.

This is a great activity to do outside!

Read the instruction sheet with students and discuss each step.

- It will take a few days for the eggheads to begin to grow their hair. Help students create a roster and give them the responsibility of keeping them moist by misting them with water each day.
- After the seeds have germinated students can name their egghead and write a recount of the process of planting and growing.
- Remind the students that each egghead will have an individual look, just like each student in the class.



MY EGGHEAD

- Unique and Special - As Individual as Me!

- Take a clean, dry egg and hold it gently in your hand.
- Make sure the hole is pointing up.
- Draw a face on the egg, you might like to stick on some eyes, add some sunglasses, a smile or a frown, make your egg individual and unique.
- Fill the egg with cotton wool/potting mix.
- Sprinkle seeds on top.
- Gently water in the seeds.
- Place your Egg-head in the carton to dry.
- Wait for the seeds to germinate.
- Give your Egg-head a name.



DOING MY PART

Appropriate Years: Grade Two - Three

Outcomes: Social & Emotional Learning & Literacy

In this lesson, the students are not only encouraged to be who they are but also to demonstrate their character and values through action.

Instruction to students:

You can show others who you are by helping people. At home there are many things you can do to show who you are. All young people have different responsibilities at home; feeding pets, tidying up toys, making the bed, setting the table for dinner, watering plants.



Procedure:

- Brainstorm all the different jobs students perform at home on the board. If students do not already have responsibilities at home, challenge them to nominate jobs they might start to do.
- Using the template students will make a poster showing ways in which they are a help at home.
- When finished students should present their posters to the class showing how they are being who they are by doing their part in the home.

SHOWING MY STYLE

This activity allows students, in pairs, to come up with a unique hand-shake, incorporate the playground craze 'Be who you are!' hand gestures, demonstrated on the video.

Teacher-led discussion:

People greet each other in different ways. How do you like to say hello or goodbye?

Having a unique handshake can be a great way to show our uniqueness. It's more than just shaking hands, you can add all sorts of gesture such as shaking, slapping, fist pumping, thumbwrestling, waving and spirit fingers!

When two students make a unique handshake together it creates a bond. It's like a secret - just between them!

Teacher reference:

<https://www.youtube.com/watch?v=OuofvR91ees>

Activity:

In pairs, students create a unique hand shake and demonstrate it to the class.



WELCOME TO MY RESTAURANT

Appropriate Years: Grade 5 – Grade 6

Outcomes: English, Literacy, Creative Arts, Social & Emotional Learning, Information & Communication Technologies

Students will need access to a computer or ipad for research

Classroom procedure

Students devise a menu for their own restaurant.

Include the following:

Name of the restaurant & Menu (see template)

The menu should include:

- 3 starters/snacks before the main meal
- 3 main meals
- 3 desserts
- 3 drinks

ICT

Students will need to RESEARCH ONLINE to find creative menu items.

Teacher to suggest possible websites to visit, e.g.

<http://www.nutritionaustralia.org/national/recipes>

Encourage students to give the menu items creative names! Once they have devised the menu, they can complete the menu template.



MY 'CHILL-OUT' ZONE

Appropriate Years: Grade 6

Outcomes: Mathematics, Creative Arts, Social & Emotional Learning, Information & Communication Technologies

