

Year 1

What is already happening?	Within the next 6 weeks what do you intend to do? (Year level or single class)	Useful resources (materials, programs, people, websites etc) that can be added to the Weebly
<ul style="list-style-type: none">• Friendship program• Bucket filler• Lots of stories to promote well being and positive interactions and emotions.• A whole unit on friendship - Who We Are• Yoga and breathing exercise• Gardening• Journal writing• choosing children each week to write a note to and share how we like them.• letter to teacher to explain how they have been awesome - something the teacher don't know.•	<ul style="list-style-type: none">• sorting out our friend.• Who we want to play with in the future and who do you have problems with.• strategies to make new friend.• Random acts of kindness.• play more• free play• feelings journal• teamwork points - the winning team goes to free choice the other teams sit in a circle and talk about problems and how to solve them this for next week. Who inspires us and who we'd like to be like. Then they go back to plan what they will do for next week. The groups change every 3 weeks or so. Choosing nice words and ways to help the children who need it.• STP - we will be going outdoors to experience nature• Checking in with our feeling.• Focusing on student's positive points/strengths• two stars and a wish for the week (relationships)	<p>The Kapoc Tree - book Charlie and Lola Relaxation music</p>

Year 2

What is already happening?	Within the next 6 weeks what do you intend to do? (Year level or single class)	Useful resources (materials, programs, people, websites etc) that can be added to the Weebly
<ul style="list-style-type: none">• Lots of stories to promote well being and positive interactions and emotions.• letters of appreciation between classes• Bucket filler• Journal Writing/Blogs• Mindfulness and breathing sessions.• Weekly PSE lessons• Free play opportunities• Free choice opportunities• Circle Time• Studio Time• House Wednesday• Listening to music / work music• Dance• math games rotations• learning through games/play• Morning sharing• mood board	<ul style="list-style-type: none">• continuation of what is already happening• writing to socialize• Mindfulness and breathing sessions.•	<p>How to lose all your friends by Nancy Carlson youtube link (added to Weebly)</p> <p>Because Amelia Smiled by David Ezra Stein</p> <p>Voices In The Park by Anthony Browne</p> <p>No, David!- David Shannon</p> <p>When Sophie Gets Angry by Sophie Bang Cool School website (added to Weebly)</p> <p>Apology of Action- https://www.responsiveclassroom.org/article/apology-action-and-literacy (added to Weebly)</p> <p>positive pschology- http://www.blackdoginstitute.org.au/docs/positivepsychology.pdf (added to Weebly)</p>

Year 3

What is already happening?	Within the next 6 weeks what do you intend to do? (Year level or single class)	Useful resources (materials, programs, people, websites etc) that can be added to the Weebly
<ul style="list-style-type: none">• Movement/Wellbeing Sessions (3x weekly 3JD, 3DF)• Mother Tongue greetings for register• Discovery Friends• Weekly PSE Rotations• First Six Weeks of School (responsive classroom)• Friends For Life programme• "I" statements• Free play opportunities• Mind Up (3RM, 3LM)• Mindfulness Matters (3RM)• Mindfulness practice (3RM, 3LM)• Go Noodle• Movement /music activity• All About Me (identity books)• Yoga Pretzels• Musical Statues• Class Disco• Journal writing• Sharing of important events• Listening to music / work music• Greeting in the Hub/ goodbyes at the end of the day• What worked well?• Exit questions• Behaviour reflection sheets• Mixing up classes - rotations/ PSPE	<ul style="list-style-type: none">• Continuation of all of the mentioned AWESOME things in the previous column• Superflex sessions with identified students (LET EA's)• PSPE continue with rotations• Feelings color wheel to investigate how feelings change throughout the day• Yoga Pretzels• cultivating gratitude	<p>Blobs Picture Prompts (checkins) Mindfulness timer apps Yoga Pretzels</p>

