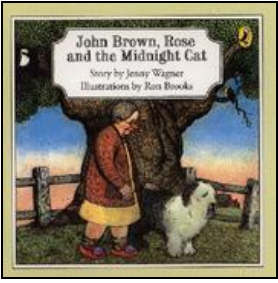
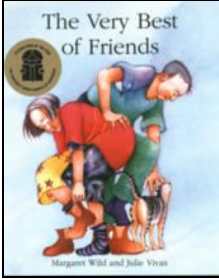


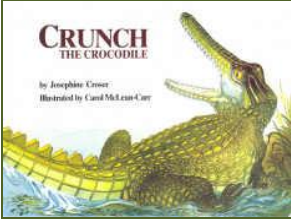
# LESSON PLAN 1

SEL Competency	Skill	Learning Sequence
Relationship Skills	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• understand that they can have many friends and should not be afraid to include others (social density);</li> <li>• understand that our actions can impact on other people's feelings;</li> <li>• have the confidence to express their feelings in front of others; and</li> <li>• recognise the needs of others.</li> </ul>	<p>Literacy Drama Maintaining Well-being Social Responsibility</p> <p><i>John Brown, Rose and the Midnight Cat</i> by Jenny Wagner</p>  <ul style="list-style-type: none"> <li>• Read the story to the class.</li> <li>• Ask the class if they have any questions about the story.</li> <li>• Choose a focus question/s to discuss.             <ul style="list-style-type: none"> <li>- Why did John Brown tip out the milk?</li> <li>- Why did Rose want the cat?</li> <li>- How do they communicate?</li> </ul> </li> <li>• After a discussion using the class's questions, brainstorm the feelings of the characters throughout the book.</li> <li>• Re-visit the story to build on the brainstorming of feelings. Look at:             <ul style="list-style-type: none"> <li>- What is happening.</li> <li>- How they feel.</li> <li>- Why they feel this way.</li> </ul> </li> <li>• Have a set of picture cards and/or word cards for different emotions/feelings. Go through each one with the class and have them show that feeling non-verbally.</li> <li>• Place students in groups and choose scenarios from the book to give each group (for example the cat wanting to come inside). Ask them to identify how the character is feeling. In your group make a freeze frame (photo) to show this feeling.</li> <li>• Explore how the story would continue after the ending.             <ul style="list-style-type: none"> <li>- How will John Brown and the cat get along?</li> <li>- Will the cat being in the house change how Rose treats John Brown?</li> </ul> </li> <li>• Extend with a class book/s of some sort.             <ul style="list-style-type: none"> <li>- I am happy when...</li> <li>- I am sad when....</li> <li>- Illustrate with photos or pictures.</li> </ul> </li> </ul>

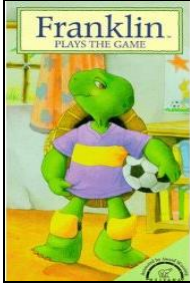
## LESSON PLAN 2

SEL Competency	Skill	Learning Sequence
Relationship Skills	<ul style="list-style-type: none"> <li>• Building relationships.</li> <li>• Establishing positive relationships.</li> <li>• Maintaining friendships and connections (rallying).</li> </ul>	<p>Literacy</p> <p><i>The Very Best of Friends</i> by Margaret Wild and Julie Vivas</p> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>• Read book in sections or whole.</li> <li>• Brainstorm and scribe list of words related to question:             <ul style="list-style-type: none"> <li>- What makes a friend?</li> </ul> </li> <li>• Discuss cover picture and relationships.</li> <li>• Articulate/respond to different feelings of each character.</li> <li>• Conduct character interviews.</li> <li>• Make a Venn diagram showing similarities and differences.</li> <li>• Act out various characters, focusing on emotion.</li> <li>• Freeze frame.</li> <li>• Stop through the book at various places and brainstorm solutions or predict what might happen next.</li> <li>• Losing friends:             <ul style="list-style-type: none"> <li>- How do we feel?</li> <li>- What will you do in a new situation?</li> <li>- Communication?</li> <li>- How can others help?</li> </ul> </li> </ul>