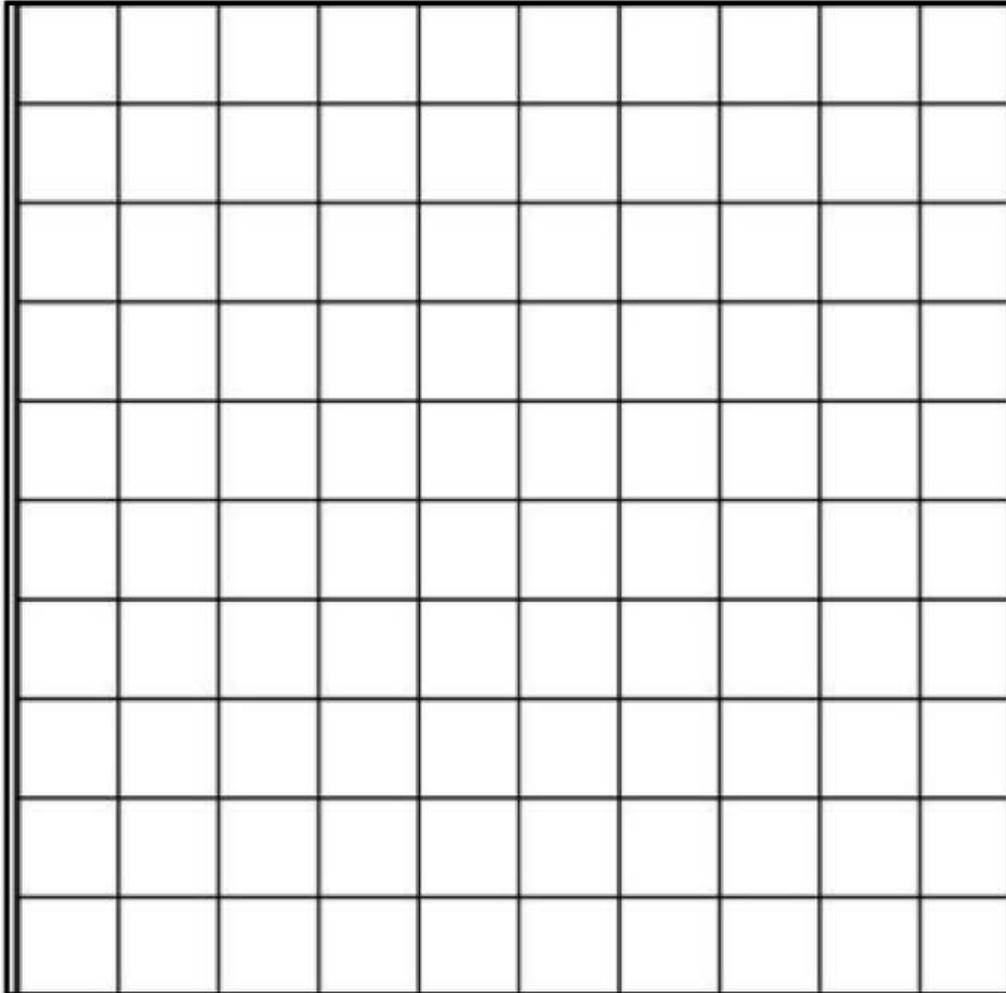
Students will need access to a computer or iPad for research



This activity asks students to become designers and create a unique design for a backyard.

- Using the graph, students are to find ways to fit in everything they would like in a backyard 'chill-out' zone while still having enough room to play some games.
- Teacher will introduce RATIO (1 square = 1 metre) and demonstrate on board how to assign correct areas to e.g. 1 meter barbeque or a 4 meter lap-pool.
- Students will need to research e.g. the size of a BBQ, a pool etc. to see how to lay out their design. bit of body text. This will require the use of computer or iPad.

MY 'CHILL-OUT' ZONE



1 square = 1 metre (Area is 10m x 10m)

Design your perfect 'chill out' space that shows how you relax and have fun. You can include anything below or maybe think of something original. Just remember to: 'Be who you are!'

Barbeque

Lap pool

Worm farm

Spa

Compost bin

Bean bags

Vegi patch

Basketball ring

Benches

Fruit trees

Table

Drink fridge

Flowers

Chairs

Banana lounges

HOW DO YOU FEEL?

PART A

Appropriate Years: P-2

Outcomes: Social and Emotional Learning, Physical education

Resources: Large open space and some plastic cones (or similiar).
The Playground Craze song, 'Jump Over It!' and speakers.

Classroom procedure

The purpose of this class is for students to become familiar with feeling words and the concept of physical jumping over an obstacle. Part B of this lesson should be completed soon after Part A to consolidate the concept of mentally jumping over emotional obstacles.

