Kimberley

SPISS S

PRACTICE GUIDE

A Social Competence and Emotional Regulation Program for Kimberley Primary Schools.





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Acknowledgement of Country

In the spirit of reconciliation, the Australian Childhood Foundation acknowledges the Traditional Custodians of country throughout Australia and their connections to land, sea and community. We pay our respect to their Elders past and present and extend that respect to all Aboriginal and Torres Strait Islander peoples today.

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The origins of 'Kimberley SPACE'

In 2021, the WA Department of Education released an Expression of Interest for the provision of a pilot study that implemented a culturally responsive program to promote social competence and emotional maturity (regulation) capabilities in primary school aged students. The need for the program came from the recognition that students with diverse learning needs especially Foetal Alcohol Spectrum Disorder (FASD) have particular developmental vulnerability in the domains of social competence and emotional maturity based on the Australian Early Development Census (AEDC) data. An analysis of this data showed a high percentage of these children in the Kimberley region.

The pilot was to be offered to Kimberley schools and included

- Teacher focused professional learning and resources to implement the program
- A tool for teachers to monitor and evaluate student outcomes as a result of engaging in the program
- An evaluation and report of the pilot study with recommendations for potential future use in other regions.
- Development of a model for ongoing use of the program ie a train the trainer approach for school-based facilitators to deliver courses to teachers in their schools and networks

The 'Kimberley SPACE' program was developed in consultation with Western Australian Department of Education representatives.

The program has links into a pre-existing school support program 'Making Space for Learning' which is a resource for schools to better understand and meet the needs of children who have experienced trauma, significant disruption, or disadvantage. 'Making Space for Learning' draws on neurobiological evidence related to trauma and considers principles and strategies to support students to learn and manage social and emotional relationships at school. Here is a link to this resource: https://australianchildhoodfoundation.crackerhq.com/pvl/9b20e31a6fa3c43f414af2fcb00f1a52/share/v1/32858baa-d747-45c1-b7e7-729afef452b3

Kimberley SPACE translates and expands this framework into an accessible, child friendly, whole of school program of activities for students. This program has been designed for the general student population and may have particular relevance for students with diverse learning needs.

Purpose of this Guide

This practice guide has been developed to support the implementation of Kimberley SPACE in schools. It is for all staff who may be involved in the program. It provides the lesson plans and explores key considerations in the application of the program. This guide is a companion to the Kimberley SPACE training session day that demonstrates the program's underlying framework, theoretical underpinnings, and outlines the curriculum.



Overview

Kimberley SPACE invites primary school students to learn more about their social and emotional selves with the central concepts of social competence and emotional regulation explored throughout the eight-week program. The program embraces and integrates the concepts of social and emotional wellbeing as defined within an Aboriginal and Torres Strait Islander perspective which understands that the wellbeing of individuals, families and communities are shaped by connections to body, mind and emotions, family and kinship, community culture land and spirituality. The concepts of social competence and emotional regulation are also considered by this program in relation to the experience of children with experiential and developmental vulnerabilities such as FASD, neurodevelopmental delays and the experience of trauma.

Kimberley SPACE is scaffolded around five domains that have been translated into needs-based statements that have broad application to all children.

Domains	Underlying Concepts	Translated into needs statements
Staged	The brain develops sequentially. Sophisticated functions only emerge after basic functions are consolidated. We should resource children in line with what their developing brain's need.	Children's brains need support to grow and learn My brain grows upwards step by step
Predictable	Uncertainty and unpredictability can disrupt emotional wellbeing and threaten social competence. Strategies which promote stability and familiarity enhance social and emotional wellbeing.	Children need to know what they can count on I feel better when I know what is coming next.
Adaptive	Familiar behavioural routines are more likely to be enacted in response to life challenges than new ones. Familiar routines may not always be constructive. Strategies which promote adaptability in children's behavioural routines are ones that meet children creatively with multiple options for intervention.	Children need support to grow up healthy and strong There are things I need to grow up healthy and strong.
	Children's internal maps for forming, maintaining and being in relationships are affected by their experiences of relationships throughout their lives. Negotiating relationships at school can be a	Children need to feel like they are connected. I need to feel like I am connected.
Connected	source of stress when children have found them hard or unsafe in the past. Relationship with safe and consistent adults and peers form the foundation for change.	Children need to feel safe and know about what makes a safe connection. I need to feel safe. I need safe connections in my life.
Enabled	All children can benefit from engaging in the process of understanding themselves more deeply. The capacity to identify feelings and learn how they relate to the body, thoughts, and behaviours is a worthwhile life skill. Learning to communicate feelings with each other enriches social cohesion. Making sense of our stories helps us to build coherent identities over time.	Children need to know more about what makes them who they are. I grow stronger as I learn more about what makes me, me.

The curriculum invites students to explore and respond to the needs-based statements in the table above, largely through art processes and movement-based activities. Teachers and adults around the students are encouraged to learn more about each student's sense of social and emotional wellbeing through their engagement with the program.



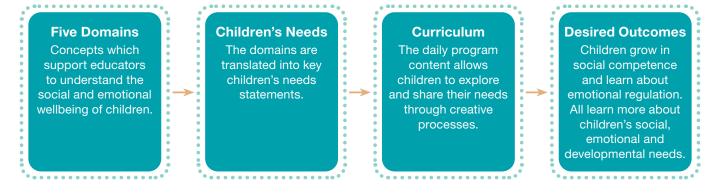








The diagram below outlines the process of how the program knowledge base is translated into children's needs statements and is further explored and embedded into the curriculum. The way students explore and respond to the needs based guided curriculum can help schools to learn new ways to better meet the social and emotional needs of their students.



Program Principles

The principles outlined in the training and this guide are intended to support educators in the understanding and delivery of this program.

Key program principles include:

- Social and emotional focussed curriculum can increase children's self-understanding and awareness
- Cultural safety and responsiveness is an important consideration in the design and implementation
 of this program
- Children have expertise into their own lives and insight into their needs
- Needs require relational investment
- Cultivating spaces and ways for adults to hear and learn from children is important, useful, and respectful

Program Framework

Kimberley SPACE consists of a face to face or online one day training package for teachers and interested staff, a set of curriculum resources contained in this practice guide, an evaluation protocol and associated training, and support for schools offered throughout the implementation phase of the program, with a contact person available for consultation throughout program delivery. Formal 'check ins' with individual schools have also been built into the program structure. The program commences in week two of term two, 2022, and concludes in week nine of term two, 2022.

The Kimberley SPACE curriculum spans over an eight-week period with 15-minute lessons designed to be implemented daily with students, although schools can be flexible in how they timetable the content across the weeks. The curriculum includes hands on, art and movement-based activities, relatively low in literacy requirements. Weeks 1-7 involve curriculum inviting students to create, share and learn more about their own social and emotional needs as guided by the five program domains. The final week of the program encourages adults and students to reflect upon the student's outputs over the weeks. Important adults in the lives of the students are invited to witness and learn about what students have created and come to know across the program.



Language Adaptions

Kimberley SPACE has been written in English and the writers wish to acknowledge the limitations that go along with this. We want to invite you to bring stories from your place, languages, and movements to expand the program to feel authentic to your school context and community.

Cultural Adaptions

It is important to ensure considerations about families' cultural backgrounds are integrated into all forms of support offered to children, young people and their families. Children who have the opportunity to grow up strong and connected in culture, develop confidence, positive identity, belonging and security that become protective factors as they grow through adolescence and into adulthood. Maintaining safe and positive connections with family, community and country are an important asset in delivering this program.

A stance of curiosity and humility is inherent in this program. It relies upon building relationships with community members and Aboriginal and Torres Strait Islander colleagues and developing an understanding of the local cultural context in your region, including social norms, customs, traditional child-rearing practices and parenting values.

Ideas to Consider

- Families could be included by providing them with resources and information that translate to their culture and local language wherever possible.
- Cultural meanings attributed to common experiences of childhood, parenting, and family and learning will be important for teachers to keep in mind as the curriculum is being delivered.
- Consultation and collaboration with agencies that represent the child's cultural background may be important in delivering the program.
- Understanding the extent of support that may exist in the broader kinship and community structures surrounding your students and their families will be useful to enhance the experience of the program for the students.
- Exploring the cultural meanings attributed to key concepts within this program may be important and broadening when undertaking the curriculum with students.















Encouraging Broader School Community Involvement

Communication with student's parents, families, and broader community is a useful way to embed ongoing experiences, learning and developments for students. Here are some ideas when it comes to inviting broader school community involvement with this program:

- Send a letter home before the commencement of the program outlining information important for families to know about their child's involvement in Kimberley SPACE. This may include encouragement to incorporate some of the child's favourite activities from the program at home or in the community.
- Keeping parents and carers in touch with the program as it progresses might also be achieved through updates via the school newsletter, or the school's social media platforms.
- There are quite a few opportunities across the program delivery phase to share outputs with families, like program art created by students. Please seek student's consent before you share their work in this way.
- Products that will be made by students within the program can be displayed beyond the life of the program. These displays might become talking points when family members visit the school.
- Student or classroom scrap books will be artifacts for the students and those around them to continue to enjoy and learn from after the program ends. They may be sent home with students to share with families after the program finishes.
- The final session of the program invites an important adult or adults in the lives of the students, which may be a community elder, to witness student's work across the program. This part of the program is important in terms of students feeling seen and reinforced by a significant adult/s in their lives.



Overview

Kimberley SPACE curriculum is broken up into weekly themes guided by the five program domains. The domains are not delivered over the weeks in the order of the SPACE acronym. This delivery schedule rolls out the content in a more coherent sequence for students. The SPACE acronym is not something students need to be aware of, they instead might be introduced to the child friendly week titles eg. 'The brain week' or the child friendly needs statement translation eg. 'My brain grows up week by week' etc. as set out in the table below.

Week by Week Delivery Summary

Week	Needs Statements	Week by week		
1 Staged	Children's brains need support to grow and learn. My brain grows upwards step by step.			
2 Adaptive	Children need support to grow up healthy and strong. There are things I need to grow up healthy and strong.	The healthy body, mind, heart and spirit week		
3 Predictable	Children need to know what they can count on. I feel better when I know what is coming next.	The things we can count on (hand week)		
4 Connected	Children need to feel like they are connected- I need to feel like I am connected.	The connection week		
5 Connected	Children need to feel safe- I need to feel safe. What makes a safe connection? – I need safe connections in my life.	The feeling safe week		
6 Enabled	Children need to know more about what makes them who they are. I grow stronger as I learn more about what makes me, me.	The feelings week with special guest Morty Monster		
7 Enabled	Children need to know more about what makes them who they are. I grow stronger as I learn more about what makes me, me.	The 'Me' week		
8 Bringing things together and Sharing	A week to reflect and consolidate learnings, culminating in a sharing session on the final day of the program	The Reflective week		

Each week of the program includes five lesson plans and accompanying activity sheets. These lessons are 15 minutes in duration. Schools can be flexible in the way they deliver the lessons across the weeks. They may be implemented daily or combined, depending upon the teacher's discretion. Students tend to benefit from predictable routines, so schools may strive for a consistent delivery time every day. Lesson plans have been differentiated for early, middle and upper primary levels, although teachers may take up whichever lesson plan differentiation best suits the learning needs of their students.

This guide includes seven summary documents, one at the conclusion of each of the first seven weeks of lesson plans. This document is intended to summarise the key concepts underlying the week's curriculum, and to provide teachers with ideas about how these concepts can continue to be endorsed and generalized into practice with students beyond the life of the program.

Curriculum Program Planner

Domain and Key Statements	Timeline	Week Description	Desired Outcomes for Children	Session content
Staged Children's brains need support to grow and learn My brain grows upwards step by step.	Week 1.	The Brain Week	I know about my brain house. Key Outputs Brain House models and photos stuck in scrapbook Information collected about ideas children preferred when it came to strengthening parts of their brain house.	Day 1. Triune Brain metaphor- Brain House- Intro concept with song and gestures Brain House template to be used as days progress Day 2. Foundation- brain stem – ideas for strengthening our brain stem floor Day 3. Feeling Walls- limbic system – ideas for strengthening our limbic system walls Day 4. Thinking Cap Roof- frontal cortex- ideas for strengthening our thinking cap roof Day 5. Build your own Brain House- inside or outside building activity
Adaptive Children need support to grow up healthy and strong There are things I need to grow up healthy and strong	Week 2.	The healthy body, mind, heart, and spirit week	I know more about what I need to grow Key Outputs Body Art pieces photographed and stuck in scrapbooks	Day 1. Draw around each child on butchers paper and introduce theme for the week- what helps us grow up healthy and strong? Students can write their name on their butchers paper. Following days- children use art materials to represent things that help us grow Day 2. My body- Children and educators brainstorm ideas about what helps our bodies grow up healthy and strong and children draw in the outline what makes their body strong and healthy. Day 3. My feeling heart- Children cut out or a given a heart shape and they draw in the shape the colours of their heart today. Day 4. My mind- Children and educators brainstorm things that make their minds healthy and strong and draw it on their body outline.

				Day 5. My spirit- Children and educators brainstorm things that make their spirit healthy and strong and draw it on or around their body outline.
Predictable Children need to know what they can count on I feel better when I know what is coming next.	Week. 3.	The things we can count on, hand week	I know more about what I can count on. Key Output Hand tree	Day 1. Five Senses Hand- Children trace an outline of their hand on a page and engage in a brief and rough sensory profile based on the five senses, represented by 5 fingers. Day 2. Hand breathing- Students trace an outline of their hand or a hand print and then engage in a breathing technique where they trace around their fingers drawn on the page with a pencil and/ or they can practice holding up their fingers and tracing around their fingers to achieve the breathing technique. Day 3. People I can Count on Hand- Students trace around their hand or make a hand print and are then encouraged to identify 5 people that they can count on to help them out if they needed it. Day 4. Hand to Hand Attunement Movement Activity- Children pair up to explore the feeling of counting on each other as they hold up an object between their hands and move it around the space. Day 5. Hand Tree Reflection- Educators have pre-assembled a tree trunk with 3 bare branches. Children and educators reflect on the week of hands and talk about what they learned. Children add their hands to the hand tree- each day is a different branch.
Connected Children need to feel like they are connected. I need to feel like I am connected.	Week 4.	The Connection Week	I know more about how I am connected	Day 1. Teacher reads a story about connections and brainstorm different connections in their lives- with people, animals, plants, the land, stories, etc. Day 2. Eco-map 'my connections' with craft materials or paint or textas Day 3. Represent kinds of connections on eco map with craft materials. Day 4. Provide post it notes to be stuck on eco map for what elements of the eco map might like to say to each other. Give out little torches and ask if there

Program Planner

			Key Output Eco-map	are any parts of the eco map that children would like to learn more about-shine their torch on it if they can. Day 5. Pair up and tell a story about your eco map to each other.
Connected Children need to feel safe.			I know more about what feeling safe means to me	Day 1. Read Feeling Safe booklet. Distribute either 'Feeling Safe' colouring book and/or A3 colouring page for older kids. Talk about animals the kids know and what they do when they feel safe. Encourage the students to colour in the animal doing the thing closest to what they like to do when they feel safe. Ask students about the animals in their lives and what they have noticed about what they do when they feel safe.
I need to feel safe. Children need to know about what	Week 5.	The Feeling Safe Week		Day 2. Brainstorm on the board what are some things you do when you feel safe? Look for themes like, rest and recover, play, be curious, share time with loved ones, be in nature.
makes a safe connection. I need safe connections in my life.			Key Outputs Class feeling safe booklet	Day 3. Make a class 'Feeling Safe' book. Each child contributes a picture of themselves feeling safe. Day 4. Continue with the class feeling safe book compilation. Day 5. Movement Activity – Children are guided to consider and share where and how they feel the safest at school. Refer to activity sheet guidance.
Enabled Children pand to	Week 6.	The Feelings Week with special guest	I know more about my feelings.	Day 1. Introduce Morty Monster and read a Morty story. Read Morty's 'The day Morty's Face fell off' or Morty's Feeling Faces World Championship – (developmental stage dependant) Day 2. Play Morty's Feeling Face Bingo
Children need to know more about what makes them who they are.		Morty Monster		Day 3. A4 paper based Morty- with lots of facial features for children to create their own feeling face Morty. Stick a face on Morty. Sit in a circle and share with the class what feeling your Morty Monster is feeling. Can you think of a time you felt like that?

I grow stronger as I learn more about what makes me, me.			Key Outputs Feeling Faces poster Morty Paper faces	Day 4. Create a Classroom feelings faces poster by taking photos of children making feeling faces like Morty Monster. Day 5. Feelings thermometers Movement Activity – Scaling activity supporting students to explore the varied intensities of feelings.
Enabled Children need to know more about what makes them who they are. I grow stronger as I learn more about what makes me, me.	Week 7.	The 'Me' week	I know more about my own special story Key Outputs Self Portraits with descriptions Written warm fuzzies	Day 1. Ball toss around (write sentence starters on ball segments) Eg. I am I like I don't like I know I am feeling I would like to go to I hope that Toss the ball around and respond to the sentence starters. Someone chooses a sentence starter and then everyone responds to it, before another person chooses the next sentence starter and everyone responds to it. Day 2. Self Portraits or collages Day 3. Self Portraits cont Day 4. Brief description/paragraph about self to go with the portrait Day 5. Warm fuzzies Option 1- Writing warm fuzzies Teachers prepare a blank A4 page per child. On the page they write a positive comment about the student leaving room for many more comments to be added. As the session begins each student gets their page with the teachers comment stuck on the back of their top. The students move around the space with a texta and write one positive comment about the student whose sheet they are contributing to. After everyone has had the chance to contribute the children can pull off the sheets on their backs and read the comments. This can then be stuck in their scrapbook. Option 2- Saying warm fuzzies Morty Monster is warm and fuzzy. He would like to help us share some warm fuzzies with each other. Let's sit in a circle. The educator hands Morty around the circle. When Morty is with a child the educator leads by sharing something positive they have noticed about the child. Other children are encouraged to add positive comments about the child too. Wait for a few comments to emerge about each child as Morty is passed around.

Program Planner

Materials List

Here is an aggregated list of required materials for curriculum delivery.

Materials List

- · Scrapbook- with blank pages
- Printer paper (white or coloured) to trace hand prints (week 3)
- Long Role of Paper to trace around body (week 2)
- · Writing (pen or pencil)
- · Colour (markers, crayons, pencils or paint)
- Activity Sheets (provided)
- Scissors
- Sticky notes
- · Ball (any kind with sections)
- · Camera for the teacher
- Morty Monster (Provided)
- Morty monster Activities (Provided)
- Glue sticks (1 for every 2 children approx)
- 4 little counters or items to place on Morty's bingo sheet (per child)
- 4 or 5 torches per classroom for the eco map exercise (this is optional part of the exercise)
- 1 sharpie or permanent marker for writing on the sports ball (week 7)
- sports balls (approx. 6-8) to balance between pairs for the hand to hand attunement activity (week 3)
- · Paint, pallets and paintbrushes

- Craft/ household materials for the eco map (week 4)- here are some examples of materials you could collect. You don't need it all, below are ideas:
 - pegs
 - drinking straws
 - · a couple of packs of playing cards to cut up
 - cut up egg cartons
 - patty pans
 - string
 - paper plates
 - · paint and paintbrushes and cotton tips
 - newspaper
 - bottle tops
 - textile scraps
 - stickers
 - pipe cleaners
 - craft puff balls
 - wool
 - · ribbons
 - coloured paper
 - cardboard
 - coloured felt sheets
 - sequins
 - googly eyes
 - washi tape
 - buttons
 - paddle pop sticks
 - cellophane
 - glitter
 - wrapping paper
 - rafia





The aim of the evaluation is to assess the Kimberley SPACE program's capacity to promote social competence and emotional maturity (regulation) capabilities in primary school aged children in the participating schools. The definitions were developed by the Department of Education from the Australian Early Development Census domains:

Social competence refers to a set of abilities that enable children to independently navigate their social world, to interact with peers and adults, to form friendships, and to understand the needs of others.

Emotional maturity refers to a set of abilities that enable children to understand and manage how they respond when faced with situations that elicit an emotional reaction.

Kimberley SPACE has sought to ensure that the Aboriginal and Torres Strait Islander concept of social and emotional wellbeing is also considered. This conception of self is grounded within a collectivist perspective, that views the self as inseparable from and embedded within, family and community.

Evaluation data will be collected from the following sources:

Online training feedback

Collected via deidentified chat forum comments during the training and the use of a survey monkey link send to central school contacts after completion of the training.

Scrapbook

As the students and educators move through each week there is an opportunity to document what they are noticing and learning in a Scrapbook. The scrapbook can be big or small but a collection of blank pages for the student and teachers to collate their activity sheets, drawings, brainstorms, and photographs of art projects.

For students this creates the 'show and tell' piece for week 8. The Scrapbook will be used as a prompt for the activities that have been a part of the program and the individual meaning behind them for each student. In week 8, they will have the opportunity to share their learning with someone special be it family, member of community, or another student from across the school.

For teachers, their scrapbook will provide pivotal information about the project, lesson plans and activities: what did the students like, engage in, was more time needed, or did the activity fall short? This also provides a reflective space for the teachers facilitating the program as the program asks them to share their personal stories and take moments for personal reflection.

The Scrapbook is the main method for our Participatory Action Research (PAR) model. It allows us to work with images, drawing and creations- not just questionnaires and talk based research. PAR research can also encompass art and community. The PAR research model works in cycles allowing for evaluation, changes, and opportunity to try again.



After the program ends, we can use the information from the scrapbooks to make alterations and adaptations to the program. Most importantly, the program would move forward with the voice of the participants.

Mid and post program survey for teachers

Survey monkeys to the central school contacts in week 5 of the program (week beginning May 30) and in the week after the program has ended (week beginning June 27)

Week 8, day 2 reflective lesson with Students

Week 8 of the program is the Reflective Week where the class will review the activities and what they learned from the program and share their reflections with other important people in their lives.

Day 2 will provide a reflective activity. ACF will provide some guiding reflective questions and some suggestions around the capturing of outcomes from this lesson. Children can discuss/ draw/ write/ video/ create what they have learned. Teachers will be asked to collate and summarise the children's work as an evaluative activity.

BRIEF 2 teacher report scale

The Behavior Rating Inventory of Executive Function 2 (BRIEF2) Teacher Screening Forms are 12-item questionnaires completed by teachers. These forms assess executive functioning behaviours related to behavioural, emotional and cognitive regulation in the school environments. Each item is rated on a three-point scale with '1' corresponding to 'Never', '2' corresponding to 'Sometimes' and '3' corresponding to 'Often'. A reduction in total score indicates improvement. The BRIEF2 was designed for use with children aged 5–18 years, including children with developmental, neurological, psychiatric and medical conditions.

The BRIEF2 was used as an outcome measure in the pilot study of the ALERT program in the Kimberley (Wagner et al, 2019).

It is proposed to use the scale as a pre and post program measure with a small number of children in each school to assess improvements in executive functioning in these children. It is anticipated that children selected may be those whom the teachers most expect to benefit from the Kimberley SPACE program. Digital screening forms will be sent to schools prior to program commencement with further details.



Kimberley SPACE lesson plan

S P A C E Wee

Week 1 2 3 4 5 6 7 8

Lesson 1

Title: Introducing My Brain House

Time: 15 minutes

Objectives

This week students will learn about how their brain grows and supports them through the metaphor of their 'Brain House.' The brain house metaphor allows us to explore how our brains are constructed bit by bit over time and are made up of varied parts which have different roles. We can do things to help our brains get stronger. We learn about this over the coming week.

Today's lesson introduces the students to the brain and concepts that will be explored in more depth over the following days.

Differentiation (if required)

Early Primary

Utilize Early Primary power point or print out the slides on A3 paper and hold them up to demonstrate pictures of the brain and 'Brain House.' Teacher to describe the content in the later slides utilizing a brain house model made from blocks or cardboard and a box or the provided template to demonstrate concepts to the students.

Middle Primary

Utilize Middle to Upper Primary power point.

Option to follow Early Primary differentiation if more suited to your students' learning styles.

Upper Primary

Utilize Middle to Upper Primary power point.

Option to follow Early Primary differentiation if more suited to your students' learning styles.

Program delivered in partnership between Department of Education WA and the Australian Childhood Foundation



Materials

- 'Early Primary' and 'Middle and Upper Primary' versions of power point.
- One optional activity requires a mobile phone with the stopwatch app (standard with the clock app) or a stopwatch. Refer to ppt for activity details
- One optional activity requires teachers to write on the board or collect 5 or 6 objects- no bigger than hand size from around the classroom that can be shown and then covered up.
 Refer to ppt for activity details.
- Slides may be printed out to support teaching and learning if the teacher desires.

Lesson outline & Activity Instructions

Teachers to utilize the power point to introduce the brain and brain house metaphor to students.

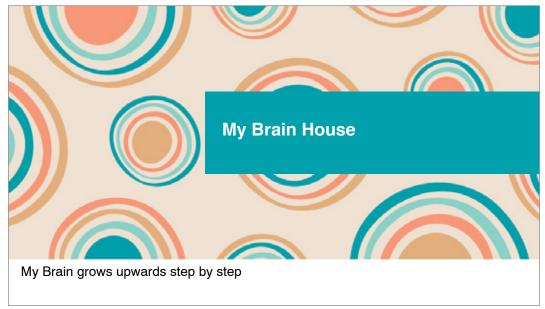
The Brain House metaphor can be demonstrated through a song with actions (refer to Brain House Song Lyrics in the power point)- sung to the following tune https://www.youtube.com/watch?v=8fJVZRTYaQI

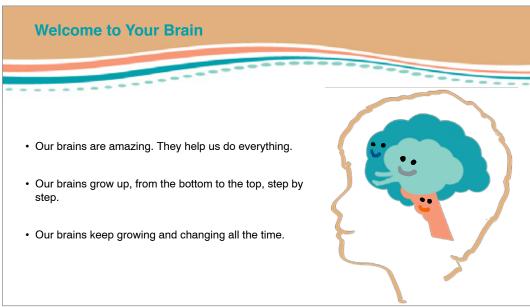
There are a range of short activities suggested in the ppt notes that demonstrate different aspects of how the three brain areas of focus function to support us in different ways.

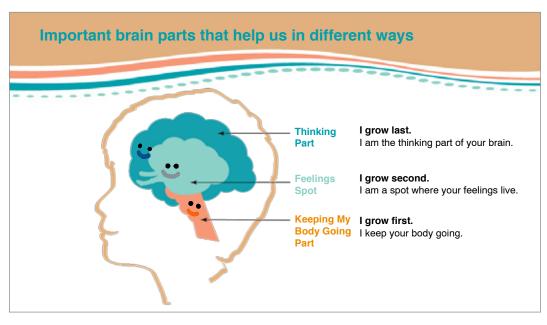
Scrapbook Evidence

Program delivered in partnership between Department of Education WA and the Australian Childhood Foundation









Optional Activities to have a go at today or over the week

Keeping My Body Going Part- I keep your body going. I am in charge of things like your breathing, heart rate and temperature control.

* Encourage students to feel their pulse- which is an indication of their heart beating. Encourage them to notice their breathing as they feel their chests and tummies move in and out in a rhythmic way. These things keep going by themselves all the time thanks to the bottom part of our brain. It doesn't matter if we are asleep or awake. Lucky because we wouldn't want to have to remember to breathe in our sleep!

Hidden Slide- for teachers

Optional Activities to have a go at today or over the week

Feelings Spot- I am a spot where your feelings live. If you get a fright when something happens it is me that tells you and helps you. There is a tiny part in the feeling spot of our brains that looks out for danger. It is a little danger detector. It works really fast. How clever is that!

* Teacher gets out their mobile phone stopwatch app- (under clock on iphones) or a stop-watch and tries to show students how quickly the tiny danger detector in our brain works. (This part of the brain known as the amygdala has been shown to take .1 - .15 of a second to respond to visual danger signs. Can anyone click the stopwatch on and then off in under .1 of a second?

