

# Social and Emotional Health



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Sample

## Section 1: Strengthening Identities

Developing a strong personal identity is essential for children to build a positive self-esteem and confidence. Children that feel valued and capable are more likely to achieve higher academic results and have a positive, more resilient attitude when experiencing challenges, adversity, and failure.

A positive sense of identity also helps children be more open and accepting of diversity. Strong connections to their family promote security and develop confident self-images with appreciation to their roots.

Having both a strong personal identity and group identity, helps them develop a sense of belonging. The communities they belong to help them to understand a sense of who they are and what their role is in these communities.

Having a strong cultural identity is an important contributor to a child's wellbeing as it provides them with access to social networks that are supportive, with shared values and aspirations. It also gives them an understanding and appreciation of other cultures and encourages a celebration of their unique differences and similarities with other people.



### Curriculum Links for this Section:

**Health and Physical Education** - Explore how success, challenge and failure strengthen identities (ACPPS033)

Research own heritage and cultural identities, and explore strategies to respect and value diversity (ACPPS042)

**Mathematics**- Represent and solve problems involving multiplication using efficient mental and written strategies and appropriate digital technologies (ACMNA057)

**English** - Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688)

Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)

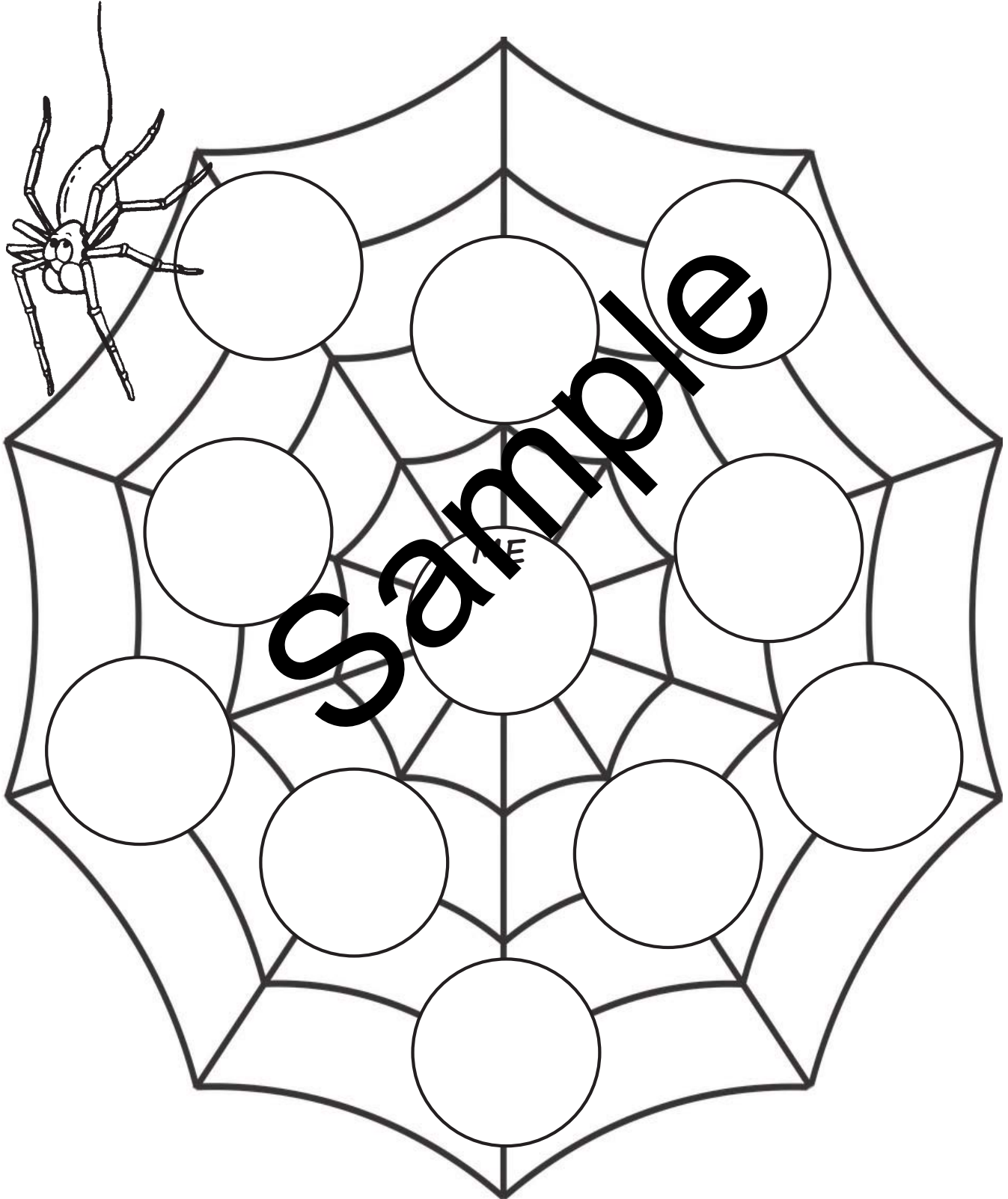
### Additional Resources:

