

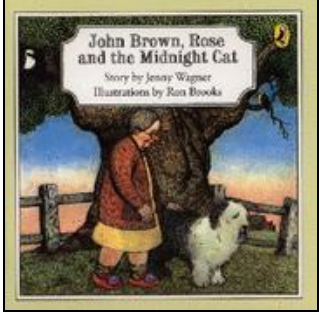

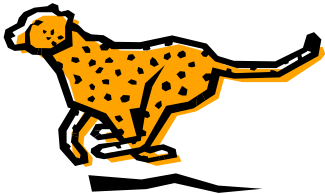
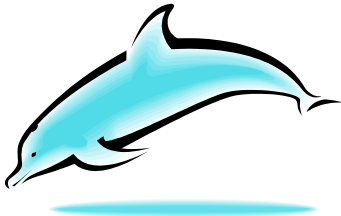


COMPETENCY	SKILLS	TEACHING IDEAS
	DEVELOPED THROUGH ADULT MODELLING, ENCOURAGEMENT, FEEDBACK AND AGE APPROPRIATE SUPPORT AND GUIDANCE	CARRIED OUT IN A FRIENDLY, INVITING, STIMULATING, STRUCTURED AND CULTURALLY SENSITIVE LEARNING ENVIRONMENT

SELF-AWARENESS	Identifying emotions	
	<ul style="list-style-type: none"> understanding emotions identifying and labelling one's feelings  	<ul style="list-style-type: none"> discuss different emotions: when and why you feel them, what you do when you feel them (may use emotion cards) and how your body tells you how you are feeling (getting hot, feeling sick, etc) sing songs about emotions, e.g. <i>When you're happy & you know it</i> read and discuss stories which deal with emotions, e.g. jealousy - <i>John Brown, Rose and the Midnight Cat</i> (Jenny Wagner)  <ul style="list-style-type: none"> express feelings through drawings, paintings, puppets, play dough, poems, daily journals, drama, role-playing describe emotions, i.e. 'Sadness' is, feels like, tastes like give facial expressions for different emotions using a mirror mime emotions using picture/word cards attribute colours to different emotions show a negative emotion, then 'rewind' and show the opposing positive emotion

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SELF-AWARENESS	RECOGNISING QUALITIES	TEACHING IDEAS
	<p>Recognising qualities</p> <ul style="list-style-type: none"> • having a sense of identity • cultivating positive qualities • being successful • self-reflection • positive self-talk <div style="text-align: center;">  </div> <div style="text-align: center;">  <p>I am fast</p> </div> <div style="text-align: center;">  <p>I am a good swimmer</p> </div>	<ul style="list-style-type: none"> • talk about what they can do, what they are good at, what they feel good doing and what they want to learn • participate in a wide variety of experiences in order to identify and develop individual strengths • design a poster advertising themselves which includes sentences beginning <i>I can..., I am... and I have...</i> • use words or drawings to describe how they believe the special people in their lives see them • display individual photos of students doing something they are 'expert' at • make positive statement about themselves using ball passed round a circle • demonstrate a strength at school assembly, grandparents' day, etc. • create a business card about themselves and what they are good at • make a 'welcome book' with each child contributing a page about themselves • make themselves a medal for their greatest achievement/strength • make flower display: write name in middle of flower and a positive attribute about themselves on each of the 5 petals • trace hand and on each finger write a strength/quality • create passport with photo, characteristics and qualities • demonstrate a skill and teach others to do it, e.g. board game, finger knitting, hopping • put 5 things which tell the class about themselves in a bag for 'show and tell' • choose an animal that has similar personality, qualities, attributes to themselves and explain why they chose it

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WEBSITES

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- Bounce Back Resiliency Programme: www.bounceback.com.au
- CASEL: www.casel.org/about_sel/SELskills.php
- Drug Info Clearinghouse: www.druginfo.adf.org.au
- 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
- MindMatters Plus: <http://mmplus.agca.com.au>
- 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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