## LESSON PLAN 3

SEL Competency	Skill	Learning Sequence	Process for reflection
Relationship Skills	<ul style="list-style-type: none"> <li>• Decision making</li> <li>• To identify what is a bully.</li> <li>• To identify and use strategies to deal with bullying.</li> </ul>	<p>Literacy Maintaining Health and Well-being Arts</p> <p><i>Crunch the Crocodile</i> by Josephine Croser</p>  <ul style="list-style-type: none"> <li>• Tuning In activity               <ul style="list-style-type: none"> <li>- Introduce story of <i>Crunch the Crocodile</i> (page where the other animals had a meeting).</li> <li>- Brainstorm what is a bully and how does it make people feel/also identify how Crunch the bully is feeling.</li> <li>- Identify possible feelings for bully/those being bullied.</li> <li>- Structure class meeting after nominated break time where selected students are asked to nominate two positives and one negative about their experience over the break time.</li> <li>- Identify a 'bullying' example - brainstorm solution and resolutions to the issue.</li> </ul> </li> <li>• Consolidating activity               <ul style="list-style-type: none"> <li>- Trace the outline of a bully body and label what is a bully.</li> <li>- Role-play: Crunch and animals.</li> </ul> </li> <li>• Give opportunities for students to identify strategies for dealing with the problems of Crunch.</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing/writing about a scenario.</li> <li>• Role-play a relevant experience.</li> </ul>

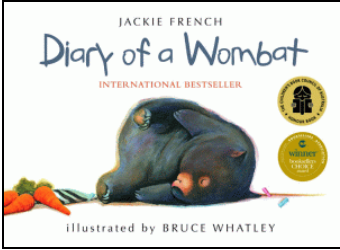
## LESSON PLAN 4

SEL Competency	Skill	Learning Sequence
Relationship Skills	<ul style="list-style-type: none"> <li>• Team Work.</li> <li>• Working collaboratively using our gifts and talents.</li> </ul>	<p>Literacy</p> <p><i>Franklin Plays the Game</i> by Paulette Bourgeois and Brenda Clark</p> <div style="text-align: center;">  </div> <ul style="list-style-type: none"> <li>• Begin with story.           <ul style="list-style-type: none"> <li>Basis - each animal character uses their unique talent/skill to play/contribute to a team game successfully. Individually it is impossible to win. Teamwork and combining their talents is the 'way to go'.</li> </ul> </li> <li>• Discuss each character's individual gifts and talents and how they were used to support each other.</li> <li>• Discuss individual gifts and talents within the classroom.</li> <li>• Use a Y chart.           <ul style="list-style-type: none"> <li>- Team work: looks like ..., sounds like ..., feels like ...</li> </ul> </li> <li>• Play games that promote team work/team building.           <ul style="list-style-type: none"> <li>- 3 legged race.</li> <li>- Trust games: blind-fold obstacle course.</li> </ul> </li> <li>• How did it feel when we worked together? How did it feel when people didn't work together?</li> <li>• Template - 2 blank faces. Draw how your face looked when:           <ul style="list-style-type: none"> <li>- people worked together; and</li> <li>- people didn't work together.</li> </ul> </li> </ul>

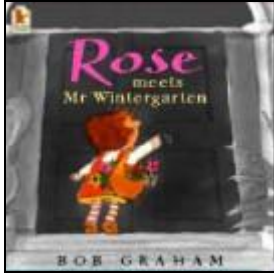
## LESSON PLAN 5

SEL Competency	Skill	Learning Sequence
Relationship Skills	<ul style="list-style-type: none"><li>Using communication to build positive relationships.</li></ul>	<p>Compliment Circle:</p> <ul style="list-style-type: none"><li>Shuffle a set of name cards.</li><li>Students sit in a circle.</li><li>Hand out name cards.</li><li>Students are to pay a compliment to the person named on the card (beginning with their name).</li><li>Student receiving the compliment looks at the giver and says, 'Thank you ...' (using their name).</li><li>Give students some ideas for compliment starters:<ul style="list-style-type: none"><li>I liked it when ...</li><li>Thank you for ...</li><li>It was great when ...</li><li>You made me feel great when ...</li></ul></li></ul> 