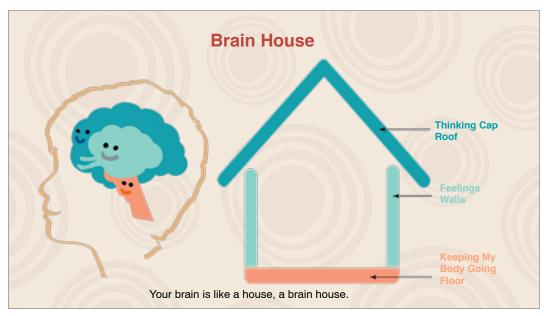
Hidden Slide- for teachers

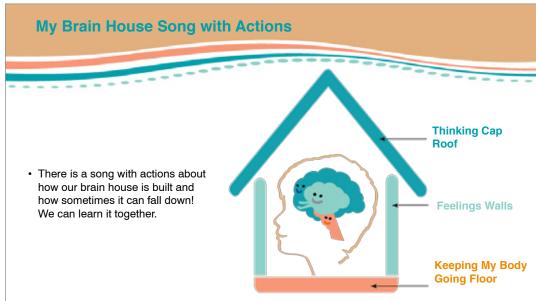
Optional Activities to have a go at today or over the week

Thinking Part- I am the thinking part of your brain. I am the part that helps you talk and understand things. I help you make good decisions and learn school-work at school.

* Invite students to count to ten. Explain that it is the top part of their brain that knew how to do that. Could a baby to count to ten? No. That's because they haven't had time to grow the top and outside part of their brain enough yet.

Hidden Slide- for teachers





The Brain House Song

My house has a floor has a floor has a floor

My house has some walls has some walls has some walls

My house has a roof.... has a roof... has a roof...

There's no house anymore, anymore, there's no house anymore.

My house has a floor has a floor has a floor

My house has some walls has some walls has some walls

My house has a roof.... has a roof... has a roof....

My house is strong and tall strong and tall My house is strong and tall

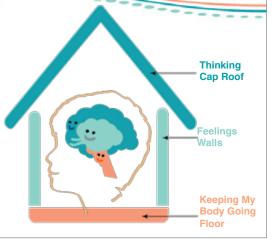
Teacher reference slides follow

The following slides are for teacher's reference to talk with students about what can happen to our brain house if we get rattled and to introduce the idea that there are ways that we can make the parts of our brain house stronger in ways we are going to learn over the next few days.

This might be best described to early primary children by use of a brain house model. You can use the provided brain house template to make a brain house or make your own using blocks, or boxes and cardboard. You can demonstrate the concepts described in the below slides through the use of the model.

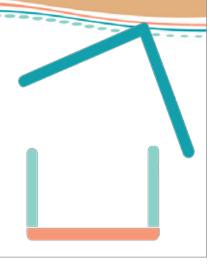
My Brain House

- Now you are at school, your brain house has a floor, some walls and a roof. It is getting stronger.
- Sometimes hard things can happen that rattle our brain houses and they shake and bits fall down. This happens to everyone.
- The good thing is, if our brain house falls down a bit or a lot, we can just build them back up again.

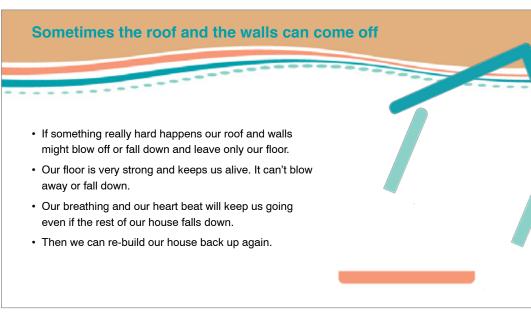


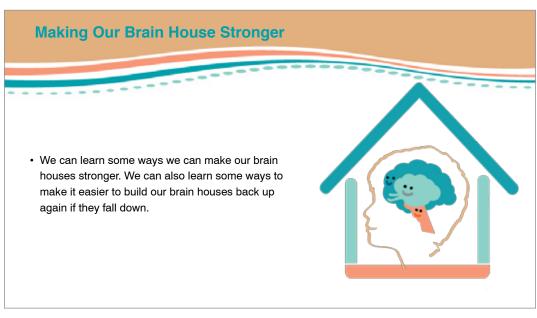
Sometimes the Roof can come off

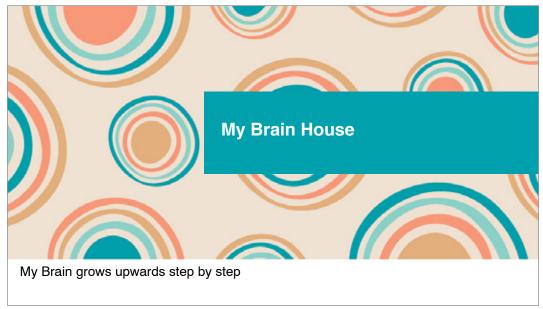
- If something hard happens our thinking cap roof can come off. It can blow off like in a storm.
- Our thinking cap roof does our thinking and talking and making good decisions. When our roof comes off we can lose our words, and not be able to make sense of what people around us are saying.
- It feels hard to think when our thinking cap comes off.
- Can you think of a time when your thinking cap roof came off?

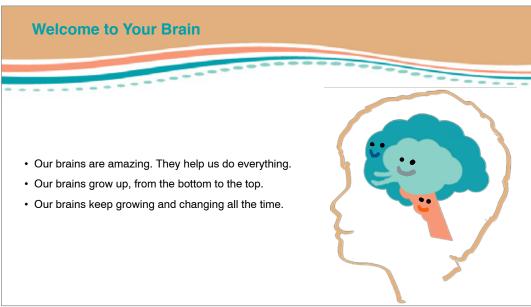


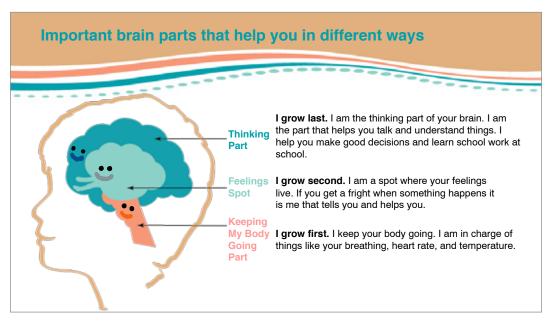
With the thinking cap gone we can see our feelings walls. Our feelings shine brightly at these times. We often feel stressed out when we lose our thinking cap, so we shine out feelings like that. Everyone's roof has blown off their brain house at some time. Even your teachers. It is ok if our thinking cap roof comes off. We can just find it and put it back on again together.











Optional Activities to have a go at today or over the week

Keeping My Body Going Part- I keep your body going. I am in charge of things like your breathing, heart rate and temperature control.

* Encourage students to feel their pulse- which is an indication of their heart beating. Encourage them to notice their breathing as their chests and tummies move in and out in a rhythmic way. These things keep going by themselves all the time thanks to the bottom part of our brain. It doesn't matter if we are asleep or awake. Lucky because we wouldn't want to have to remember to breathe in our sleep!

Hidden Slide for teachers

Optional Activities to have a go at today or over the week

Feelings Spot- I am a spot where your feelings live. If you get a fright when something happens it is me that tells you and helps you. There is a tiny part in the feeling spot of our brains that looks out for danger. It is a little danger detector. It works really fast. How clever is that!

* Teacher gets out their mobile phone stopwatch app- (under clock on iphones or android phones) or a stop-watch and tries to show students how quickly the tiny danger detector in our brain works. (This part of the brain known as the amygdala has been shown to take .1 - .15 of a second to respond to visual danger signs. Can anyone click the stopwatch on and then off in under .1 of a second? (The best we could do was .13)

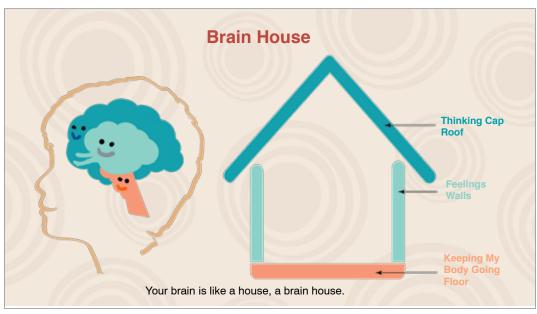
Hidden Slide for teachers

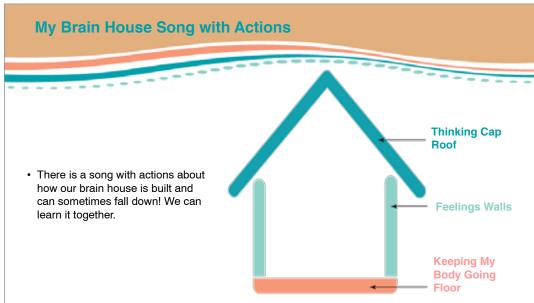
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Hidden Slide for teachers





The Brain House Song

My house has a floor has a floor has a floor

My house has some walls has some walls has some walls

My house has a roof.... has a roof... has a roof...

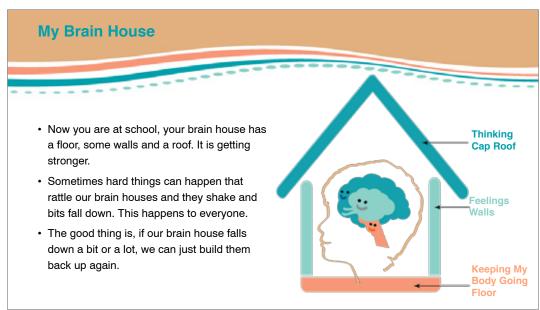
There's no house anymore, anymore, there's no house anymore.

My house has a floor has a floor has a floor

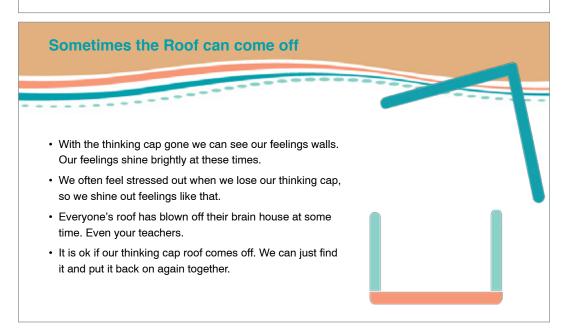
My house has some walls has some walls has some walls

My house has a roof.... has a roof... has a roof....

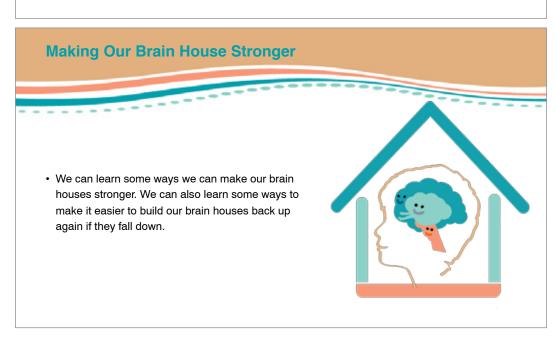
My house is strong and tall strong and tall. My house is strong and tall



If something hard happens our thinking cap roof can come off. It can blow off like in a storm. Our thinking cap roof does our thinking and talking and making good decisions. When our roof comes off we can lose our words, and not be able to make sense of what people around us are saying. It feels hard to think when our thinking cap comes off. Can you think of a time when your thinking cap roof came off?



• If something really hard happens our roof and walls might blow off or fall down and leave only our floor. • Our floor is very strong and keeps us alive. It can't blow away or fall down. • Our breathing and our heart beat will keep us going even if the rest of our house falls down. • Then we can re-build our house back up again.



Kimberley SPACE lesson plan

S P A C E Week 1 2 3 4 5 6 7 8 Lesson 2

Title: The 'Keeping My Body Going' Floor Time: 15 minutes

Objectives

To learn about the first developing part of our brain known as the 'keeping my body going' part. The position of this part in terms of the 'Brain House' metaphor is the floor or foundation of the house.

Students learn about the development of this brain region and its roles.

Students learn about actions, activities and games that have been known to regulate this part of the brain.

Students reflect on actions, activities and games that they like doing and might be able to practice at times when other parts of their brain house might have fallen down, and they need to sure up their foundation.

Differentiation (if required)

Early Primary

Repeat Brain House Song with students as a gestural and melodic way of reinforcing concepts learned in the initial lesson. This rhythmic, melodic song exercises our lowest part of the brain – 'the keeping my body going' part as do many early childhood nursery rhymes and action songs.

Over this week you might like to add in some opportunities to practice these types of action-

Middle Primary

Follow lesson plan as described.

Upper Primary

Follow lesson plan as described.

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based nursery rhyme type songs, or local language songs/dances that the children know are ok to share with reference to the fact that we are strengthening our brains when we perform them together.

Materials

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- Lesson PPT
- Scrapbooks

Lesson outline & Activity Instructions

Today's lesson is set out in the ppt associated with this lesson.

We can sing the Brain House song again – details on slide 2 of ppt. This may be more relevant for early primary students?

Slide 3 and 4 in the power point re-acquaints us with the position of the earliest part of our brain to develop known as the 'keeping my body going' part, also known as the floor of our Brain House.

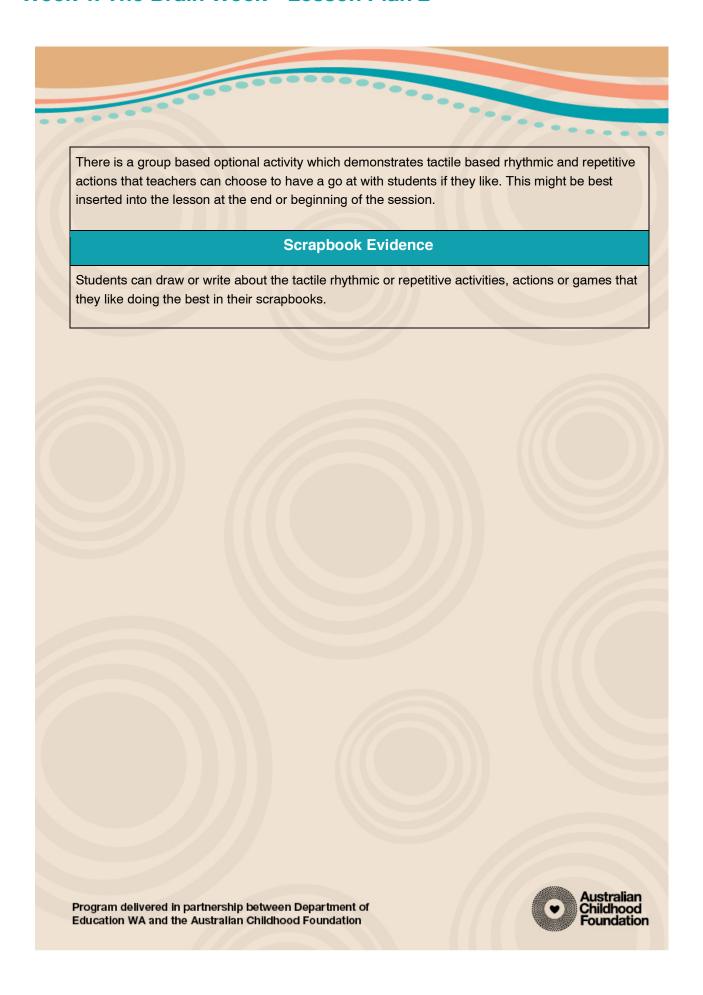
The slides following this are for teacher's reference. They introduce a 'Heads or Tails' game where students are asked to reflect on their feelings towards a number of actions and activities that can help regulate this lower part of the brain. Heads might mean the student likes the action or activity, and tails might mean that they don't. Teachers are encouraged to add any locally relevant ideas into the list that are consistent with the idea of tactile rhythmic or repetitive actions or activities or games.

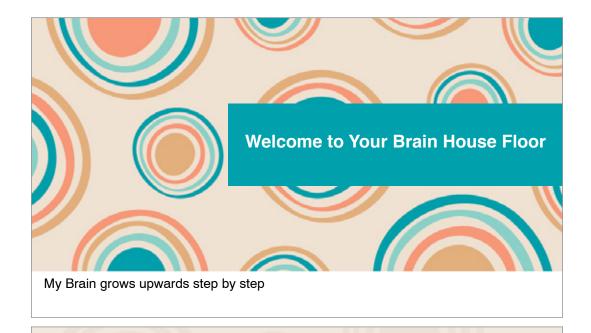
After the 'heads or tails' game students are asked to reflect on any other rhythmic or 'over and over' actions or activities or games that they like playing. These are positioned as actions that potentially strengthen and soothe this part of the brain.

Students can draw or write about the activities or actions or games that they like doing the best in their scrapbook.

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The Brain House Song

My house has a floor has a floor has a floor

My house has some walls has some walls has some walls

My house has a roof.... has a roof... has a roof...

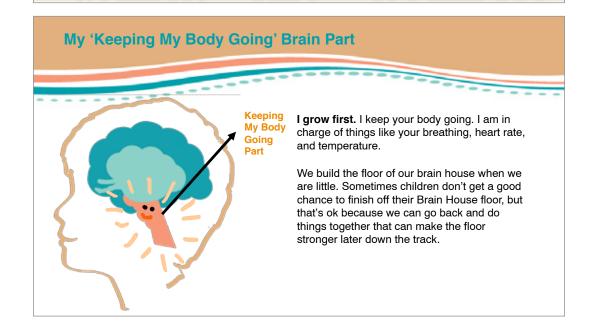
There's no house anymore, anymore, there's no house anymore.

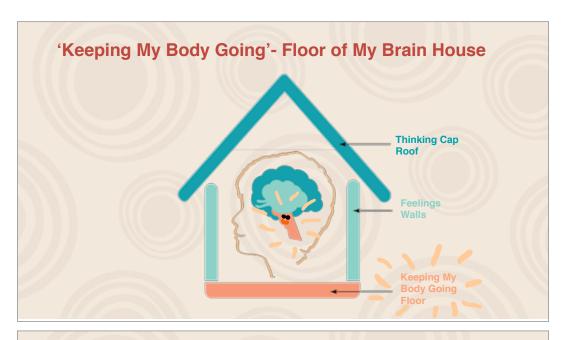
My house has a floor has a floor has a floor

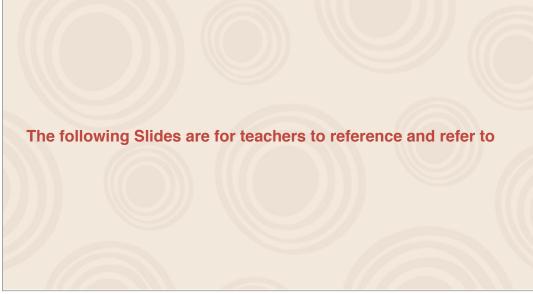
My house has some walls has some walls has some walls

My house has a roof.... has a roof... has a roof....

My house is strong and tall strong and tall. My house is strong and tall







Our Brain House floor likes tactile rhythmic, repetitive games, activities, and movements. These over and over again activities help it to get stronger. Doing an activity just once will not make much of difference to this part of the brain, but doing an activity over and over will.

Ways to Strengthen Our Brain House Floor- Heads and Tails Activity

Here are some rhythmic activities that repeat over and over again. Hands on heads if you like the idea of them, or tails if you don't:

dancing, swinging, hearing a familiar story, tapping your leg or foot, drumming, walking, running, brushing hair, bouncing a ball, kicking a ball, humming, riding a bike, shooting hoops, jumping, skipping rope, repeated exercises, hammock swinging, kneading bread, digging, knitting, weaving, fishing- casting the rod, swimming strokes, ping pong, hand clapping games, listening to a song over and over, focusing on our breath going in and out.



Heads and Tails continue

- Playing with clay or play dough, painting, drawing, craft activities, weaving, playing with sensory toys like fidget spinners or squishy balls, snuggling with a soft blanket, cuddling a soft toy, colouring in, building in the sand or mud, patting your pet.
- · Sucking ice blocks, drinking a hot drink.
- The sound of rain, a loved ones voice, music, a favourite story, watching a favourite TV show over and over, ticking clock, bird song, swaying trees, animal noises, the river flowing, waves coming in at the beach.



Strengthening Our Brain House Floor

- Can you think of any other rhythmic, repetitive actions or activities that your body likes the feel of doing?
- Now we have a whole lot of ideas about activities that can help our Brain House floor get stronger. Draw or write down which ones were your favourite ideas in your scrapbook.

Rhythm Activity- A Brain House Floor strengthening activity

Many drumming traditions begin songs with two rhythms known as a drum call and response. Drum calls are short little rhythms that introduce the songs- like a signature or your name. After there is the drum call, there is always a similarly short rhythmic response to this call made by other drummers. These two rhythms go together, you can't have one without the other. They are like friends.

Let's all make up our own little personal rhythms and tap them on our laps or on the table.

Let's go around the room and everyone can make up their own little rhythm- it doesn't have to have many beats, 3, 4, 5 or 6 beats?

Turn to the person next to you and say hello with your rhythm. Then they can say hello back with their rhythm. Keep doing it back and forth for a while.

Maybe when the teacher marks the role they could tap out their rhythm and people could try tapping out their rhythm in return to say hello to each other in the morning. If you forget your rhythm, don't worry just make up another one!



Kimberley SPACE lesson plan

S P A C E Week 1 2 3 4 5 6 7 8 Lesson 3

Title: Brain House Feeling Walls Time: 15 minutes

Objectives

To learn about the next developing part of our brain known as the 'feeling spot'. The position of this part in terms of the 'Brain House' metaphor is the walls of the house.

Students learn about the development of this brain region and its roles.

Students learn about actions, activities and games that have been known to regulate this part of the brain.

Students reflect on actions, activities and games that they like doing which could be associated with strengthening connections in this part of the brain.

Differentiation (if required)						
Early Primary	Middle Primary	Upper Primary				
Teachers have the option of staying with the heads and tails game for students to show their preferences, or graduate to the slightly more complex thumbs up, thumbs in the middle, thumbs down activity.	Follow the lesson plan as described.	Follow the lesson plan as described.				

Materials

- · Power point associated with this lesson.
- Scrapbooks and writing/drawing implements

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Lesson outline & Activity Instructions

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Today's lesson is set out in the power point associated with this lesson.

Slide 2 and 3 in the ppt re-introduces an important 'feeling spot' in the brain. In terms of our metaphor these are the feeling walls holding our brain house up.

The slides following this are for teacher's reference. They introduce a 'thumbs up, thumbs in the middle, thumbs down' game. Teachers read out a number of activities or actions that recruit our feelings spot in the brain and students are asked to respond with their thumbs as to how much they like doing these activities and actions. Teachers are encouraged to add any locally relevant ideas into the list that are consistent with the idea of feelings based, turn taking, or sharing actions or activities or games.

After the game students are asked to reflect on any other feelings-based actions or activities or games that they like playing. These are positioned as actions that potentially strengthen this part of the brain.

Students can draw or write about the activities or actions or games that they like doing the best in their scrapbook.

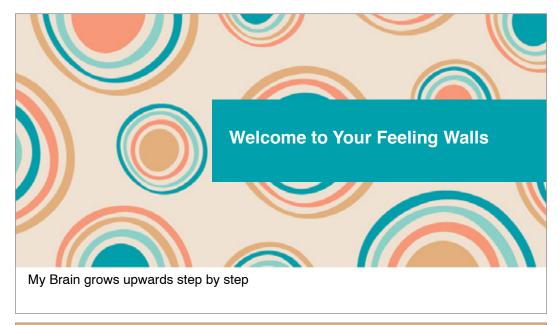
There is a group based optional activity which demonstrates attunement building with one another that teachers can choose to have a go at with students if they like. This might be best inserted into the lesson at the end or beginning of the session.

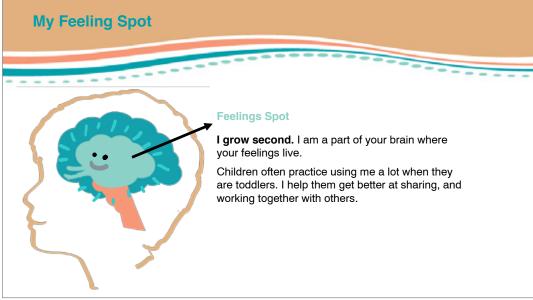
Scrapbook Evidence

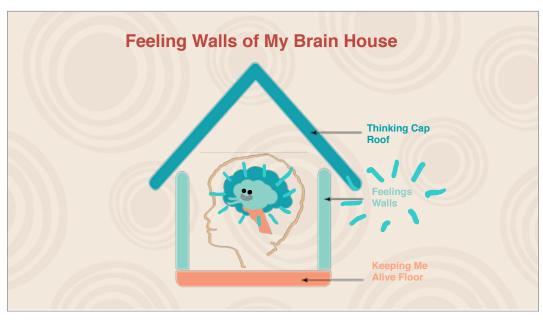
Students can draw or write about the feelings-based activities or actions or games that they like doing the best in their scrapbooks.



Week 1. Lesson 3 PowerPoint Brain House Walls







Week 1. Lesson 3 PowerPoint Brain House Walls

There are activities that we can practice that can help us strengthen our feeling walls. Many of these activities involve being with others, sharing and taking turns.

Thumbs Up, In the Middle and Thumbs Down

Playing a board game, playing a group game at school, sharing with family, cooperating to achieve a goal together, cooking together with someone, playing sport as a part of a team, acting in a play, reading a story and getting into the characters, watching a tv show or movie and being able to put yourself in the shoes of the characters, dancing as a part of a group, caring for animals, caring for land, spending time with your elders, learning about feelings, caring for younger children in your family, sharing friendships with people.

Week 1. Lesson 3 PowerPoint Brain House Walls

Ways to Strengthen our Feeling Walls- Feeling Based Activities

- What was your favourite feelings based activity that was mentioned?
- · Can you think of any others you like?
- Draw or write about a feelings based activity your like in your scrapbook.

Group Count- An Attunement based Activity

Collect into a circle so everyone can see one another. Then someone begins counting by saying 'one.' Without going around the circle or there being any pattern emerging, people should continue to add a number each 'two,' then 'three' and so on. Should more than one person say a number at the same time, the group count must begin again. Every member of the group should have a turn before someone gets another go. Notice how the number you achieve together gets larger the more you play the game.



Kimberley SPACE lesson plan

S P A C E Week 1 2 3 4 5 6 7 8 Lesson 4

Title: Thinking Cap Roof Time: 15 minutes

Objectives

To learn about the last part of our brain to develop known as the 'thinking part'. The position of this part in terms of the 'Brain House' metaphor is the thinking cap or roof.

Students learn about the development of this brain region and its roles.

Students learn about actions, activities and games that have been known to regulate this part of the brain.

Students reflect on actions, activities and games that they like doing which could be associated with strengthening connections in this part of the brain.

Differentiation (if required)

Early Primary

Students might like to show their preferences when it comes to 'thinking cap' activities by simply nodding or shaking their heads. If drawing pictures of favorite activities in their scrap books is wearing thin by today, teachers might like to encourage students to choose their favourite sounding 'thinking cap' idea that they could do in the classroom and have a go at it. Teachers could then move around the room and take a photo of the children doing

Middle Primary

Follow the lesson plan as described.

Upper Primary

Follow the lesson plan as described.



their most preferred 'thinking cap' activity. This could be printed off and stuck in their scrap books.

Materials

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- Power point
- Scrapbooks and writing/drawing implements

Lesson outline & Activity Instructions

Today's lesson is set out in the power point associated with this lesson.

Slide 2 and 3 in the power point re-introduces us to our 'thinking' part in the brain. In terms of our metaphor this is the 'thinking cap' roof.

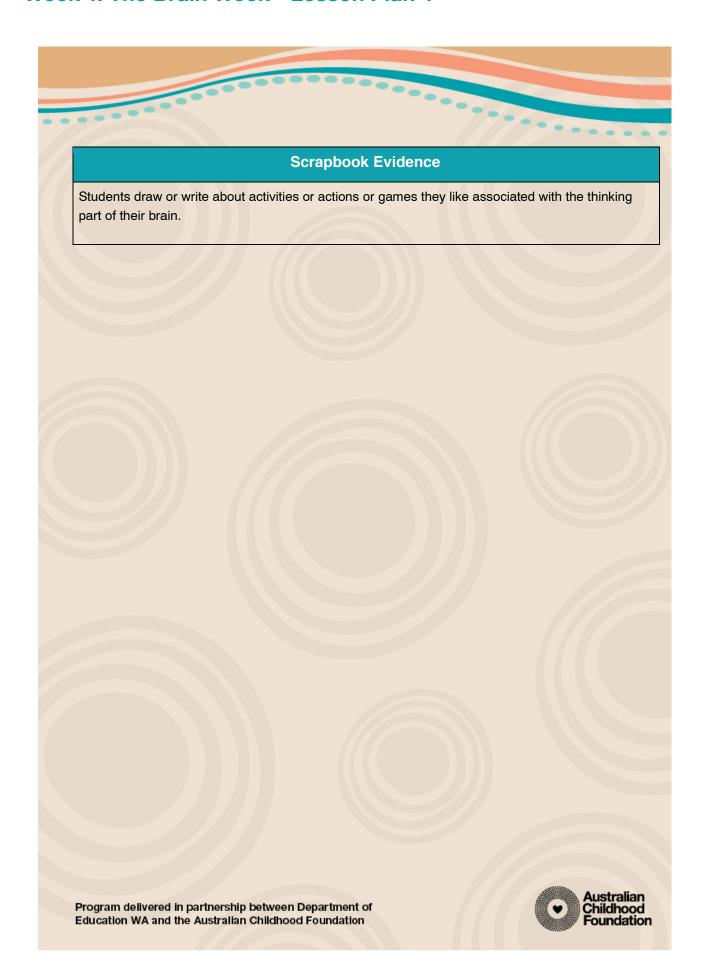
The slides following this are for teacher's reference. They introduce an action-based game. Teachers read out a number of activities or actions that recruit the thinking part of our brain and students are asked to respond as to how much they like doing these activities and actions. Groups might use the heads or tails movement-based activity or the thumbs up, thumbs in the middle, thumbs down activity to demonstrate their preferences. Teachers are encouraged to add any locally relevant ideas into the list that are consistent with the idea of rational thinking-based actions or activities or games.

