

Targeting Wellbeing

YEAR 4



♥ building social & emotional skills ♥



Welcome






to the

Targeting Wellness




Activities Workbook



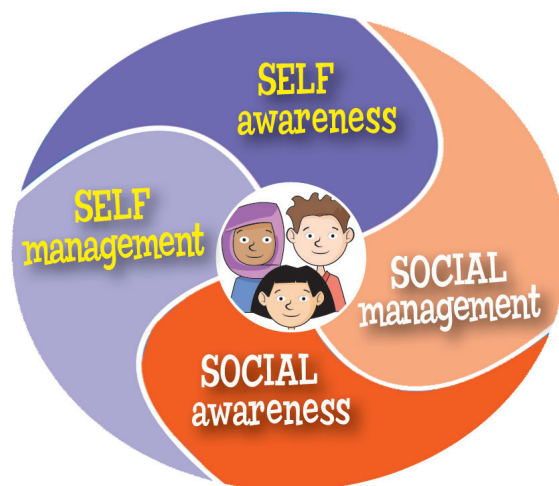
We **hope** the activities and projects in this book will help **you learn more** about yourself and other people. As you think about your feelings and other people's feelings, your  **heart** and  **mind** will **change** and **grow**. You will learn more about yourself and about the people in the  **world** around you.



There are two pages in this book (pages 22 & 26) with QR codes. These are linked to an audio track with a **meditation** that you can **listen** to when you want to relax and let go of troublesome thoughts. These short, easy **meditations** will bring you back to your contented, calm self. Just find a quiet, comfortable and safe place where you can sit undisturbed for a few minutes. Then close your eyes and **listen**. 



Curriculum Correlations



The Targeting Wellbeing series addresses the curriculum requirements by addressing the following Personal & Social Capabilities. These are described in more depth on the table on the page opposite as well as showing the Health & Physical Education sub strands that are covered in the series.

SELF-AWARENESS

- **Personal awareness** – appreciating personal qualities and areas for growth.
- **Emotional awareness** – exploring the factors that influence emotions in themselves and in others.
- **Reflective practice** – giving feedback on self-assessment to evaluate factors that influence learning.

SELF-MANAGEMENT

- **Goal setting** – developing organisational and planning behaviours needed to set, adapt and achieve goals.
- **Emotional regulation** – expressing, managing, monitoring and evaluating their emotional responses in a range of contexts.
- **Perseverance and adaptability** – learning to review and modify approaches when faced with challenges and building strategies to complete tasks and overcome obstacles.

SOCIAL AWARENESS

- **Empathy** – recognising emotions, abilities, needs and concerns of others.
- **Relational awareness** – valuing their relationships and examining what makes relationships work.
- **Community awareness** – understanding the role of advocacy in contemporary society. Building their capacity to take responsibility for their social, physical and natural environments.

SOCIAL MANAGEMENT

- **Communication** – negotiating and communicating effectively with others through verbal and non-verbal means in a range of contexts.
- **Collaboration** – cooperating in groups and constructively contributing to ways of working and outputs.
- **Leadership** – exploring ways that they can lead themselves and others.
- **Decision-making** – choosing from possibilities to solve problems.
- **Conflict resolution** – developing and applying strategies to prevent, defuse and resolve conflict to reach constructive outcomes.

Australian National Curriculum

Version 9.0

PERSONAL & SOCIAL CAPABILITIES LEVEL 3 (YEARS 3 & 4)

SELF-AWARENESS

Personal awareness	Emotional awareness	Reflective practice		
explain influences on personal qualities and how these contribute to personal growth	explain the influence that their own behaviour has on the emotional responses of others	build on personal abilities and achievements using feedback and self-assessment		

SELF-MANAGEMENT

Goal setting	Emotional regulation	Perseverance & adaptability		
plan for learning, by setting improvement goals	manage and moderate emotions in familiar contexts, using provided strategies	manage and moderate emotions in familiar contexts, using provided strategies		

SOCIAL AWARENESS

discuss the value of different needs, emotions, cultures and backgrounds	identify how they can contribute to healthy relationships and manage challenging relationships	describe how they contribute to their communities and how others care for and assist them		
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SOCIAL MANAGEMENT

