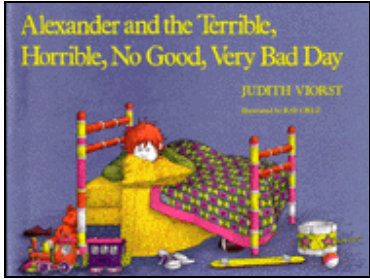

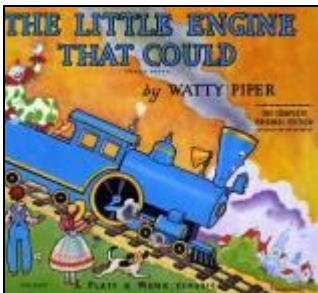







COMPETENCY	SKILLS	TEACHING IDEAS
	DEVELOPED THROUGH ADULT MODELLING, ENCOURAGEMENT, FEEDBACK AND AGE APPROPRIATE SUPPORT AND GUIDANCE	CARRIED OUT IN A FRIENDLY, INVITING, STIMULATING, STRUCTURED AND CULTURALLY SENSITIVE LEARNING ENVIRONMENT
SELF-MANAGEMENT	<p>Managing emotions</p> <ul style="list-style-type: none"> • monitoring and regulating feelings • looking on the bright side • dealing with disappointment • handling being teased • controlling impulses • gaining self-control • stopping and thinking • persisting in the face of frustration • adjusting to change in a positive way • separating comfortably from primary caregivers • coping with change   	<ul style="list-style-type: none"> • explain/role play the strategies they would use to cope with unhappy feelings or deal with uncomfortable or unsafe situations • read and discuss stories which show the consequences of acting on impulse, e.g. <i>The Farmyard Cat</i> (Christine Anello) • Role play 'stop, think, do' for different situations <ul style="list-style-type: none">  STOP  THINK  DO • read and discuss stories which show children dealing with frustration, e.g. <i>Alexander and the terrible, horrible, no good, very bad day</i> (Judith Viorst) • use picture cards or posters to demonstrate the 'cool way' or the 'aggro/weak way' to respond to situations <ul style="list-style-type: none">   • brain storm 'cool' and 'aggro' ways of responding to teasing and bullying and discuss consequences of different reactions • discuss outlets for emotion, e.g. counting to ten • use a 'graffiti board' where students can express/release emotions • set a goal and write steps to achieve it • read and discuss stories which depict children coping with change, e.g. <i>Alexander, Who's Not (Do you hear me? I mean it!) Going to Move</i> (Judith Viorst) • describe different parts of the body and how they are changing, e.g. teeth, hands • measure and record height and weight once a term and discuss changes • practising relaxation techniques/yoga breathing • read <i>The Little Engine That Could</i> (Watty Piper) and talk about persistence and not giving up

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- Foundations for the Essential Learnings: www.ltag.education.tas.gov.au
- High/Scope Educational Approach - Grades PreK-3: www.highscope.org
- Inyahead Press: www.inyahead.com.au
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- Protective Behaviours NSW: www.protective-behaviours.org.au
- South Australian Curriculum, Standards and Accountability Framework: www.sacsa.sa.edu.au
- Values for Life Education Programmes: www.valuesforlifeeducation.com

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