

Social and emotional learning module (K-2)

Overview of lesson themes

The lesson plans in this module are for school staff to use to support existing whole-school programs and activities. Staff can use these materials flexibly, and adapt them in response to their local needs and context.

Kindergarten		Year 1	Year 2
1	Listening skills	Good listening	Asking questions and giving answers
2	Safe hands and feet	Dealing with teasing	Saying 'no'
3	Playing safely	Joining in a game	Problem solving
4	Identifying feelings	Dealing with feelings	Dealing with anger
5	Making friends	Being friendly	Winning and losing
6	Sharing and taking turns	Being co-operative	Giving and receiving compliments
7	It's great to be me	Offering to help	Apologising
Appendices A - D			

Syllabus links

English

ENe-1A - communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interaction.

ENe-2A - composes simple texts to convey an idea or message.

ENe-4A - demonstrates developing skills and strategies to read, view and comprehend short, predictable texts on familiar topics in different media and technologies.

ENe-6B - recognises that there are different kinds of spoken texts with specific language features and shows an emerging awareness of some purposes for spoken language.

ENe-11D - responds to and composes simple texts about familiar aspects of the world and their own experiences.

Personal development, health and physical education (PDHPE)

PDe-1 - identifies who they are and how people grow and change.

PDe-2 - identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe.

PDe-3 - communicates ways to be caring, inclusive and respectful of others.

PDe-6 - explores contextual factors that influence an individual and health, safety, wellbeing and participation in physical activity.

PDe-7 - identifies actions that promote health, safety, wellbeing and physically active spaces.

PDe-9 - practises self-management skills in familiar and unfamiliar scenarios.

PDe-10 - uses interpersonal skills to effectively interact with others.

Mathematics

Mae-6NA - groups, shares & counts collections of objects, describes using everyday language, and records using informal methods.

Geography

GEe-1 - identifies places and develops an understanding of the importance of places to people.

History

HTe-1 - communicates stories of their own family heritage and the heritage of others.

Visual Arts

VAES1.1 - makes simple pictures and other kinds of artworks about things and experiences.

VAES1.2 - experiments with a range of media in selected forms.

Music

MUES1.1 - participates in simple speech, singing, playing and moving activities, demonstrating an awareness of musical concepts.

MUES1.2 - creates own rhymes, games, songs and simple compositions.

MUES1.4 - listens to and responds to music.

Drama

DRAES1.1 - uses imagination and the elements of drama in imaginative play and dramatic situations.

DRAS1.4 - responds to dramatic experiences.

Dance

DAES1.2 - explores movement in response to a stimulus to express ideas, feelings or moods.

References

Australian Catholic University and Erebus International (2008), Scoping study into approaches to student wellbeing: Literature review. Report to the Department of Education, Employment and Workplace Relations: Canberra.

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Jones D.E., Greenberg M. and Crowley M., Early Social-Emotional Functioning and Public Health: The Relationship Between Kindergarten Social Competence and Future Wellness, 2015. Pennsylvania State University.

<https://ajph.aphapublications.org/doi/pdf/10.2105/AJPH.2015.302630>

Taylor R.D., Oberle E., Durlak J.A. and Weissberg R.P., Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions: A Meta-Analysis of Follow- Up Effects (2017).

<https://onlinelibrary.wiley.com/doi/full/10.1111/cdev.12864>

Listening skills

Kindergarten Lesson 1

Lesson focus

Explicitly teach listening behaviours:

- be still
- look at the person who is speaking
- think about what is being said.

Activities

Sing 'Open, shut them' with the class.

Ask: How do you know what song to sing? How do you know what to do with your hands? How do you know when someone is listening?

Play 'Musical statues'. While the music plays, students move around the room. When the music stops the students freeze. Anyone who moves when the music stops must sit down till the next turn.

Reinforce the skills of listening: be still; look at the person who is speaking; think about what is being said.

Read the story 'Alexander's Outing' by Pamela Allen.

Discuss why Alexander fell down the hole. What might have happened if Alexander had listened?

Evaluation

Encourage listening behaviour in a classroom game of 'Simon says' or 'Kangaroo, skippy roo'. The teacher acknowledges students for being still, looking at the person who is speaking and thinking about what is being said.

Personal and Social Capability Framework links

Self-management element: develop self-discipline and set goals.

Social management element: communicate effectively.

Resources

Music for musical statues game. 'Alexander's Outing' by Pamela Allen.

Additional Activity

Storytelling

Telling a story rather than reading it provides additional opportunities for modelling eye contact and helping to maintain attention and engagement.

Safe hands and feet

Kindergarten Lesson 2

Lesson focus

Keeping our hands and feet to ourselves helps us show respect for others and keeps everyone safe.

Activities

Sing 'This is the way we...' (sung to the tune of 'Here we go round the Mulberry Bush') with the class. Use appropriate actions for hands and feet such as: wave hello; shake hands; high five; kick a ball; jump on the spot; and hop on one leg.