- Video clip about failure for success <https://www.youtube.com/watch?v=TcUX6n1T2j4>
- Trusted network activity that covers protective behaviours from TWINKL <https://www.twinkl.com.au/resource/au-s-222-trusted-network-activity>
- Set up a circuit of challenges that teach perseverance such as 3 legged race, blindfolded Lego build, egg and spoon balancing, ping pong ball throw into small buckets, etc.
- Flip that flop activity to teach how failure can help us learn and grow <https://keepemthinking.com/2017/06/flip-that-flop-turn-mistakes-into-opportunities/>
- Reading books about cultural identity such as "What do you do to celebrate?"
- Reading books about growth mindset for perseverance such as "Rosie Revere Engineer series."
- Talking about how overcoming a challenge or adversity can unite a group of diverse people.
- Researching games from their country of heritage and teaching the class how to play them.
- Investigating how food practices differ between families, communities and cultural groups, and how food preparation and consumption are used to celebrate and pass on cultural beliefs, practices and values.
- Planning a day that celebrates the cultural diversity of students in their class by sharing food, stories and games from their cultural background.
- Reading Dreaming stories unique to an Aboriginal group and comparing them to stories shared in different cultures.

## Activity 1

# My Web of Support

- In the centre circle draw a portrait of yourself. Then in the blank circles attached to your web add the name of different groups you belong to and add a picture. Using a different colour shade the background of that circle and the web leading back to the centre. Write along the web lines that are coloured how they support your achievements and development of identity.



## Activity 7

# Walking In Someone Else's Shoes 1

- Imagine you are in someone else's shoes, think about how they would feel in these challenging situations and discuss how you could support them.

Working together on a group project, Lawson yells at Ada and calls her a name because she got an answer wrong. Ada starts crying.

How would you feel if you were in their shoes?

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What could you do to support Ada?

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What is a more empathetic approach for Lawson?

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On the bus ride on the way home Vincent starts singing to himself. You overhear some kids laughing and saying unkind things.

How would you feel if you were in their shoes?

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What could you do to support Vincent?

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How would you feel if you were in this situation?


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## Activity 10

# Changes

- Write three changes that might occur to you in each of the sections below. Then research one of the sources of information you can access if you have questions or need help and summarise how it can support you and your peers.

<i>Social Changes</i>	
	
<i>Emotional Changes</i>	<i>Physical Changes</i>

Research a service to ask questions or if you need help from <https://www.beyondblue.org.au/who-does-it-affect/young-people/helpful-contacts-and-websites>

List what this service offers, how to access it and what are the benefits of using it:

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# Safety Bingo Example

<p>Ask a teacher for help.</p> 	<p>Ask an adult to dispose of unsafe objects.</p> 	<p>Police station, fire station, doctors, library, post office.</p> 
<p>Ask the security officer or shop assistant for help.</p> 	<p>In an assertive tone, tell the person 'no' and walk away.</p> 	<p>Call 000 in an emergency.</p> 
<p>Follow the playground rules.</p> 	<p>Ask your parent/guardian for help.</p> 	<p>Follow the first aid that you know.</p> 

<p>You hurt yourself in the playground. What do you do?</p>	<p>You find a syringe in the sand at the park. What do you do?</p>	<p>A car is following you home. Where can you go?</p>
<p>Someone keeps asking to use your phone at the shops and won't leave you alone. What do you do?</p>	<p>You find a bottle of pills at the playground. What do you do?</p>	<p>An older child offers you a cigarette. What do you do?</p>
<p>Your friend has been bitten by a snake at the park. What do you do?</p>	<p>You kick a ball onto the busy road near the playground at school during recess. What do you do?</p>	<p>Your friends all decide to take a sip of beer they got from your Dad's fridge. What do you do?</p>