## LESSON PLAN 6

SEL Competency	Skill	Learning Sequence	Indicators of success	Process for reflection
<p>Relationship Skills</p>	<ul style="list-style-type: none"> <li>• Demonstrate appropriate ways of getting the attention of others.</li> <li>• Being positive towards others.</li> <li>• Making and keeping friends</li> <li>• Having a sense of belonging.</li> </ul>	<p><i>Diary of a Wombat</i> by Jackie French</p>  <ul style="list-style-type: none"> <li>• Read story.</li> <li>• Discuss the way in which the wombat gained attention.</li> <li>• Discuss the consequences of the wombat's actions.</li> <li>• Discuss the wombat's personality and strengths.</li> <li>• Compare with that of another animal, e.g. a cat.</li> <li>• Brainstorm positive ways of getting attention.</li> <li>• Role-play positive ways of getting attention.</li> <li>• Create a class book about ways we can gain attention.               <ul style="list-style-type: none"> <li>- Each child to contribute.</li> <li>- Book may take the shape of a wombat!</li> </ul> </li> </ul>	<p>Students:</p> <ul style="list-style-type: none"> <li>• identify/verbalise positive ways of getting attention.</li> <li>• recognise and understand differences in personalities by being able to act out different roles.</li> </ul>	<ul style="list-style-type: none"> <li>• Referring back to the Diary: Is that the best way to get attention from ...?</li> </ul>

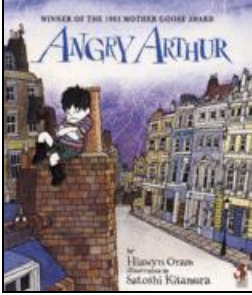
## LESSON PLAN 7

SEL Competency	Skill	Learning Sequence	Indicators of success	Process for reflection
<p>Relationship Skills</p>	<ul style="list-style-type: none"> <li>• Ability to communicate.</li> <li>• Building relationships.</li> <li>• Taking a risk.</li> </ul>	<p><i>Rose Meets Mr Wintergarten</i> by Bob Graham.</p>  <ul style="list-style-type: none"> <li>• Read story.</li> <li>• Explicitly unpack the story.               <ul style="list-style-type: none"> <li>- Colours of the illustrations (summer v winter)</li> <li>- What would you do if you were Rose?</li> <li>- What personal qualities did Rose show throughout the story?</li> <li>- What changes happened to Mr Wintergarten?</li> <li>- How did the students respond?</li> </ul> </li> <li>• Role-play the story.</li> <li>• 'Hot seating' (interview) Mr Wintergarten.</li> <li>• Role-play the story again using knowledge gained in 'hot seating'.</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play indicates respect for individual differences.</li> <li>• Students able to verbalise feelings and choose a strategy to manage them.</li> </ul>	<ul style="list-style-type: none"> <li>• Before and after picture of Mr Wintergarten.</li> <li>• Write a text for the last picture.</li> </ul>

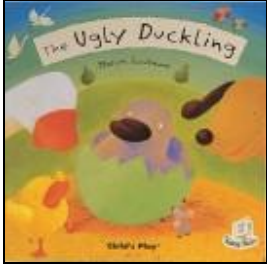

## LESSON PLAN 8

SEL Competency	Skill	Learning Sequence	Indicators of success
<p>Relationship Skills</p>	<ul style="list-style-type: none"> <li>• Resolve conflict positively.</li> <li>• Identify how individuals care for each other.</li> <li>• Identify some options available when making simple decisions.</li> </ul>	<p>Cards with emotions/labels</p> <p><i>The Little Mouse, the Red Ripe Strawberry and the Big Hungry Bear</i> by Don and Audrey Wood</p>  <ul style="list-style-type: none"> <li>• Read the story.</li> <li>• Discuss the emotions.</li> <li>• Present a problem that has been observed.               <ul style="list-style-type: none"> <li>- A new toy.</li> <li>- Feelings about having the toy.</li> </ul> </li> <li>• Relate back to the story.</li> <li>• Lead the students to the idea that a roster could made up to be fair. i.e. Everybody gets a turn.</li> <li>• Make a roster to take turns of the new toy.               <ul style="list-style-type: none"> <li>- Students can decorate name tags to put on the roster.</li> </ul> </li> <li>• Game:               <ul style="list-style-type: none"> <li>- Display emotion and students guess emotion (possible link with book).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Talk about feelings experienced in particular situations.</li> <li>• List ways of showing kindness to others.</li> </ul>