Year 4

<p>What is already happening?</p> <p>WWAIPT: PSPE: Embracing and developing optimism helps us to have confidence in ourselves and our future. (PHASE 3, Identity) Increasing our self-reliance and persisting with tasks independently supports our efforts to be more autonomous. (PHASE 3, Identity)</p> <p>Learning Outcomes: -embrace optimism to shape a positive attitude towards themselves and their future (PHASE 3)</p> <p>-work and learn with increasing independence(PHASE 3)</p> <p>FRIENDS for Life</p>	<p>Within the next 6 weeks what do you intend to do? (Year level or single class)</p> <p>HWOO: PSPE: -Accepting others into a group builds open-mindedness. (PHASE 2, Interactions)</p> <p>-Participation in a group can require group members to take on different roles and responsibilities. (PHASE 2, Interactions)</p> <p>Learning Outcomes: -discuss and set goals for group interactions -cooperate with others -ask questions and express wondering reflect on the process of achievement and value the achievements of others -recognise the different group roles and responsibilities ? or/and -assume responsibility for a role in a group (PHASE 2)</p> <p>STP: PSPE: Communities and their citizens have a collective responsibility to care for</p>	<p>Useful resources (materials, programs, people, websites etc) that can be added to the Weebly</p>
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Year 5

What is already happening?	Within the next 6 weeks what do you intend to do? (Year level or single class)	Useful resources (materials, programs, people, websites etc) that can be added to the Weebly
<p>Should I or Shouldn't I - Using the cards to look at how we interact with others.</p> <p>Go noodle - for activity breaks and quiet activities</p> <p>Class Meetings in selected classes Class gardening in one class</p> <p>Time In - mindful breathing and yoga activities for about 5 min</p> <p>Appreciation of Earth's unique systems in the solar system</p> <p>Sharing Video about helpers in Hong Kong</p> <p>FRIENDS for Life</p>	<p>Second step - lessons / activities linked to PSE will continue</p> <p>Yoga pretzels -</p> <p>Exploring what we care and worry about and what we want to change, with ourselves, our school and our world. (UOI)</p> <p>Recognizing student action through year level display</p> <p>Share videos/resources about media safety (Common Sense Media)</p> <p>Establish essential agreements on ICT usage</p>	<p>Yoga Pretzels</p> <p>Should I or Shouldn't I cards</p> <p>Second Step</p> <p>www.gonoodle.com (added to weebly)</p> <p>Useful youtube clip about internet safety: https://www.youtube.com/watch?v=_o8auwnJtqE</p> <p>(I don't know where to put this one)</p>

Year 6

What is already happening?	Within the next 6 weeks what do you intend to do? (Year level or single class)	Useful resources (materials, programs, people, websites etc) that can be added to the Weebly
<p>Year 6 classes - mindfulness matters with Tania/Stephanie. Random Acts of Kindness SEW data to complement PSE. Bubble Catchers (www) Inspiration of the Day Morning Showtime Weekly class meetings 10 minute mindfulness sessions in class. Thursday lunch session mindfulness with Tania Friends for Life programme</p>	<p>PSE rotations as a year level. focussing on SEW data and PSE conceptual understandings.</p> <p>Mindfulness sessions</p>	<p>Second Steps</p> <p>Smiling minds http://smilingmind.com.au/ (on weebly already)</p> <p>Sitting Still like a frog. http://www.shambhala.com/sittingstilllikeafrog</p> <p>(not sure if we can add this or not)</p> <p>Mindfulness Matters Program</p>

PE

What is already happening?	Within the next 6 weeks what do you intend to do? (Year level or single class)	Useful resources (materials, programs, people, websites etc) that can be added to the Weebly
<ul style="list-style-type: none">• Physical movement at the beginning of the lesson to expel energy and excitement• Verbal cue cards - I want to know more about.... I felt nervous about..... One thing I learnt today.... Something I want to learn more about. These cards are used at the end of the lesson to get feedback. <ul style="list-style-type: none">• Silent statues - Kids lie on the floor, close their eyes, relax and focus on breathing	<p>Y3/4 is moving on to HRF. Brainstorm ideas on what options there are to look after your own well-being and encourage students to share the things they do, i.e. Mindfulness, Yoga, reading etc</p> <p>Use cue cards on a regular basis</p> <p>Do yoga session during HRF</p>	<ul style="list-style-type: none">• 'A cosmic kids yoga adventure' you tube clips• Yoga for kids - picture cue cards• verbal cue cards