Communication	Collaboration	Leadership	Decision-making	Conflict resolution
apply a range of conflict resolution strategies to negotiate positive outcomes in a range of contexts	perform designated roles within groups, appreciating everyone's contributions to a shared outcome	guide and make leadership decisions with a view to how these influence others	describe factors that influence decision-making and predict outcomes of individual and group decisions	apply a range of conflict resolution strategies to negotiate positive outcomes in a range of contexts

HEALTH & PHYSICAL EDUCATION LEVEL 2 (YEARS 3 & 4)

PERSONAL, SOCIAL & COMMUNITY HEALTH

SUB STRAND	ACARA CODE	DESCRIPTION
Identities & change	AC9HP4P01	investigate how success, challenge, setbacks and failure strengthen resilience and identities in a range of contexts
	AC9HP4P02	plan, rehearse and reflect on strategies to cope with the different changes and transitions they experience, such as the changes associated with puberty
	AC9HP4P03	describe how choices and actions can be influenced by stereotypes
Interacting with others	AC9HP4P04	select, use and refine personal and social skills to establish, manage and strengthen relationships
	AC9HP4P05	describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities
	AC9HP4P06	explain how and why emotional responses can vary and practise strategies to manage their emotions
	AC9HP4P07	rehearse and refine strategies for seeking, giving and denying permission respectfully and describe situations when permission is required
Making healthy & safe choices	AC9HP4P08	describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations
	AC9HP4P09	interpret the nature and intention of health information and messages, and reflect on how they influence personal decisions and behaviours
	AC9HP4P10	investigate and apply behaviours that contribute to their own and others' health, safety, relationships and wellbeing

How Do I Care?

Caring for others brings us deep joy. People are at their very best when they show care through being thoughtful, kind and compassionate.



This symbol has stars, hands and a heart. It could be a symbol for our caring hearts.

Stars - be a star to others by being our best self and following our dreams

Hands - show that we care through our loving actions

Heart - be guided through our heart as we feel joy caring for those who need support

Complete the following sentence starters.

The actions that show I care are _____
_____.

I do the action of _____ when I _____.

My heart tells me it is a loving action by _____.

Use these ideas to design your own symbol to represent caring actions. Draw your own symbol for caring below.

Thinking About My Actions

Read each action. Then draw a ✓ to tell how often you think you do this action.

Actions	Never	Sometimes	A lot
Keeping your hands to yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Really listening when someone else is speaking to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Looking at a person who is speaking to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Welcoming someone new	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Washing your hands, using a tissue, and doing other things to help protect yourself and others from germs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pointing at someone you are talking about	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Whispering or telling secrets in front of people who are not being told the secret too	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laughing at how someone looks, talks or acts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staring at other people for a long time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Saying something that isn't very nice without thinking about it first	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rolling your eyes at someone after they say or do something	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Coping Toolbox

It's okay to feel angry or unhappy sometimes. When you feel this way, it's important to pull out your "coping toolbox". Everyone has "coping tools". These are things that you know you like to do and that sometimes help you feel okay or a little bit better.

Which coping tools from the list below might work for you? Choose four and write them on the lines.

rip paper	talk about it
bounce a ball	write about your feelings
do some exercise	draw a picture
squish clay	get some rest



Use this audio track to give you the tools to make yourself feel calm.

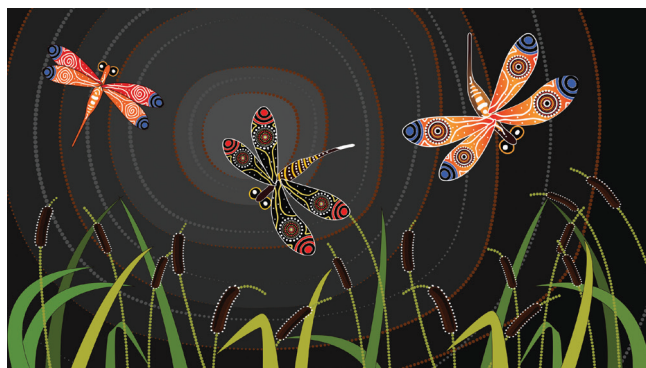


1. _____
2. _____
3. _____
4. _____

Deep Listening

Australia's First Nation People carry great wisdom from their Ancestors and their Country. One of these is Deep Listening. Walking together and listening to each other's stories is a wonderful healing gift.