Make handprints and footprints: trace on paper, then colour or paint.

Ask what can hands do? What can feet do? Make a list of all the things hands and feet can do. Divide each list into actions we can do at school and actions we can't do at school (and give reasons).

Reinforce that we should all feel safe at school. List some ways we can ensure this.

Discuss how we could make and display some reminders about having safe hands and feet at school (prompt for keeping hands and feet to yourself). Use the hand and foot prints to make reminder posters.

Evaluation

Encourage appropriate hand and foot actions by singing 'This is the way we...' again. The teacher acknowledges students for appropriate actions with their hands and feet.

Personal and Social Capability Framework links

Self-management element: express emotions appropriately, develop self-discipline and set goals.

Social management element: communicate effectively, make decisions.

Resources

Paper and paint for making hand and foot prints.

Coloured pencils or markers and paper or whiteboard for making lists.

Additional Activity

Action songs

You may also sing 'Everybody do this' or 'Heads and shoulders, knees and toes'.

Game

Play 'Follow the leader' to reinforce appropriate use of hands and feet.

Playing safely

Kindergarten Lesson 3

Lesson focus

Explicitly teach safe ways to:

- move around the classroom
- move around the playground
- stay in the right place/area
- use play equipment.

Activities

Play 'Follow the leader' around the classroom.

Discuss the different ways to move safely around the classroom.

Ask what makes movement safe and what can make movement unsafe. What is different when we leave the classroom?

Play 'Follow the leader' again. This time go outside the classroom and around the school (including use of play equipment).

Reinforce school boundaries. Identify areas where it's okay to play. Identify areas that are out of bounds.

Discuss how we can remind our friends to stay safe at school.

In small groups create reminders about playing safely at school – this could include drawing or painting posters, writing songs or raps, making videos or podcasts to share the safety messages.

Evaluation

Groups present their reminders to the class.

Personal and Social Capability Framework links

Self-awareness element: understand themselves as learners, develop reflective practice.

Self-management element: work independently and show initiative.

Social awareness element: contribute to civil society.

Social management element: communicate effectively, work collaboratively, make decisions, develop leadership skills.

Resources

Paper, paints, coloured pencils or markers for making posters and a list.

Technology for students to record videos or podcasts – such as iPads or tablets.

Additional Activity

Action songs

‘The Hokey Pokey’ and ‘We’re following the leader’.

Identifying feelings

Kindergarten Lesson 4

Lesson focus

Identifying a range of feelings such as happy, sad, excited, surprised, angry, embarrassed, frustrated, scared, shy, nervous, bossy, sleepy, mean, proud, disappointed, confused, curious, grumpy, kind and silly.

Activities

Sing 'If you're happy and you know it clap your hands'.

Read 'Where the Wild Things Are' by Maurice Sendak to the class.

Talk about what Max may be feeling at different times in the story. Have visual supports for a variety of feelings. Students identify which one they think Max is feeling.

Discuss what helped Max feel happy again.

Brainstorm what helps you feel happy again when you are feeling sad, frustrated or angry. List responses.

Identify who you can go to if you need help with how you are feeling.

In small groups create ways of reminding each other to be happy and kind at school – role play ideas from the class brainstorm.

Evaluation

Groups present their role plays to the class.

Personal and Social Capability Framework links

Self-awareness element: recognise emotions, understand themselves as learners, develop reflective practice.

Self-management element: express emotions appropriately, work independently and show initiative.

Social awareness element: contribute to civil society, understand relationships.

Social management element: communicate effectively, work collaboratively, make decisions, develop leadership skills.

Resources

‘Where The Wild Things Are’ by Maurice Sendak.

Visual supports for identifying feelings (such as emoji poster).

Paper, paints, coloured pencils or markers for making posters and a list.

Additional Activity

Alternative stories

Any story that explores feelings would be suitable for these activities, such as ‘We’re Going on a Bear Hunt’ by Michael Rosen.

Making friends

Kindergarten Lesson 5

Lesson focus

Identifying characteristics of being a friend.

Activities

Play the YouTube clip of 'We're all friends' by the Wiggles.

Read 'The Very Best of Friends' by Margaret Wild to the class.

Ask how the characters became friends. Discuss and list the characteristics of a friend.

Brainstorm things you can do to make friends. Record responses.

Evaluation

Role play practicing friendship skills including joining in games, welcoming new friends, and how to find a friend at break times.

The teacher acknowledges students for displaying friendship making skills and seeking help appropriately.

Personal and Social Capability Framework links

Self-awareness element: recognise emotions, recognise personal qualities and achievements. Self-management element: express emotions appropriately, work independently and show initiative, become confident, resilient and adaptable.

Social awareness element: appreciate diverse perspectives, contribute to civil society, understand relationships.

Social management element: communicate effectively, work collaboratively, make decisions, negotiate and resolve conflict.