After the game students are asked to reflect on any other rational thinking-based actions or activities or games that they like playing. These are understood as actions that potentially strengthen this part of the brain.

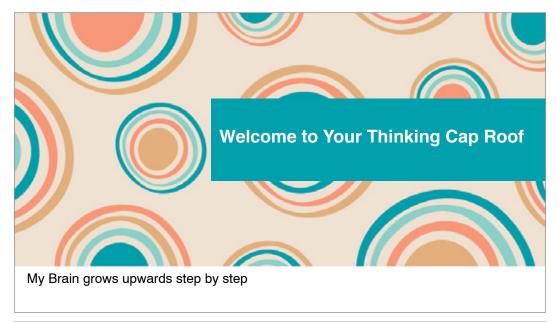
Students can draw or write about the activities or actions or games that they like doing the best in their scrapbook.

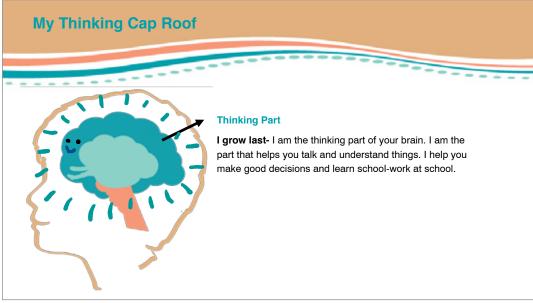
There is a group based optional activity which demonstrates the thinking part of the brain in a group story telling opportunity. Teachers can choose to have a go at this with students if they like and time permits. This might be best inserted into the lesson at the end or beginning of the session.

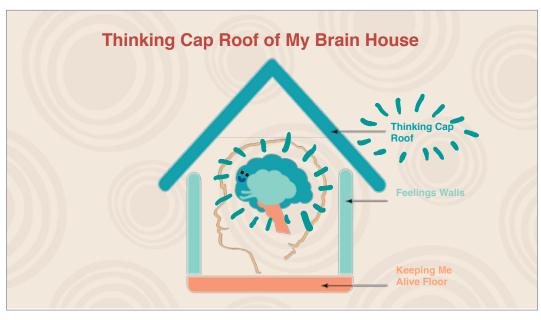




Week 1. Lesson 4 PowerPoint Thinking Cap Roof Frontal Cortex







Week 1. Lesson 4 PowerPoint Thinking Cap Roof Frontal Cortex

Our Thinking Cap Roof

- To finish off our house we need a roof. The roof of our house is like our thinking cap. This
 part of our brain helps us to talk, read, add up numbers, do puzzles, work things out, know
 our way around, make decisions about things, and plan what we might want to do in the
 future. It is our thinking part of the brain.
- Everyone's thinking cap rooves aren't fully developed until our mid 20s.
- When you do school-work it's your thinking cap that is helping you to do it and you are strengthening your thinking cap. Amazing!

Strengthening Our Thinking Cap Roof Game

What do you think of these thinking activities??

Puzzles, counting, reading, writing, story telling, building things so they work, coming up with a plan for something, solving problems, fixing things, reading maps, making up jokes, following instructions, computer coding, playing computer games, learning a new language, being able to navigate to get from one place to another place, reading music, playing music, coming up with new ideas.



Week 1. Lesson 4 PowerPoint Thinking Cap Roof Frontal Cortex

Strengthening Our Thinking Cap Roof

- · What activities does your thinking cap like doing best?
- Draw them or write them in your scrapbook

Tell A Story Together



Gather in a circle and explain that we are going to tell a story together. We are going to do this as a group, each putting in a sentence as we go. There is no right or wrong ways that this story could go. It could go anywhere, it's up to all of us.

Someone starts, they might say Once upon a time, or they might start the story some other way. Then the person next to them keeps the story going by adding a sentence and so on around the circle. Everyone needs to have a turn before the story can end.

Kimberley SPACE lesson plan

SPACE

Week 1 2 3 4 5 6 7 8

Lesson 5

Title: Build your own brain house

Time: 15 minutes

Objectives

Today's lesson allows the student to 'build' a representation of their Brain House. Using the template provided or other materials the students build, create, and remember the different components of the Triune Brain.

Differentiation (if required)

Early Primary

Using items from around the classroom and bits and pieces teachers can bring in, students can work together to build a Brain House. It could be a giant blanket fort, or a cubby outside. With teacher guidance students build and remember the different components of the brain.

Students might like to have a tea party in their brain house when they have built it together to finish off the week.

Middle Primary

Materials chosen by the teacher for building purposes should fit with the learning styles of students and level of functioning of students. Options include paper Brain house, working inside or outside with various materials, individually, as pairs or in a group.

Upper Primary

Materials chosen by the teacher for building purposes should fit with the learning styles of students and level of functioning of students.

Options include paper Brain house, working inside or outside with various materials, individually, as pairs, or in a group.



Materials

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- Brain house building materials.
- Optional provided brain house e-template that can be printed out, cut out, and assembled.
 (Print on A3 paper)
- · Camera or phone with camera function to take photos of students' building.
- Drawing implements if optional brain house paper template is used.

Lesson outline & Activity Instructions

Today's session involves students building their own version of a brain house. Their structures need to have a 'Keeping my Body Going' floor, feeling walls, and a thinking cap roof.

The provided brain house template (to be printed on A3 paper) is an option that should be brief in terms of construction time. Students can also decorate their brain house with textas, pencils or crayons should schools choose to use this template.

If more time is available teachers might invite students to create brain houses from other materials such as lego, blocks, cardboard and boxes, furniture and blankets, a pack of playing cards or uno.

If going outside to build is an option, students might like to construct a brain house out of natural materials

When students complete their constructions, teachers could ask them to share something they have learned about brain houses this week.

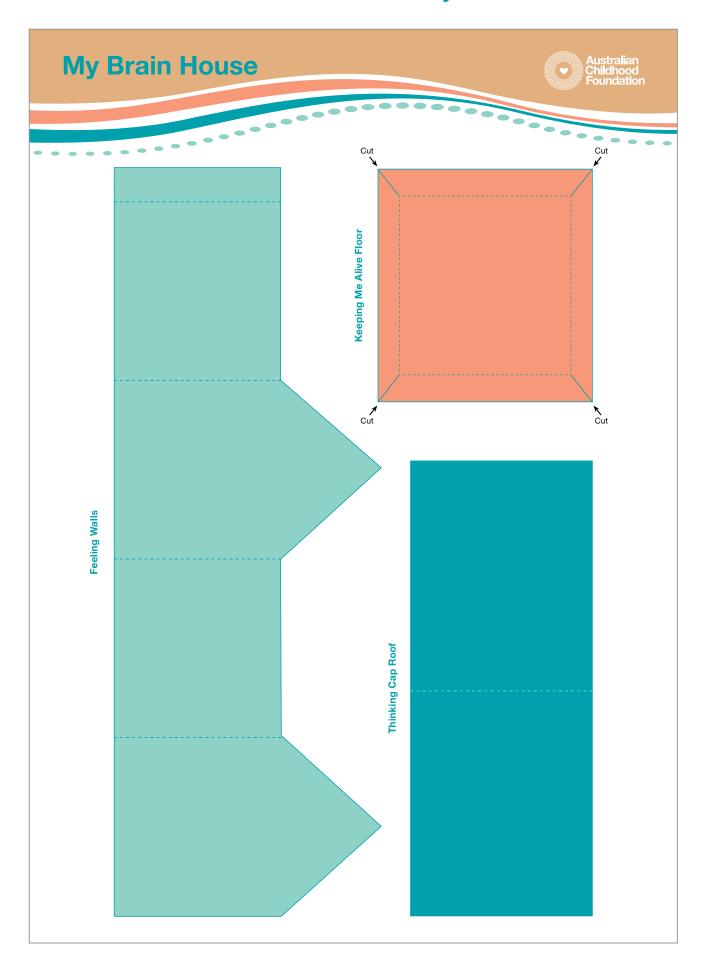
Take a photo of the students and their brain houses for the student's scrapbook.

Scrapbook Evidence

Take photos of constructions and stick them in scrapbooks.



Week 1. The Brain Week - Lesson 5 Activity Sheet



Week 1. The Brain Week - Key Concepts and Generalisations

Key Concepts and Generalisations

SPACE

Week # 1 2 3 4 5 6 7 8

Title: The Brain Week. My Brain Grows upwards step by step.

Key Concepts

Our brains are constructed over time and are made up of varied parts which have different roles.

The metaphor of a 'brain house' can support us in a simple way to explore brain development, parts and roles.

Some actions, activities and games help the parts of our brain house get stronger.

Everyone's brain house falls down from time to time when we get rattled like in a storm. We can learn ways to build it back up again.

Opportunities for Generalising Learnings

Look for opportunities to use the terms we have learned together this week. Terms like 'thinking cap' could be used and demonstrated via its gesture from the Brain house song. Teachers could suggest that it is time to use our thinking caps as learning sessions commence.

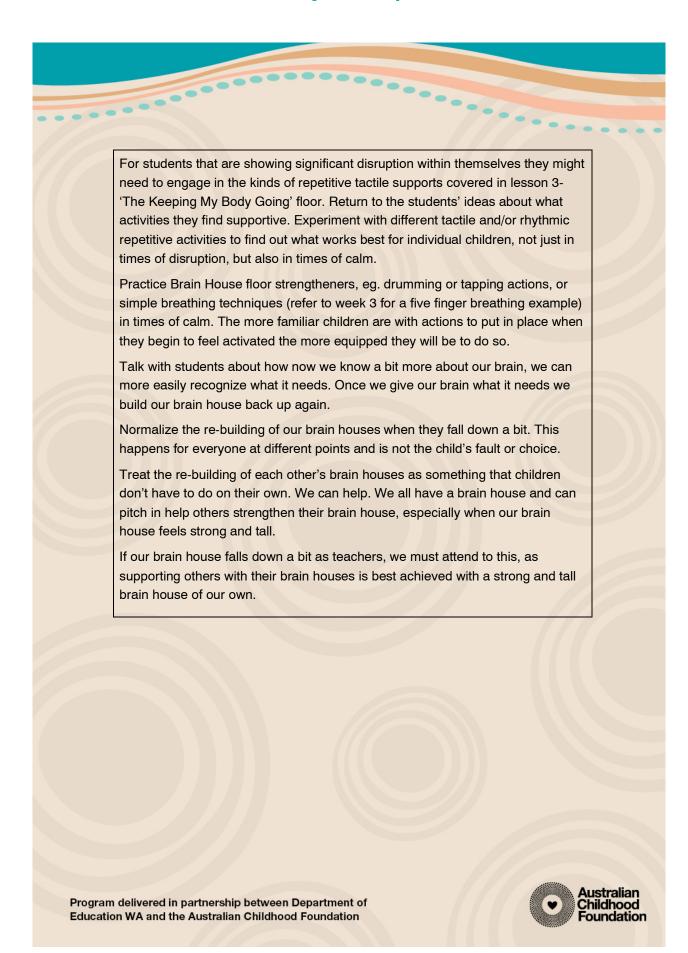
Teachers could comment to students at times they see sharing or turn taking or a child exhibiting empathy that they are doing a great job strengthening their brain's feeling walls.

Teachers could note at the end of the day how everyone's brains just go a bit stronger today.

When children arrive at school with strong feelings showing teachers can talk with the child about what their brain might need. When someone's feeling walls are showing it might mean that they need some time to find their thinking cap again. We might need to take some time to provide emotional support- to sure up the feeling walls, before they are ready for the formalized learning that was planned.



Week 1. The Brain Week - Key Concepts and Generalisations



Kimberley SPACE lesson plan

S P A C E Week 1 2 3 4 5 6 7 8 Lesson 1

Title: What do I need to Grow?

Objectives

Children need support to grow up healthy and strong.

Today we look at what it means to be healthy and strong. Working together to brainstorm what this looks like in our community.

A healthy Me is my body, mind, spirit, and feelings- How can I grow each area?

Differentiation (if required)

Early Primary

Teacher and students can draw pictures on paper/whiteboard or in their Scrapbooks

Middle Primary

As directed below

Upper Primary

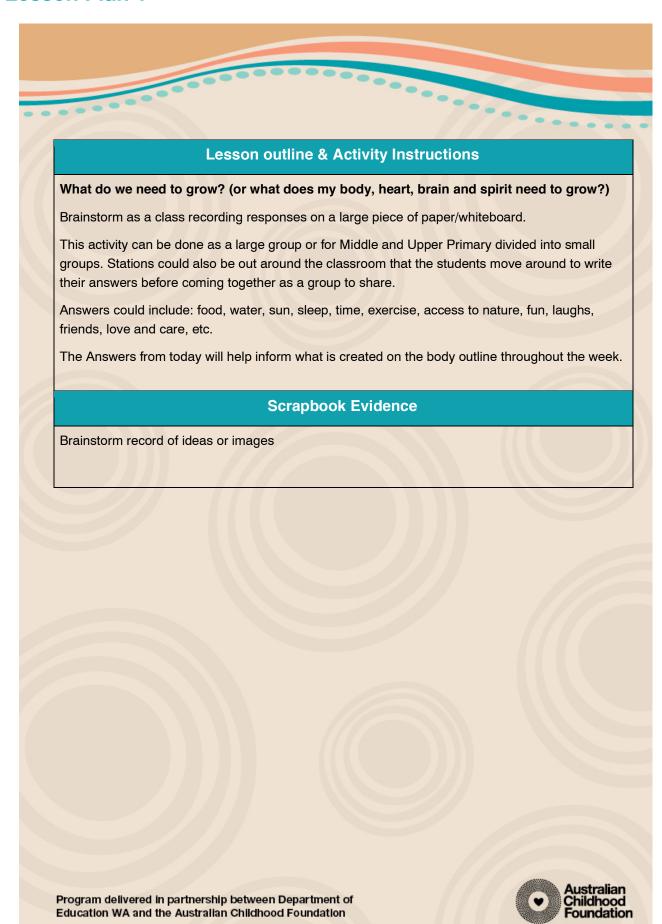
Time: 15 minutes

Get Curious: What do we notice about these answers and images?

Materials

- Whiteboard or large poster paper
- · Scrapbook for recording answers.





Kimberley SPACE lesson plan

S P A C E	Week 1 2 3 4 5 6 7 8	Lesson 2
Title: Outline of Me		Time: 15 minutes

Objectives

Children need support to grow up healthy and strong.

Today we focus on our physical body- acknowledging it is one part of what makes us who we are.

By tracing an outline of our body, we can notice different things about us - How tall are we? What kind of shape did we create? Do I recognise the outline?

Students will have the opportunity to draw in ideas about what they need and like on their body outline as the week progresses.

Today we focus on what the body needs to grow up healthy and strong.

Differentiation (if required)		
Early Primary	Middle Primary	Upper Primary
Children work together to create outline of teacher. Teacher could print out a gingerbread person outline from the internet for use if creating body outlines for students is too hard to achieve in the time frame.	As directed below	Get Curious: What do we notice about the different items students draw in their outline as things their body needs? What are the similarities and differences?



Materials

- Large Roll of paper
- · Pen or marker to trace outline
- · Pens, Markers, or crayons to add details to outline

Lesson outline & Activity Instructions

- 1. Divide class into pairs
- 2. Taking turns, each student lies down on the laid-out paper as their partner traces around their body with a pen or texta.

Considerations for teachers and students when tracing:

- Personal space- this is a broad outline of the student. Note that students can keep their legs together when tracing and then create a leg line themselves.
- · Listening if someone says stop.
- Alternatively, a more generalized body outline can be drawn if the student would prefer not to be traced.
- 3. When an outline is created it is time to add some details- facial features, hair, etc.
- 4. We can refer to the ideas generated in the previous session about what it takes for our body to grow healthy and strong.
- 5. Students can draw in their body outline things that their **body** might need to help them grow up healthy and strong. Eg. A football for playing footy, or a box of weet-bix as a favourite food, etc.

Scrapbook Evidence

Take a photograph at the end of Week 2 of the competed body outline with its details and glue it into your Scrapbook.



Kimberley SPACE lesson plan

S P A C E Week 1 2 3 4 5 6 7 8 Lesson 3

Title: My Feeling Heart Time: 15 minutes

Objectives

Children need support to grow up healthy and strong.

Today we focus on our 'feeling heart.' Using the activity sheet provided students take time to notice their feeling heart.

This activity is about noting what is in your heart right now and using colours to depict feelings and emotions.

Differentiation (if required)

Early Primary Students are provided with a precut-out heart shape or a Middle Primary Middle Primary As a class choose one or more of the reflective write or draw responses to

precut-out heart shape or a more of the photocopied heart shape on paper sheet to an discussion.

more of the reflective write or draw responses to reflective questions on the activity sheet to answer as group the Activity sheet.

Materials

Teacher:

· The colours of my heart worksheet

Students:

- Coloured pencils
- · Paint pallet and paint (optional)
- Blank paper
- Pre-cut out large heart shapes for early years students
- Markers



Lesson outline & Activity Instructions

Using the 'Colours of My Heart' activity sheet as a guide draw a heart onto your body outline from Lesson 2. Alternatively, you can draw a heart on another piece of paper to then cut it out and paste it onto student body outlines when complete.

Use whatever drawing/painting implements are available to you and feel right to colour in your heart.

How will you apply the colours? Will you use dots, stripes, squiggles, smudges, block colouring?

Choose one or two of the reflective questions on the activity sheet as a prompt for group or small group discussion.

Scrapbook Evidence

Take a photograph at the end of Week 2 of the completed body outline and glue the photo into your Scrapbook.



Week 2. The healthy body, mind, heart, and spirit week **Lesson 3 Activity Sheet**

SPACE Week 1 2 3 4 5 6 7 8 **Session 3 The Colours of My Heart** Colours have long been linked with feelings. This activity is about colouring in a heart shape with colours that represent the feelings in your heart right now. You might like to draw a heart outline on a piece of paper or get someone to draw a heart for you. Use whatever drawing/painting implements are available to you and feel right to colour in your heart. How will you apply the colours? Will you use dots, stripes, squiggles, smudges, block colouring, blend the colours? Will there be spaces without colour in your heart? After... Stand back and look at your colouring in. What did this activity feel like? I wonder what colours you used and what they might mean to you in terms of feelings? I wonder if the way you applied the colours in or around your heart shape means something to you right now? I wonder if the colours of your heart might change over time? And then... · This activity could promote exploration around how we link feelings with experiences, and how we express feelings ...how could someone else know what we are feeling in our hearts? You could explore certain situations/experiences and what feelings dominate, recede, or are maybe missing. It can be used as a springboard for exploring calming strategies if fear, anger, worry etc. are dominating. You might like to revisit this activity at different times as a non-verbal expressive tool that offers a chance to know more about your shifting feelings. This activity emerged from the practice of Katherine Gentle, a Child Psychologist based in Bermagui, Australia. She participated in ACF's Graduate Certificate in Developmental Trauma. Thanks,

Katherine for generously sharing it with ACF and our wider online community



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Kimberley SPACE lesson plan

S P A C E	Week 1 2 3 4 5 6 7 8	Lesson 4	
Title: My Mind		Time: 15 minutes	

Objectives

Children need support to grow up healthy and strong.

Today we focus on our Mind. Do we know any interesting facts about our mind? Can we think back to week 1 and what we learned about our brain? What can we remember? A song, Brain house, or Thinking caps?

There are things that we need to have strong minds. Can we develop a list together of what they may be? After we brainstorm, we can draw or write them onto our body outline.

Early Primary	Middle Primary	Upper Primary
Teacher and students can	Get Curious: What do we	Get Curious: What do we notice
brainstorm by drawing pictures on	notice about our	about our brainstormed ideas?
poster paper/whiteboard together,	brainstormed ideas?	Does the mind need different
or in their scrapbooks.		things than our body to help it
		grow?

Materials

- Body outline
- Writing or coloring items
- Paper or board to write down brain-storm ideas



Lesson outline & Activity Instructions Teachers and students brainstorm ideas about what helps our mind grow up healthy and strongsome ideas may have already been shared in Lesson 1 of this week. Some ideas include- healthy food and drink, exercise, thinking activities like schoolwork (to work our mind muscles), having fun, playfulness, being creative, friendship, sleep etc. Is there a way that students can add their ideas to their body outline? Maybe a written list or drawings in their body outline? Scrapbook Evidence Take a photograph at the end of Week 2 of the competed body outline and glue it into your scrapbook. Program delivered in partnership between Department of

Education WA and the Australian Childhood Foundation

Kimberley SPACE lesson plan

S P A C E	Week 1 2 3 4 5 6 7 8	Lesson 5

Title: My Spirit Time: 15 minutes

Objectives

Children need support to grow up healthy and strong.

Today we focus on our Spirit.

The outline for today's session is deliberately unstructured to allow you as a school community and teacher to speak to Spirit.

Are there stories you would like to share?

Is there someone who you could invite into your classroom to share about spirit?

Early Primary Follow the lesson plan below. Middle Primary Get Curious- People from all around the world have different ideas about what spirit means to them and that's ok. What does it mean to you? Upper Primary Get Curious- 'Spirit' is not something you can pick up and hold in your hand. How do people know about it if we can't touch it?

Materials

- Body outline
- · Drawing items



Lesson outline & Activity Instructions After class discussion students are invited to draw or write on their outline for the final time something that helps their Spirit grow strong and healthy. After this lesson take a photo of each outline or the outlines together for the students' scrapbooks. Outlines can be displayed in the classroom or sent home with the students. It could be fun to take a "class photo" with just the outlines. Or hang up the outlines in the classroom. **Scrapbook Evidence** Take a photograph today of the competed body outline and glue it into your scrapbook. Program delivered in partnership between Department of Education WA and the Australian Childhood Foundation

Week 2. The healthy body, mind, heart, and spirit week Key Concepts and Generalisations

Key Concepts and Generalisations

SPACE

Week # 1 2 3 4 5 6 7 8

Title: The healthy body, mind, heart and spirit Week.
There are things I need to grow up healthy and strong

Key Concepts

Children need support to grow healthy and strong. A healthy person includes their physical body, their mind, their, spirit, and heart.

This week we saw our body outline and had the opportunity to add colors, words, and items to help us understand further how we grow healthy and strong.

There are many ways we can grow healthy and strong. Children need the help of educators and elders to impart wisdom and show the way.

Opportunities for Generalising Learnings

Look for opportunities to use the terms we have learned together this week in ongoing interactions with students.

At school we focus on the development of the 'whole child' and we know the best way to reinforce learning is for a student's body, feeling heart, mind and spirit to be nourished along the way. Continue to build-in opportunities to nurture the 'whole child' in your role whenever you can.

Look for appropriate moments to notice out loud student's efforts in terms of growth eg. "What a strong body!" Or "I can see you growing a healthy heart by..." etc.

Reinforce students at times you see them sharing or turn taking or exhibiting empathy. Tell them that they are doing a great job strengthening their feeling heart or spirit.

Try to be rounded in the way you nourish your own body, feeling heart, mind, and spirit. Let children in on what you do that is nourishing.

Work alongside colleagues to enhance a culture where self-care is supported and recognized as important, and where healthy boundaries are adhered to around work.



Kimberley SPACE lesson plan

S P A C E Week 1 2 3 4 5 6 7 8 Lesson 1

Title: Five Senses Hand Time: 15 minutes

Objectives

Children need to know what they can count on.

We use the fingers on our hands to count and add up sums at times. Thinking further about this metaphor this week explores what we can count on around us.

Todays' session is a brief, rough sensory audit activity for students to explore the idea of the sensory inputs and interactions they have in their lives that feel calming to them.

Early Primary Use a pre-cut out & labeled hand shape with pictures and words associated with each sense labelling the fingers. Middle Primary As directed below. Follow the Five Senses Hand activity sheet instructions. Teacher and students to reflect on the follow up questions on the activity sheet given there is time to do so.

Materials

- Activity Sheet- Five Sense Hand
- · Paper for tracing hand
- Scissors
- Writing & Colouring implements
- · Optional: Precut hand diagrams



Lesson outline & Activity Instructions

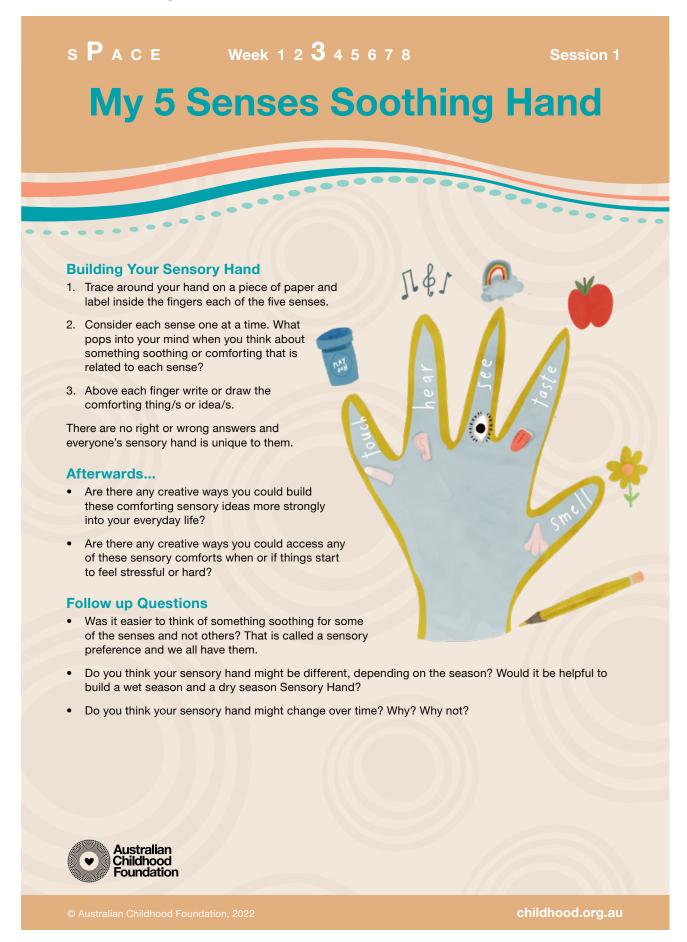
- 1. Teacher to pre-teach or remind students of the 5 senses touch, hear, see, taste and smell.
- 2. Invite students to trace around their hand on a piece of paper or provide them with a pre-cutout hand shape.
- 3. Label inside the fingers each of the five senses with pictures or words.
- 4. Working through each sense one at a time, ask students the question: "What pops into your mind when you think about something relaxing or comforting that is related to (insert sense) for you?
- 5. Invite students to write or draw the comforting sensory idea above each finger.
- 6. Encourage students that there are no right or wrong answers, and everyone's sensory hand is unique to them.

Scrapbook Evidence

Picture of Class Hand Tree with their hands from activities through the week displayed.



Week 3. The things we can count on - hand week Lesson 1 Activity Sheet



Kimberley SPACE lesson plan

S P A C E Week 1 2 3 4 5 6 7 8 Lesson 2

Title: Hand Breathing- Five Finger Breathing Activity Time: 15 minutes

Objectives

Children need to know what they can count on.

This activity provides students with a simple and regulating breath-based activity that they can use anytime, anywhere.

This predictable activity is one that requires little or no resources.

Differentiation (if required)

Early Primary

Utilise the activity sheet with hand diagram and arrows to follow as a scaffold for this activity. You might like to project the hand diagram from the activity up on the board and demonstrate tracing around the hand with your finger.

Middle Primary

Utilize the activity sheet with the hand diagram to scaffold this activity for students.

Upper Primary

Students might like to use the hand diagram on the activity sheet or create their own hand template for this activity by tracing around their own stretched out hand on a piece of paper.

