# Projects for learning - Wellbeing

This template has been designed for use during a preschool or early intervention class closure or extended absence. It is a resource that teachers can use to plan for children’s continuity of learning in the home environment while they are unable to access formal early childhood education. It has been designed to help teachers work with families to continue their child’s learning through planned experiences.

Links to the Early Years Learning Framework (EYLF) and the teaching and learning planning cycle are included throughout this template.

## Planned learning

### **Observations of learning and current interests of children**

**Include observations from home and preschool.**

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### **Intended learning outcomes**

Children will:

* extend their relationships with others by engaging in social play
* show enthusiasm for participating in play and games with others
* increasingly co-operate and work collaboratively with others through sharing and turn taking
* learn to make choices that consider themselves and others
* build resilience to manage feelings and cope with challenges and the unexpected when interacting with others
* increase their capacity to understand, self-regulate and manage their emotions
* feel happy, healthy, safe and connected to others
* develop and practice strategies for looking after their own wellbeing.

### **Intentional teaching strategies**

**Consider how the learning outcomes will be promoted through your actions, conversation and questions. Draw on strategies from each of the five learning outcomes.**

* Role model to children genuine affection, understanding and respect in your interactions with others and explicitly label these actions.
* Model explicit communication strategies to support positive interactions with others.
* Praise positive attitudes to winning and losing in games, while supportively addressing any challenge.
* Support children to follow the rules of a game by praising efforts and asking them to explain the rules to each other.
* Collaborate with children to document their achievements and share their successes through games.
* Offer strategies to help children make informed choices and praise their efforts in personal decision-making.
* During discussions as a group, encourage children to listen to others and to respect different perspectives by giving all children a turn to contribute.
* Engage children in discussions about respectful and equal relations with others, for example when a child dominates the use of a resource.
* Positively redirect children experiencing conflict during competitive games while showing empathy and understanding.
* Prompt discussion about feelings using open-ended conversations.
* Acknowledge each child’s feelings in positive ways and celebrate everyone’s uniqueness and different feelings.
* Talk to children about how physical activities make them feel, to highlight links between physical and emotional wellbeing.