Resources

YouTube clip: <https://www.youtube.com/watch?v=HLS3VmE2MD4> 'The Very Best of Friends' by Margaret Wild.

Paper, paints and coloured pencils or markers for making posters and a list.

Resources for dramatic play – clothes for dressing up and props such as home corner, shop corner, post office, café and bus.

Additional Activity

Alternative stories

Any stories that explore friendship such as 'The Rainbow Fish' by Marcus Pfister or 'The Gruffalo' by Julia Donaldson.

Sharing and taking turns

Kindergarten Lesson 6

Lesson focus

Explicitly teach the skills of sharing and taking turns.

Use consistent language such as ‘may I...’, ‘please’, ‘thank you’, ‘borrow’ and ‘return’.

Activities

Play ‘Buzz’ – students stand in a circle and count off until they reach an agreed number – the next student says ‘Buzz’, the next student says ‘off’, the next student sits down. This continues until there is one student standing. Reinforce that we take turns in this game.

Play the YouTube clip of Dreamtime Stories – ‘Tiddalick the Frog’ to the class.

Discuss how Tiddalick didn’t share the water and what happened next, and relate it to how students would respond to friends not sharing or taking turns fairly.

Brainstorm ways of sharing things at school. Talk about how we ask respectfully to share or take turns. Record a class video with student’s role playing the use of polite language when sharing and taking turns.

Reinforce consistent language of ‘may I...’, ‘please’, ‘thank you’, ‘borrow’ and ‘return’.

Evaluation

Students work in small groups to engage in different construction activities. Teacher acknowledges students for sharing and taking turns, and using polite language.

Personal and Social Capability Framework links

Self-awareness element: understand themselves as learners, develop reflective practice.

Self-management element: express emotions appropriately, become confident, resilient and adaptable.

Social awareness element: appreciate diverse perspectives, contribute to civil society, understand relationships.

Social management element: communicate effectively, work collaboratively, make decisions, negotiate and resolve conflict.

Resources

YouTube clip: <https://www.youtube.com/watch?v=0y3Ta5xcKV4> 'Tiddalick the frog who caused a flood' by Robert Roennfeldt.

Technology to record class video – such as iPad or tablet.

Resources for construction activities such as Mobilo, K'Nex, Lego, beads or threading, polydrons, wool or fabric and glue.

It's great to be me

Kindergarten Lesson 7

Lesson focus

We are all different and that's great!

Activities

Play 'Mirror' game. Students sit in a circle and pass around a mirror. Students say their name and one thing they like about themselves. For example, "My name is ... and what I like about myself is..."

Discuss we are all different and we are all special. Talk about likes, dislikes, talents and attributes.

Students draw or paint themselves and complete some profile statements to match their art work, for example, "My name is...I have...I can...I am..."

Students share their portraits and profiles with the class.

Reinforce ways we are the same and ways we are different, and that we are all special individuals.

Evaluation

Video students talking about what they liked and what they learned in this activity.

Personal and Social Capability Framework links

Self-awareness element: recognise personal qualities, develop reflective practice.

Self-management element: express emotions appropriately, work independently and show initiative, become confident, resilient and adaptable.

Social awareness element: understand relationships. Social management element: communicate effectively.

Resources

A hand mirror.

Paper, paints and coloured pencils or markers for making portraits and profiles.

Technology to record class video – such as iPad or tablet.

Additional Activity

Ask students to talk about how their friends are special.

Good listening

Year 1 Lesson 1

Lesson focus

Explicitly reinforce good listening skills:

- be still
- look at the person who is speaking
- think about what is being said.

Identify why it is important to listen.

Activities

Play clapping game. Teacher claps in a rhythmical pattern, then students copy the pattern. Give verbal reminders to stay still, look and think while the teacher is clapping.

Tell students how to make a kite from a brenex square. Students have a go on their own. Repeat this time modelling each step while students follow.

Discuss why it is important to listen carefully.

Brainstorm and record examples of when it is important to listen. Reinforce listening skills – be still, look and think.

Evaluation

Play 'Pass it on whispers' game.

Personal and Social Capability Framework links

Self-awareness element: understand themselves as learners.

Self-management element: develop self-discipline and set goals, work independently and show initiative.

Social awareness element: understand relationships. Social management element: communicate effectively.

Resources

Brenex squares, crepe paper, glue, pencils and kite instructions.

Paper and coloured pencils or markers for recording times when it is important to listen.

Additional Activity

Games

Blindfold walk

Back-to-back interviews

Dealing with teasing

Year 1 Lesson 2

Lesson focus

Identify teasing behaviours.

Recognise that teasing hurts others.

Introduce upstander role.

Activities

Read 'The Ugly Duckling' to the class.

Identify individual characters and talk about how their behaviour looked, sounded and felt. Record on Y charts.

Discuss what teasing is and how it makes you feel. Clarify teasing is not funny. It hurts feelings.

Brainstorm responses to teasing behaviour including the role of an upstander (someone who actively discourages the behaviour and/or supports the person being teased).