Thinking back to Week 1 remember that our brain likes repetition and activities that build each part of our brain house. This week can you connect the activities back to the brain house sections? This breathing activity can soothe and strengthen the lowest part of our brain house- the floor.



Materials

- Activity Sheet- Five Finger Breathing
- Paper for tracing hand
- Scissors for cutting out traced around hands.
- · Drawing implements.

Lesson outline & Activity Instructions

Utilise the activity sheet to guide this lesson. Students can practice with each other the new skill of five finger breathing.

Students to write their names on their traced around hand.

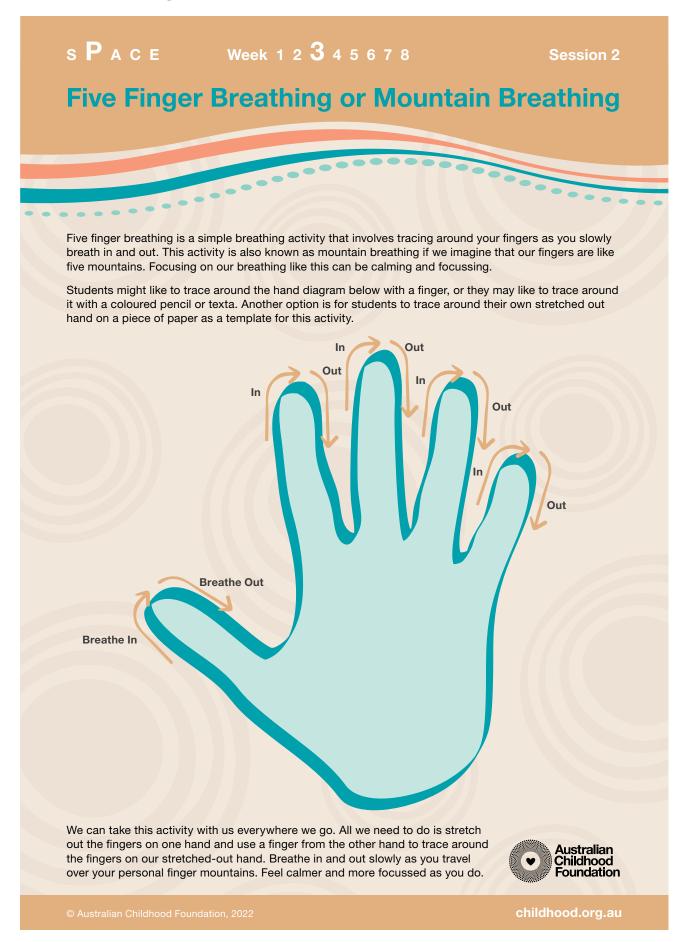
Students or teacher to cut out the hands the students trace around for addition to the 'hand tree' that can be assembled at the conclusion of the week.

Scrapbook Evidence

Picture of Class Tree with their hands from activities through the week displayed.



Week 3. The things we can count on - hand week Lesson 2 Activity Sheet



Kimberley SPACE lesson plan

S P A C E Week 1 2 3 4 5 6 7 8 Lesson 3

Title: People I can count on Time: 15 minutes

Objectives

Children need to know what they can count on.

We use our hands to count and add up sums at times. Thinking further about this metaphor this week explores what we can count on around us.

Today we focus on 'who' in student's lives they feel they can count on.

Differentiation (if required)		
Early Primary	Middle Primary	Upper Primary
Prepare and use a pre-cut out hand image on paper.	As directed below	As directed below

Materials

- · Paper for tracing hand
- Scissors
- · Writing & Coloring items
- Optional: Pre-cut hand shapes



Lesson outline & Activity Instructions

- Teacher to direct class discussion about who we can count on. This may be a family
 member, it may be people at school or in community, it may an animal or pet. The person
 may live close by or far away. The connections on the hand can also change over time
 adding another layer of possible discussion.
- 2. Invite students to trace around their hand on a piece of paper or provide them with a pre-cutout hand shape.
- 3. Encourage students to choose five connections with people or animals they can count on. On each finger write or draw the person/connection they feel they can count on.
- 4. Encourage students that there are no right or wrong answers, and everyone's hand of connections is unique to them.
- 5. Students could add colour or patterns on their hands as well if they like.

Scrapbook Evidence

Picture of Class Hand Tree with their hands from activities through the week displayed.





S P A C E Week 1 2 3 4 5 6 7 8 Lesson 4

Title: Hand to Hand Attunement Movement Activity Time: 15 minutes

Objectives

This activity helps us explore the feeling of relying on another person to achieve something together. It is based on a task requiring participants to attune and synchronize with each other to hold an item up and move it around together without dropping it.

Differentiation (if required)

Early Primary

Make larger items available for this activity for early-years students as they will require less dexterity than smaller items.

Reflect with the students about how some things can only be achieved when people help each other. Everyone should pat themselves on the back for their great teamwork today.

Middle Primary

Have a range of sized items available for pairs to hold up. Encourage students to have a go with many different kinds of items to reflect on how it feels.

Spend time reflecting on this activity as a class. You could use some of the reflective questions offered on the activity sheet to guide discussion.

Upper Primary

For accomplished pairs, they could try sitting back to back on the floor together. Pairs are challenged to see if they can stand up together while continuing to be back to back.

Spend time reflecting on this activity as a class. You could use the reflective questions offered on the activity sheet to guide discussion.

Materials

- Activity Sheet
- Items of varying size to hold up between two people's hands or fingers, eg. a sports ball, or a pencil, or crayon, or a stick.



Week 3. The things we can count on - hand week Lesson Plan 4



Lesson outline & Activity Instructions

Divide into groups of two. This activity can also work with groups of three.

Participants are challenged to balance an item between themselves.

If using a sports ball, it might be between two hands each, if it is pencil or a stick it might be between a finger each.

Once the pair have established a solid balance of the object, they can be encouraged to move the object around without dropping it. After the pair have accomplished this, they could try holding up two items between each of their hands or fingers. Following this they might have a go at moving their bodies around the space whilst continuing to hold the objects up. If they can accomplish this, they could try to jog together around the space without dropping the items.

For middle and upper primary students, as the activity progresses educators could ask the pairs if they can identify which of the pair is leading the movement, or if movement leadership is swapping between them? If one person has been leading the movement, play around with letting the other person have a go and see what that feels like.

Reflective Questions for middle and upper primary students:

Groups might like to sit in a circle after the activity and reflect on the following questions: What did it feel like to balance your item between you and move it around? What did it feel like having to count on each other to make it work? Can you think of other activities in your life when you have to count on others to achieve something? What is that like for you?

Scrapbook Evidence

Picture of Class Hand Tree with their hands from activities through the week displayed.



Week 3. The things we can count on - hand week Lesson 4 Activity Sheet



Objective:

This activity helps us explore the feeling of relying on another person to achieve something together. It is based on a task requiring participants to attune and synchronise with each other to hold an item up and move it around together without dropping it.

Session duration: 15 minutes

Materials:

Items of varying size to hold up between two people's hands or fingers, eg. a sports ball, or a pencil, or crayon, or a stick.

Lesson Outline & Activity Instructions

Divide into groups of two. This activity can also work with groups of three.

Participants are challenged to balance an item between themselves. If using a sports ball it might be between two hands each, if it is pencil or a stick it might be between a finger each. Once the pair have established a solid balance of the object, they can be encouraged to move the object around without dropping it. After the pair have accomplished this, they could try holding up two items between each of their hands or fingers. Following this they might have a go at moving their bodies around the space whilst continuing to hold the objects up. If they can accomplish this, they could try to jog together around the space without dropping the items.



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Week 3. The things we can count on - hand week **Lesson 4 Activity Sheet**



the movement, play around with letting the other person have a go and see what that feels like.

Skill Extension:

For accomplished pairs, they could try sitting back to back on the floor together. Pairs are challenged to see if they can stand up together while continuing to be back to back.

Reflective Questions:

Groups might like to sit in a circle after the activity and reflect on the following questions:

What did it feel like to balance your item between you and move it around?

What did it feel like having to count on each other to make it work?

Can you think of other activities in your life when you have to count on others to achieve something? What is that like for you?

Scrapbook Evidence:

Teachers could take photos of the children undertaking the activity for display in their scrapbooks.

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Week 3. The things we can count on - hand week Lesson Plan 5

Kimberley SPACE lesson plan

S P A C E Week 1 2 3 4 5 6 7 8 Lesson 5

Title: Hand Tree Reflection Time: 15 minutes

Objectives

Children need to know what they can count on.

We use our hands to count and add up sums at times. Thinking further about this metaphor this week explores what we can count on around us.

Today children and educators reflect on the week of hands and talk about what they learned. Children add their hands which act as leaves to the hand tree.

Differentiation (if required)

Early Primary

Teachers might like to add some hand leaves to the class tree, leaving some for early primary students given the 15-minute time fraction for today's lesson.

Remember to make your tree's canopy at the approximate eye level of an early primary student.

Middle Primary

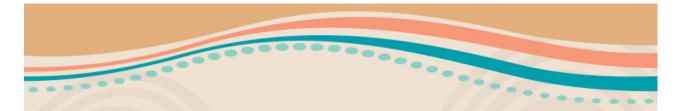
Follow the lesson plan as directed below.

Upper Primary

Teachers might like to offer the idea that everyone has their own personal tree of things they can count on. It will always be there for them as a shelter if they need it. Even teachers have their own hand tree full of things they can count on. Let's consider things we could add to our tree as time goes on eg. learning other breath-based activities.



Week 3. The things we can count on - hand week Lesson Plan 5



Materials

- Teacher created tree within the classroom. (This can be a painted trunk and branches or a 3-D trunk- depending on what your classroom allows and what time you have available)
- Collection of cut out hands from Lesson 1,2 and 3
- Blue Tack or glue or string for hanging 'hand leaves' to the tree

Lesson outline & Activity Instructions

Working together the class can attach their hand 'leaves' to the tree creating a class hand tree.

Hand leaves from three sessions of this week might be hung on separate branches if the tree allows.

As students hang all or some of their hand leaves on the tree you might lead a reflection about each of the different kinds of things we have learned we can count on, ie.

- We have learned about how we can always count on our breath.
- We have learned about how we can count on our 5 senses to help us relax.
- We have been reminded about who we can count on.
- We have experienced an activity that relies on us counting on each other to make it happen.

Let's stand back and look at our tree of the things we can count on. How wonderful that each leaf is unique. The tree would not be the same without each student's leaves.

Scrapbook Evidence

Picture of Class Hand Tree with their hands from activities through the week displayed.



Week 3. The things we can count on - hand week Key Concepts and Generalisations



SPACE

Week # 1 2 3 4 5 6 7 8

Title: Things we can Count on- Hand week.
I feel better when I know what is coming next.

Key Concepts

Children need to know who and what they can count on.

Stability, familiarity, and predictability enhance social and emotional well-being.

Focusing on areas within our life we can count on can provide some level of respite from adverse events.

Opportunities for Generalising Learnings

Look for opportunities to use the terms we have learned together this week.

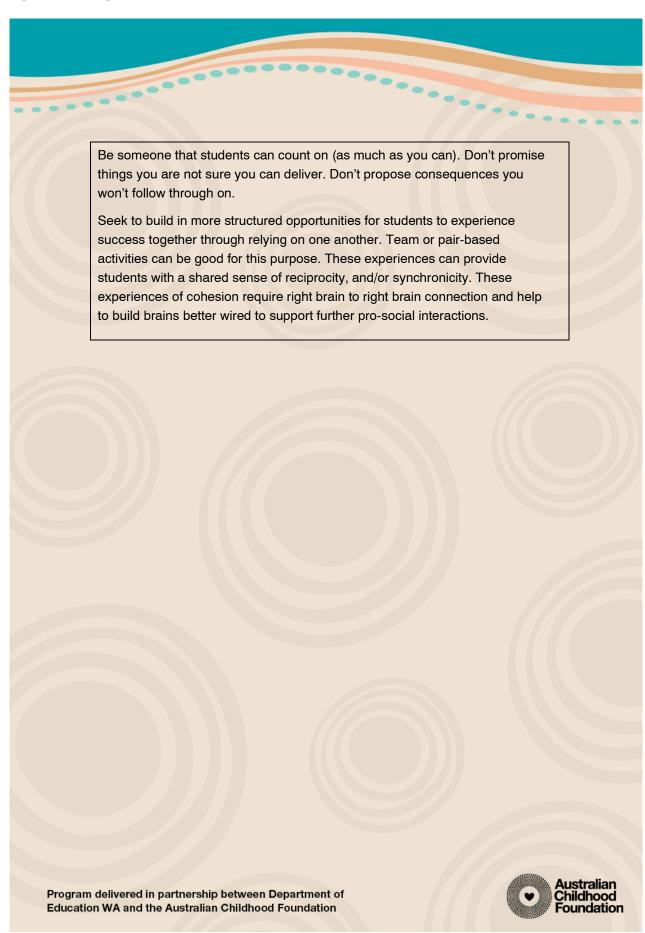
Our breath is one of our most reliable assets. Return regularly to five finger breathing and/or other simple breath focused techniques with students. Remember that breathing techniques are known as practices for a reason- we must do them over and over again to benefit from them.

Structure timetables that are consistent and transparent to students. Provide as much notice as you can to students when timetable variation needs to occur.

Try to creatively build-in opportunities for students to experience sensory inputs that align with their preferences (as touched on in the 5 senses hand activity). For example, if a student identifies they like the sensory input of playing with play dough, include it in lesson plans, as a tool for numeracy for example – how many play dough balls do you get if you add 24 balls with 5 balls? Experiment with other similar inputs like paper clay, or blue tack a student could stick under their desk and pull off and play with between their fingers if they need to.



Week 3. The things we can count on - hand week Key Concepts and Generalisations



Kimberley SPACE lesson plan

SPACE

Week 1 2 3 4 5 6 7 8

Lesson 1

Title: Connecting- Intro to Eco-Mapping and the

Time: 15 minutes

Connections Week

Objectives

Connections can feel abstract to children- we feel them, but we cannot see them.

Brainstorming about our connections may enhance the way we understand how connected we are to each other and that which is around us.

Today's activity is to begin to name and wonder about our connections.

This week for middle and upper primary students we will be creating an Eco-Map using a variety of everyday items to represent those that are around us in art form. Early primary students will be creating a series of pictures depicting some connections in their lives.

When we see our connections, we may better understand them.

Differentiation (if required)

Early Primary

Teacher to talk about the different kinds of connections students may have at school, and outside of school. Can students brainstorm as many of the different kinds of connections they have from people to animals, to places and plants, to ancestors. How many connections can we count? A different challenge could be for students to think about all the connections they encountered

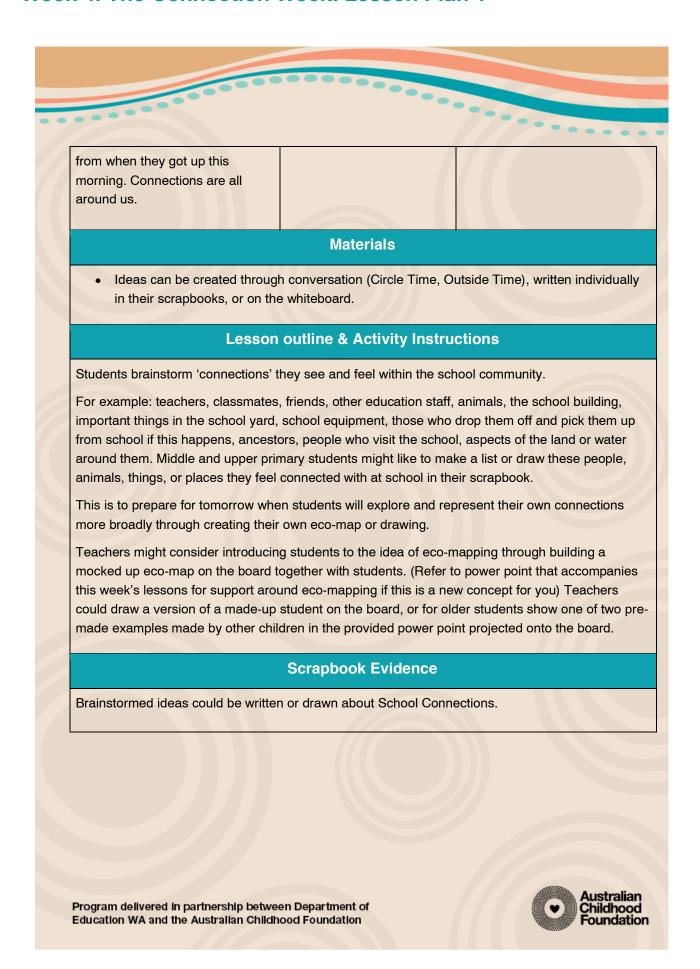
Middle Primary

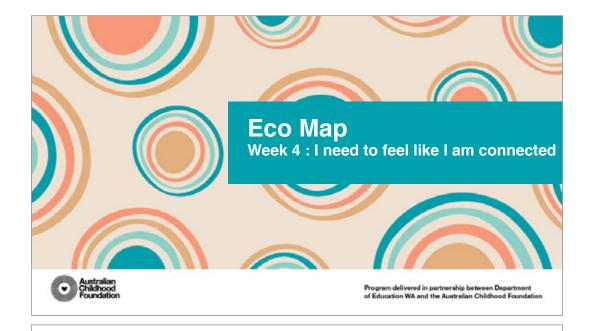
Teacher to introduce the idea of eco-mapping to students through mocking up an example. Teacher may alternatively wish to show eco-map examples demonstrated in the eco-mapping power point as they show the work of similarly aged students.

Upper Primary

Teacher may wish to show ecomap examples demonstrated in the eco-mapping power point as they show the work of 8- and 9-year-old children.







Eco - Mapping

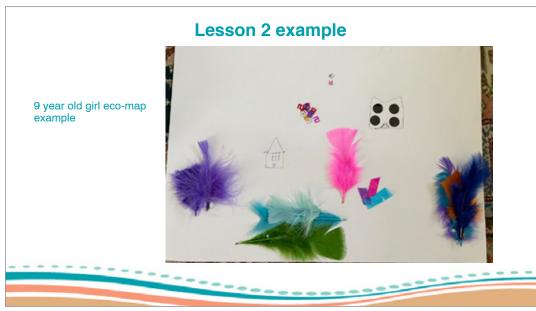
- An eco-map is a visual representation of the interconnections and relationships in the makers life. It is a strengths based, person centered tool which can reveal a lot of information in a short period of time.
- Eco-maps are similar to mind maps, however the nature of the connections between the items represented by an eco-map are important in a way that is not as emphasized when it comes to a mind map.
- Eco mapping is a tool that does not require literacy skills or conversation. It is a creative representation that can be undertaken by a child or an adult.
- Eco-mapping does not require prescribed equipment. Eco-maps can be made with a piece of paper and pencil, or through the use of craft materials, or simply by the arrangement of everyday items on the ground.
- Eco-maps have a tradition in social work as an assessment tool employed to get to know families better.

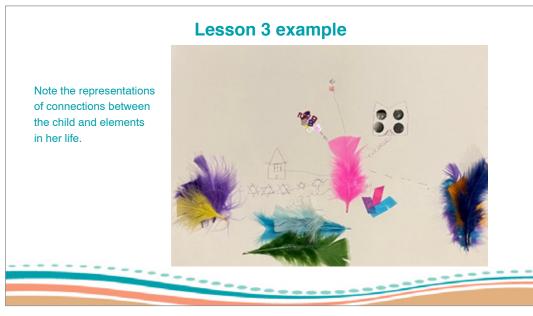


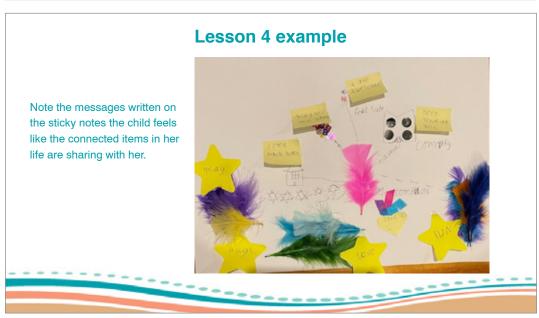
Gathering Materials

The following slides demonstrate two ecomaps made by children in line with the lesson plans proposed for week 5 of the Kimberley SPACE program for middle and upper primary students.



















Kimberley SPACE lesson plan

S P A C E Week 1 2 3 4 5 6 7 8 Lesson 2

Title: Creation of Eco-Map Time: 15 minutes

Objectives

Connections can feel abstract to children- we feel them, but we cannot see them.

Today's activity invites students to commence making their own eco-map.

Across this week we will be refining our Eco-Maps using a variety of everyday items to represent connections around us in art form.

When we see our connections, we may better understand them.

Differentiation (if required)		
Early Primary	Middle Primary	Upper Primary
See alternative Lesson Plan	As directed below.	As directed below.

Materials

- Review the program materials sheet within this practice guide for a list of craft items you
 may have around the school for students to use to build their eco-map creations. There are
 no prescribed craft items necessary for eco-map creation. Use what you have.
- Glue
- · A4 or A3 paper for eco-map bases.
- Writing implements.





Lesson outline & Activity Instructions

Over the next three days students will be creating an Eco Map. We will begin today. In Lessons 3 and 4 we will be adding to our map. In Lesson 5 we will share with other classmates our eco-map creations.

Today we will begin our maps by locating ourselves and those people, places, things, animals, spirits or objects that are important to us around us.

Students may like to start with a blank piece of paper and put their name somewhere on it, or represent themself with some kind of craft item or draw themself. Continue to re-assure students that there is no right or wrong way to make an eco-map. Every eco-map will look different and that's ok.

Students might then like to continue to add items that represent those they feel connected with around them (as mentioned above). If students find it hard to identify who or what to add, return to the previous sessions brainstormed ideas for inspiration.

Scrapbook Evidence

At the end of the week the Eco Map can be glued into the scrapbook, or a photograph taken of the completed Eco map for their Scrapbook.



Kimberley SPACE lesson plan

SPACE

Week 1 2 3 4 5 6 7 8

Lesson 2 EP

Title: Connections at School - Early Primary

Time: 15 minutes per lesson

Objectives

Connections can feel abstract to children- we feel them, but we cannot see them.

This week we will be creating some drawings about our connections with the world around us.

When we see our connections, we may better understand them.

Today's activity invites students to draw a picture of themselves in connection with someone or something that has meaning for them at school.

Differentiation (if required)		
Early Primary	Middle Primary	Upper Primary
	See other Lesson Plans	See other Lesson plans

Materials

- Paper
- Drawing Implements



Lesson outline & Activity Instructions Students to focus on their school connections today. Talk with students about the range of connections they have built since coming to school. Connections with classmates, older students, friends, teachers, school leaders, broader school community members who visit, people who drop kids at school and pick them up, books, school learning, school equipment, the school yard, animals at school, etc. Invite students to draw a picture of themselves at school doing something they like doing in connection with someone or something. **Scrapbook Evidence** Connection drawings can be glued into student's scrapbooks. Program delivered in partnership between Department of

Education WA and the Australian Childhood Foundation

Kimberley SPACE lesson plan

SPACE

Week 1 2 3 4 5 6 7 8

Lesson 3

Title: Connections of Eco-Map

Time: 15 minutes

Objectives

Connections can feel abstract to children- we feel them, but we cannot see them.

This week we will be creating an eco-map using a variety of everyday items to represent those that are around us in art form.

When we see our connections, we may better understand them.

Differentiation (if required)

Early Primary

See alternative lesson plan

Middle Primary

Today is another opportunity for students to use their hands and imaginations to visually create their eco map. Students may like to move parts of their maps around to show people I feel close to, people I feel far away from. It can be distance related or feelings related.

Upper Primary

Get Curious: Is there something that surprises you in your map? What do you notice first when you look at you map? Did you enjoy the writing or the creating aspect of your map better?

Materials

- Collection of craft items as used for the previous session.
- · Drawing or painting implements.
- Eco map in progress from the previous session.



Lesson outline & Activity Instructions

Students to continue building their eco-maps.

Today, if students are ready, they can represent the kinds of connections or linkages between themself and the other items on their eco-map. Are connections ropey or dotted or drawn in thick black texta, or represented by glitter? It may be a heart, or some googly eyes, or a soft pompom that represents the connection best?

Take a step back and look at your Eco Map as it takes form. I wonder what you notice about your map? What is your favorite part? Does anything surprise you?

Scrapbook Evidence

At the end of the week the Eco Map can be glued into the scrapbook, or a photograph taken of the completed Eco map for their Scrapbook.



Kimberley SPACE lesson plan

SPACE

Week 1 2 3 4 5 6 7 8

Lesson 3 EP

Title: Exploring Connections – Outside of School

Time: 15 minutes per lesson

Objectives

Connections can feel abstract to children- we feel them, but we cannot see them.

Today's activity is to begin to name and wonder about our connections.

This week we will be creating some drawings about our connections with the world around us.

When we see our connections, we may better understand them.

Differentiation (if required)

Early Primary

Middle Primary

See alternate Lesson Plan

Upper Primary

See alternate Lesson plan

Materials

- Paper
- · Drawing Implements



Lesson outline & Activity Instructions

We focused on connections at school last session. Today we focus on out of school connections.

Talk with students about the range of connections they have outside of school. This may be with parents/carers, grandparents, aunties and uncles, siblings, friends, neighbors, pets and other animals, places, ancestors, or other important people in their lives.

Invite students to draw a picture of themselves somewhere other than school doing something they like doing with people or animals that are important in their lives.

Teachers may wish to go around the room and write down a statement about each students' drawing that the student offers up as an explanation of their drawing. This might be written somewhere on the page or in the student's scrapbook with the student's permission.

Scrapbook Evidence

Connection pages can be glued into a student's scrapbook, or a photograph can be taken of the completed page for their scrapbook.



Kimberley SPACE lesson plan

SPACE

Week 1 2 3 4 5 6 7 8

Lesson 4

Title: Messages shared via Eco-map connections

Time: 15 minutes

Objectives

Connections can feel abstract to children- we feel them, but we cannot see them.

This week we will be creating an eco-map using a variety of everyday items to represent those that are around us in art form.

Today we are wondering what the connections might say if they could talk.

When we see our connections, we may better understand them.

Differentiation (if required)		
Early Primary	Middle Primary	Upper Primary
See alternative Lesson Plan	Written and verbal differentiation are available depending upon the learning needs of your student cohort.	Written and verbal differentiation are available depending upon the learning needs of your student cohort.

Materials

- Eco Maps
- · Sticky notes and writing implements
- Torches





Lesson outline & Activity Instructions

As student's eco-maps take shape today's session encourages students to step back from their representations to take stock of the connections.

For students able to express their thoughts in writing the following sticky notes activity can be undertaken to see if those who are connected on student's eco-maps might have something to say to one another (see power point associated with this week's lessons for an example of this). Maybe an item on a student's map might want to say "I hope to see you more" or "I love it when we spend time together" or "you are fun and make me laugh" etc.

Writing based Differentiation

Provide students with post-it notes and writing implements. Encourage them to stick the notes in places where they can give voice to those they have represented on their map. If those who you are connected with had a message for you what might it be? If you had a message via your connection line with someone or something that you are connected with, what might it be?

Verbal sharing Differentiation

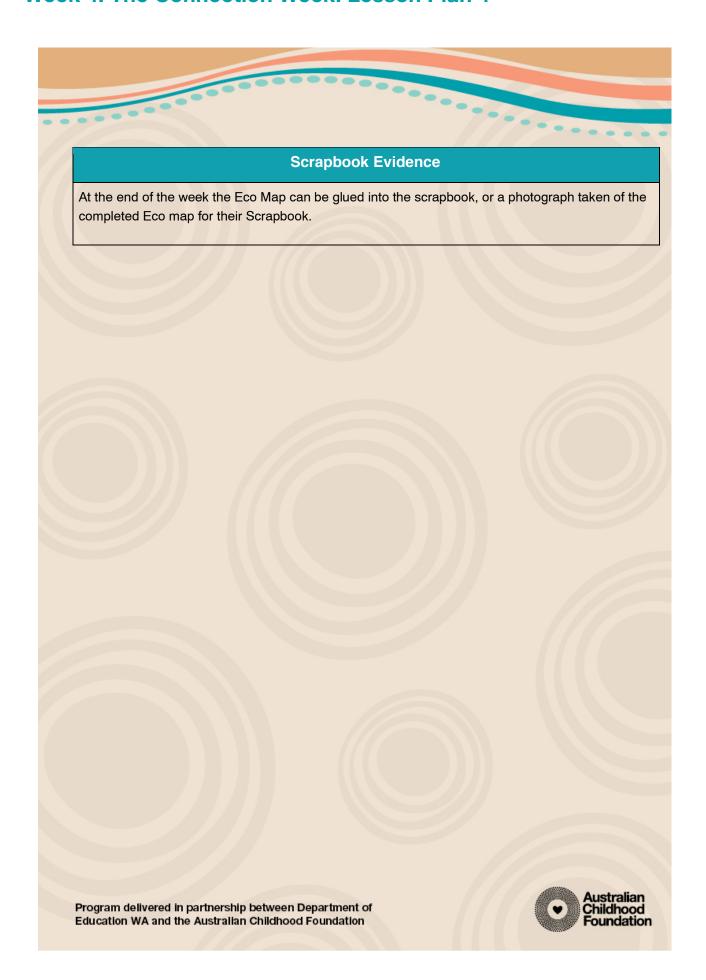
For students less fluent in expressing their thoughts through writing you might encourage them to explore more about their connections with those represented on their eco-maps through torch light. Provide students with a torch to 'shine a light' on parts of their eco-map.

