
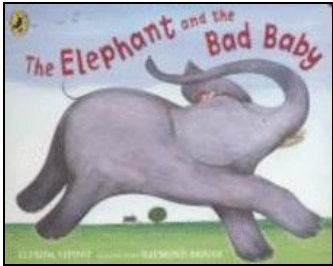


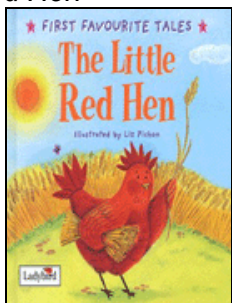
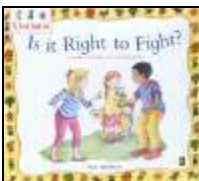

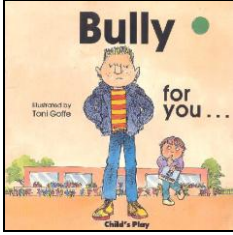


| COMPETENCY | SKILLS | TEACHING IDEAS |
|---------------------|---|--|
| | DEVELOPED THROUGH ADULT MODELLING, ENCOURAGEMENT, FEEDBACK AND AGE APPROPRIATE SUPPORT AND GUIDANCE | CARRIED OUT IN A FRIENDLY, INVITING, STIMULATING, STRUCTURED AND CULTURALLY SENSITIVE LEARNING ENVIRONMENT |
| RELATIONSHIP SKILLS | <p>Communication</p> <ul style="list-style-type: none"> expressing needs and wants expressing thoughts and feelings using verbal and nonverbal messages following instructions speaking in front of an audience in a clear and interesting way using humour as a coping tool active listening comprehending the written and spoken word interpreting pictures enjoying stories, rhymes and songs using appropriate language, manners and behaviours in different contexts and situations asking questions recalling information pretending, imitating and role playing   | <ul style="list-style-type: none"> facilitate a weekly 'circle time'. (A structured occasion when a class group meets in a circle to speak, listen, interact and share concerns) practise giving 'I' messages respond to instructions read <i>Don't forget the bacon</i> (Pat Hutchins) and discuss what can happen if you don't listen carefully to instructions speak publicly, e.g. 1 minute talk to class on topic of interest use body language to show their feelings and ask others to guess what they are explain the rules of a game to a friend create a poster about safety rules write a thankyou note to someone who has helped them discuss situations and audiences where they would use different forms of communication, e.g. telephone, email, fax, letter, brief note, face-to-face use non-verbal ways to communicate their emotions to their teacher, e.g. coloured peg attached to shirt; 'emotions cube' displaying 6 different emotions have a 'feelings/emotions box' where children can write how they are feeling for teacher to read later discuss/role play different ways of asking for help have a class letter box where children can write letters to each other run assemblies and contribute to school newsletters read <i>The Elephant and the Bad Baby</i> (Briggs/Vipont) and discuss the reasons for using good manners focus on a 'manner of the week' use tape recordings of students' conversations and use to discuss tone and register in different situations |

| COMPETENCY | SKILLS | TEACHING IDEAS |
|---------------------|--|---|
| | | DEVELOPED THROUGH ADULT MODELLING, ENCOURAGEMENT, FEEDBACK AND AGE APPROPRIATE SUPPORT AND GUIDANCE |
| RELATIONSHIP SKILLS | <p><u>Building relationships</u></p> <ul style="list-style-type: none"> • building relationships with peers and adults • being positive towards others • making and keeping friends • joining others in their games • caring about others • respecting the possessions of others • demonstrating good ways of getting the attention they want from others • having a sense of belonging <p>We look after each other!</p>   | <ul style="list-style-type: none"> • read stories about being helpful/unhelpful, e.g. <i>The Little Red Hen</i>  <ul style="list-style-type: none"> • participate in group routines • name the people and places that are special to them • identify and describe significant adults in their lives • name people they can trust • explain why different people are important to them • sings songs about belonging, e.g. <i>Consider Yourself</i> • describe/draw/label their families and other groups to which they belong • visit community locations such as hospital, library, fire brigade • class jigsaw: each student draws themselves on a piece of puzzle, then put them together i.e. individuals go together to form 1 class |
| | <p><u>Negotiation</u></p> <ul style="list-style-type: none"> • co-operating with others • being flexible • negotiating to get what they want  | <ul style="list-style-type: none"> • play team and co-operative games • play board games with a partner • role play ways of resolving conflict • learn strategies for deciding who goes first, e.g. throw dice, 'rock, paper, scissors' • use rosters for use of games, computers, popular items • play balloon races: pass balloon around circle without hands • read <i>Is it Right to Fight?</i> (Pat Thomas) and discuss/write about how to peacefully resolve arguments |

| 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 |
| | <p>Refusal</p> <ul style="list-style-type: none"> standing up for themselves dealing with bullies and conflict being assertive refusal skills  | <ul style="list-style-type: none"> role play situations in which they would say "no!" or be assertive read stories dealing with assertiveness, e.g. <i>Where the Wild Things Are</i> (Maurice Sendak) read <i>Bully for you...</i> (Child's Play) and discuss what is a bully, why people are bullies and how to deal with them  |

REFERENCES

Board of Studies NSW (2006) *Personal Development, Health and Physical Education K-6 Syllabus*

Brunskill, Karen (1998) *The Healthy Relationships Programme*. Junior level. Oxford University Press, South Melbourne

Collins, Margaret *Circle Time for the Very Young*. Inyahead Press

Drug Info Clearinghouse fact sheet. *Proactive classroom management - Developing resilient and healthy young people*. Number 3.7 November 2004

Laws, C and Nicholson, M (2004) 2nd Edition *Primary Protective Behaviour* Protective behaviours Consultancy Group of NSW.

McGrath, H., & Francey, S. (1993) *Friendly Kids, Friendly Classrooms, Teaching Social Skills and Confidence in the Classroom*. Pearson Education Australia, Melbourne

School Drug Education and Road Aware (2005) *Challenges and Choices: early childhood resource for resilience, drug and road safety education*. Government of Western Australia

WEBSITES

Board of Studies NSW: www.boardofstudies.nsw.edu.au

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

ACKNOWLEDGEMENTS

Thank you to the participants of the *All REDI for the early years of schooling* national workshops (2007) for their ideas.