Discuss why it is important to report teasing to a teacher, parent or friend. Reinforce the upstander role if you notice someone being teased.

In small groups create ways of reminding our friends that teasing is not okay and we should practice being upstanders – this could include drawing or painting posters, writing songs or raps, making videos or podcasts to share the safety messages.

Evaluation

Students present their reminders to the class.

Personal and Social Capability Framework links

Self-awareness element: recognise emotions.

Self-management element: express emotions appropriately, become confident, resilient and adaptable.

Social awareness element: contribute to civil society, understand relationships.

Social management element: communicate effectively, negotiate and resolve conflict.

Resources

‘The Ugly Duckling’ story book.

Paper and coloured pencils or markers for recording Y charts.

Paper, paints, coloured pencils or markers and technology for making reminder messages.

Additional Activity

Alternative stories

‘The Rainbow Fish’ by Marcus Pfister or ‘The Gruffalo’ by Julia Donaldson.

You may choose another story that your class are very familiar with that explores characteristics of teasing.

Joining a game

Year 1 Lesson 3

Lesson focus

Asking to join in a game.

Activities

Read 'Interruptions' by Bronwen Scarffe to the class.

Identify the words we use to interrupt: 'excuse me', 'please', 'pardon me', 'may I ...?'

Discuss how to join in: wait for a gap in play, smile, stand tall and use a friendly tone of voice to ask if you can join in.

Write a script together for asking to join in. Role play examples of one student asking another student if they can join in a game.

Discuss why it is important to explain the rules of the game when new people join in.

Brainstorm a list of good games to play in the playground that friends can join in.

Evaluation

Divide the class into 4 groups. Go to the playground. Three groups engage in play – the fourth group go and ask the other groups if they can join the game. Rotate so each group has an opportunity to practise asking to join in the game. The teacher acknowledges students for using a friendly tone when asking to join a game and for agreeing to allow others to play.

Personal and Social Capability Framework links

Self-awareness element: recognise emotions, develop reflective practice.

Self-management element: express emotions appropriately, become confident, resilient and adaptable.

Social awareness element: contribute to civil society, understand relationships.

Social management element: communicate effectively, work collaboratively, make decisions, negotiate and resolve conflict.

Resources

‘Interruptions’ story book by Bronwen Scarffe.

Paper and coloured pencils or markers for class script writing task.

Equipment for playground play.

Additional Activity

Art

Trace around students on a large sheet of paper. Students paint themselves and make speech bubbles with the language of joining in to display.

Games

Make a list of games to play in the playground and display for students.

Dealing with feelings

Year 1 Lesson 4

Lesson focus

Recognise actions, gestures and facial expressions related to feelings.

Identify appropriate ways of showing our feelings.

Activities

Sing 'If you're happy and you know it clap your hands'.

Brainstorm and record what you can do when you are happy, sad, angry, scared, disappointed or nervous.

Ask students to role play:

- your friend won't play with you
- you drop your ice-block on the ground
- you get a new puppy.

Discuss how you would feel? What would you do? What else could you do? Reinforce that it is okay to be upset, but it is not okay to take it out on others.

Evaluation

List or record a video of class responses to 'When is it okay to be angry?' and 'What are some things you can do when you feel angry?'

Personal and Social Capability Framework links

Self-awareness element: recognise emotions, develop reflective practice.

Self-management element: express emotions appropriately, become confident, resilient and adaptable.

Social awareness element: contribute to civil society, understand relationships.

Social management element: communicate effectively, make decisions, negotiate and resolve conflict.

Resources

Music for 'If you're happy and you know it clap your hands'.

Paper, coloured pencils or markers and technology for recording shared responses.
Visuals to represent different feelings (such as emoji's).

Additional Activity

Games

Feelings cube.

Feelings snap.

Make a list of games or activities that help you feel happy.

Being friendly

Year 1 Lesson 5

Lesson focus

Identify qualities of being friendly.

Activities

Read 'The Rainbow Fish' by Marcus Pfister.

Brainstorm and list what students do to show they are being friendly to others. Ask students to share examples of when they have been friendly.

Make a classroom display using photos or name cards for each student, using the following headings:

Who played with someone different today? Who helped someone today?

Who said something nice to someone today?

Reinforce that sometimes friends disagree and this can be resolved.

Evaluation

Seated in a circle, review the list of how students show they are being friendly. Each student describes a characteristic of friendliness: 'I can show I am being friendly when I ...'

Personal and Social Capability Framework links

Self-awareness element: recognise emotions, recognise personal qualities and achievements, develop reflective practice.

Self-management element: express emotions appropriately, become confident, resilient and adaptable.

Social awareness element: appreciate diverse perspectives, contribute to civil society, understand relationships.

Social management element: communicate effectively, work collaboratively, make decisions, negotiate and resolve conflict, develop leadership skills.

Resources

‘The Rainbow Fish’ by Marcus Pfister.