Here are some prompts to help students explore further:

- Shine your light on your favourite part of your eco map.
- Shine your light on a connection that you would like to learn more about.
- Shine your light on any connections that you feel unsure about.
- Shine your light on a item you have on your eco map that you have a message you would like to deliver to them.
- Turn your eco-map upside down and shine your light on it from this different angle. Does a
 different perspective provide any new information as you view your connections from a
 different standpoint?

Students might like to undertake this activity in small groups or pairs or individually if you have enough torches. Teachers could dim the lights in the room if that feels ok for everyone. If you don't have torches students could still 'shine a light' simply by following the prompts the teacher goes through and talking or reflecting to themselves about aspects of their eco-maps.





Kimberley SPACE lesson plan

SPACE

Week 1 2 3 4 5 6 7 8

Lesson 4 EP

Title: Exploring Connections – Friendship

Time: 15 minutes per lesson

Objectives

Connections can feel abstract to children- we feel them, but we cannot see them.

This week we will be creating some drawings about our connections with the world around us.

When we see our connections, we may better understand them.

Todays focus is on connections with friends.

Differentiation (if required)		
	Middle Primary	Upper Primary
	See alternate Lesson Plan	See alternate Lesson plan

Materials

Paper

Early Primary

Drawing Implements



Lesson outline & Activity Instructions

•••••

This week we have focused on students' connections within school and outside of school. Today we focus on friendship.

Talk with students about what makes a good friend? You might have a good story book about friendship to share with students. Here is a short video clip from Sesame Street that talks about friendship that could be shared as an option: https://www.youtube.com/watch?v=59tKl37x1d4\

Invite students to draw a picture of themselves with a friend or friends. Note where students set their picture? What are they doing with their friend or friends in their drawing?

Teachers may wish to go around the room and write down a statement about each students' drawing that the student offers up as an explanation of their drawing. This might be written somewhere on the page or in the student's scrapbook with the student's permission.

Scrapbook Evidence

Connection pages can be glued into a student's scrapbook, or a photograph can be taken of the completed page for their scrapbook.



Kimberley SPACE lesson outline

SPACE Week 1 2 3 4 5 6 7 8

Lesson 5

Title: Eco Map: Sharing

Time: 15 minutes

Objectives

Connections can feel abstract to children- we feel them, but we cannot see them.

This week we will be creating a Eco-Map using a variety of everyday items to represent those that are around us in art form.

When we see our connections, we may better understand them.

Today's objective is to share aspects of what we have learned about our connections with the world around us.

Differentiation (if required)		
Early Primary	Middle Primary	Upper Primary
See alternate lesson plan.	As directed below.	If students are fluent in writing, they may wish to respond to any or all of today's sharing prompts through a written reflection that can be added to their scrapbook.

Materials

Eco Maps



Lesson outline & Activity Instructions

Work together in small groups or pairs to share about your eco-map art creation.

Four points to share about:

- Point to the strongest connection on your eco-map? Talk about it.
- Point to your favourite part of your eco-map. Say why it's your favourite part.
- Would you like to add anything or change anything about your eco-map? If so, what?
- This week we have been making a map about us and who and what is important to us. Have you learned anything new about who and what are important to you?

Scrapbook Evidence

Eco Map can be glued into student's scrapbook, or a photograph taken of the completed eco-map for their scrapbook.



Kimberley SPACE lesson plan

SPACE

Week 1 2 3 4 5 6 7 8

Lesson 5 EP

Title: Exploring Connections – Sharing with our class

Time: 15 minutes per lesson

Objectives

Connections can feel abstract to children- we feel them, but we cannot see them.

This week we will be creating some drawings about our connections with the world around us.

When we see our connections, we may better understand them.

Today's focus is on sharing our drawings about our connections with our classmates.

Differentiation (if required)		
Early Primary	Middle Primary	Upper Primary
	See alternate Lesson Plan	See alternate Lesson plan

Materials

- Students 'connection' drawings from across this week.
- Option- Involve Morty Monster doll as an observer.



Lesson outline & Activity Instructions Gather in a circle. Provide the drawings students have created across this week to students. Morty

Gather in a circle. Provide the drawings students have created across this week to students. Morty Monster could make an appearance in today's session to learn about the connections students have drawn about in their pictures.

Teachers could explain that Morty is here today to see and hear about everyone's drawings today. Let's go around the circle and take turns to hold up a drawing we made this week and tell Morty and the class about it. Students can choose whichever drawing they wish to share about. Morty could whisper a comment in the ear of the teacher about what he thought of each student's drawing as we progress around the circle, which the teacher can relay to the group.

Scrapbook Evidence

Connection pages can be glued into a student's scrapbook, or a photograph can be taken of the completed page for their scrapbook.



Week 4. The Connection Week - Key Concepts and Generalisations



SPACE

Week # 1 2 3 4 5 6 7 8

Title: The Connections Week. I need to feel like I am connected.

Key Concepts

Children need to feel like they are connected.

Children's internal maps for forming, maintaining and being in relationships are affected by their experiences of relationships throughout their lives.

This week we got to look at the different connections we have around uspeople, animals, land, community. Students created a visual map of what it feels like to be connected.

Opportunities for Generalising Learnings

Look for opportunities to use the terms we have learned together this week.

Notice and name instances of positive connections with individual students. Eg. "That was nice chat, thanks" or "I enjoyed that game we played together, thanks."

Utilise what you learn from the eco-maps made by students to build stronger relationships with them. Seek ways to involve and communicate with important people identified by students in their maps.

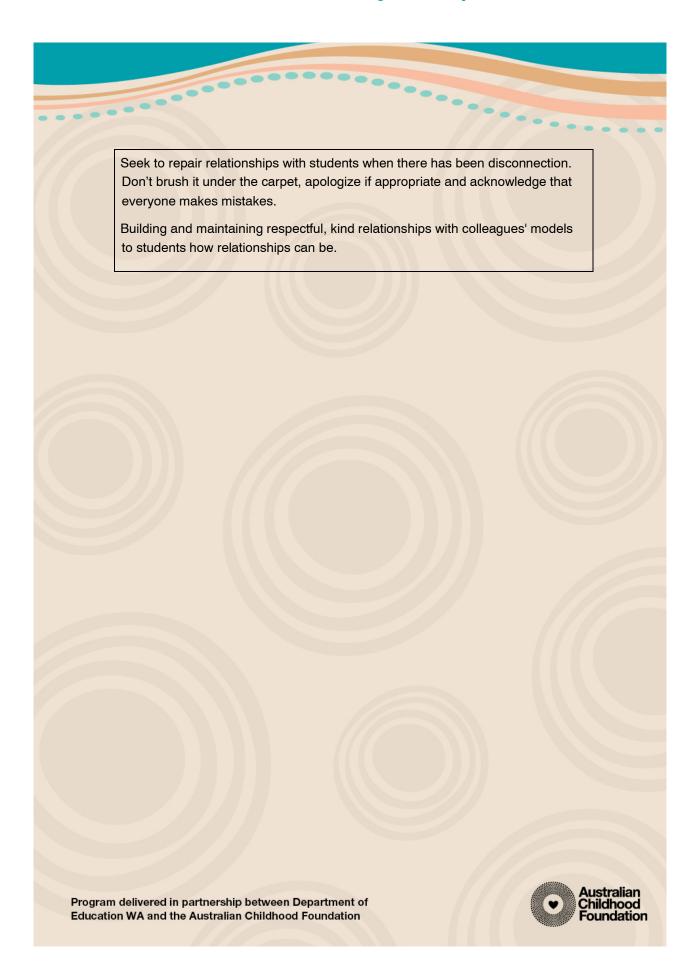
Ask after those who students represent as important in their eco-maps when appropriate. Learn more about their stories of connection with these people.

Reflect on what individual student's eco-maps might tell us about their sense of self. What kind of connections do students represent around them? What qualities do these connections seem to have? How does this help you to understand the social and emotional needs of individual students?

Provide structured opportunities for students who are socially struggling to share time and build connections with other students. Build the structure around student interest. For example, if a student loves lego, offer a weekly lego building challenge over a lunchtime.



Week 4. The Connection Week - Key Concepts and Generalisations



Week 5. The Feeling Safe Week. Lesson Plan 1

Kimberley SPACE lesson plan

S P A C E Week 1 2 3 4 5 6 7 8 Lesson 1

Title: Feeling Safe Book Time: 15 minutes

Objectives

Students to be introduced to the concept of 'feeling safe' through an e-book that uses animals to demonstrate what 'feeling safe' could mean for them.

Differentiation (if required)

Early Primary

Consider using the 'Feeling Safe' colouring book

Middle Primary

Consider using either the feeling safe colouring book or the more complex colouring sheet.

Upper Primary

Consider using either the feeling safe colouring book or the more complex colouring sheet.

Materials

- Feeling Safe e-book (printed out or shown on a screen)
- Feeling Safe Colouring e-book printed out
- Feeling Safe Colouring sheet- option for upper primary students
- Colouring in implements- textas, pencils, crayons etc.



Week 5. The Feeling Safe Week. Lesson Plan 1



Lesson outline & Activity Instructions

Today we begin a week focused on the feeling of safety. Every child has the right to feel safe. When we are feeling safe our neural threat circuitry is not turned on. We feel like we have the capacity to cope with what is going on around us and we have access to the thinking cap part of our brain. When we are feeling safe, we might show it in a variety of ways, like being curious or playful, exploring, or sharing time with people we feel close with, or chilling out, or enjoying being out in nature. Feeling safe can look different for everyone.

Feeling safe might be a sensation inside that doesn't last that long for some children. This is a great reason for bringing focus to the concept and exploring it further. Some children might only have small anchors of safety in their lives, others might have much larger anchors. In learning more about the feeling of safety we can gain insight into ways we can support children to add weight to their safety anchors.

Today we begin with talking with students about 'feeling safe'. When we feel safe we feel ok in our bodies and with what is going on around us, our thinking caps are on- (remembering back to our Brian House from week 1- you might like to make the thinking cap gesture) and we feel like we are ok with what might happen next.

The teacher introduces an e-book that demonstrates the concept of feeling safe through illustrations of animals doing various activities. It offers ideas about how animals might show us they feel safe. Teachers could go through the book with students. Discussion: Teachers could ask students if they have seen any animals that looked like they were feeling safe? What kinds of things were those animals doing that seemed to show they felt safe? Do the children have any pets? What do they do when they seem to feel safe?

Give out the colouring-in version of the e-book or the colouring page for middle or upper primary students. Invite students to colour-in. Children might like to start by colouring-in the picture that is like something they do when they feel safe.

Scrapbook Evidence

Children's coloured in pictures could be stuck into their scrapbook.



Week 5. Feeling Safe e-book Lesson 1



People and animals like to feel safe. We all have things that we do when we feel safe. This book shows some of the things that animals do when they feel safe. I wonder if anything in this book reminds you of things you do? It can be good to practice thinking and talking about safe times with your important people.

All children have the right to feel safe.





Week 5. Feeling Safe e-book Lesson 1







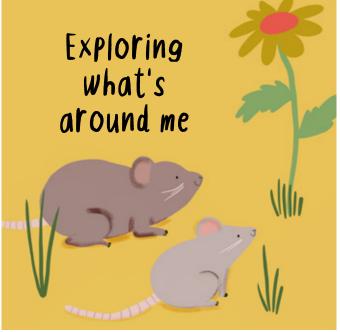


Week 5. Feeling Safe e-book Lesson 1

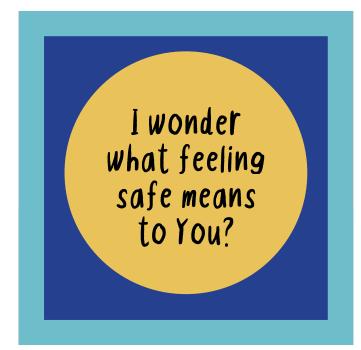








Week 5. Feeling Safe e-book Lesson 1



Feeling safe is an important concept to explore with children who have experienced trauma, because they have often spent more time than most not feeling safe. We need to help children and their important people to nurture experiences of safety in their lives. We need to talk more about the feeling of safety with children and to ensure they can recognize it in their lives. We hope this e-book helps professionals, younger children and their parents/carers bring focus to what safety means for children.



The Australian Childhood Foundation is a national Not For Profit Organization. We work alongside children and families to help them heal from abuse related trauma, and to restore and foster safe, loving relationships in children's lives.

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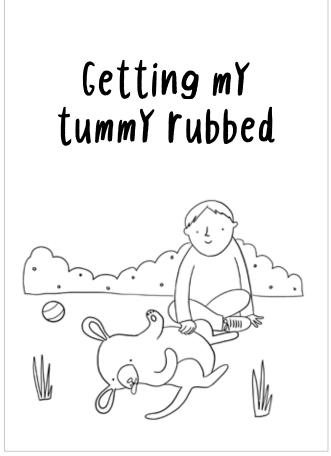
People and animals like to feel safe. We all have things that we do when we feel safe. This book shows some of the things that animals do when they feel safe. I wonder if anything in this book reminds you of things you do? It can be good to practice thinking and talking about safe times with your important people.

All children have the right to feel safe.

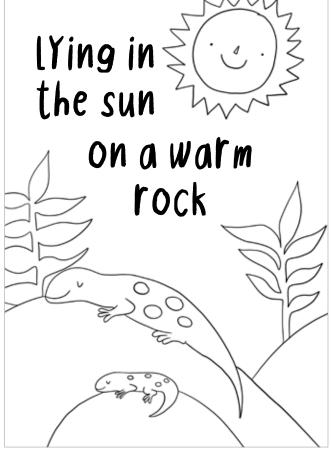




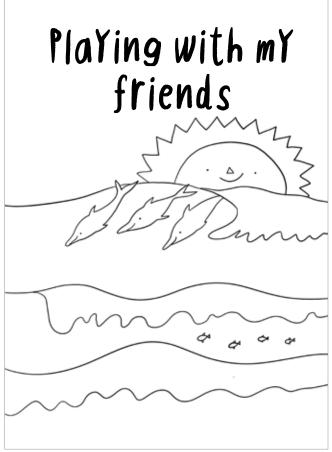


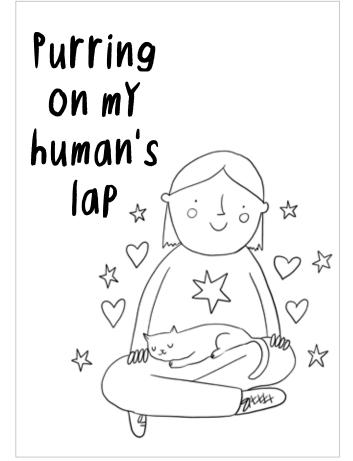


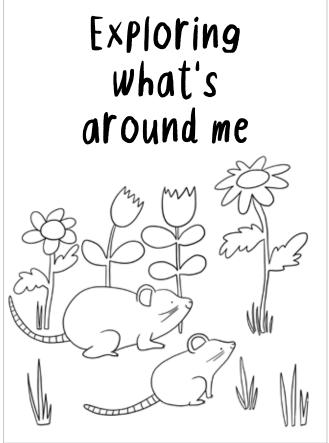


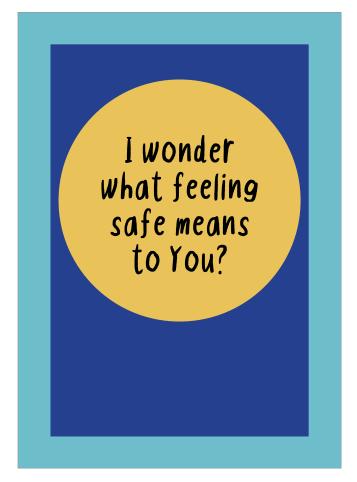












Draw a Picture of a time when You felt safe...

Feeling safe is an important concept to explore with children who have experienced trauma, because they have often spent more time than most not feeling safe. We need to help children and their important people to nurture experiences of safety in their lives. We need to talk more about the feeling of safety with children and to ensure they can recognize it in their lives. We hope this e-book helps professionals, younger children and their parents/carers bring focus to what safety means for children.



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Week 5. Feeling Safe Colouring Page Lesson 1 Activity Sheet.



Week 5. The Feeling Safe Week. Lesson Plan 2

Kimberley SPACE lesson plan

SPACE

Week 1 2 3 4 5 6 7 8

Lesson 2

Title: Feeling Safe- Brainstorm

Time: 15 minutes

Objectives

Students and teachers to brainstorm ideas around what feeling safe means for the students. Teachers to refer back to yesterday's 'feeling safe' book as a way of generating ideas. The object of today's session is to encourage shared reflections about the concept of feeling safe for individual students.

Differentiation (if required)

Early Primary

Teachers should re-introduce the concept of feeling safe with reference to last session's ideas. In a morning talk kind of way, students might like to share a time when they felt safe with the group. Teachers might also like to share a time when they felt safe, or children in their life felt safe.

Middle Primary

Many middle primary students will be up to understanding the varied range of ways people feel safe. For example, some might feel safe in action on the footy field with friends, others might feel safe in their grandma's kitchen yarning. Everyone is different and that is ok. A conversation about this may help us better understand each other and the different things that we all need to feel safe.

Upper Primary

Building on a conversation about the different ways many of us feel safe, is a discussion about how there are ways to build our sense of safety. For example, many of us don't feel 100% safe when we face new things. What could help with this? Do the students have any ideas about this? How about if we are given lots of info about the new thing before it happens? Or if people we trust are there with us when we come across the new thing? etc.



Week 5. The Feeling Safe Week. Lesson Plan 2

Materials

- · Poster paper and marker
- · Feeling safe colouring book or page and colouring in implements.

Lesson outline & Activity Instructions

Building on yesterday's ideas teachers could remind students of some of the pictures in the 'feeling safe' book which showed images of animals playing, exploring, chilling out, being close with family, being in nature, or cooperating with others in activities. This resource could lead to a discussion about the meanings of 'feeling safe' for the students.

Teachers to use poster paper to record ideas students generate about things they do when they feel safe. They could also record students' ideas about what it feels like in their bodies when they experience the feeling of safety.

Students could continue to colour in their 'feeling safe' colouring ins.

Scrapbook Evidence



Week 5. The Feeling Safe Week. Lesson Plan 3 & 4

Kimberley SPACE lesson plans

SPACE

Week 1 2 3 4 5 6 7 8

Lesson 3 & 4

Title: Class Feeling Safe Book drawing

Time: 15 minutes each day

Objectives

Lesson 3 and 4 involve students drawing pictures of themselves feeling safe. These drawings can be collected into the classes own 'Feeling Safe' book.

Differentiation (if required)

Early Primary

Early primary students might like to gather in a circle as lesson 4 comes to a close to show each other their drawings. Teachers can support students to explain their drawing to the group.

Middle Primary

Middle and upper primary students could share their drawings in a group way, or pair up and tell each other about their drawing before they submit it for the class book.

Upper Primary

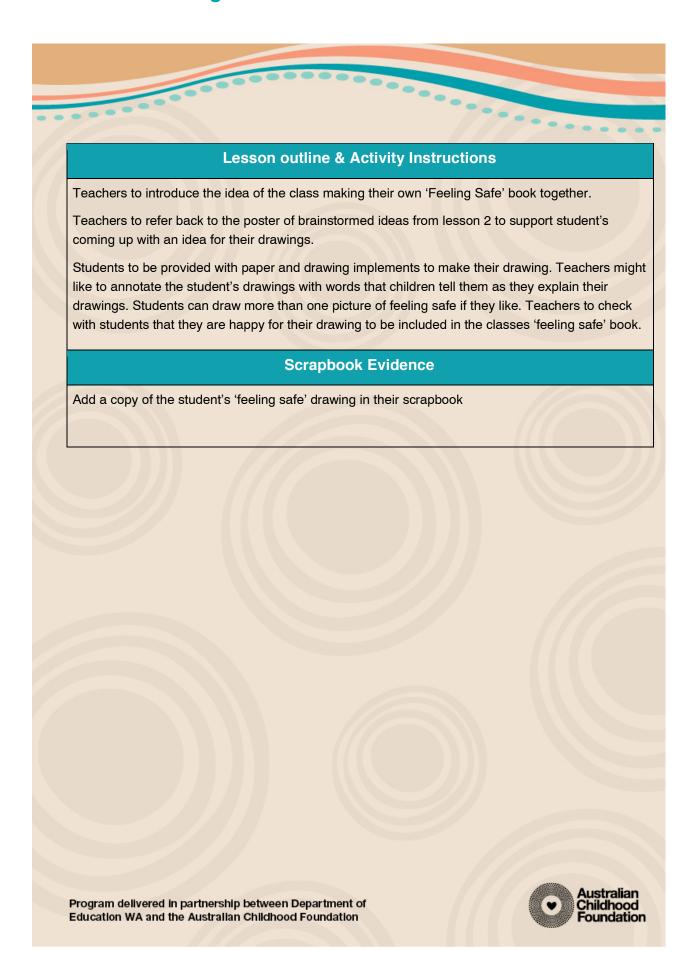
Middle and upper primary students could share their drawings in a group way, or pair up and tell each other about their drawing before they submit it for the class book.

Materials

Blank paper and drawing implements.



Week 5. The Feeling Safe Week. Lesson Plan 3 & 4



Week 5. The Feeling Safe Week. Lesson Plan 5

Kimberley SPACE lesson plan

SPACE

Week 1 2 3 4 5 6 7 8

Lesson 5

Title: Where I feel safest in my learning space at school?

Time: 15 minutes

Objectives

Students to demonstrate where and how they feel safest at school through a sensory based movement activity.

Differentiation (if required)

Early Primary

Consider using the provided group recording sheets, to note down students' responses to the task.

Middle Primary

Consider using the provided individual recording sheets, for students to note down their responses to the task.

Upper Primary

Consider using individual recording sheets for students to note down their responses to the task.

Materials

- To be pre- prepared: Print out (double sided) and cut up the cards from the 'Body Parts People' documents. Laminate them. Put the cut out cards in a bag.
- Individual recording sheet for middle and upper primary students and a writing implement each.
- Group recording sheet for early primary students and a writing implement for adult completing the sheet.



Week 5. The Feeling Safe Week. Lesson Plan 5



Lesson outline & Activity Instructions

Conduct this session in a space most frequently used by students.

Gather around in a circle.

Explain that we are going to play a game today which will require that we move around the space. This game will help us learn about what our bodies like the most and the least when we are at school.

A student puts their hand into the bag and picks out a body part card. They turn the body part over and there is a question on the back. For example, on the back of one of the eyes cards it sayswhat do you like to look at the most when you are here? The student reads out the question or passes the card back to the teacher who reads out the question. (If one student in the group needs literacy help from the teacher to read the questions, then make it that all cards are passed to the teacher to read out, so that individual student is not singled out) Students are then encouraged to go to the object or point towards the place they like to look at the most when they are in this space at school. For some groups it might be ok for students to verbally feedback to the group their response to each question. This part is optional.

Following this, everyone comes back and sits in the circle together. Students in upper primary can record what they like to look at the most on their recording sheet after this time, and then each time after they move around the space in response to a question. Teachers and support staff can record responses on the group record sheet for early primary students (or any group they choose to use these recording sheets with)

Students take turns picking out body part cards, and responding to the questions. What will emerge is a picture of what students like and don't like at school. This may be a helpful guide for teachers to support students learning. The more we can help them experience things they like and negotiate with them around the things they don't like, the safer school will be for them.

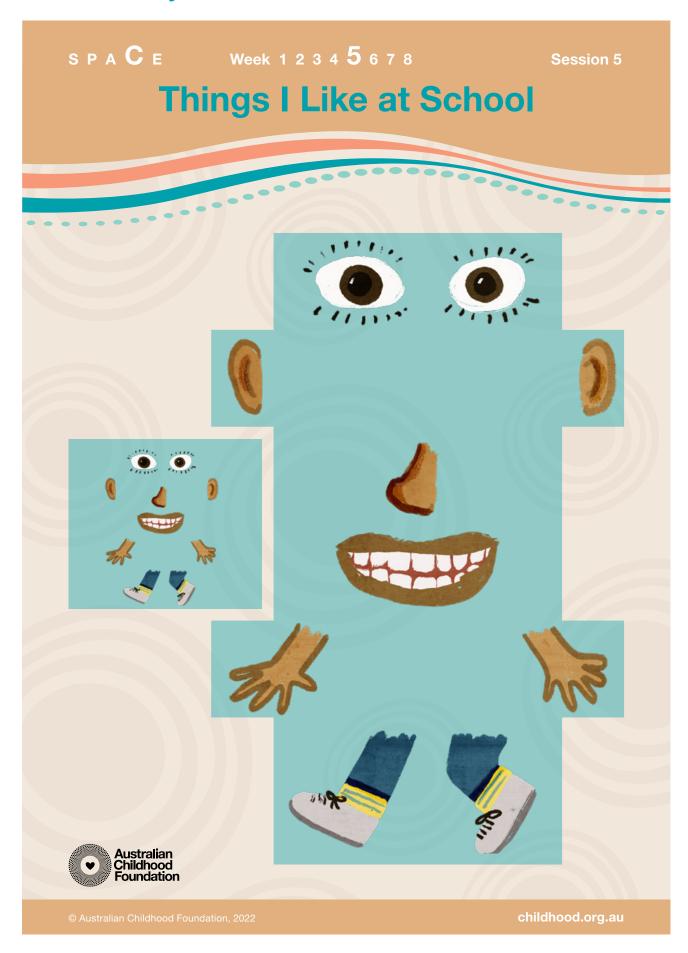
Scrapbook Evidence

Completed individual recording sheets can be glued in scrapbooks.

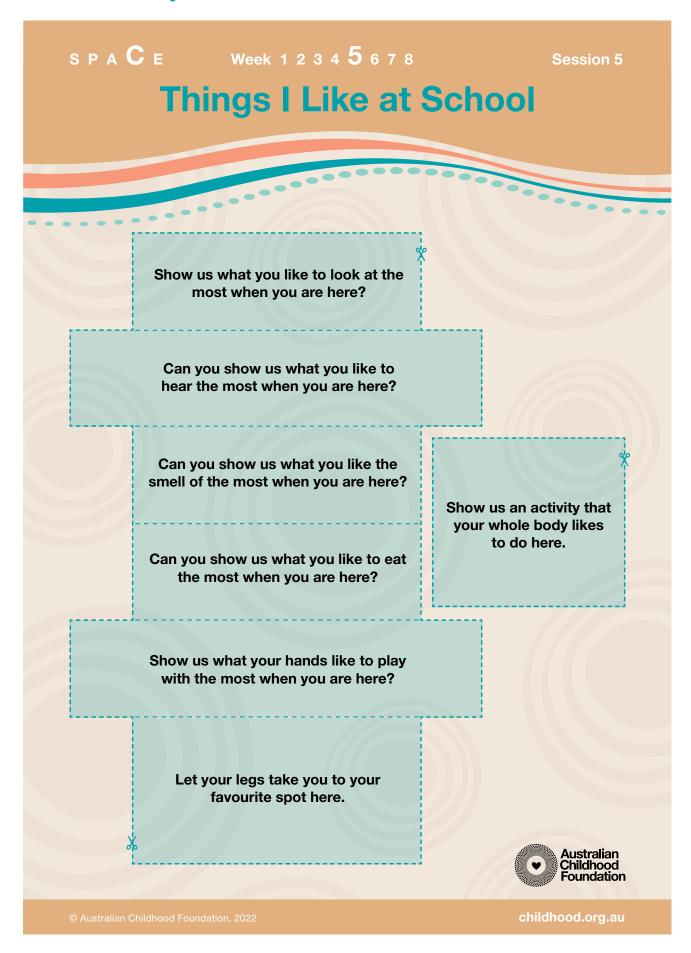
Teachers can record early primary students' responses in their scrapbook from the group record sheet they fill out.