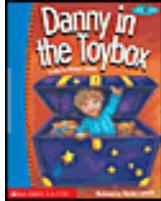
## LESSON PLAN 9

SEL Competency	Skill	Learning Sequence	Indicators of success
<p>Relationship Skills</p>	<ul style="list-style-type: none"> <li>Identify ways in which to communicate and care for others.</li> </ul>	<p>Puppets Blank paper Coloured pencils</p> <p><i>Angry Arthur</i> by Hiawyn Oram</p>  <ul style="list-style-type: none"> <li>Read story.</li> <li>Questions: <ul style="list-style-type: none"> <li>What was Arthur angry about?</li> <li>Have you felt this angry?</li> <li>What did you do then?</li> </ul> </li> <li>Record the different emotions expressed.</li> <li>Model a scenario that the teacher has witnessed in the class or playground (with puppets).</li> <li>Discuss each characters' role: <ul style="list-style-type: none"> <li>What were they feeling?</li> <li>Why?</li> </ul> </li> <li>Who is responsible for each part of the problem?</li> <li>What could they do differently so this problem could have a positive outcome?</li> <li>Introduce a 'clear message'. <ul style="list-style-type: none"> <li>When ...</li> <li>I feel ...</li> <li>I would like ...</li> </ul> </li> <li>Demonstrate the scenario again using the 'clear message' and a positive outcome.</li> <li>Ask each child to draw a picture of a problem they have had and record the message they would say.</li> <li>Share these with the whole class.</li> <li>Staple together and make a class book.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate skills to maintain friendships.</li> <li>Give a clear message when someone hurts or upsets them.</li> </ul>

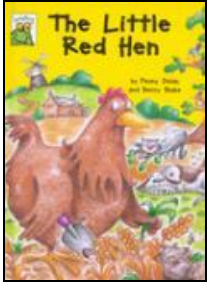
## LESSON PLAN 10

SEL Competency	Skill	Learning Sequence	Indicators of success
Relationship Skills	<ul style="list-style-type: none"> <li>• Connect positively with others.</li> <li>• Identify how individuals care for each other.</li> <li>• Talk about feelings experienced in particular situations, e.g. sad, happy, frightened.</li> <li>• List ways of showing kindness to others.</li> </ul>	<p><i>The Ugly Duckling</i> by Masumi Furukawa</p>  <ul style="list-style-type: none"> <li>• Discuss the cover title and illustration. What might the animals be saying to the duckling? Brainstorm ideas.</li> <li>• Read story.</li> <li>• Discuss how the Ugly Duckling was treated by the animals he encountered and how this made him feel.</li> <li>• Discuss the difference in the way he was treated when he turned into a swan.</li> <li>• Discuss reason for the change in attitudes.</li> <li>• Discuss judging/teasing people because of their appearance.</li> <li>• Brainstorm ways of showing kindness to others.</li> <li>• Cut out 2 duck shapes from yellow paper.</li> </ul>  <ul style="list-style-type: none"> <li>- Write on the duck something positive they could say to cheer someone who has been teased/bullied.</li> <li>- Staple the ducks together, stuff with crumpled newspaper and display. (e.g. Tie to hoop hanging from ceiling.)</li> </ul> <ul style="list-style-type: none"> <li>• Learn and dramatise the song: 'The Ugly Duckling' (from the movie <i>Hans Christian Andersen</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate skills to maintain friendships.</li> <li>• Give a clear message when someone hurts or upsets them.</li> </ul>