Paper, coloured pencils or markers for classroom display and recording responses.

Photos or name cards for each student.

Additional Activity

Stories

Read and write stories about friendship.

Being co-operative

Year 1 Lesson 6

Lesson focus

Co-operation is when we all take responsibility and work together.

Activities

Singing game 'Kangaroo, skippy roo'.

Discuss how we co-operated to play this game, for example, everyone sang, waited their turn, sat still and listened at the right time. We all took responsibility for doing our job.

Brainstorm and list examples of times when students have worked together to complete a shared task.

Discuss what can happen if we do not co-operate. Record examples. Reinforce that class rules help us to co-operate with each other.

Evaluation

Students work in groups to complete a construction task together (build the tallest structure possible that can stand on its own). Teacher acknowledges students for demonstrating co-operative skills and helping each other to achieve the group task. Share results with whole group and discuss observations of task completion.

Personal and Social Capability Framework links

Self-awareness element: understand themselves as learners, develop reflective practice.

Self-management element: develop self-discipline and set goals, become confident, resilient and adaptable.

Social awareness element: appreciate diverse perspectives, contribute to civil society, understand relationships.

Social management element: communicate effectively, work collaboratively, make decisions, negotiate and resolve conflict, develop leadership skills.

Resources

Paper, coloured pencils or markers for recording responses.

Resources for construction activities, such as Lego, mobile, K'nex or polydrons.

Offering to help

Year 1 Lesson 7

Lesson focus

Identify situations when we, or others, may need or want our help.

Sometimes we need to offer to help before helping.

Activities

Brainstorm and list times when people might want or need help, such as falling over, being lost, dropping something, getting the lid off their lunch box or is trying to do something new.

Discuss what may be helpful in each of the listed examples. What are some examples of when people might not want help? How can we check to see if someone needs or wants help?

Reinforce that we should ask before giving help.

Evaluation

Students draw cartoons of a situation in which someone may need help, and add captions about how they might offer to help. Share these in a classroom display.

Personal and Social Capability Framework links

Self-awareness element: understand themselves as learners, develop reflective practice.

Self-management element: develop self-discipline and set goals, become confident, resilient and adaptable.

Social awareness element: appreciate diverse perspectives, contribute to civil society, understand relationships.

Social management element: communicate effectively, work collaboratively, make decisions, negotiate and resolve conflict; develop leadership skills.

Resources

Paper, coloured pencils or markers and technology for recording responses.

Additional Activity

Check-ins

Regular check-ins to see what class members have done to help others.

Asking questions and giving answers

Year 2 Lesson 1

Lesson focus

One person speaks at a time.

Raise your hand.

Speak clearly.

Keep questions short.

Answer honestly.

Look and listen to the person speaking.

Activities

Play 'Who or what am I?' Teacher or students decide on a category before starting, such as animals, books, movie characters or classroom items. Choose someone to think of a mystery answer. Students ask questions trying to find out what the mystery answer is. Yes or no answers only. Students must gain 5 pieces of information before guessing the answer.

Discuss occasions when we might need to ask and/or answer questions, and list things to remember, such as speaking clearly, keeping responses short and answering honestly.

Reinforce and acknowledge with students to raise a hand before speaking, let one person speak at a time, and look at and listen to the person speaking.

Evaluation

In pairs with category picture cards. One student chooses a card, keeping the image hidden, other student asks questions to guess the image. Students take turns at asking and answering questions. Teacher acknowledges students for speaking clearly, keeping questions short and answering honestly.

Personal and Social Capability Framework links

Self-awareness element: recognise emotions, develop reflective practice.

Self-management element: work independently and show initiative, become confident, resilient and adaptable.

Social awareness element: understands relationships.

Social management element: communicate effectively, work collaboratively, make decisions.

Resources

Paper, coloured pencils or markers and technology for recording responses.

Picture cards of items from a common category, such as animals, to use in evaluation activity.

Visual reminders for raising hand to speak, one speaker at a time and looking at the person speaking.

Additional Activity

Question and answer sessions

Build question and answer sessions into all Key Learning Areas.

Saying no

Year 2 Lesson 2

Lesson focus

Identify times when it is okay to say 'no'.

How to say 'no' assertively.

Activities

Play 'Everybody do this'.

Discuss why we usually follow instructions.

When might we not follow instructions or requests? Consider safety and body signals (such as feeling uncomfortable). Consider someone asking you to do something mean or dishonest. Record responses.

Reinforce the need to feel safe. If students are feeling uncomfortable when they are asked to do something it is a signal to say 'no' and tell someone who can help such as a teacher, parent or friend.

Practise saying 'no' in role play scenarios suggested by the class or from the responses recorded earlier.

Evaluation

Students make posters about how and when it's okay to say 'no'.

Personal and Social Capability Framework links

Self-awareness element: recognise emotions, understand themselves as learners, develop reflective practice.

