

# Social and Emotional Health

Sample

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Sample

## Section 1: Celebrating Strengths & Achievement

Children's identity is something that is shaped by their understanding of themselves and their experiences. When these experiences are positive, they see themselves as significant and respected. This is essential to building positive self-esteem and self-image as well as an understanding of 'who they are' as they construct their personal identities.

Celebrating their strengths and achievements and those of others helps them develop an understanding and respect for diversity; understanding that everyone is unique and that it is important to value everyone's differences.

This can help them deal with failure and develop skills of resilience and persistence when faced with challenges or failure. It also helps them understand themselves better and gives them confidence in their relationships and when approaching new tasks. It helps them understand and express themselves when discussing their strengths and weaknesses. It also helps them to be happy for other strengths and achievements, understanding that everyone is different and that they have their own strengths and achievements to be proud of.



### Curriculum Links for this Section:

**Health and Physical Education** - Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015)

**General Capabilities:** Personal and Social Capability, Critical and Creative Thinking, Intercultural Understanding

**Visual Arts** - Create and display artworks to communicate ideas to an audience (ACAVAM108)

**English Year 1** - Create short imaginative and informative texts that show emerging use of appropriate text structure, sentence-level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661)

**Year 2** - Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671)

**Music** - Sing and play instruments to improvise, practise a repertoire of chants, songs, and rhymes, including songs used by cultural groups in the community (ACAMUM081)

Create compositions and perform music to communicate ideas to an audience (ACAMUM082)

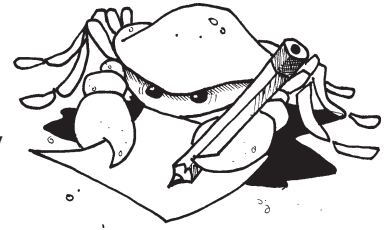
### Additional Resources:

- More picture books about being me, celebrating self, identity, and diversity:  
<https://childrenslibrary.com/books/about-identity/>  
<https://childhood101.com/picture-books-celebrating-being-who-you-are-individuality/>  
<https://www.dadsuggests.com/home/picture-books-that-celebrate-being-yourself>
- Child strengths checklist for educators or to go through as a class:  
<https://www.understood.org/en/articles/types-of-strengths-in-kids>
- Sesame St Song resource that they can add their own strengths into:  
<https://sesamestreetincommunities.org/activities/helping-kids-celebrate-strengths/>
- Create an accomplishment box to take home and add to:  
<https://www.understood.org/en/articles/download-your-childs-accomplishment-box-starter-kit>
- This blog talks about ways to show children that diversity is a strength in the classroom: <https://blog.brookespublishing.com/8-ways-to-show-young-children-that-diversity-is-a-strength/>
- Make a mind map of what respect looks like and doesn't look like. Discuss how we can all show respect at school, at home, when we are with friends or family.
- Make a 'garden of greatness' with each child drawing their strengths and achievements on the petals of a flower; then adding to group mural of flowers as the 'garden of greatness'.
- Describing personal achievements, such as doing something on their own for the first time and sharing how they felt and how it influenced personal identities.
- Accessing stories where characters demonstrate strengths, sharing how these strengths helped the character be successful and recognising which of these strengths they possess.
- Participating in games and physical activities and describing how others' strengths contribute to successful outcomes.

**Activity 4**

# Importance of Diversity

- Work with a partner and list your differences in the table below to help you create two different characters. Each of you then writes their own story using the characters.



<b>Student:</b>	<b>Student:</b>

Sample

my story:

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**Activity 8****Zones of Regulation Twister**

- Cut and paste each of the emotions to the correct zone, then colour the zone in.

Blue Zone

Green Zone

Yellow Zone

Red Zone



Happy

Sad

Worried

Angry

Bored

Calm

Upset

Frustrated

Excited

Scared

Focused

Tired

**Activity 11****How Does It Make You Feel?**

1. Amy just started at a new school. She doesn't know anyone and is nervous about making new friends. At recess she asks a group of her classmates if she can join in their game. They say no.



How do you think she feels? \_\_\_\_\_

\_\_\_\_\_

What can she do? \_\_\_\_\_

\_\_\_\_\_

How could she be included? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. David's friends have all gotten smart watches and are playing games linking them to their watch. David explains that he doesn't have a smart watch and asks if he can do something else in the game. His friends tell him that he can only play with them if he has a smart watch too.