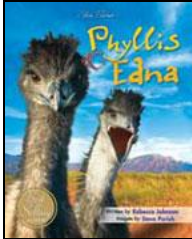
## LESSON PLAN 11

SEL Competency	Skill	Learning Sequence
Relationship Skills	<ul style="list-style-type: none"> <li>• Co-operate with others in work and play situations.</li> <li>• Demonstrate appropriate ways of communicating.</li> <li>• Use positive verbal and non-verbal communication.</li> </ul>	<p>Visual emotion cards</p> <p><i>Danny in the Toybox</i> by Richard Tulloch</p>  <ul style="list-style-type: none"> <li>• In pairs try to communicate feelings, e.g. non-verbal (visual cues)</li> <li>• Use laminated emotion cards to help associate non-verbal feelings.</li> <li>• As a class identify verbal/nonverbal e.g. hand gestures, body language.</li> <li>• Read the story <i>Danny in the Toybox</i>.</li> <li>• Question students about the common theme with regards to Danny's emotions.</li> <li>• Discuss appropriate and inappropriate feelings and ways of communicating.</li> <li>• Role-play a collection of playground, home and classroom scenarios.</li> <li>• Identify and name positive verbal and non-verbal communication.</li> <li>• Students sit in a circle. Share a positive remark about what they enjoyed and learnt by passing an object around/across the circle and only speaking when they receive the object. A variation is to use a ball of wool instead of an object to connect the speakers in a web.</li> </ul>

## LESSON PLAN 12

SEL Competency	Skill	Learning Sequence	Indicators of success
Relationship Skills	<ul style="list-style-type: none"> <li>• Cooperate with others.</li> <li>• Use communication positively.</li> <li>• Resolve conflict positively.</li> </ul>	<p><i>The Little Red Hen</i> by Penny Dolan and Becky Blake</p>  <ul style="list-style-type: none"> <li>• Read and discuss the story.</li> <li>• Question students to establish what they remember from the story.               <ul style="list-style-type: none"> <li>- Who cooperated?</li> <li>- Who didn't?</li> <li>- Why didn't the animals help?</li> <li>- How did the animals feel at the end?</li> </ul> </li> <li>• Be an 'angry red hen' and write a letter to the local paper complaining about the laziness of the farmyard creatures.</li> <li>• Reader's theatre <i>The Little Red Hen</i>.</li> <li>• Rewrite the story with all cooperating, then readers' theatre the 'new' version demonstrating sharing and cooperating.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate skills to maintain friendships.</li> <li>• Give a clear message when someone hurts or upsets them.</li> </ul>

## LESSON PLAN 13

SEL Competency	Skill	Learning Sequence	Indicators of success	Process for reflection
Relationship Skills	<ul style="list-style-type: none"> <li>• Building relationships.</li> <li>• Establishing positive relationships.</li> </ul>	<p><i>Phyllis and Edna</i> by Rebecca Johnson</p>  <ul style="list-style-type: none"> <li>• What is a friend?</li> <li>• Characteristics of a friend:               <ul style="list-style-type: none"> <li>- Brainstorm.</li> <li>- Record ideas.</li> </ul> </li> <li>• Use a Venn diagram with class then in pairs.               <ul style="list-style-type: none"> <li>- You and your friend's common and different interests.</li> <li>- Explicit focus on the changing nature of friendship.</li> </ul> </li> <li>• Read <i>Phyllis and Edna</i>.</li> <li>• Use thinking strategy your students are familiar with to make suggestions for Edna, i.e. conflict resolution strategies.</li> <li>• Discuss games for 3 to play and then practise these.</li> <li>• Re-read <i>Phyllis and Edna</i>.               <ul style="list-style-type: none"> <li>- What did Edna learn?</li> <li>- What will Phyllis practise in the future?</li> </ul> </li> <li>• Make class big book, e.g.               <ul style="list-style-type: none"> <li>- 'Making and Keeping Friends'</li> <li>- 'A Friend is ...?'</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Describe a friend and their attributes.</li> <li>• Empathise with their peers and describe the changing, evolving nature of friendship.</li> <li>• Explain common and uncommon interests shared amongst friends.</li> <li>• Cooperate in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Sociogram - name two friends.</li> <li>• Each fortnight focus on activities in daily P.E. that can be done as individuals, in pairs, in threes, etc.</li> </ul>