Self-management element: express emotions appropriately. Social awareness element: understand relationships.

Social management element: communicate effectively, make decisions, negotiate and resolve conflict, develop leadership skills.

Resources

Paper, coloured pencils or markers and technology for recording responses.

Resources for making posters.

Additional Activity

Film making

Select a range of examples of saying 'no' generated from earlier class discussions. In pairs or small groups, students write scripts, rehearse, perform and video the results. Always debrief following role play sessions.

Problem solving

Year 2 Lesson 3

Lesson focus

Identify the problem.

Propose possible solutions.

Co-operate to solve the problem.

Activities

Ask two students of equal strength to demonstrate moving the teacher's desk by pushing from opposite sides. What are they trying to do?

Discuss what is keeping them from solving the problem. Brainstorm other ways they could move the desk. Record responses. Decide as a class which suggestion to try first and do it.

Review if suggestion worked or whether something else should be tried. Is there anything we could do differently?

Reinforce that we solve problems by working co-operatively and sharing ideas respectfully to find solutions together.

Evaluation

In pairs, give students a deck of playing cards and instruct them to build a house of cards. Teacher acknowledges students for talking respectfully to each other, sharing ideas and working together.

Personal and Social Capability Framework links

Self-awareness element: recognise emotions, develop reflective practice.

Self-management element: work independently and show initiative, become confident, resilient and adaptable.

Social awareness element: understand relationships.

Social management element: communicate effectively, work collaboratively, make decisions, negotiate and resolve conflict.

Resources

Paper, coloured pencils or markers and technology for recording responses.

Decks of cards for building houses.

Additional Activity

Self expression

Develop a class problem solving procedure – students develop creative ways to remind each other how to solve problems, such as making posters, drawing cartoons, writing songs or raps or making videos.

Dealing with anger

Year 2 Lesson 4

Lesson focus

Define what anger is.

Recognise signs of anger.

Identify appropriate responses to anger.

Activities

Read 'Big Bad Barney Bear' by Tony Ross. Discuss what the story is about.

Class discussion to complete a Y chart identifying what anger looks like, feels like and sounds like.

Brainstorm what body signals people get when they are angry. Record responses on a body outline.

What can happen when people get angry? Record responses on sticky notes. As a class, group the responses as appropriate or inappropriate.

Brainstorm ways to calm down when you feel angry.

Reinforce that it's okay to feel angry, but it's not okay to hurt yourself, hurt others or damage property.

Evaluation

Students develop personal calm plans by writing down strategies and/or choices they can make to help them calm down when they feel angry.

Personal and Social Capability Framework links

Self-awareness element: recognise emotions, develop reflective practice.

Self-management element: express emotions appropriately, become confident, resilient and adaptable.

Social awareness element: contribute to civil society, understand relationships.

Social management element: communicate effectively, work collaboratively, make decisions, negotiate and resolve conflict.

Resources

Paper, coloured pencils or markers, sticky notes and technology for recording responses and for making personal calm plans.

Y chart template.

Body outline on butchers paper or whiteboard.

Additional Activity

Relaxation or mindfulness activities

Teacher sourced.

Alternative stories

‘Where the Wild Things Are’ by Maurice Sendak.

Use any familiar class text that includes a main character dealing with anger.

Winning and losing

Year 2 Lesson 5

Lesson focus

Clarify the rules before you start a game.

Follow the rules.

Be a good winner or loser.

Activities

Play 'Musical statues'. Discuss and agree on the rules before the game begins, then introduce rule changes without notice as the game progresses. Don't explain the decisions you make.

How does it feel when you are not sure what the rules are, or how you get out? What does it mean to win or lose?

What does it mean to be a good winner and a good loser? Discuss and record characteristics of each and complete a Y chart for being a good winner and a good loser.

Reinforce the importance of making the rules clear and easy to follow for everyone, and the importance of following the rules and playing fairly.

Evaluation

In pairs students play 'Noughts and crosses'. Each pair keeps their own tally of games won and lost. After this activity, have a class discussion about any difficulties.

Personal and Social Capability Framework links

Self-awareness element: recognise emotions, recognise personal qualities and achievements, develop reflective practice.

Self-management element: express emotions appropriately, develop self-discipline and set goals, become confident, resilient and adaptable.

Social awareness element: appreciate diverse perspectives, contribute to civil society, understand relationships.

Social management element: communicate effectively, work collaboratively, make decisions, negotiate and resolve conflict, develop leadership skills.

Resources

Music for 'Musical statues'.

Y chart template.

Paper, coloured pencils or markers and technology for recording Y chart responses and playing 'Noughts and crosses'.

Additional Activity

Across KLA's

Acknowledge students across the KLAs for fair play, following the rules, being good winners and being good losers.

Giving and receiving compliments

Year 2 Lesson 6

Lesson focus

Compliment people when they have helped or tried hard.

Respond to compliments by smiling and saying 'thank you' or 'you're welcome'.