How do you think he feels? \_\_\_\_\_

\_\_\_\_\_

What can he do? \_\_\_\_\_

\_\_\_\_\_

How could he be included? \_\_\_\_\_

\_\_\_\_\_

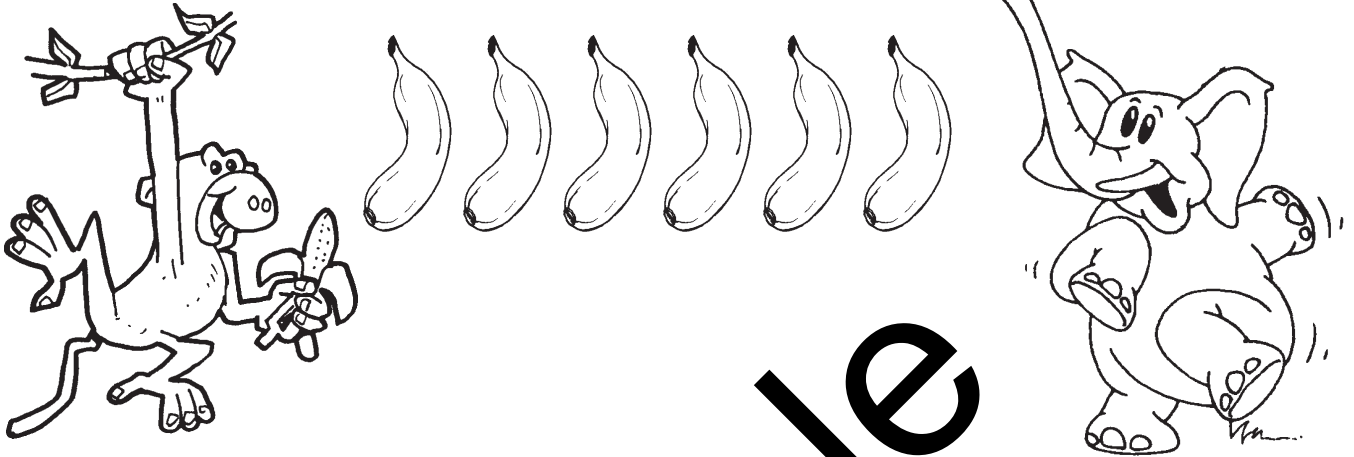
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## Activity 14

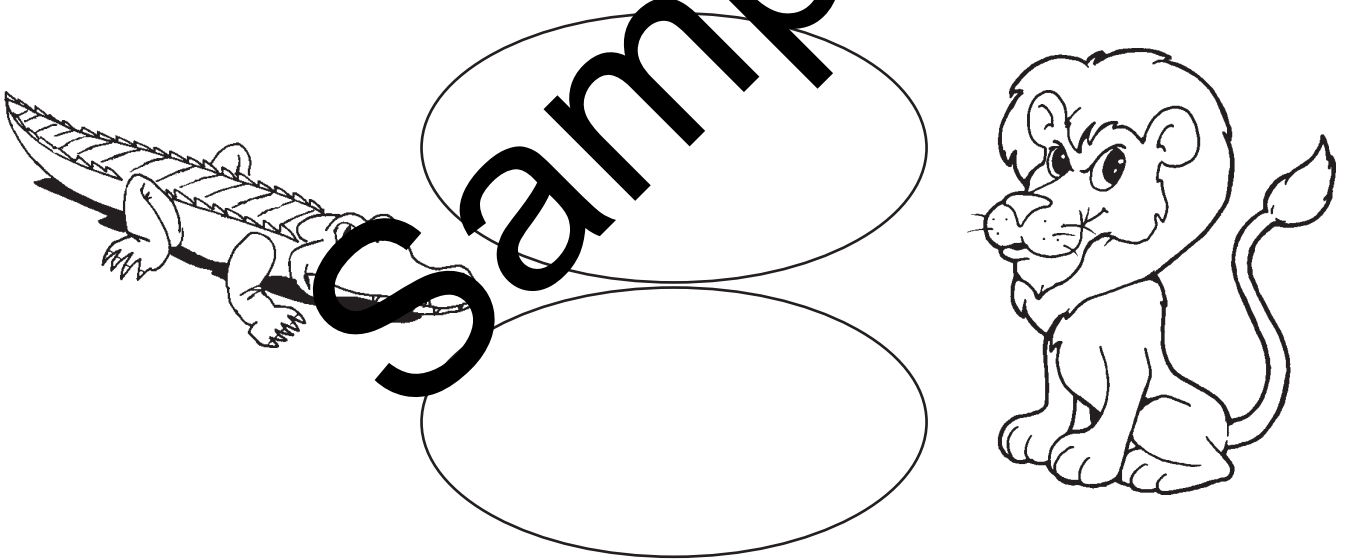
# Sharing at a Picnic

- The animals were having a picnic at the Zoo, but the Zookeeper forgot to share out all the food. Please help him share the food equally.

Share 6 bananas between the monkey and elephant by circling them in two equal groups:



Share 10 fish equally between the lion and crocodile. Draw two equal groups:



Share each hay bale by drawing a line through them in halves and quarters (optional thirds) to share with the animals.