Teacher-led discussion:

Write the feeling words on the board as you go without judgement. If appropriate add emojis to assist with understanding.

- *What do you do when you are waiting to take your turn?
How do you feel when you are waiting?*
- *What do you do when you have want to wait in line.
How do you feel while you are waiting?*
- *What do you do when your friend won't share the ball.
How do you feel?*
- *What do you do when your basketball misses the net.
How do you feel?*
- *Are there any other situations that make you feel the same way?*

Students (or teacher) write the different feeling words on sticky notes.

- *Find a big open space (indoors or outdoors).*
- *Place cones in any pattern around a big space about a meter apart.*
- *Students place a sticky note with a feeling word on a cone.*
- *It's fine to put more than one word on each cone).*
- *Have some masking tape with you just in case they don't stick.*

Play The Playground Craze 'Jump Over It'

Students line up and take turns to do the course, jumping over each cone as they go.

Follow this lesson with How do you feel? Part B

HOW DO YOU FEEL?

PART B

Appropriate Years: P-2

Outcomes: Social and Emotional Learning, Physical education

Resources: Template (next page)

Classroom procedure

The purpose of this class is for students to find strategies to use when they need to 'jump over' their feelings.

Write feeling words on board (from Part A lesson).

Teacher-led discussion:

- How did it feel when you jumped over the cones?
- What can you do if you feel (insert word e.g. annoyed) and you are cannot use the 'jump over it' course?

Invite students to offer suggestions and list them on the board.

For example:

Take 3 deep breathes

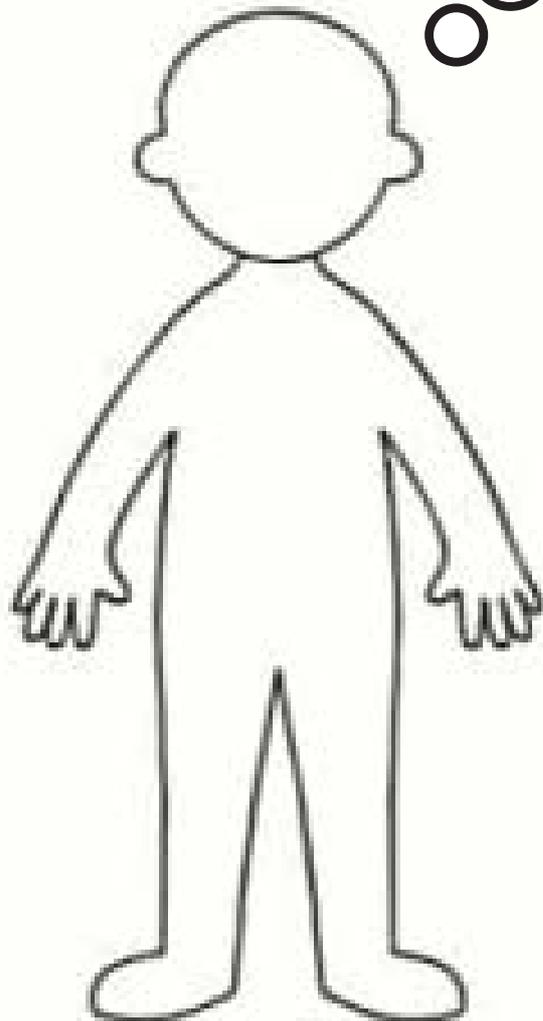
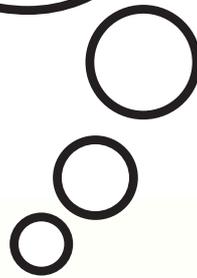
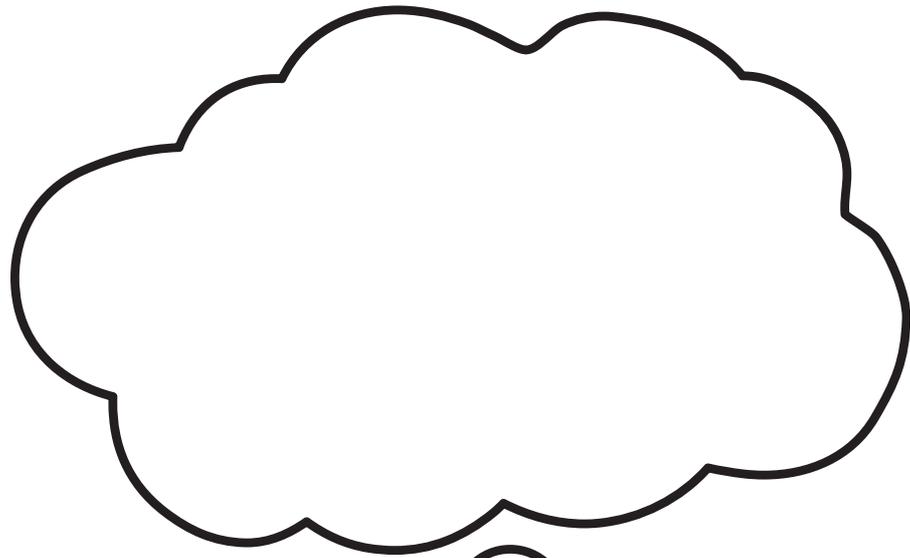
Count up to 20 then backwards from 20