Activities

Paint a self-portrait prior to this lesson. Play 'Magic glasses' game.

Discuss how it feels when others say positive things about us. Refer to visuals of emotions.

What are some ways we could respond to a compliment? Record responses.

Reinforce it is polite to respond by smiling and saying 'thank you' or 'you're welcome'.

Evaluation

Using self-portraits, students write compliments on sticky notes about each other. Encourage comments about personal characteristics other than appearance. This activity can be done in pairs, to ensure each person is given a compliment. If time permits, swap pairs around for more compliments. Teacher acknowledges respectful interactions, compliments and responses.

Personal and Social Capability Framework links

Self-awareness element: recognise emotions, recognise personal qualities and achievements, develop reflective practice.

Self-management element: express emotions appropriately.

Social awareness element: contribute to civil society, understand relationships. Social management element: communicate effectively.

Resources

Self-portraits painted the day before.

An old pair of glasses frames decorated for 'Magic glasses' game.

Visuals representing a range of emotions, such as emoji's.

Paper, coloured pencils or markers, sticky notes and technology for recording responses.

Apologising

Year 2 Lesson 7

Lesson focus

Clarify the difference between 'accidentally' and 'on purpose'.

Define what being sorry means.

Identify what we can do and say to repair relationships.

Activities

Read 'Don't forget the bacon!' By Pat Hutchins.

Discuss what 'accidentally' means. Record student responses and examples. How does it feel when we accidentally do something wrong?

What does it mean to be sorry? Class completes a Y chart (look, sound, feel). Brainstorm what you can do and say when you feel sorry. Record responses. Can saying sorry help if we did something on purpose?

Discuss being responsible for our actions. Saying sorry is important, but is that enough? What more can be done to fix it up?

Evaluation

Students draw pictures and write stories about something that happened accidentally that they felt responsible for. Class sharing and discussion about ways to make it better.

Personal and Social Capability Framework links

Self-awareness element: recognise emotions, develop reflective practice.

Self-management element: express emotions appropriately, develop self-discipline and set goals, become confident, resilient and adaptable.

Social awareness element: contribute to civil society, understand relationships.

Social management element: communicate effectively, make decisions, negotiate and resolve conflict.

Resources

‘Don’t forget the bacon!’ by Pat Hutchins.

Paper, coloured pencils or markers and technology for recording responses. Y chart template.

Paper, lead pencils and coloured pencils for story writing and drawing task.

Additional Activity

Role play

Model or role play apologising as opportunities arise in the classroom. Acknowledge students for apologising appropriately in class and on the playground.

Social and Emotional Learning

Appendix A – books and stories

Books and stories

Alexander's Outing by Pamela Allen. Penguin Books Australia, 1980.

Big Bad Barney Bear by Tony Ross. London: Red Fox, 1994.

Don't forget the bacon! by Pat Hutchins. Puffin Books, 1978.

Interruptions by Bronwen Scarffe. Scholastic Australia, 1986.

Goldilocks and the Three Bears Traditional Fairy Tale.

Jack and the Beanstalk Traditional Fairy Tale.

Little Red Riding Hood Traditional Fairy Tale.

The Gruffalo by Julia Donaldson. Macmillan, 1999.

The Rainbow Fish by Marcus Pfister. North-South Books, 1992.

The Ugly Duckling Traditional Fairy Tale.

The Very Best of Friends by Margaret Wild. Scholastic Australia, 1994.

Tiddalick by Robert Roennfeldt. Puffin Books, 1981.

We're Going on a Bear Hunt by Michael Rosen. Walker Books, 1989.

Where The Wild Things Are by Maurice Sendak. Harper & Row, 1963.

YouTube link

Dreamtime stories - Tiddalick the Frog

<https://www.bing.com/videos/search?q=tiddalick%2Bthe%2Bfrog%2Bdreamtime%2Bstory&view=detail&mid=8F4568BFD96ACA7489938F4568BFD96ACA748993&FORM=VIRE>

Social and Emotional Learning

Appendix B - games

Games

Back to back interviews

Students are in pairs, sitting with their backs to each other. One student tells the other student some information about a given topic, such as 'pets'. The student listening has to recall the information and share what they heard. Swap roles.

Blindfold walk

In pairs, one student is blindfolded. The other student leads them around an area providing verbal instructions to guide their steps. Model this for the class first.

Pass it on whispers

Students sit in a circle. The teacher whispers a short statement or message to the person on their left who whispers the same message to the person next to them. When the message reaches the last student, they say it out loud. The teacher reinforces the importance of listening carefully.

Feelings cube

Make a cube with visuals of feelings, such as happy, sad, angry, scared, confused and upset on each face. Students sit in a circle. The cube is passed around the circle with each student having a turn of tossing the cube, naming the feeling and a time they experienced that feeling.