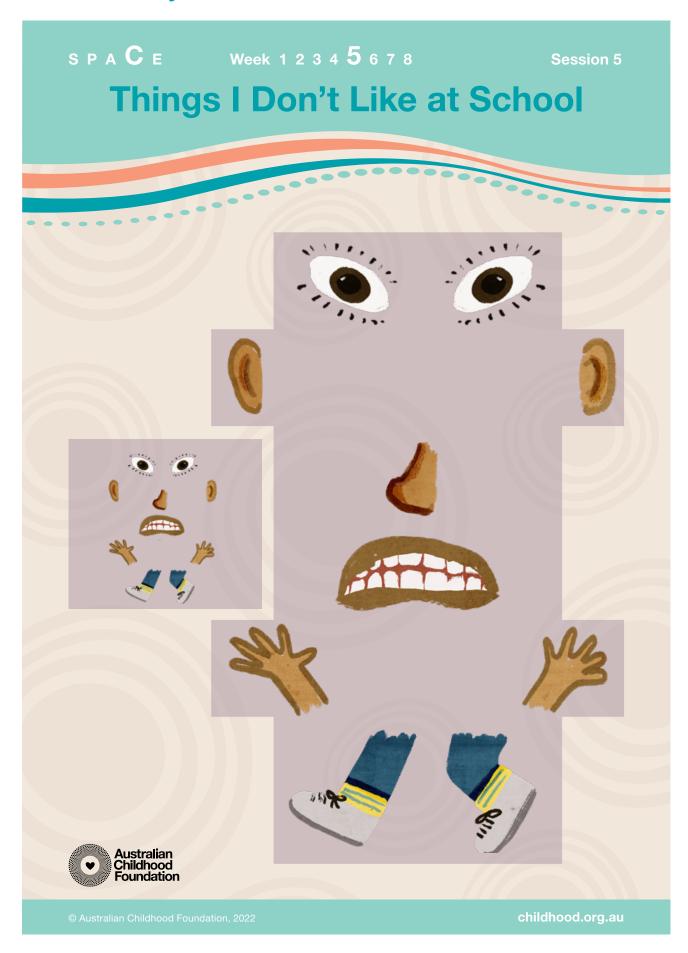
Week 5. Things I Like / Don't Like at School Body Bits. Lesson 5 Activity Sheet - Side A



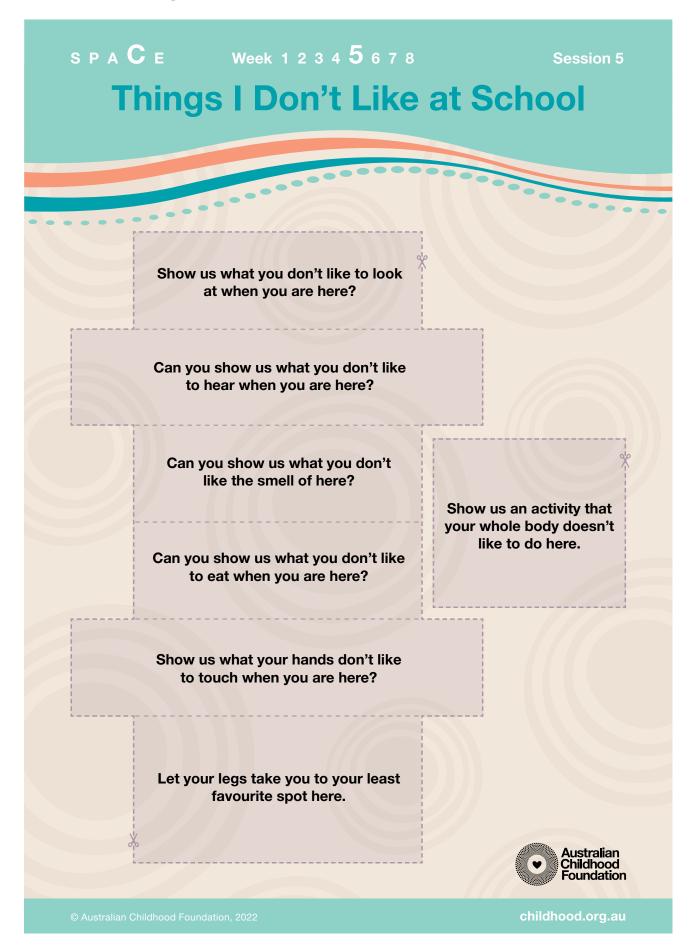
Week 5. Things I Like / Don't Like at School Body Bits. Lesson 5 Activity Sheet - Side B



Week 5. Things I Like / Don't Like at School Body Bits. Lesson 5 Activity Sheet -Side A



Week 5. Things I Like / Don't Like at School Body Bits. Lesson 5 Activity Sheet - Side B

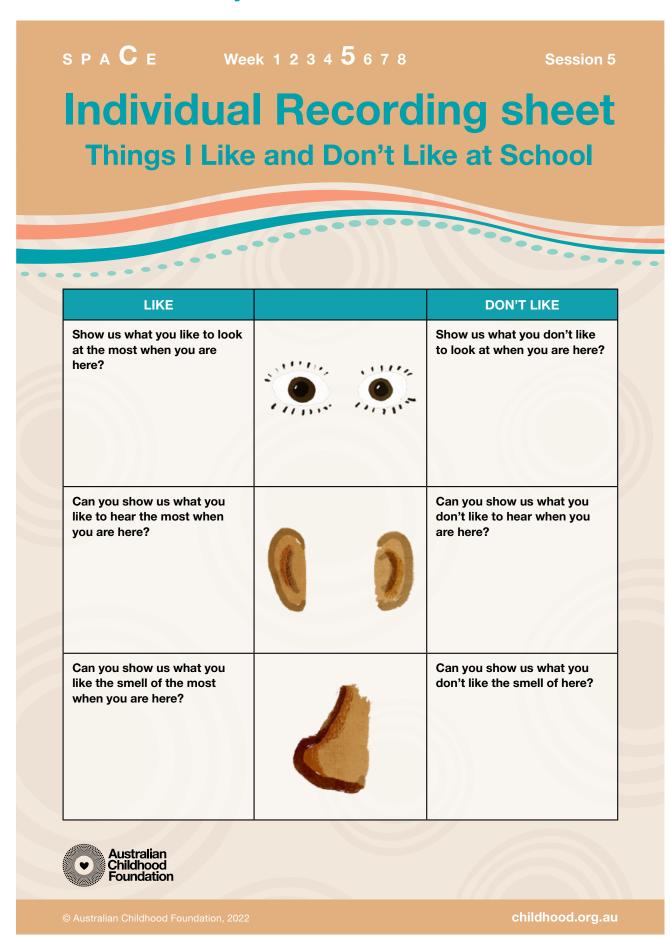












Individual Recording sheet Things I Like and Don't Like at School LIKE **DON'T LIKE** Can you show us what you Can you show us what you like to eat the most when you don't like to eat when you are here? are here? Show us what your hands like Show us what your hands to play with the most when don't like to touch when you you are here? are here? Let your legs take you to your Let your legs take you to your favourite spot here. least favourite spot here. Show us an activity that your Show us an activity that your whole body likes to do here. whole body doesn't like to do here. childhood.org.au

Week 5. The Feeling Safe Week. Key Concepts and Generalisations



SPACE

Week # 1 2 3 4 5 6 7 8

Title: The Feeling Week.

I need to feel safe. I need safe connections in my life.

Key Concepts

All children have the right to feel safe.

Feeling safe means our neural threat circuitry is not turned on, we feel like we have the capacity to cope with what is going on around us, and we have access to the thinking cap part of our brain.

When we are feeling safe, we might show it in a variety of ways, like being curious or playful, exploring, or sharing time with people we feel comfy with, or enjoying being out in nature. Feeling safe can look different for everyone.

Some children don't get to feel safe as much as they have the right to.

All of us have anchors of safety in our lives. Some have bigger, stronger anchors than others.

Learning together about the feeling of safety and what it means for individual children helps us know more about ways we could amplify the felt sense of safety in children's lives.

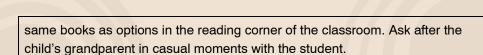
Opportunities for Generalising Learnings

Take note of the drawings and ideas students generated across the week with regard to what a felt sense of safety could mean for them. Are there key people that children reference? Are there any actions that they associate with a felt sense of safety? Are there places that they feel safe in? Then be creative about trying to bring elements of these 'safe' things into student's school days.

Eg. If a child nominates their grandparent as someone who helps them feel safe, see if you can get a photo of the grandparent for the child to access at school. Enquire if the grandparent might be able to write some little notes of encouragement for the student to encounter during the week. Encourage the grandparent to read stories with the child out of school and then provide the



Week 5. The Feeling Safe Week. Key Concepts and Generalisations



Don't just introduce student generated 'safe' ideas in times of activation or rising stress. Bring them into the conversation in times of calm and look to learn more about them with individual students. The more we know about the mechanisms of safety for our students the more we can try to bring elements of them into school spaces.

Challenge students to think about how safe characters might feel in the stories that are encountered in class. What gives us the idea that particular characters might feel safe at different times in stories?

Continue to be on the lookout for animals that might be showing us they feel safe in the world around us. Challenge students to do the same. Share stories with each other about the animals you encounter and how you thought they might have been showing you that they felt safe.

Use the internet to show examples of animals that might be showing us they feel safe or are building safety. Here is a nice example from Izzy's Koala World-https://www.youtube.com/watch?v=tvN6vHmJze8

Seek to build safety across time with students. Don't expect that this will happen quickly, especially for students who have been let down a lot by adults or who have experienced significant adversity over their lifetime. Take small steps with these students. Celebrate little wins and share details of them with colleagues. Expect that it might feel like two steps forward and one step back. Try to take a long view of your growing relationship with students and not let setbacks discourage you.

How safe do you feel at school? Do we as teachers need to add weight to our own anchors of safety to feel more equipped to support students at school? What supports can we access to do this?



Week 6. The Feelings Week. Early Primary Lesson Plan 1

Kimberley SPACE lesson plan SPACE Week 1 2 3 4 5 6 7 8 Lesson 1 Title: Introducing Morty Monster and his feeling faces story. Time: 15 minutes **Objectives** Students will be introduced to Morty the kind, feeling faced, shape shifting monster who loves learning about feelings. Morty can support children to learn more about the range of feelings we all have inside of us, and encourage reflection about our own feeling faces and how they can express how we are feeling. **Differentiation** (if required) This lesson is for early primary students **Materials** Morty Monster doll with 8 facial features tucked in his back pocket. Morty Monster e-story that can be printed out- Morty's Feeling Faces World Championship



Week 6. The Feelings Week. Early Primary Lesson Plan 1

Lesson outline & Activity Instructions

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Children are introduced to Morty Monster. Introduce him playfully, he might be sticking out of a cupboard, or there might be a knock at the door, or he might be found next to the teacher's lunch with a bite taken out of her/his food... etc. Teachers could let children know that he is come from his home in the Big Tree. Teacher reads 'Morty's Feeling Faces World Championship' with the group. Feel free to ham it up as you read it. Build excitement as you slowly turn the page to see if the children can beat Morty to show a feeling face.

Students might like to sit around in a circle to have a talk about the story. As children sit in the circle the teacher might like to pass Morty around for everyone to say hello to.

Here are some example questions teachers might pose as they encourage reflection about the story:

Share your favourite feeling face from the story with everyone.

How many of the six feeling faces can we remember from the story? Can you show us any of the faces?

Share a time when you wore one of the feeling faces from the story.

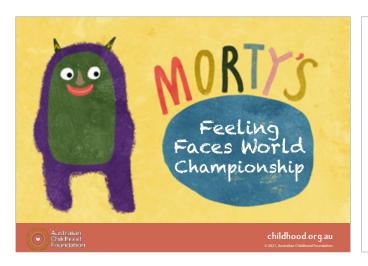
If our faces can show what we are feeling, do you think the rest of our body shows what we are feeling? Let's experiment. How might your body look when you feel really happy? (Encourage the children to show 'happy' with their bodies.) How might your body look when you feel sad? Etc.

Scrapbook Evidence

Take a photo of each child with Morty Monster.



Week 6. The Feelings Week - Lesson 1 Morty's World Championship





Morty Monster is hoping to win the very first Feeling Faces World Championship. The winner is the one who can show the most feeling faces. Every day he stands in front of his mirror trying out feeling faces for hours.

Do you think you might be able to help Morty get ready for the big Ghampionship?

We could start by loosening up our faces. Let's give our faces a rub and try out some silly faces to get going.



Time for a feeling faces challenge with Morty! Your grown-up will read out the feeling faces written on these pages and say GO! Can you make the feeling face before the page is turned to show Morty's feeling face? There are six feeling faces to try.







Week 6. The Feelings Week - Lesson 1 Morty's World Championship



Week 6. The Feelings Week - Lesson 1 Morty's World Championship











Week 6. The Feelings Week. Lesson Plan 1

Kimberley SPACE lesson plan

SPACE

Week 1 2 3 4 5 6 7 8

Lesson 1

Title: Introducing Morty Monster and his feeling faces story.

Time: 15 minutes

Objectives

Students will be introduced to Morty the kind, feeling faced, shape shifting monster who loves learning about feelings. Morty can support children to learn more about the range of feelings we all have inside of us, and encourage reflection about our own feeling faces and how they can express how we are feeling.

	Differentiation (if required)		
Early Primary	Middle Primary	Upper Primary	
N/A- see early primary lesson	Follow lesson plan as	Follow lesson plan as	
plan.	described.	described.	

Materials

- Morty Monster doll with 8 facial features tucked in his back pocket.
- Morty Monster e-story that can be printed out- 'The Day Morty's Face Fell Off'
- · Piece of blank poster paper and texta.
- Camera or phone to take photos



Week 6. The Feelings Week. Lesson Plan 1



Lesson outline & Activity Instructions

Children are introduced to Morty Monster. Introduce him playfully, he might be sticking out of a cupboard, or there might be a knock at the door, or he might be found next to the teacher's lunch with a bite taken out of their food, or he might be sitting next to the whiteboard with a marker in his lap having written his name on the board... etc. Teachers could let children know that he has come from his home in the Big Tree. Teacher reads 'The Day Morty's Face Fell Off' to the group.

Everyone could sit around in a circle to have a talk about the story. As children sit in the circle the teacher might like to pass the Morty doll around so everyone can say hello to him.

Here are some example questions and prompts teachers could pose to the group as they encourage reflection about the story:

Has your face ever fallen off?

Have you ever experimented with your feeling faces like Morty?

How many feelings do you think you might have? Let's make a list on this poster paper of all the feelings we can think of. The teacher writes ideas on poster paper in front of her/him.

Can you think of a time when you could tell what someone was feeling by the look on that person's face?

Let's all pick a feeling from the ones we have written down and make a face that we think might show one of the feelings written down.

If our faces can show what we are feeling, do you think the rest of our body shows what we are feeling? Let's experiment. How might your body look when you feel really happy. How might your body look when you feel sad?

Scrapbook Evidence

Photo of each child holding Morty doll. Photo of class generated feeling words the teacher recorded.



Week 6. The Feelings Week - Lesson 1 The Day Morty's Face Fell Off



Morty Monster was having a bad day. His face kept falling off. Has that ever happened to you?

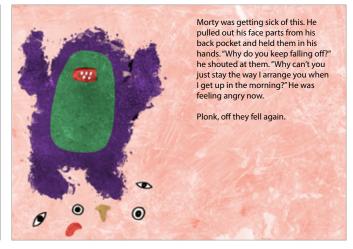
When Morty left his Hollow in the Big Tree that morning it had seemed like the perfect day for a walk. Then things started going wrong.

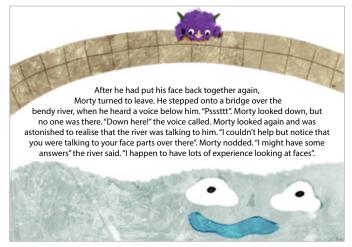
Morty ran into an enormous, empty spider web on a quiet stretch of walking trail and at that moment his face parts fell off onto the ground. Gone was his mouth, and eyes, and nose. He had to feel around for spare face parts in his back pocket to keep going. That was where he kept a collection of spare face parts useful in situations such as this. He re-arranged his face and scooped up his dusty fallen face parts that were lying on the ground.





Morty continued on until he reached an orchard beyond the bendy river. It was wet season and the trees were bursting with delicious looking apples. He plucked one from the closest tree and took a big bite before realising a tiny grub had gotten to his apple before him. Oh, fiddle sticks thought Morty as his face parts fell off again, and once again he needed to remake his face.







Week 6. The Feelings Week - Lesson 1 The Day Morty's Face Fell Off



"Why don't you try it out for yourself?" said the river. "Use me for reflection". Morty had a go. He thought about a happy memory and his face became arranged with a big wide smile and his sparkliest of eyes. Then he turned his smile upside down and that was enough for him to begin feeling sad.





Morty thought back and tried to remember what had happened when his face had fallen off earlier that day. When he ran into the spider web he had felt shocked, and when he bit into the bad apple, he had felt disgusted. It was suddenly obvious to him, his surprises from earlier that day had led to strong feelings and that meant he needed completely new face parts-quickly. "So, that's why I have so many facial features" said Morty, "because I need them to go with my changing feelings."



Morty's mind was ticking over at one hundred miles per hour. What an amazing discovery. His shifting face suddenly felt incredible instead of a pain and his face parts felt like a gift. There was so much to feel he thought to himself. He was going to try out as many feelings as he could with his shifting face. "Thank you, River. I can't tell you how helpful you have been." Morty skipped off in the direction of the Big Tree. He was off home to experiment with feeling faces in his mirror. Morty's heart sang, and he felt a pang of iow

Plonk. After a quick face re-arrange, it was written all over his face.





Have you ever experimented with your feeling faces? How many do you think you might have?

How good are you at reading feelings on other people's faces?

Sometimes people try to hide their feelings behind a face that doesn't match their feelings on the inside. Have you ever noticed this? What were the clues?

Week 6. The Feelings Week. Lesson Plan 2

Kimberley SPACE lesson plan

SPACE

Week 1 2 3 4 5 6 7 8

Lesson 2

Title: Morty's Feeling Faces Bingo

Time: 15 minutes

Objectives

This lesson invites students to play a game of Feeling Faces Bingo with Morty Monster. The game encourages feelings literacy through students and teachers working together to name various Morty Monster feeling faces.

Differentiation (if required)

Early Primary

Teachers might like to print out and laminate the Bingo Playing Board on A3 paper and ask their students to call out feeling words that teachers can write beneath the various Morty pictures. This is instead of expecting students to write these words on their own bingo boards. Teachers should use a permanent marker to write the feeling words down. Teachers might like to ask students to place two counters on their bingo page, rather than four. When teachers read out random Morty feeling faces they can use a whiteboard pen to cross off the referred to Morty face on their A3 bingo page, providing students extra scaffolding around which Morty picture to look at on their page to

Middle Primary

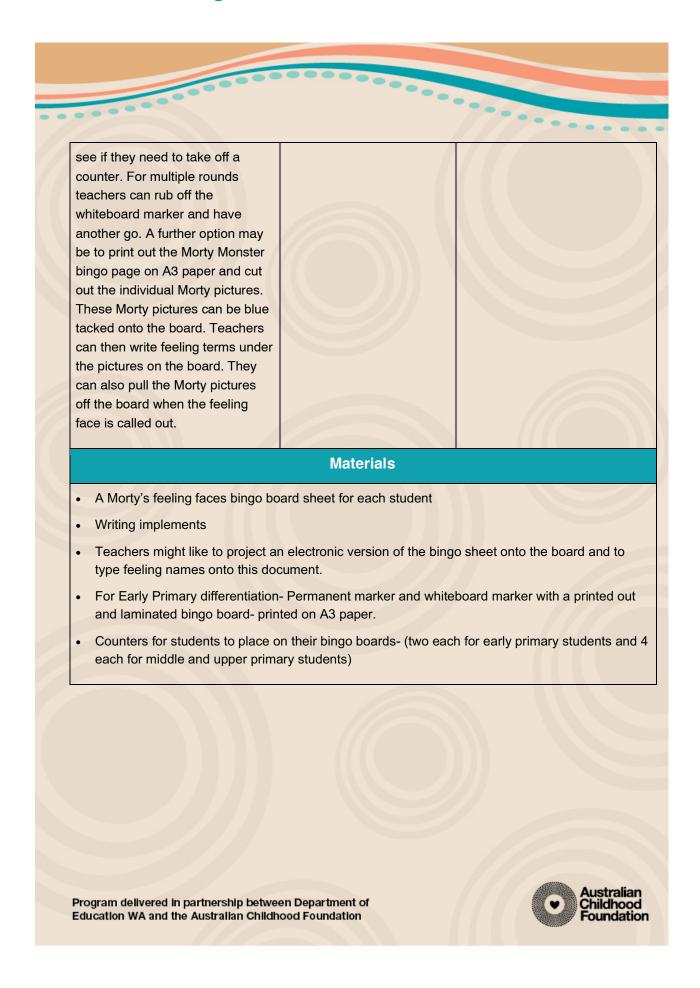
Follow the Morty's Feelings Bingo activity sheet instructions. Refer to the Early Primary differentiation to simplify the game if it would suit your group better.

Upper Primary

Follow the Morty's Feelings
Bingo activity sheet instructions.
Refer to the Early Primary
differentiation to simplify the
game if it would suit your group
better.



Week 6. The Feelings Week. Lesson Plan 2





Lesson outline & Activity Instructions

Instructions for Morty's Feelings Bingo can also be found on the accompanying activity page. Refer to the age group differentiation for simplifying this game for early years students or any students that might benefit.

Morty's Feelings Bingo

- 1. Share the printed out 'Morty Monster Bingo Board' and counters with each student.
- 2. As a group, go through the bingo board to agree on a feeling word that might go under each of Morty's 12 feeling faces. These might be local language words or english words. Students can write these feeling words beneath the agreed upon feeling face on their board. Option teachers can choose to project an electronic version of the playing board onto a screen and type in the feelings the children identify for Morty's feeling faces on the re-writable e-doc. They can refer to this throughout the game by hovering a mouse over each identified feeling face.
- 3. Encourage the students to choose any 4 Morty feeling faces on their board and to put counters on top of each of their 4 chosen feeling faces.
- 4. Explain that when the students hear any of those 4 feeling faces read out, they should take the counter resting on that face off the board. When the bingo announcer reads out all four feeling faces students have had their counters resting on they need to yell out Bingo! Whoever yells out bingo first wins that round.
- 5. Play as many rounds as you like.
- 6. After a while students might like to have a go at being the bingo announcer with the Morty Doll by their side?

Time permitting Morty's Feelings Bingo could inspire some deeper reflections or discussion about feelings. Teachers might wonder out loud if any students can think of a time they felt like Morty felt in any of the bingo pictures? They might follow this by wondering out loud what happened to that feeling, did it get stronger, turn into another feeling, or float away? How long did that take?

Teachers might ask if students have seen anyone with a similar feeling face to one of the ones on the bingo board in the past week? What was that like for them?

Scrapbook Evidence

Students can paste their bingo sheet board into their scrapbook.



Week 6. The Feelings Week - Lesson 2 Morty's Feelings Bingo Activity Sheet

S P A C **E** Week 1 2 3 4 5 **6** 7 8 Lesson 2

Morty's Feelings Bingo

Purpose:

Morty's Feelings Bingo utilizes the many faces of Morty. It is focused on developing feelings literacy and sharing fun together.

Materials:

- · You will need a copy of the accompanying Morty Monster Bingo Board for each student
- Students will need a pencil or pen
- Students will need 4 counters or bits and bobs each to place over chosen feeling faces on their boards.
- Option- you may like to project the re-writable e-version of Morty's Bingo board onto a wall to fill in feeling words with the students.

What you might say and do:

- Morty's back to play his favourite game with us. He looooves Bingo so much he's made up his own version of the game!
- 2. Share the accompanying 'Morty Monster Bingo Board' and counters with the students.
- 3. As a group, go through the bingo board to agree on a feeling word that might go under each of Morty's 12 feeling faces. These might be local language words or english words. Students can write these feeling words beneath the agreed upon feeling face.

Option - teachers can choose to project an electronic version of the playing board onto a screen and type in the feelings the children identify for Morty's feeling faces on the re-writable e-doc. They can refer to this throughout the game by hovering a mouse over each identified feeling face.

4. Encourage the students to choose any 4 Morty feeling faces on their board and to put counters on top of each of their 4 chosen feeling faces.





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Week 6. The Feelings Week - Lesson 2 Morty's Feelings Bingo Activity Sheet

Morty's Feelings Bingo 5. Explain that when the child hears any of those 4 feeling faces read out, they should take the counter resting on that face off the board. When the bingo announcer reads out all four feeling faces students have their counters resting on they need to yell out Bingo! Whoever yells out bingo first wins that round. Play as many rounds as you like. 6. After a while students might like to have a go at being the bingo announcer with the Morty Doll by their side. **Reflective Questions emerging from the game:** Wonder out loud if any of the students can think of a time they felt like Morty felt in any of the bingo pictures? What happened to that feeling, did it get stronger, turn into another feeling, or float away? How long did that take? Have students seen anyone with a similar feeling face to one of the ones on the bingo board in the past week? What was that like for them? childhood.org.au

Week 6. The Feelings Week - Lesson 2 Morty's Feelings Bingo Activity Sheet



Kimberley SPACE lesson plan

SPACE

Week 1 2 3 4 5 6 7 8

Lesson 3

Title: Create your own Morty feeling face.

Time: 15 minutes

Objectives

This lesson invites children to build Morty a feeling face using a paper version of a blank Morty Monster. It encourages them to reflect upon how feelings are parts of the stories we tell and live by giving them a chance to tell a story involving the feeling face they create. Feelings bring colour to our stories and our lives.

Differentiation (if required)

Early Primary

Teachers may wish to print out Paper Morty and his facial features on A3 paper. Precutting out paper Morty and his facial features will probably be useful for many early primary students. Students can then focus on pasting and drawing in a background on whatever paper Morty is glued on.

Middle Primary

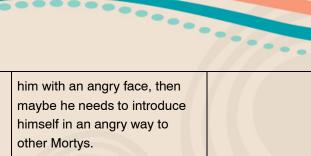
An option other than sticking completed Morty Monsters on big bits of paper and adding a background is for students to use their completed Morty's as puppets.

Students might like to tape a paddle pop stick on the back of their completed Morty's making him into a puppet. Students could then go around the room with their puppets and introduce themselves to other Morty's. Students should introduce their Morty's in a manner consistent with whatever expression they have made on Morty's face. For example, if they have made

Upper Primary

An option that builds upon the possible middle primary differentiation of Morty feeling puppets, is for small groups of students to make up little skits with their various feeling faced Morty puppets. The skits would need to involve whatever feelings the Morty puppets seem to be showing on their faces. With permissions, these skits could be video recorded.





Materials

- · Copies of blank Morty Monster blank page and accompanying facial features page
- · A3 paper to glue Morty Monsters on.
- Glue and scissors and writing/drawing implements
- Option- paper for children to write a sentence or story on.
- Further option- craft paddle pop sticks to turn completed Morty's into puppets.

Lesson outline & Activity Instructions

Provide students with the blank Morty Monster page and feeling face features page.

Students are encouraged to use the feeling face features page and add their own drawings of feeling face features like eyebrows, or cheeks, or extra noses, or eyes, or accessories for Morty. It might be a bow tie, or a bow for his hair, or earrings? Students can then cut out which ever features they like and glue them on their blank Morty Monster.

Students might like to write or tell a sentence about how Morty is feeling when they complete their gluing. They might like to draw a background behind him, or write a story about the Morty they have created.