Sing a song in your head etc.

Using the template on the next page students draw a picture of themselves using one of their coping strategies.

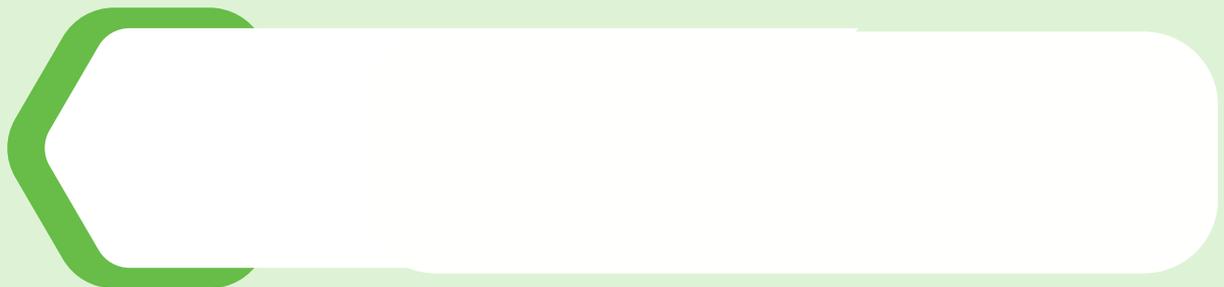
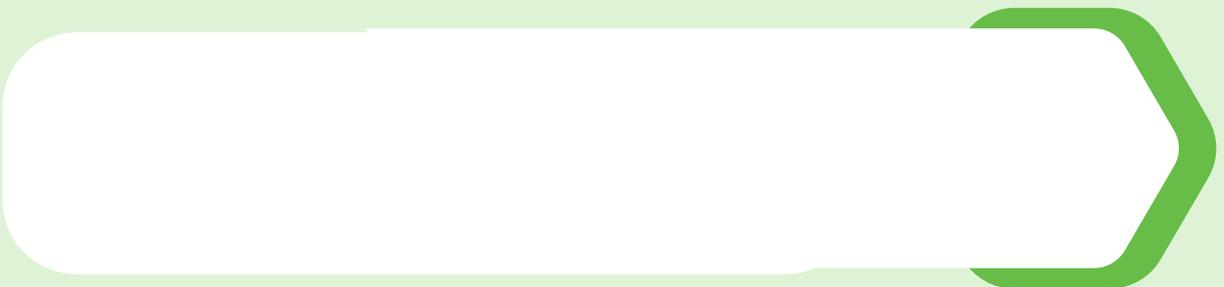
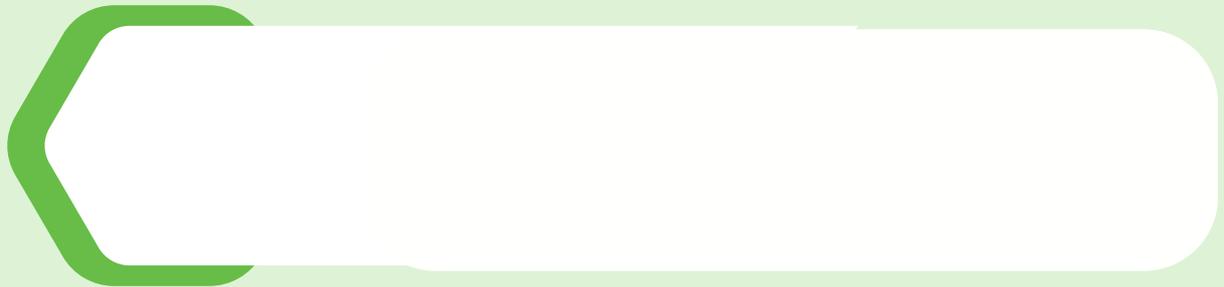
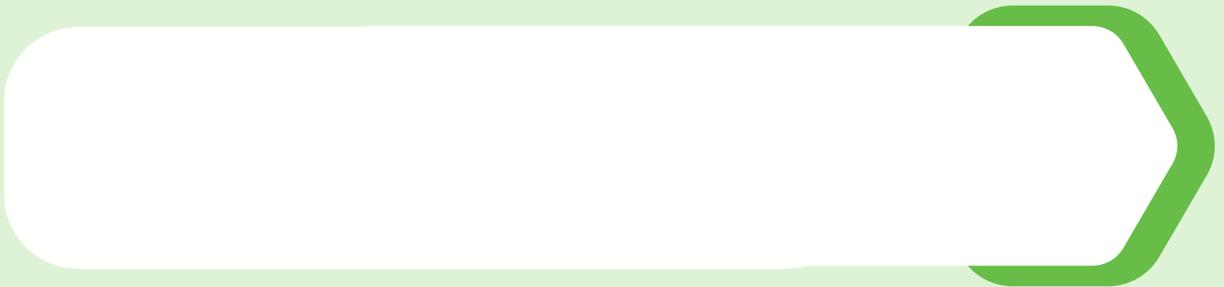
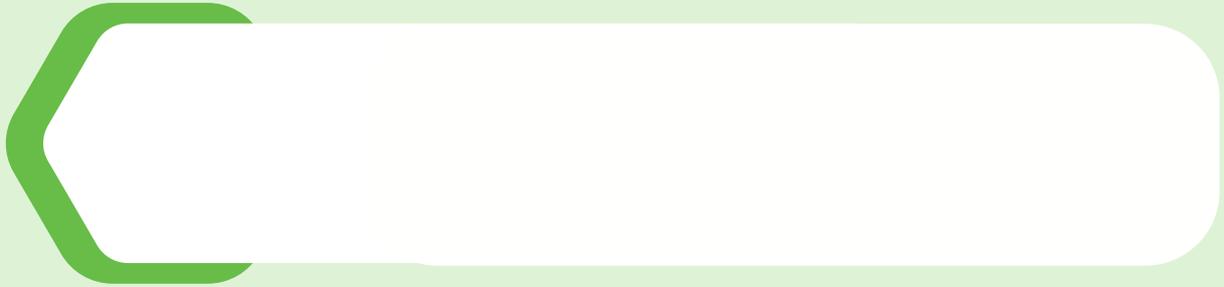


How do you jump over a problem?



STRATEGIES

Write down the strategies that will help you to 'jump over' problems in the future.



FEELING WORDS

Appropriate Years: 3 - 4

Outcomes: Literacy, Social and Emotional Learning

Resources: Worksheet on next page

Classroom procedure

The purpose of this class is for students to become familiar with 'feeling' words to help them express how they are feeling.

Insert the correct word: problem disappointed frustrated add more

I get _____ when I have to wait in line.