### Holistic approaches to learning

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| Concepts to be developed  (Draw on the outcomes of the Early Years Learning Framework and consider how these provoke higher order thinking) | Experiences and resources for various learning environments  (Think about learning which may occur in various spaces across the day – indoors, outdoors, small and large group times and during routine times) |
| Self-regulation  Recognise emotions of themselves and others | Explore positive ways of self-regulating, dealing with emotions and responding to events by engaging in physical experiences that promote mindfulness and awareness. For example:   * Listen to the ‘Rainbow Breath’ and encourage children to focus their attention on their breathing youtube.com/watch?v=O29e4rRMrV4 * Play a game to boost children’s attention [heartmindonline.org/resources/10-games-to-boost-attention-focus](https://heartmindonline.org/resources/10-games-to-boost-attention-focus). * Guide the children to recognise the feelings in their body and movement of different body parts. * Sing the ‘Belly Breathe’ song * ‘On and Off – Flow’ meditation [youtube.com/watch?v=1ZP-TMr984s](https://www.youtube.com/watch?v=1ZP-TMr984s) * Mindfulness with children [youtube.com/watch?v=wf5K3pP2IUQ](https://www.youtube.com/watch?v=wf5K3pP2IUQ)   Explore emotions through a range of play experiences and interactions with children. Explicitly label feelings and ask children to identify how they and others feel during these. For example:   * Play a memory matching game with emotion cards. Acknowledge feelings at the end of the game, discuss the child’s successes in the game and encourage positive responses to winning and losing. * Read a book where someone experiences an emotion. Discuss this with the child/ren, for example: How do you think James is feeling? Is there another way he could have responded in this situation? What do you think he wants? How could he change his thinking? * Read a book which highlights different perspectives of characters and discuss. For example, I wonder if Sarah knew that Jane felt that way? Why? What was Sarah thinking? * Discuss with the child/ren about how thoughts and emotions are linked.   + ‘Sometimes we may think of something and it makes us happy’.   + ‘When I think of my dog, I feel happy’.   + ‘What makes you happy?’ * Encourage the child/ren to draw a picture of a thought that makes them happy or sad. Talk about the child’s drawing and reflect on it together. |
| Listen and remember instructions and paying attention in a game  Turn taking in games with rules and wait times  Celebrate achievements.  Social skills and emotional regulation  Enthusiasm for participating in physical play  Negotiate play spaces with others | Play games with children and facilitate interactions that encourage children to take turns, socialise, experience winning and losing, and consider others. Set up experiences where children can practice making effective decisions by considering themselves and others. For example:   * Play musical statues. Discuss winning and losing and talk about how their brains had to make quick decisions in order to stop their body from moving. Explain that our brain helps us decide many things during the day. * Use the traffic light visual resource to support children to use strategies to make decisions while playing a cooperative game of ‘Red Light, Green Light’   [clipart-library.com/traffic-light-template.html](http://clipart-library.com/traffic-light-template.html)  [playworks.org/resource/game-of-the-week-red-light-green-light/](https://www.playworks.org/resource/game-of-the-week-red-light-green-light/)   * + Model use of these strategies through the day using a think aloud: *‘I am going to stop because I need to take a breath.’*   + Encourage children to think of the red traffic light and stop, take a breath and think before making their decision. |
| Understanding the relationships between a healthy body and healthy mind | Prioritise and role model the importance of looking after our own wellbeing and practicing self-care:   * Listen to environmental sounds indoors with eyes closed, sitting cross-legged.  What can you hear? Make a list. Compare your list with the next time you listen. Repeat for outdoors * Play relaxation music tracks. * Access technology to support mindful practice:   + Headspace for Kids: Explore 5 themes for children to explore – calm, focus, kindness, sleep and wake up. <https://www.headspace.com/meditation/kids>   + Smiling Mind: Web and app-based meditation program developed by psychologists and educators to help bring mindfulness into your life. <https://www.smilingmind.com.au/>   + Go Noodle: Try the body breathing, here and now video, to help children connect with being in the moment. <https://www.gonoodle.com/>   + Use Yoga as transition time breaks. Try some animal poses. * Play a Tibetan singing bowl to allow children to concentrate on being present and alert. * Use a UFO drum – it is a modern idiophone instrument in the same family as the Tibetan singing bowls.  It doesn’t matter which order you strike the drums in – the music notes are always melodic. * Create a space with hammocks and swings using towels, saris and tablecloths for swinging and relaxing – or make them for toys to swing in.   Provide opportunities for physical activity with the intention of supporting wellbeing. Discuss with children the links between a healthy body and a healthy mind as they engage in these. For example:   * Balancing – beams, wobble boards, planks of wood, logs, chalk lines, stepping logs and stones. * Building - Building activities can include stacking items, or making constructions such as cubby houses. Suggestions for equipment: Wooden blocks, sand, buckets, boxes, planks of wood, tyres, old linen and furniture. * Creative movement - Music, musical instruments, bells, rattles, streamers and ribbons. |

### Evaluating the learning experiences

#### Observations of learning

**Reflect on the learning intentions as you consider these prompts**

How did the child respond – what did they do, what did they say?

What did the child enjoy?

What was a challenge?

What other things were of interest?

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#### Reflection on teaching

**Reflect on the learning intentions as you consider these prompts. Consider ways you could gather feedback to demonstrate the child’s learning, for example recording children’s words or a conversation with an adult, photos, describe what the child did, work samples.**

Were the planned teaching strategies appropriate?

What strategies worked well?

What didn’t?

Where to next?

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### Critically reflecting on the learning

#### Discussions between educators, families and children

**Reflections of learning – consider how the principles, practices and outcomes of the EYLF have contributed to the child’s learning.**

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#### Where to next?

**What might you do to follow up or extend on the learning based on this experience?**

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