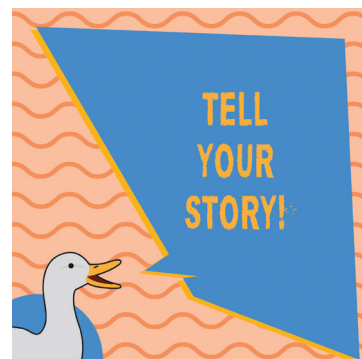
We can live in harmony together with the gift of listening to the gentle buzzing around us, free from judgement and seeking to understand.



Deep listening is a sign of great respect. We can show our respect to friends and family by giving them the chance to share their perspectives, stories and worries.

Remember a time when you felt really listened to.

Write the details here:



How did you feel afterwards? _____

Could you feel the silent pauses in between? _____


Can you offer someone else the gift of deep listening? Who? When? Where? _____

Reflection: Deep listening is _____


Why is deep listening important? _____

Mindful Moments

 Sit still in a comfortable position.
Make your back straight but not stiff.

 Count to 3 as you take a deep breath in.
Count to 3 as you take a deep breath out.
Keep breathing deeply for a few minutes.

 Now close your eyes. Think about how
each part of your body feels.

 How do your toes feel?
How do your feet feel?
How do your legs feel?

 How does your face feel?
How does the top of your head feel?

Use this QR code to listen to
a short meditation to help
you feel even more calm.



Goals

Sometimes we have a **goal**. This means we want to start doing something or get better at something. We can put effort into reaching our goals.

Clare wrote behaviour goals for herself. She wrote them in code because she doesn't want anyone else to know what her goals are. Use the key to figure out the code and uncover what Clare's goals are.

A	B	C	D	E	F	G	H	I	J	K	L	M
11	4	15	3	9	20	7	55	44	5	19	21	25

N	O	P	Q	R	S	T	U	V	W	X	Y	Z
32	1	12	8	17	6	18	2	14	23	67	99	26

Goal 1:

2 6 9 25 99

44 32 3 1 1 17

14 1 44 15 9



Goal 2:

6 44 18 6 18 44 21 21

11 32 3 21 44 6 18 9 32

Every Culture is Beautiful

Look at the pictures of different celebrations. Every culture has its own special celebrations. Unscramble the word to find out which culture the celebration is from.

Spring Festival



h a c n i

Día de los Muertos



e x m c i o

Venice Carnival Regatta



y a l i t

Golden Week



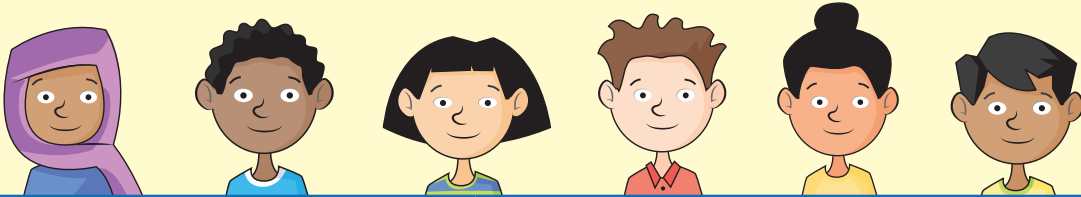
p a n j a



50+ Fun Activities to build Social and Emotional skills

Learning life skills for emotional wellbeing has never been more fun!

These colourful and creative activities develop each child's unique personality and provide opportunities for growth, communication, and connections with family, friends, and the community.



Topics covered include:

loving yourself	coping with bullying
being creative	recognizing body language
being a good friend	growth mindset
making good choices	valuing cultural differences
reflecting on feelings	developing self-awareness
managing emotions	respecting consent
showing kindness	doing positive self-talk
developing empathy	reducing anxiety

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reducing anxiety and coping strategies include short, age-appropriate audio meditations (accessed via QR codes)

This series is available for years 1 - 6