It's a _____ when my friend won't share the ball.

I get _____ when my basketball misses the net.

Discuss with a partner

I get frustrated when I have to wait in line. What can I do?

It's a problem when my friend won't share the ball. What can I do?

I get disappointed when my basketball misses the net. What can I do?

Whole group

Teacher asks for feedback to all the questions and writes them on the board under the heading 'strategies'

Discussion: You can use different strategies for different situations. You just need to find the best ones for you!



GOOD ENERGY

Appropriate Years: 3 -4

Outcomes: Social and Emotional Wellbeing and Dance

Classroom procedure

- The goal of this lesson is to remind students that they can turn their frustrations around and put their energy into 'jumping over' problems.
- The song 'Jump Over It' has a catchy chorus telling us to 'jump, jump, jump over it'.
- Use this song as an energiser whenever the class need a lift or whenever they need reminding to 'jump' over their problems.
- Everyone has to join in, even the teacher and by the end everyone should be smiling and feeling good!
Note: You might all decide on your own choreography or learn something together (suggestion below).



Chorus:

Jump, jump, jump over it!

(3 jumps - right, left, right, make circles with each arm circling outward and around)

Jump, jump, jump over it!

(3 jumps - right, left, right, make circles with each arm circling outward and around)

Jump, jump, jump over it!

(3 jumps - right, left, right, make circles with each arm circling outward and around)

Let it go, let it go, let it go now.

(Reach both arms out to the front, reach out again, a bit higher then reach up to the sky)

LIFE HURDLES

Appropriate Years: 5 - 6

Outcomes: Social and Emotional Wellbeing

Classroom procedure

The purpose of this class is to identify the different sorts of hurdles in life and to brainstorm appropriate strategies to deal with these hurdles.

Brainstorm on board:

- What are some of the hurdles you have faced in life?
- What are some hurdles you have seen others face?

While all hurdles are important, some hurdles can be dealt with easily by 'jumping over' them in the moment, others need a different approach. For example, illness, loneliness, bullying, family situations etc.

Revisit the hurdles on the board and ask students:

- Is this something you can 'jump over' this?

If the answer is no, then discuss what they might be able to do. For example, talk to a parent or teacher, write a letter, talk to a mate at school etc.

Strategies:

A strategy is a plan of action. We need different strategies for different situations because all problems, even small ones, require good strategies so they don't become big issues later.

Complete a creative brainstorm on next page identifying issues you might be facing and strategies you could use in the future.



STRATEGIES

Brainstorm the issues you have at present that are troubling you and for each one think of what strategies might help you.



Problem

STRATEGY

A cartoon illustration of a boy with dark hair, looking thoughtful with his hand on his chin and question marks around his head.

Problem

STRATEGY

A cartoon illustration of a boy with brown hair, smiling and pointing upwards with a glowing lightbulb above his head and gears below.

Problem

STRATEGY

A cartoon illustration of a girl with brown hair, smiling and giving a thumbs-up gesture.

Problem

STRATEGY

A cartoon illustration of a boy with dark hair, smiling and raising his hands in excitement.

Problem

STRATEGY

RESEARCH TASK

Appropriate Years: 4 - 6

Outcomes: ICT, English comprehension, Social and Emotional Wellbeing

Resources: Access to computer or iPad

Classroom procedure

The purpose of this lesson is for students to become aware that they can overcome problems; 'jump over' problems and in doing so, achieve their goals.

Note: *The information gathered in this task can be presented in many ways.*

William and Daniel Clark have been recognised as Queensland Young Australians of the year for 2021. The two brothers are conservationists and have worked to save the orangutans in Borneo and Sumatra.



- What were some of the challenges Daniel has had to face?
- What is 'Tears in the Jungle'?
- How do William and Daniel let people know about the orangutans?
- Do you think they ever get tired or feel like giving up?
- Have you ever had to be determined and persist to get something you really wanted?

Research and Writing task

Using the internet find out what is happening to the orangutans in Borneo and Sumatra. Also find out about Daniel and William Clark. Answer the following questions in full sentences.