Feelings snap

Make sets of cards with two copies of each of the feelings visuals. Students shuffle then deal the cards in groups of two or four. Students place a card face up in the centre of the table when it is their turn. As they place their card they name the feeling. When a matching card is placed on top, the player names the feeling and any player can say 'Snap!' and take the pile of cards. The object of the game is to have all the cards.

Follow the leader

The leader is the student at the front of the line. The leader begins moving around with actions that the rest of the players must mimic as they follow in line. When the teacher says so, the leader moves to the end of the line and the next student becomes leader.

Kangaroo skippy roo

Students sit in a circle. One student is chosen to be the kangaroo. The kangaroo goes to the centre of the circle, crouches down and covers their eyes. Another student is chosen to be the emu. The emu skips around inside the circle chanting:

Kangaroo, skippy roo,

Dozing in the midday sun,

Comes an emu run, run, run.

The emu taps the kangaroo on the back and chants:

Guess who's caught you, just for fun?

The kangaroo then has to identify the emu by voice without peeking.

Magic glasses

Students sit in a circle. A decorated pair of spectacle frames with glass removed are the magic glasses. One student puts on the magic glasses and the student sitting to their right says:

"Glasses, glasses, say what you see. Tell me what you like best about me."

The wearer of the glasses says something positive about the questioner (avoid comments about appearance), then removes the glasses and passes them to their left-hand neighbour.

Mirror

Students sit in a circle and pass around a mirror. Students say their name and one thing they like about themselves. For example, "My name is ... and what I like about myself is..."

Musical statues

Students find a space where they are not contacting anyone else. One student is 'in'. When the music plays they move around the room to the music. When the music stops all students freeze into statues. The person who is 'in' identifies students who move after the music stops and they sit down in their spot. The last person standing is the winner.

Noughts and crosses

A pen and pencil game for two players. Students take turns marking 'their' spaces with either a 'O' or a 'X' in a 3x3 grid. The player who first succeeds in placing three of their marks in a horizontal, vertical or diagonal row wins the game.

Simon says

The teacher or student identified as Simon, gives the class an instruction such as: Put your hands on your head.

If Simon says, 'Simon says...' prior to giving the instruction, the class must follow the instruction. If Simon gives the instruction but does not say 'Simon says...' any students who follows the instruction are out.

Who or what am I?

Teacher or students decide on a category before starting, such as animals, books, movie characters or classroom items. Choose someone to think of a mystery answer. Students ask questions trying to find out what the mystery answer is. Yes or no answers only. Students must gain 5 pieces of information before guessing the answer.

Social and Emotional Learning

Appendix C - songs

Action songs

Everybody do this

Everybody do this, do this, do this,

Everybody do this, just like me!

(repeat naming different actions eg: clapping, clicking, stomping)

Everybody clapping, clapping, clapping,

Everybody clapping, just like me!

Heads and shoulders, knees and toes

Heads and shoulders, knees and toes, knees and toes, knees and toes.

Heads and shoulders, knees and toes,

We all clap hands together.

Eyes and ears and mouth and nose, mouth and nose, mouth and nose.

Eyes and ears and mouth and nose,

We all clap hands together!

If you're happy and you know it

If you're happy and you know it clap your hands.

If you're happy and you know it clap your hands.

If you're happy and you know it and you really want to show it,

If you're happy and you know it clap your hands.

- Repeat with other actions such as:

- If you're happy and you know it stomp your feet. If you're happy and you know it shout "Hooray!" If you're happy and you know it do all three.

Open, shut them

Open, shut them, open, shut them,

Give a little clap.

Open, shut them, open, shut them,

Lay them in your lap.

Creep them, crawl them, creep them, crawl them,

Right up to your chin.

Open wide your little mouth,

But do not let them in!

Shake them, shake them, shake them, shake them

Shake them just like this.

Roll them, roll them, roll them, roll them,

Blow a little kiss!

This is the way we

This is the way we wave hello, wave hello, wave hello.

This is the way we wave hello, early in the morning.

- Repeat with other actions such as:
 - This is the way we shake our hands
 - This is the way we give high fives
 - This is the way we kick a ball
 - This is the way we hop around.

We're following the leader

We're following the leader, the leader, the leader,

We're following the leader wherever they may go.

YouTube links:

We're all friends – The Wiggles

<https://www.youtube.com/watch?v=mKzuCrdhn4Q>

We're following the leader – Peter Pan

<https://www.youtube.com/watch?v=5xmNaZgxNpl>

Social and Emotional Learning

Appendix D - resources

Resources

Kite instructions

1. Give students a large Brenex square.
2. Fold diagonally to make a triangle
3. Fold again to make a smaller triangle.
4. Open out then take each corner and fold into centre to make a rhombus shape.
5. Glue sides.
6. Twist long ribbons of crepe paper. Glue or staple on for the kite tail.

Visuals for feelings and emotions

Some students will need actual photographs of faces, some will understand drawings or emoji's. It is best to source the most appropriate visuals for your group of students.

Y Chart

feels like...

Sounds like...

Looks like...

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