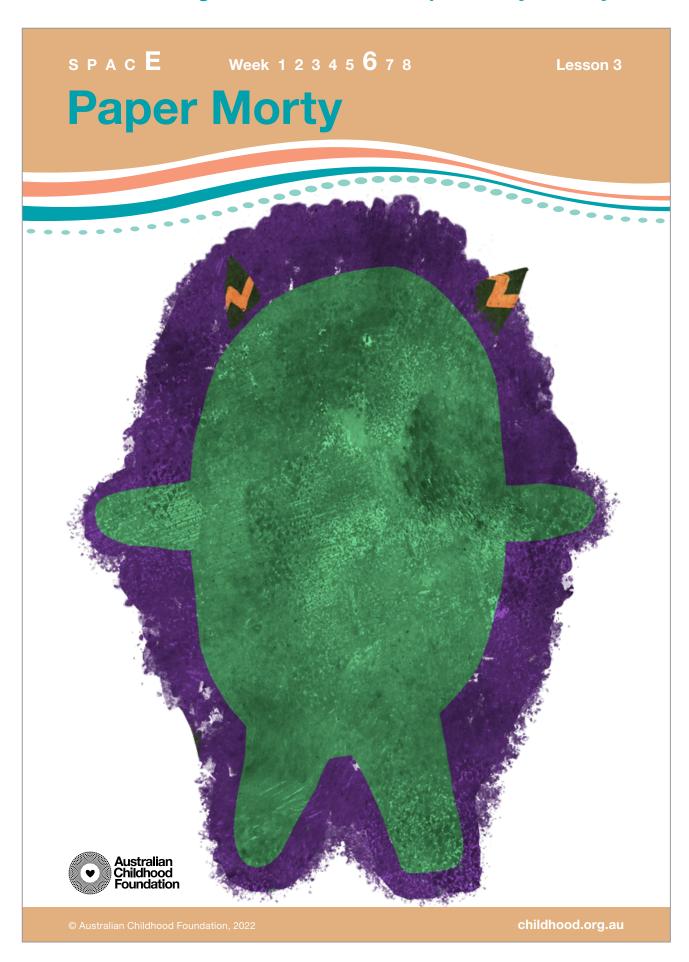
For middle and upper primary students their Morty's might become puppets. See lesson differentiation options for more info.

Scrapbook Evidence

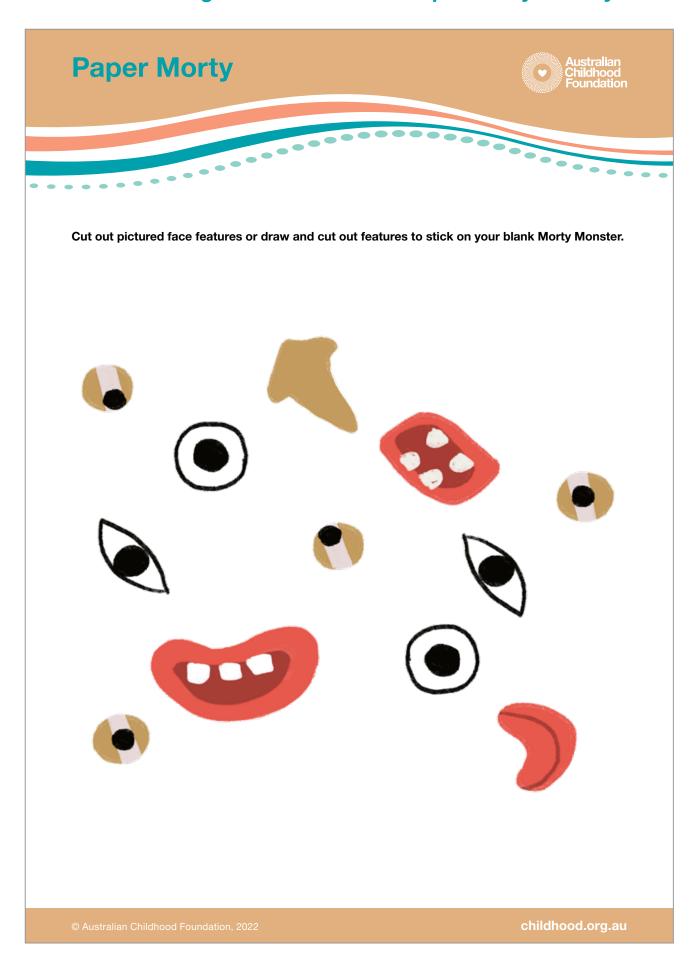
Paste children's version of Morty into their scrapbook, and add in any further comments or stories children contributed in the lesson.



Week 6. The Feelings Week - Lesson 3 Paper Morty Activity Sheet



Week 6. The Feelings Week - Lesson 3 Paper Morty Activity Sheet



Kimberley SPACE lesson plan

SPACE

Week 1 2 3 4 5 6 7 8

Lesson 4

Title: Capturing and collecting our own feeling faces.

Time: 15 minutes

Objectives

This lesson provides the class with the opportunity to create a custom-made resource that can be displayed at school to support children's feelings literacy beyond the life of the program.

Differentiation (if required)

Early Primary

Teachers may need to provide extra scaffolding for early primary students when it comes to demonstrating feeling poses and faces. Some exaggeration might be useful as teachers try to get ideas across.

Middle Primary

Upper Primary

Many upper primary aged students will be able to recognize subtlety around feeling expression. Eg. Happy might look like a little smile, or it might look like a giant grin and someone leaping in the air. It could be good to explore this as a part of the feelings demonstrations. Can anyone think of any other feelings not on the feelings cards that we could include as a part of our class feelings poster?



Materials

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- Camera or phone capable of taking photos that can be printed out
- Mirror (optional)
- Feelings Faces sheet resource (printed out on to A3 paper and individual feelings faces cut
 up to make many feeling faces cards) Teachers to have enough cards for each student to
 get at least one- choose a range of feeling faces for your feeling faces poster. You don't
 have to use all of the feeling faces from the resource.

Lesson outline & Activity Instructions

Everyone sits around in a circle. The teacher has a container filled with feeling face cards that they pass around the circle. Students pick a card randomly from the container each. If you have more students than feeling face cards, make multiple copies of the feeling face cards to hand out. If you have more than one 'happy' card for example, one student might like to express a little bit happy, and another student might like to express very happy when it comes to getting their photo taken.

The teacher goes around the circle and each student holds up their card and the group talk about the feeling written on the cards and on the emoji like face. Teachers might give an example of a typical situation when the feeling might be felt. Everyone at the same time has a go at making a face or body pose that matches the feeling. After each student has talked in the group about the feeling, they leave the circle to get their photo taken posing in a way that demonstrates their feeling card. If you have a mirror, students can look at themselves in the mirror until they are happy with their pose or face. The student then returns to the circle. Teachers and assistant teachers might like to take part in this activity as well.

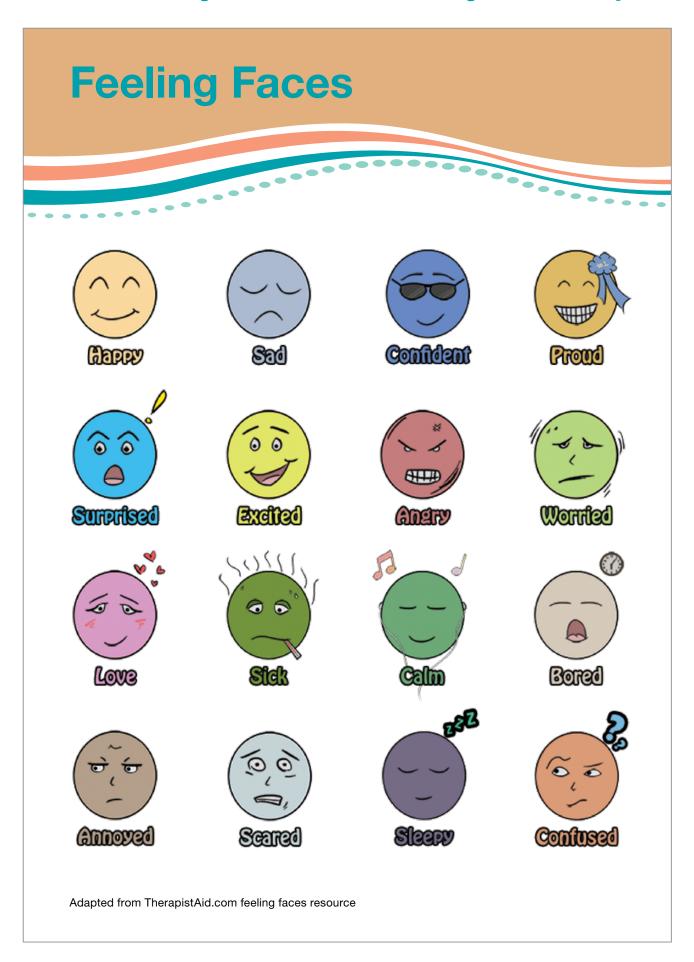
Teachers to later print out the photos and collate them into a classroom feelings faces/poses display with the accompanying feeling words written beneath each photo.

Scrapbook Evidence

Photo of display in the scrapbook



Week 6. The Feelings Week - Lesson 4 Feeling Faces Activity Sheet



Kimberley SPACE lesson plan

SPACE

Week 1 2 3 4 5 6 7 8

Lesson 5

Title: Feelings Thermometers/Scales

Time: 15 minutes

Objectives

This lesson provides students with the opportunity to learn more about the experience of differing intensities of feelings. This is explored through a movement activity.

Differentiation (if required)

Early Primary

Utilise the lesson plan below.

Middle Primary

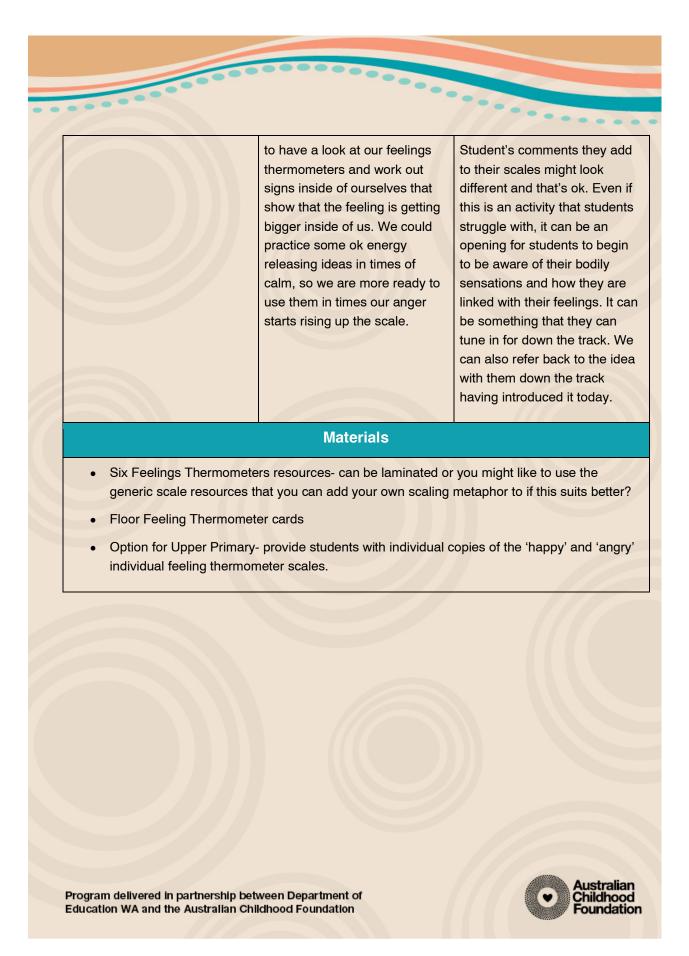
In addition to the lesson plan, groups might like to talk about the following ideas. There are ways that we can support each other if someone's feelings start to get big. We can experiment with ideas for what might support individuals if their feelings start to rise up the scale and feel hard. For example, we can start to think about how we know anger is growing inside us. What happens in our bodies? For some they might start feeling hot under the collar and their body might start to feel like it needs to move. Energy is building. We can work out ideas for what to do with that energy instead of letting it build up to explode. It might be good

Upper Primary

In addition to working through the lesson plan and the middle primary additional content suggestions, upper primary students may be ready for the following activity.

Teachers provide students with the 'happy' and 'angry' feelings thermometers and a writing implement each. Students choose one of the scales and have a think about how it feels in their bodies when they feel a little bit, a bit, some, a fair bit, and very much of which ever feeling they choose. They then write words at the different levels of the scale describing what they think they feel in their body at the different points on the scale.







Lesson outline & Activity Instructions

Teacher reviews how we have learned about many kinds of feelings so far. What we haven't talked about is how sometimes you can feel a little bit of a feeling, and other times you can feel a lot of a feeling. Sometimes a feeling might feel really loud or strong in your mind and body, sometimes it might feel really soft or little inside. This happens for everyone.

Teachers can utilize the key idea of a thermometer as a scaling tool for feelings and use the provided feelings thermometers pages. There may be another scaling idea that would work better for the students in your school. For instance, a river gauge, or a volume knob on a stereo? Or something else that you can swap in, instead of a thermometer. We have provided a set of scaled feeling faces without a thermometer for you to insert your own scaling idea should you wish to. (The following description will be based around the use of a thermometer for ease of description.)

Today we have thermometers which can help us learn about different sized feelings that happen for all of us. Thermometers measure the change in the temperature which moves up and down, just like our feelings can change up and down. Let's think about 'happy.' Sometimes we can feel a little bit happy- draw a little bit of mercury in the thermometer, provide a relevant example, other times we might feel really happy or overjoyed- draw in mercury to the top of the thermometer- provide a relevant example.

Floor Thermometer Game

Set up a floor thermometer/scale by printing the scale cards on A3 paper, cutting them out and placing them in order in a line across the room. Invite students to stand at one end of the room, before the 'a little bit' marker. Use happy and angry as feelings to explore feeling intensity with students. These two feelings have been chosen and scenarios have been picked out that hopefully will not be too activitating for students. Feel free to add in locally relevant scenarios with the view to them not being too emotionally activating for students.

The teacher then reads out prompts/scenarios and invites students to think about how much feeling they feel in response to the prompt. They should be reminded that there is no right or wrong answers. People's responses might be different and that's ok. As students evaluate how much of the feeling the prompt stirs inside of them they need to move along the floor in line with the marker that best suits the amount of feeling that they think they would feel if the prompt happened.

Scenarios to read out for the Happy Floor Thermometer

When you get your favourite food for dinner



- When your footy team wins the grand final
- When you catch a fish
- When you win \$1000,000
- · When you get to eat an ice cream
- When you get to go to your favourite place in the world

Scenarios to read out for the Angry Floor Thermometer

- · When someone borrows something of yours and breaks it
- · When you have nearly caught a really big fish but it gets away
- When people don't listen to what you have to say
- When someone on your footy team kicks a goal but the umpire says it's just a point

•••••

- · When your bike tyre gets a puncture and goes flat as you're riding somewhere
- When people think they know what you want without asking you

As the activity progresses, pause to note how our feelings are not like a light switch, either on or off, they are more like the volume button on a music player- they can feel loud and they can feel soft. Feelings shift all the time in response to things that happen, and not everyone will have the same level of feeling in response to the thing that happened. We are all different and that is ok.

Possible Discussion Questions

What did you learn about feelings today?

Which things that I said in the game brought out the strongest feelings for you?

Introduce all of the 6 Feelings thermometers that might be useful to hang around the room somewhere. Invite students to use them to get clearer about the level of feeling they are experiencing, and/or to point to, to show others how they are feeling.

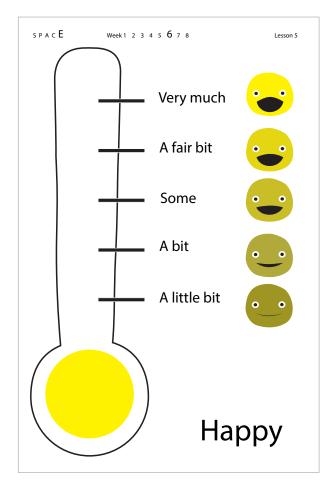
Scrapbook Evidence

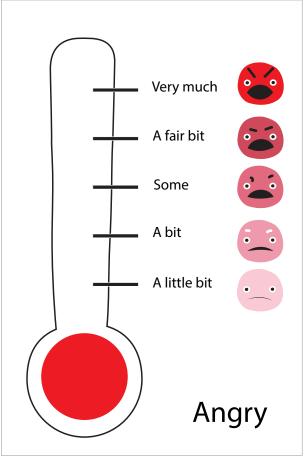
Photo/s of students playing the scaling activity game

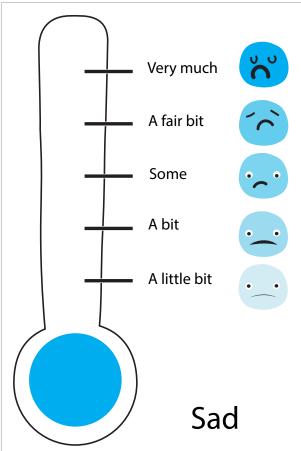
Copy of individual feelings scales if attempted by upper primary students.

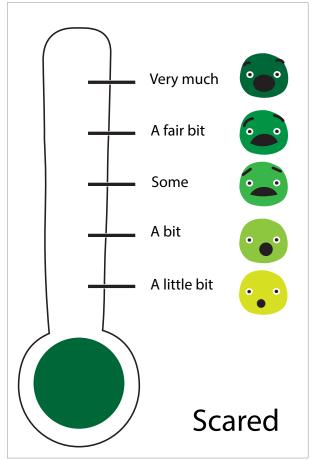


Week 6. The Feelings Week - Lesson 5 Thermometer Feeling Faces Activity Sheet

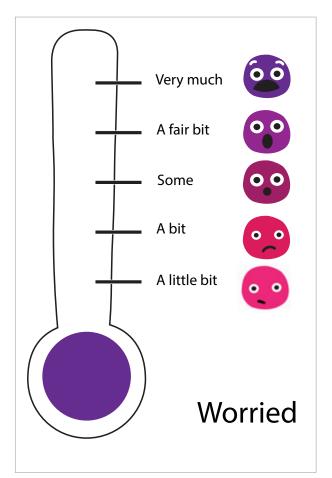


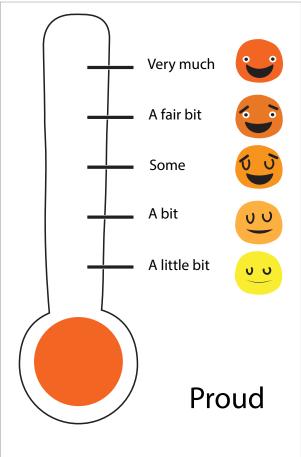






Week 6. The Feelings Week - Lesson 5 Thermometer Feeling Faces Activity Sheet





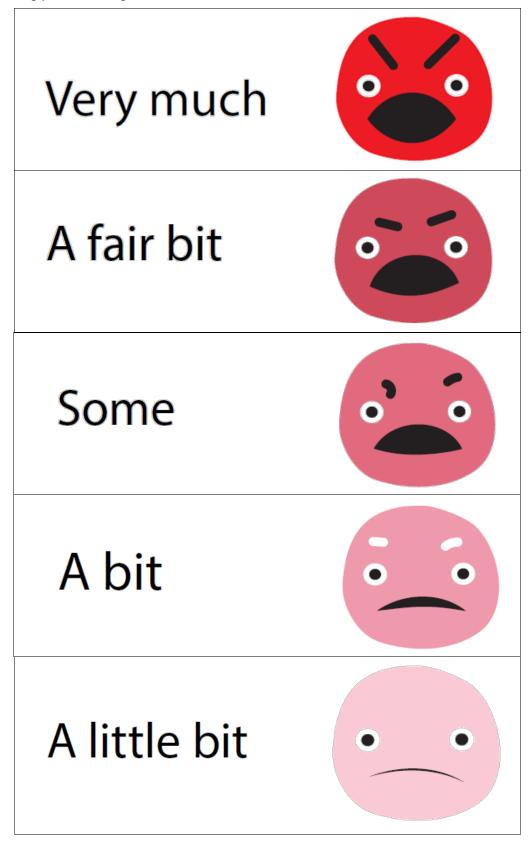
Week 6. The Feelings Week - Lesson 5 Floor Feeling Scaling Cards Activity Sheet

Happy Floor Scaling Cards (print on A3 and cut out cards)

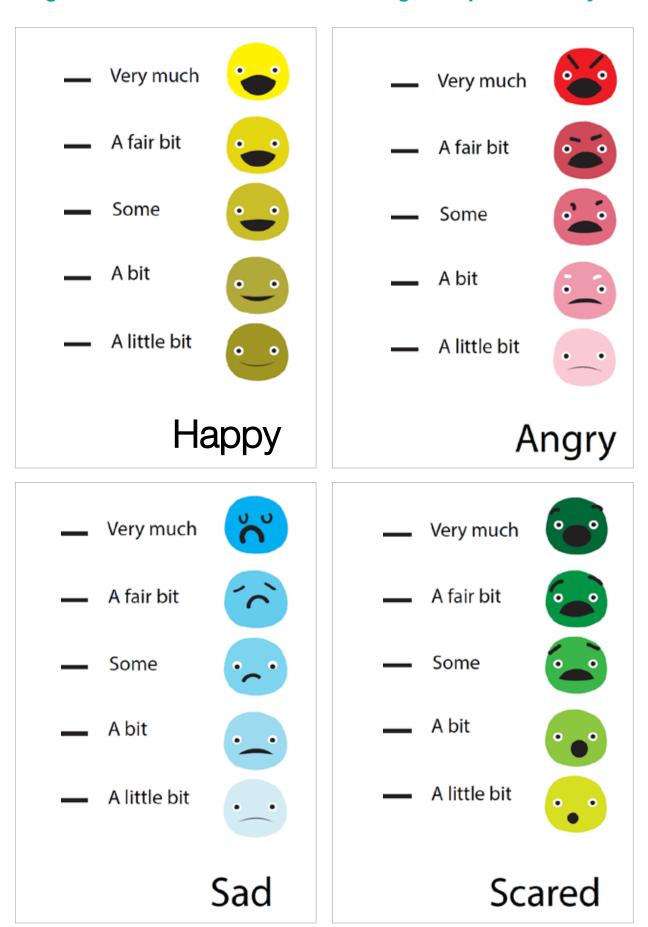


Week 6. The Feelings Week - Lesson 5 Floor Feeling Scaling Cards Activity Sheet

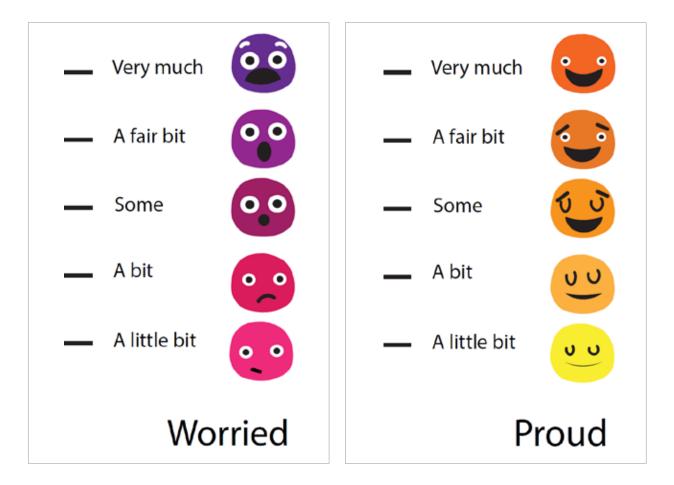
Angry Floor Scaling Cards (print on A3 and cut out cards)



Week 6. The Feelings Week - Lesson 5 Feeling Faces - Choose Your Own Scaling Metaphor Activity Sheet



Week 6. The Feelings Week - Lesson 5 Feeling Faces - Choose Your Own Scaling Metaphor Activity Sheet



Week 6. The Feelings Week. Key Concepts and Generalisations

Key Concepts and Generalisations

SPACE

Week # 1 2 3 4 5 6 7 8

Title: I grow stronger as I learn more about what makes me, me. The Feelings Week

Key Concepts

Everyone has feelings and all feelings are ok.

Our feelings signify that something meaningful is occurring for us.

Our faces and bodies can show on the outside how we are feeling on the inside.

We can watch others' faces and bodies to learn more about how they might be feeling.

Individual feelings are not like on or off switches, they exist on a spectrum. For example, you could be a bit annoyed, angry, or furious.

Opportunities for Generalising Learnings

The hard copy resources that emerge from this week eg. 6 feeling faces scales, and the feeling faces poster could be hung somewhere in the learning space for continued reference. Please adapt these resources for your local context. For example, students might like to create language for their own feeling scale- it may be from small to big, rather than a little bit to very much.

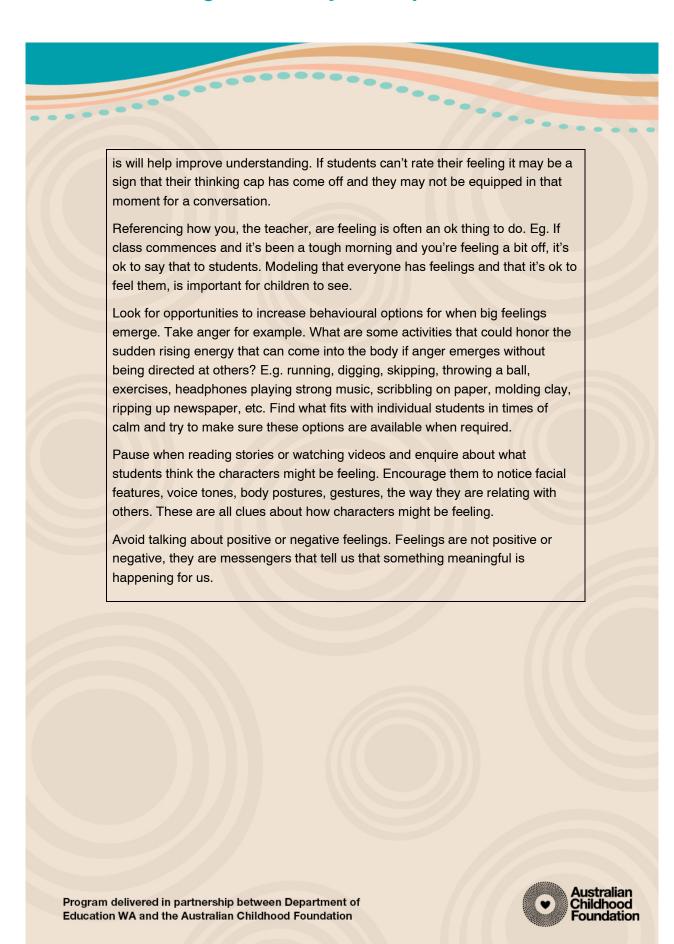
It may be that when they don't feel like they have words for how they are feeling, students can point to one of the hard copy resources hanging on the wall to express how they are feeling inside.

Morty Monster could continue to be a 'Feelings Mentor' in the classroom. Students and teachers could continue to change his feeling face around for everyone to speculate on what he might be feeling today? Students could add more facial features to Morty by drawing them on paper and staff laminating them and putting a valcro sticky dot on the back of them so they can stick on Morty's spots.

Acknowledging when 'big feelings' emerge in the room with reference to the feeling face scale could be useful. Asking a student to rate how big their feeling



Week 6. The Feelings Week. Key Concepts and Generalisations



Kimberley SPACE lesson plan

SPAC E Week 1 2 3 4 5 6 7 8

Lesson 1

Title: 'About Me' Ball Toss

Time: 15 minutes

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Objectives

To bring focus to the special and varied identities of those in our classroom. Today students share things that they know about themselves through a movement-based, ball tossing activity.

Differentiation (if required)

Early Primary

Teacher reads out sentence starters written on the ball. The group can gather in a circle and the ball may be tossed between students or rolled around on the floor between them.

Middle Primary

Teacher or students read out sentence starters written on the ball.

Upper Primary

Students or teacher reads out sentence starters written on the ball.

Materials

- Segmented ball- a basketball would be perfect.
- The teacher needs to write 'about me' sentence starters in the various segments of the ball.
 A permanent marker would be best for this task. We suggest the following eight 'about me'
 sentence starters, however if you want to add more, or other 'about me' sentence starters,
 go for it.
- I am... I like... I don't like... I know... I am feeling... I would like to go... I hope... I wonder...





Lesson outline & Activity Instructions

This week is all about students getting to know themselves and each other in a different ways. Today we begin with a movement based, ball tossing activity as a way into how we know ourselves.

Students and teacher to gather around in a circle.

The teacher introduces the game. We are going to play a game that will help us learn more about each other. On this ball are eight sentence starters that everyone will get to finish off. Some people's answers might be the same, other people's answers might be different. There are no wrong answers to these sentence starters, and it is up to you as to how much you feel like saying.

The game can operate in a few different ways. The teacher could start off by reading out a sentence starter and responding before throwing the ball to the next person etc. This is a good strategy for groups with students who require literacy support to read the sentence starters. All students should be given the opportunity to have a go at responding and throwing the ball on before the ball returns to the teacher who repeats the process with the next sentence starter.