WHAT IS A SUPERHERO?

Appropriate Years: P-2

Outcomes: Social and Emotional Learning

Resources: 'School Yard Superhero' from The Playground Craze

Classroom procedure

The purpose of this class is for students to be aware that a real life 'superhero' may look different to what we see on TV or film.

Teacher-led discussion:

Do you know a real-life superhero? (Plant the seed that it may be someone they already know who is amazing!)

Teacher to bring example of a real-life superhero they know into the discussion (note: remembering that some children may not have great role models in their lives). Share your story with the students. If you are stuck for inspiration try researching these amazing kids:

- Jack Berne (Year 4 student) and his Fiver for a Farmer campaign
- A four-year-old boy has sold his toys in a garage sale to raise money for the homeless.
- Students at Kalamazoo College created a website to help stop bullying in their school

Why do we call people a superhero? (Are they generous, kind, brave, confident, strong etc.)

Do all real-life superheroes look the same?

Students to complete their drawing of a superhero on template (next page) noting the features and qualities they have.

WHAT IS A SUPERHERO?

Draw a picture of them and share their story
with someone in your class.



SUPERHERO BODY LANGUAGE

Appropriate Years: P-6

Outcomes: Social and Emotional Learning, Music

Resources: Music ('School Yard Superhero') & speakers.

A big space, hall or basketball court, indoors or outdoors.

Classroom procedure

■ The purpose of this class is for students to develop a full body 'strut' that helps show the world they are confident! This is a process activity, any outcome is a bonus. Note: A likely outcome is laughing!

Students line up in groups of 4 at one end of the space.

One line moves at a time.

- Ask students to walk from one end of the space to the other in time with the music.
- The next time, ask them to walk without looking at their feet.
- The next time, ask them to puff out their chest and bring some shoulder action to the walk.
- The next time ask them to add a look of confidence and use their face and head (encourage a little head bobbing) to show how they feel inside.
- The final time ask them to include some arm action - pointing at people, snapping fingers...anything at all!
-

Now when you see them in the yard at lunchtime you can communicate with them just by doing 'the walk' - the School Yard Superhero walk!