Visual Arts

What is already happening?	Within the next 6 weeks what do you intend to do? (Year level or single class)	Useful resources (materials, programs, people, websites etc) that can be added to the Weebly
<p>Year 6 doing mindful drawing at the beginning of each lesson for 5 minutes, learning different techniques</p> <p>Reflecting on learning focusing on strengths and areas to develop</p> <p>Year 1, songs and dances, or stories at beginning or end of lesson to help to calm down, and prepare for beginning or end of lesson.</p>	<p>Introduce to all year levels</p> <p>Video clips to help focus, or concentrate, or inspire (time lapse) all year levels</p> <p>Continue to use personal reflections to build positive sense of self and skills that are developing</p>	<p>zendoodles contour drawing https://www.youtube.com/watch?v=1mA5Htv3x9o</p>

Music

What is already happening?	Within the next 6 weeks what do you intend to do? (Year level or single class)	Useful resources (materials, programs, people, websites etc) that can be added to the Weebly
<p>Breathing: Throughout all years for improving ability in music, but also tied to reducing stress</p> <p>Concert preparation: stretching, deep breathing, and mental preparation for dealing with the stress of performance and in class testing, can be applied to any stressful situation</p> <p>Students learn to take small steps when learning challenging music to avoid being overwhelmed</p> <p>Year 3 HWE0 - Students do a practical visualization on where and how they feel most productive/creative, and use those visuals to inform their compositions.</p> <p>All years: practice positive feedback - students learn that positive feedback helps themselves and others develop compositional and performance technique without fear of criticism and ridicule. They also learn how to give feedback in a way that encourages learning and growth.</p>	<p>All years: 3-minute end-of class reflection and after concerts “what went well today and why?” “How can we improve on or maintain those successes?”</p> <p>Weather report: all year levels to check feelings before and after singing / playing an easy song / piece . Students “show their thumbs” where a thumbs up means they are happy and confident to move forward, a thumbs side means they feel confident, but could use more repetition, and thumbs down means they are not confident, and could benefit from a slightly slower pace or review. Taken as a bellwether, this technique helps inform the pace of the class (i.e. most thumbs up, move forward to the next song, and most thumbs down means go back and reteach something.</p>	<p>Breathing gym video</p> <p>(added to weebly)</p>

Music (page 2)

What is already happening?	Within the next 6 weeks what do you intend to do? (Year level or single class)	Useful resources (materials, programs, people, websites etc) that can be added to the Weebly
<p>On finding essential agreements: using positive statements. Instead of “don’t talk” “Talk at appropriate times” and from “don’t throw your instrument” to “keep your instrument safe”</p>	<p>Performance and/or behavior reflection: On a scale from 1-10, how did we do? why are we a ____ in stead of a ____? What could we do to improve? 1 being the first day performing this piece, and 10 being the best possible performance for THIS group (not professional caliber)</p>	

Chinese

<p>What is already happening?</p>	<p>Within the next 6 weeks what do you intend to do? (Year level or single class)</p>	<p>Useful resources (materials, programs, people, websites etc) that can be added to the Weebly</p>
<p>Personal weekly journal/ daily class journal Writing cards to friends/ family to express appreciation Sharing of own accomplishment in learning Playtime Lots of stories and videos to share about well-being Choices of learning engagement Sharing of personal experiences</p> <p>Eg. Y1 unit Family Y2 unit 6 Friendship Y3 unit 4 Appreciation/ Accomplishment Y4 unit 4 Filial Piety Y5 unit 4 Relationship Y6 unit 1 Positive emotion</p> <p>Traditional moral values incorporated into the curriculum</p>	<p>Y2 students to share what they have done in weekend in class(group, whole class).</p> <p>Y3 unit 5 Students will be engaged in cultural activity of making glutinous rice balls.</p> <p>Y4 unit 5 Mixed class rotation, 2 classes mixed together, then divided into new group, students have opportunity to work with new friends. sharing personal experience</p> <p>Y5 Unit 5 (Media) Write a letter to a friend or a family member that they are appreciate or grateful for.</p> <p>Y6 students' voices; students select learning activities they are confident in Y6 What went well notes Y6 Star of the Week Music to help students relaxation Brain gym</p>	<p>Games: Bowling, bingo cards, flash cards, Fishing cards, Sand box for writing, Play dough Music Songs Brain gym</p>

What are you doing to increase your personal well-being?

- going for lunchtime walks
- daily meditation
- CC cup gathering
- exercising
- social gatherings
- after school weekly meditation
- staff football
- birthday celebration - morning tea in hub.
- MTR journeys (3 min / 10 min meditations)
- supply teacher plans/packs