Another way the game could go is for a student to choose a sentence starter to respond to, before the ball is passed on around the group and then everyone responds. A further way the game could run is that when someone catches the ball, whatever question segment their right thumb sits above is the sentence starter they can respond to. If they have already had a go at that sentence starter, they could throw the ball up in the air to themselves to see where their right thumb lands next as they take their turn.

The game works well when momentum is achieved. It encourages students to share about themselves in a quick kind of way that they don't have to think too much about.

Once everyone has had a go at responding to each of the sentence starters the teacher might summarize anything new and interesting that the group has learned about individuals.

Scrapbook Evidence



Kimberley SPACE lesson plans

SPACE

Week 1 2 3 4 5 6 7 8

Lesson 2 and 3

Title: Self Portraits

Time: 15 mins per session

Objectives

Lesson two and three invite students to create self-portraits or collages.

Differentiation (if required)

Early Primary

Invite students who finish their portraits early to create other representations of important people in their lives

Middle Primary

Follow the lesson plan.

Upper Primary

Follow the lesson plan.

Materials

Art Materials such as:

- Paper or canvases
- Acrylic paints, paint brushes, paint pallets for mixing colours, art smocks, cotton buds for paint application
- Or Collage materials, such as magazines, coloured paper, newspaper, cellophane, textiles, string, ribbons, wool, etc.
- · Or charcoal for drawing





Lesson outline & Activity Instructions

Today we invite students to begin creating self portraits or representations with the art materials that they have available at school. To inspire student's creative juices teachers might like to show some professional artist's portraits from the history of the Archibald prize-

https://www.artgallery.nsw.gov.au/prizes/archibald/
You can see from these professional artists that there is no one way of making a portrait. Note the winner of the 2020 Archibald prize, indigenous artist Vincent Namatjira who grew up in WA and his painting of himself and Adam Goodes.

Students are invited to think about the shapes and colours they might use to use to create their portraits. Will there be a background for their piece? If so where will that be? There is no wrong way of creating a self-portrait and everyone's will be different. Students don't have to worry about finishing off their creation today as they can come back again tomorrow to have another go.

For early primary students that complete the task quickly they might like to create more than one image. They might like to create images of important people in their lives- like what painters do for the Archibald.

Remember to write your name somewhere in the corner of your art work if you like.

Scrapbook Evidence

Stick in a photo of the self-portrait and any other representations that the student creates.



Kimberley SPACE lesson plan

Lesson 4

Title: Self Portraits - Description

Time: 15 mins

Objectives

Today is a chance for students to come up with a description to sit alongside their portrait and to share their creations with each other.

Differentiation (if required)

Early Primary

'Show and tell' with teacher's scribing little descriptions of children's portraits.

Middle Primary

Students to write small descriptions of their portraits to be hung up next to their art works that can be displayed around the classroom.

Upper Primary

Students to write small descriptions of their portraits to be hung up next to their art works that can be displayed around the classroom.

Materials

- Small rectangles of paper for students' portrait descriptions.
- Writing implements



Lesson outline & Activity Instructions

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Students' self-portraits should be dry by now.

For Middle and Upper Primary- When you visit a gallery you might notice little descriptions hung beside some of the paintings that tell you a bit about them. Today's session invites children to think about what description they would like to have beside their portrait in the classroom gallery that teachers can create with the students' self-portraits. It might be a few words or a sentence or two that students come up with to describe their piece eg. At the river having fun or A picture of me aged 8 or Me in my favourite t'shirt, etc. Make sure students also print their name on these description plaques as well.

Following this, students could be invited to share their work with the rest of the group. They could hold up their self-portraits and tell the rest of the group a bit about them. Teachers could point out what they like about each portrait.

For Early Primary- Students are invited to 'show and tell' about their portrait with the rest of the group. As they stand up and talk about their art-work the teacher can write down a little description of the student's portrait using the children's words as much as possible.

Following today's session teachers can hang up student's portraits for display for the upcoming program sharing session, with student's little descriptions hung alongside of the art works.

Scrapbook Evidence

Paste in photo of art-work description or re-write portrait description in student's scrapbooks.



Kimberley SPACE lesson plan

S P A C E Week 1 2 3 4 5 6 7 8 Lesson 5

Title: Sharing Warm Fuzzies Time: 15 mins

Objectives

Today students can learn more about how others in their class perceive them through a game known as 'Sharing Warm Fuzzies.'

Differentiation (if required)		
Early Primary	Middle Primary	Upper Primary
Choose the Verbal Warm Fuzzies game to play.	Play the version of the Warm Fuzzies game that suits your cohort best.	Play the version of the Warm Fuzzies game that suits your cohort best.

Materials

- Materials For Written Warm Fuzzies Game- Teachers to pre-prepare an A4 sheet for each student. The A4 sheets should have the child's name at the top and a positive comment about the child written somewhere on the page, leaving plenty of room for others to add further comments.
- Teachers should provide a texta (not a permanent marker) to each student for the game.
- Sticky tape to stick the A4 sheet onto student's backs.
- Materials For Verbal Warm Fuzzies Game- Morty Monster Doll and teachers might like to note down a warm and fuzzy comment to make for each of their students.





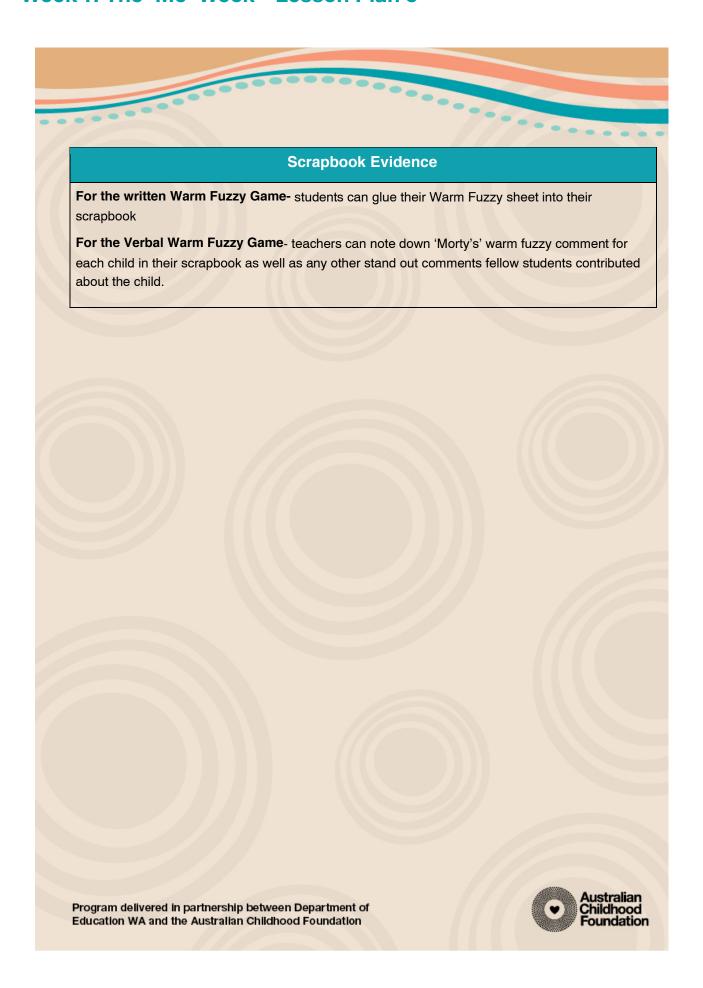
Lesson outline & Activity Instructions

So far this week, students have been encouraged to reflect upon their identity and to reveal more about their sense of self. Today's session provides the opportunity for students to learn about how their classmates and teachers perceive them. This might encourage students to think about how what we know about ourselves does not always match what others know about us.

The game for middle and upper primary student groups with sufficient literacy skills is a writing based version of 'Sharing Warm Fuzzies.' It involves teachers preparing an A4 sheet per student that can be taped to their backs. When each student has a 'warm fuzzy' sheet on their back and a texta in their hand they are ready to go. Teachers can explain to students that we are going to share warm and fuzzy things we know about our classmates by writing them on the A4 sheets on their classmates' backs. Comments that can be written on the backs of classmates need to be positive. While students move around the room writing comments on others pages, their classmates will be writing comments on their A4 page. Teaching staff should circulate around the room monitoring the comments as the game progresses. The class might like some background music to be played as the game progresses. After people have had the chance to write lots of comments, people can help each other take the sheets off their backs and they can read the comments.

'Sharing Warm Fuzzies' for early primary students, (or any year level), can be adapted into a verbal game. For this version, everyone sits around in a circle and the teacher re-introduces the Morty Monster doll. Morty is warm and fuzzy and wants to share with the class his favourite game called 'Warm Fuzzies.' The teacher hands Morty Monster to a child sitting beside them. The child can give Morty a hug or high 5 before Morty goes back to the teacher. Then the teacher can pretend that Morty is whispering in her/his ear something that he has noticed about the child since arriving at school- 'a warm and fuzzy comment.' The teacher says this out loud to the class as Morty's interpreter. Other children and support staff should be given the chance to add a positive warm fuzzy about the child as well before the Morty doll moves on to the next child in the circle to share a high 5 or a hug and then returns to the teacher to interpret their warm fuzzy comment from Morty. Morty continues to make his way around the whole group before the game finishes.





Week 7. The 'Me' Week - Key Concepts and Generalisations

Key Concepts and Generalisations

SPACE

Week # 1 2 3 4 5 6 7 8

Title: The 'Me' week

I know more about my own special story.

Key Concepts

We are the same in some ways and different in other ways.

The way we represent ourselves in portraits and words can reveal information about how we understand ourselves.

We can compare our own self-perceptions with what our classmates say they know about us.

Opportunities for Generalising Learnings

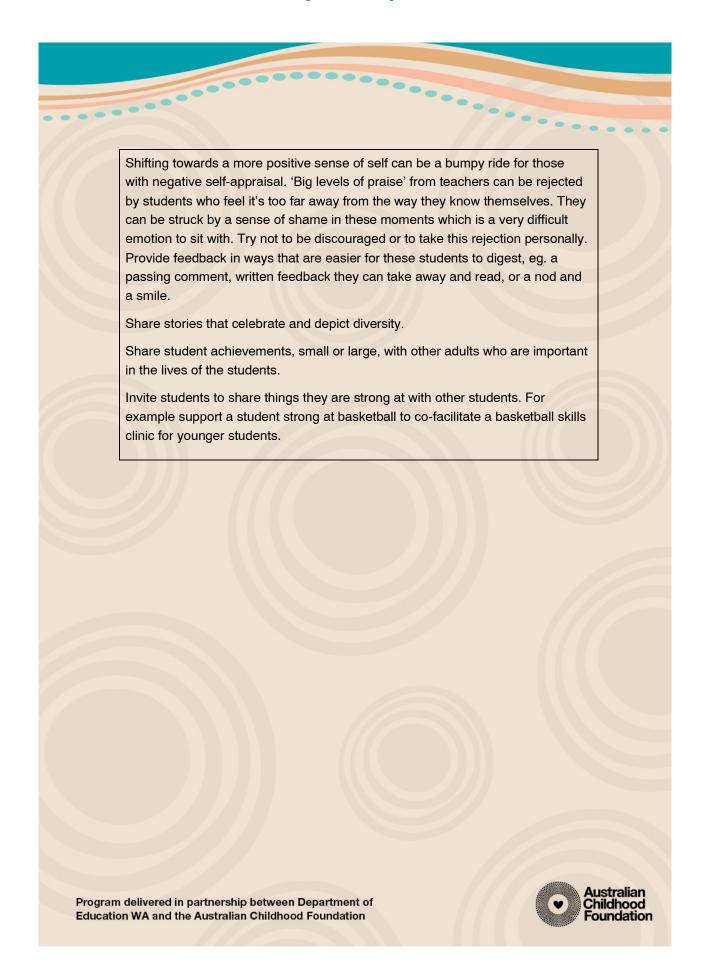
Note ways students describe and represent aspects of themselves over this week. Did anything unexpected emerge? Did you learn new things about each other? New hobbies, preferences, strengths, hopes or dreams? Can you utilize this new information to enrich relationships and teaching and motivation strategies?

The way students understand themselves can be influenced over time by the way adults listen, show understanding, and interact with them. Adult's words, not just the content, but also the tone and expression can make a difference. Adult's body postures and gestures around students can also make a difference. Our actions can feed into how students come to understand themselves. What messages are you sending out?

Growing the way we understand ourselves is a process supported by repeated messaging from those around us. For example, a teacher telling a student that believes they are 'dumb' that they are 'not dumb.' is not likely to change the student's self-perception. That student needs to be supported over time to experience little instances of accomplishment that can be noticed in subtle ways by teachers to be supported in their shifting sense of self.



Week 7. The 'Me' Week - Key Concepts and Generalisations



Week 8. The Reflective Week - Lesson Plan 1

Kimberley SPACE lesson plan

SPACE

Week 1 2 3 4 5 6 7 8

Lesson 1

Title: Group Reflection and Teacher Observations shared

Time: 15 mins

Objectives

This week is about reflecting on what has been created, what has been learned, and what has been enjoyed. Over the last seven weeks we have learned about the brain, what we need to grow up healthy and strong, what connection means to us, who and what we can count on, what safety looks like, our feelings, and a bit more about who we are. In week 8 we invite you to take some time to remember the different activities we have created together.

Today's lesson re-orientates students to the curriculum they have progressed through as a part of the program. Today builds in time for teachers to provide feedback to students about what they have learned about students across the life of the program. An important tenant of this program is that it creates a space for key adults in the lives of students to learn more about their needs. It is important we take some time for students to recognize that their needs are seen and heard by teachers.

Differentiation (if required)

Early Primary

Early primary students will likely need strong scaffolding around today's reflective conversation. Holding up pieces of work across the weeks and referring children to their scrapbooks can be useful structure to guide students through the weeks. Teachers might like to write/draw a timeline of the program on the whiteboard/blackboard- eg. Write weeks 1-7 down the

Middle Primary

Teachers might like to write/draw a timeline of the program on the whiteboard/blackboard - eg. Write weeks 1-7 down the board and refer to them as you go.

Wk. 1 The Brain House

Wk. 2 The healthy mind, heart, and spirit week

Upper Primary

Teachers might like to write/draw a timeline of the program on the whiteboard/blackboard- eg. Write weeks 1-7 down the board and refer to them as you go.

Wk. 1 The Brain House

Wk. 2 The healthy mind, heart, and spirit week



Week 8. The Reflective Week - Lesson Plan 1

board and refer to them as you go.

Possible diagrams for the board to scaffold program timeline

Wk. 1 Draw a simple brain House

Wk. 2 Draw a body outline

Wk. 3 Draw a hand

Wk. 4 Draw a quick eco-map

Wk. 5 Draw an animal 'feeling safe'

Wk. 6 Draw Morty Monster

Wk. 7 Draw a self-portrait representation

Wk. 3 The Hand week-things we can count on

Wk. 4 The Connection Weekeco mapping

Wk. 5 The Feeling Safe Week

Wk. 6 The Feelings Week with Morty Monster

Wk. 7 The 'Me' Week

Wk. 3 The Hand week-things we can count on

Wk. 4 The Connection Weekeco mapping

Wk. 5 The Feeling Safe Week

Wk. 6 The Feelings Week with Morty Monster

Wk. 7 The 'Me' Week

Materials

- Scrapbook with content created over the program
- Art and resources generated as a part of the program
- Teachers to pre-prepare at least one comment or highlight to share with the group about the involvement of each individual student in their program group.





Lesson outline & Activity Instructions

Gather in a circle together with scrapbooks and other art-based outputs that students have created over the course of the program. Morty Monster might like to be a part of the circle today too.

Teacher to re-cap what we have learned about over the past seven weeks- our brains, what we need to grow up healthy and strong, what connection means to us, who and what we can count on, what safety looks like, our feelings, and a bit more about who we are. As the teacher goes through the weeks students might like to turn to the relevant pages in their scrapbooks, or look towards the art based outputs associated with each week, eg. Hand tree, feeling faces scaling tools, feeling faces poster, body outlines.

Teacher to share one or more positive memories or highlights from the program for each of the students in the group and to thank them for their participation. This part is important as the idea of the program is for children's needs to become clearer to themselves and to their adults around them. You are an important adult in the lives of the students you teach.

Teachers should note with the students that in the following session they will be asked to share their ideas about what it was like going through the Kimberley SPACE program. Also, at end of this week we will be having a sharing/yarning session when we will invite some special people along to have a look at the things we have been doing and making together as a part of this program. (Each school needs to decide who this person/people might be- it might be Community Elders, someone in a school leadership role, or parents/carers if available.)

Scrapbook Evidence



Kimberley SPACE lesson plan

SPACE

Week 1 2 3 4 5 6 7 8

Lesson 2

Title: Students evaluate the program

Time: 15 mins

Objectives

Today's lesson gives students the opportunity to provide feedback about their Kimberley SPACE program experiences.

	Differentiation (if required)	
Early Primary	Middle Primary	Upper Primary
See below differentiation	See below differentiation	See below differentiation

Materials

- For Early Years differentiation- set out student generated content from each week in stations around the space.
- For Other years- project photos of student program involvement across the weeks.

Lesson outline & Activity Instructions

Teachers should note that it is up to students to choose if their program reflections are recorded and passed on to program evaluators. If students wish for their ideas to not be collected, then that is their right. Teachers should speak with students about their participation as this lesson begins.

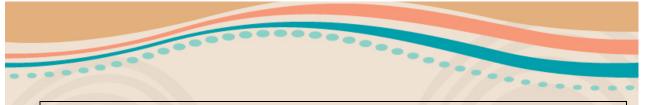
For Early Years (although the following may be useful for other aged student cohorts depending upon learning needs)

Provide stations around the room with reminders of each of the week's themes and content to scaffold student's reflections about the program.

Things to consider including for Early Years stations:

Wk. 1 The Brain House- Examples of Brain houses that student's constructed





Wk. 2 The healthy mind, heart, and spirit week- Body outline colouring-ins the student's made

Wk. 3 The Hand week-things we can count on – The Tree of Hands (if you made one) or hand related pictures the students made. You might have a ball or pencil or other item that was used for the 'hand to hand attunement' activity.

Wk. 4 The Connection Week- Examples of eco-maps the students made

Wk. 5 The Feeling Safe Week- The 'Feeling Safe' pages the students made (or booklet if you collated them) and the colouring booklet and/or Feeling Safe e-book printed out.

Wk. 6 The Feelings Week with Morty Monster- Morty Monster doll, Morty Bingo sheet, the student's paper Mortys, and Feeling Faces Scales

Wk. 7 The 'Me' Week- Student's self-portraits and the segmented ball with sentence starters written on it.

Teachers and their group can travel through the weeks via the stations. As the group moves to each new station teachers might like to collect student reflections about the weeks. This could be done through videoing or audio recording of students, or through teachers jotting down student ideas and responses. Teachers might like to offer a quick re-cap of the weekly themes at each station.

Teachers can invite students to rate each week as they come to each station through providing a thumbs up do thumbs in the middle, or thumbs down response. Teachers could take a photo or video of students providing their ratings in front of each station as a record.

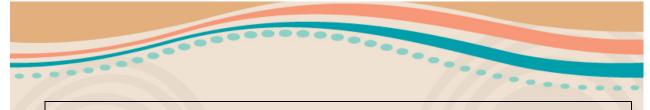
Teachers can follow up the thumbs ratings by asking students about why they provided the ratings they provided. What did they like about that particular week? What didn't they like doing in that week?

After the final station, teachers could ask students to let their legs take them back to their favourite week (station) of all the weeks. Teachers could record students' preferences by taking a photo.

Middle and Upper Primary

For middle primary students sitting in a circle together and using the pages from student scrapbooks as reflective prompts across the weeks could be useful. This might be done by passing Morty Monster around the circle and when he gets to each student they share a page from their scrapbook that lines up with the week in focus. The teacher could encourage the students to say something about their experience at that time. The teacher could record student's responses through video, or jotting down notes.





An alternative for middle and upper primary students might be to use a power point of photos of student activity collected from week to week in the place of the physical stations for the early primary students. The same thumbs ratings could be instituted as for early years students and students could be encouraged to expand on their ratings by talking about their experiences and reasoning behind their thumb ratings. Thumb ratings could be collected via photographs, video or teacher tallies. Student comments could be collected via video, audio recording, or teachers jotting down notes.

Reflective Questions For Upper Primary Students

For upper primary students the following questions relating to the needs based statements that accompany each week could be put to students as you go through each of the weeks with students. Collect a handful of responses for each week's reflections:

- Wk. 1 Can you share with us something you have learned about your Brain House?
- Wk. 2 Share with us some of the things you need to grow up healthy and strong?
- Wk. 3 What are some of the things in your life that you can count on?
- Wk. 4 Share something you have learned about how you are connected with people, places, animals and things in this world?
- Wk. 5 What does feeling safe mean to you?
- Wk. 6 Share one thing that you have learned with Morty Monster about feelings?
- Wk. 7 Share something you know about the special story of you.

Student responses could be collected via video, audio recording, student written responses, or teachers jotting down notes.

Scrapbook Evidence

Teachers could collect and collate student responses and record them to share with group evaluators in their teacher scrapbook.



Kimberley SPACE lesson outline

SPACE

Week 1 2 3 4 5 6 7 8

Lesson 3

Title: Share and Yarn Session preparation

Time: 15 mins

Objectives

Today we plan together for our Share and Yarn session at the end of the week.

Differentiation (if required)

Early Primary

Choose from lesson plan suggestions below which suit your student group best.

Middle Primary

Choose from lesson plan suggestions below which suit your student group best.

Upper Primary

Choose from lesson plan suggestions below which suit your student group best.

Materials

Required materials will depend upon the activities teachers choose from below to engage students with today. Many involve drawing implements and pieces of paper. Refer to below activities to work out your materials list for today.





Lesson outline & Activity Instructions

Brainstorm on the board some ideas for some special food you might like to share with each other at the sharing session. Decide on a menu for the session.

Following are some ideas that you may like to choose to engage with, with students as you prepare for the end of the program. Choose which activities might suit your students best.

- 1. Decide upon a party food recipe or two that you might be able to make together tomorrow for our sharing session.
- 2. Encourage interested students to prepare a playlist of music that we can listen to as a part of the share session.
- 3. Encourage students to make front covers for their scrapbooks.
- 4. Invite students to help to hang up program related artwork around the space
- 5. Write a list of the week's themes on big pieces of poster paper and encourage students to draw pictures or write words around the week themes. These posters can be hung around the room or school-
- Wk. 1 The Brain Week- I know about my Brain House
- Wk 2 The healthy body, mind, heart, and spirit week- I know more about what I need to grow
- Wk. 3 The things we can count on, hand week- I know more about what I can count on
- Wk. 4 The Connection Week- I know more about how I am connected
- Wk. 5 The Feeling Safe week- I know more about what feeling safe means to me
- Wk. 6 The Feelings Week- I know more about my feelings
- Wk. 7 The 'Me' week- I know more about my own special story.

Scrapbook Evidence



Kimberley SPACE lesson plan

SPACE

Week 1 2 3 4 5 6 7 8

Lesson 4

Title: Continued preparation for program closure

Time: 15 mins

Objectives

Content for todays' session could flow on from yesterday's content, or students could engage in a collective drawing reflecting on their time together as a group engaging in the Kimberley SPACE program. Teachers are invited to show discretion about today's session content.

Differentiation (if required)

Early Primary

Choose from lesson plan suggestions below which suit your student group best.

Middle Primary

Choose from lesson plan suggestions below which suit your student group best.

Upper Primary

Choose from lesson plan suggestions below which suit your student group best.

Materials

Materials required for today's session will depend upon the activities teachers and students negotiate they are going to do together.

For Collective Drawing (should classes choose to do this activity)

- Butchers' paper
- Drawing implements- eg. Textas, crayons, pastels, paint sticks,
- · Craft Embellishments and glue eg. Glitter, sequins, feathers, pipe cleaners



Lesson outline & Activity Instructions

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Today's session may flow from yesterday's choice of activity. For example, if students showed interest in cooking a party food recipe/s yesterday, today is the day to make it together for the upcoming sharing and yarning session.

Collective Drawing Activity Option

A further activity option for today involves rolling out some butchers' paper along the floor or some tables joined together. Invite students to engage in a group drawing together. There are some guidelines for group drawing- you can't draw over the top of someone else's drawings and you need to make space for each other to contribute drawings. This group drawing is about us. We have worked together, side by side, over the past nearly eight weeks as a part of this program. Today we get the chance to draw ourselves all together in one spot. The background for the drawing will be school. We can all stand/sit around all edges of the butchers' paper to make our drawings. Are there word bubbles coming out of our mouths saying things? Are there thought bubbles rising from our heads with thoughts inside of them? Are there drawings of things we have learned about ourselves and each other that we can include in this group drawing? Is Morty Monster there somewhere? How is the teacher or teachers depicted? This group drawing is a shared closure activity. You might want to provide students with some glitter and or sequins or feathers or other embellishments to add as well if you have them. If some children would like to contribute to the group drawing, but don't like negotiating with others for space, they could be provided with the option of drawing their contribution on a separate page, cutting it out and sticking it on the butchers' paper.

Scrapbook Evidence



Kimberley SPACE lesson plan

SPACE

Week 1 2 3 4 5 6 7 8

Lesson 5

Title: Share and Yarn Celebration Session

Time: 30 mins

Objectives

Today we wrap up Kimberley SPACE with a special guest or guests that can attend to see and hear about what we have been up to over the past seven weeks. It is up to individual schools as to who gets invited to be present with the students and their achievements today. Today is a chance to share and celebrate all the learning we have achieved together.

Differentiation (if required)

Early Primary

Teachers will need to provide students with plenty of scaffolding when it comes to sharing about their experience of the program with the special guest/s.

Middle Primary

Teachers to consider the best ways to invite their students to share about their program experiences with the special guest. This might be through sitting around in a circle and talking or demonstrating a technique learned across the program or showing some of their artwork.

Upper Primary

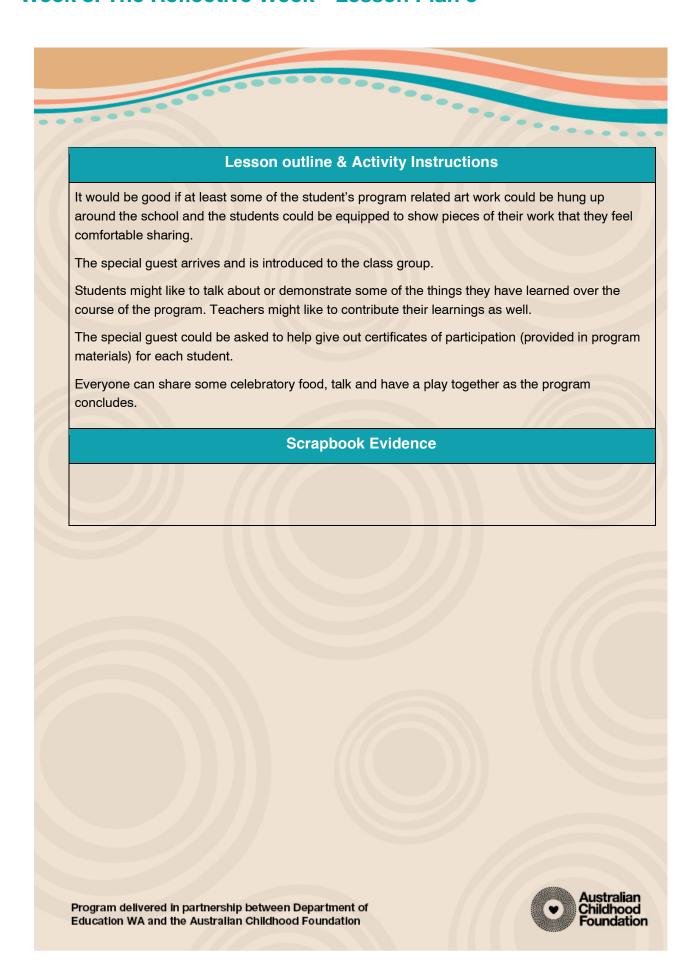
Teachers to consider the best ways to invite their students to share about their program experiences with the special guest. This might be through sitting around in a circle and talking or demonstrating a technique learned across the program or showing some of their artwork.

Materials

- Scrapbooks for sharing
- Program related artwork for display
- · Celebratory food for sharing

Program participation certificates (provided electronically in program materials). These require teachers to insert student and teacher details as well as a school logo before printing them out.





Week 8. The Reflective Week - Certificates of Participation







Phone 1300 381 581 support@childhood.org.au childhood.org.au