SCHOOL YARD SUPERHERO

Appropriate Years: 3 - 4

Outcomes: Literacy, Social and Emotional Learning

Resources: Template on next page

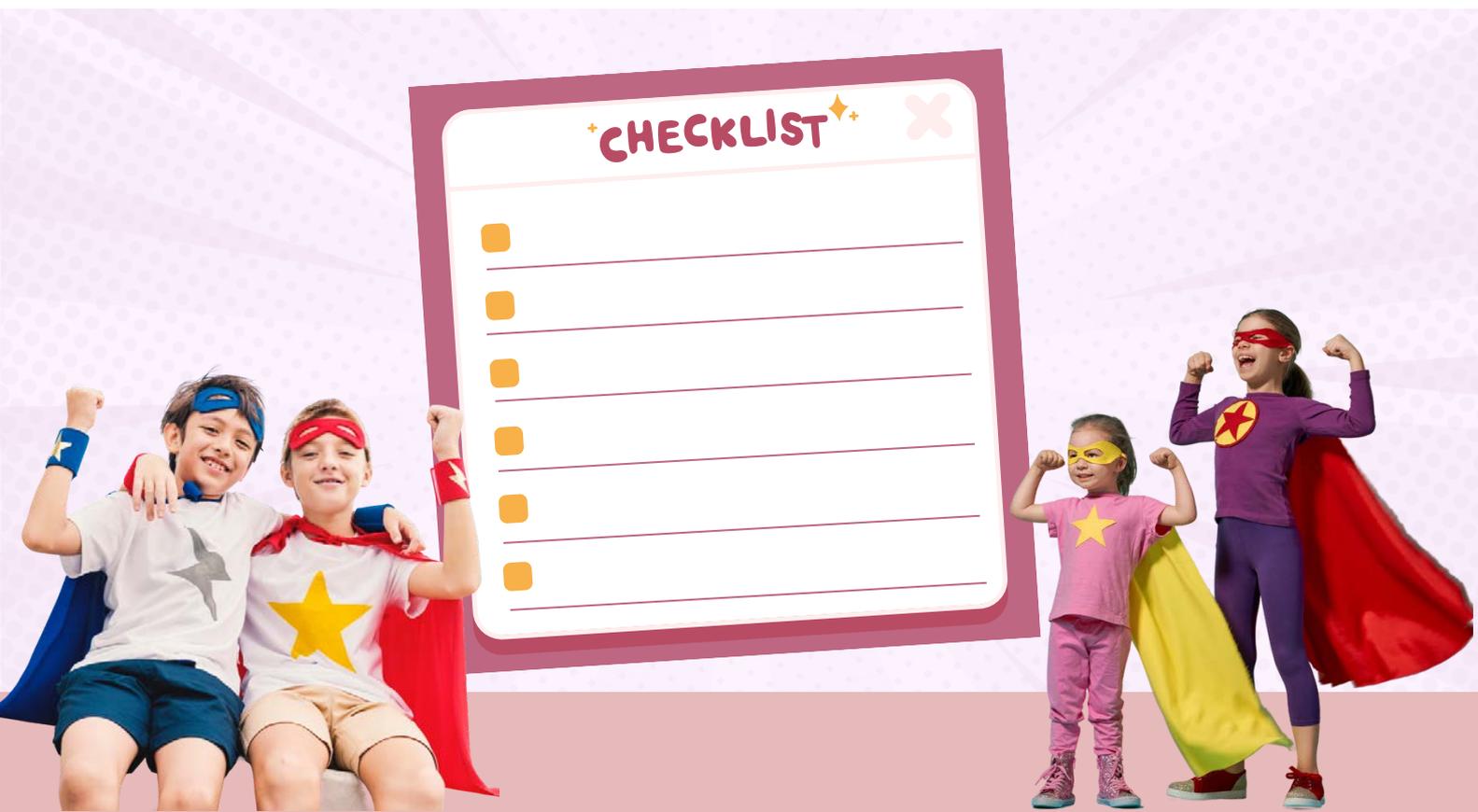
Classroom procedure

The purpose of this class is for students to explore the personal qualities that make a Superhero so they can recognise superheros in their own school yard.

Teacher-led discussion:

- Identify some Superheros from the movies and write their names on the board.
- What words would you use to describe them? (write those up too.)
- Imagine those Superheros were human. How would you describe them now (e.g. Does the word brave or strong still apply?)
- Can people be Superheros without special powers?
- Use the worksheet on the next page to find all the words that relate to a HUMAN Superhero.

When activity is over, have students share their work in partners, table groups or with the whole class.



SUPERHERO



- Sneaky
- Kind
- Strong
- Suspicious
- Brave
- Happy
- Mean
- Lazy

- Relaxed
- Angry
- Silly
- Helpful
- Fun
- Proud
- Caring
- Sensible



When we describe people we talk about their 'qualities'. Here are a list of qualities. Which ones do you see in a Superhero?

ARE YOU BRAVE ENOUGH?

Appropriate Years: 3 - 4

Outcomes: Social and Emotional Wellbeing

Resources: Worksheet on next page

Classroom procedure

Teacher-led discussion:

(noting main points on board)

Why do you think a School Yard Superhero might need to be brave?

You may have responses such as:

- They have to talk to kids they don't know
- They have to be fair even if their friends are involved
- They have to make quick decisions

How important is it for a School Yard Superhero to be brave?

You might have responses such as:

Very important(ask why)

Not important...(ask why)

Do we need a School Yard Superhero at our school?

Individual task:

Students should complete the worksheet on the next page which will help them reflect on the discussion and think about whether they are brave enough to be a School Yard Superhero





This is a sample of Classroom Activities provided by The Playground Craze to accompany their educational theatre shows.

For more information or to book a performance, visit www.ThePlaygroundCraze.com

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