

# Early Years Supplementary Resources

TRANSITION – YEAR 2



NORTHERN TERRITORY

# Social and Emotional Learning



## Early Years approaches to Social and Emotional learning

Social and emotional learning activities in the Early Years of school enable teachers to foster a positive class environment. It is a way to establish routines, expectations and experiences. Social and emotional learning focuses are established through the use of the Early Years Learning Framework (EYLF) <https://education.nt.gov.au/education/support-for-teachers/early-years-learning-framework>. Early years teachers use 'teachable moments' throughout all areas of the curriculum and throughout the day to develop social and emotional learning with their students. The 'think aloud' strategy used in everyday situations allows teachers to focus and teach social and emotional concepts freely. Modelling is a strategy that can be used to develop capacity and understanding in these areas. We encourage teachers in the Early Years to use these supplementary activities to consolidate skills and contextualise learning that best suits the needs of the students in their class.

## Acknowledgement of Country

The Northern Territory Department of Education respectfully acknowledges the Aboriginal people as the traditional owners of the land now known as the Northern Territory.

Aboriginal and Torres Strait Islander people are advised that this material may contain images or names of people who have since died.

## Indigenous Education Strategy



The Northern Territory Department of Education acknowledges the Indigenous Education Strategy for supporting the development and implementation of the Northern Territory Social and Emotional Learning Supplementary Resources.

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# Resilience, Rights and Respectful Relationships learning materials and links to NT SEL Supplementary Resources

## Early Years

RESILIENCE, RIGHTS AND RESPECTFUL RELATIONSHIPS LEVEL FOUNDATION AND LEVEL 1-2	EARLY YEARS NT SEL SUPPLEMENTARY RESOURCES
TOPICS	SUGGESTED ACTIVITIES
Topic 1. Emotional literacy	<ol style="list-style-type: none"> <li>1. Practising 'checking in' and 'checking out'</li> <li>2. Communicating without words</li> <li>3. My emotions and my face</li> <li>4. Exploring feelings</li> <li>5. Feelings and textures</li> </ol>
Topic 2. Personal strengths	<ol style="list-style-type: none"> <li>6. What are personal strengths?</li> <li>7. Feeling strong through culture</li> <li>8. Being different is okay</li> </ol>
Topic 3. Positive coping	<ol style="list-style-type: none"> <li>9. Choices, choices, choices, part 1</li> <li>10. Creating kindness</li> </ol>
Topic 4. Problem solving	<ol style="list-style-type: none"> <li>11. Time to change?</li> </ol>
Topic 5. Stress management	<ol style="list-style-type: none"> <li>12. Practising calming strategies</li> </ol>
Topic 6. Help-seeking	<ol style="list-style-type: none"> <li>13. Getting help</li> </ol>
Topic 7. Gender and identity	<ol style="list-style-type: none"> <li>14. Choices, choices, choices, part 2</li> <li>15. Greetings in Aboriginal languages</li> <li>16. Communicating in other languages</li> <li>17. I can do it, but differently</li> <li>18. Us and others</li> </ol>
Topic 8. Positive gender relations	<ol style="list-style-type: none"> <li>19. Different relationships</li> <li>20. Friendly and unfriendly relationships</li> <li>21. Role playing friendly behaviours</li> </ol>

# 1. Practising 'checking in and 'checking out'



TIME: 1 HOUR

## Learning intention

- Students rehearse 'checking in' and 'checking out' before and after learning.
- Students experience what calm feels like.
- Students experience a calming strategy.

## Equipment

- **FEELINGS CHART**, enough for one per student
- whiteboard markers
- audio:  
Smiling Mind lesson:  
<https://www.smilingmind.com.au>

## Method

**Before the activity:** the **FEELINGS CHART** can be printed and laminated.

You will need to create an account to access the Smiling Mind lesson. Lessons can be chosen by topic and focus. For example, you may like to choose a lesson that focusses on awareness for this activity.

### Part 1

1. Explain to students that this activity involves noticing how they are feeling before and after different experiences.
2. Explain that 'checking in' is a way for everyone in the class to listen to their body and mind. It can be a great way of sharing how everybody in the class is feeling at the start of the day or activity.

3. Go through the **FEELINGS CHART** as a group. Ask students to express each of the emotions with their face and body. You are encouraged to adapt the chart to suit your students.

For example:

Calm	<ul style="list-style-type: none"> <li>• relaxed body</li> <li>• neutral face</li> </ul>
Irritated	<ul style="list-style-type: none"> <li>• tight eyebrows and face</li> <li>• clenched fists</li> </ul>

Encourage students to identify their own feelings for the chart if that is more suitable.

4. Model 'checking in' by selecting a level on the **FEELINGS CHART**. Mark your feeling on your chart with a marker and display at the front of the class. Explain to students why you chose that feeling and what it feels like.
5. Once students have marked themselves on their **FEELINGS CHART**, facilitate a class discussion:
  - What made you choose that feeling?
  - Could we feel more than one way at the same time?
  - Do the feelings look and feel the same for everyone?

## Part 2

1. Explain to students that they will be practising a calming activity.
2. Play your chosen Smiling Mind lesson.
3. Have students mark themselves on the **FEELINGS CHART** again to match their feeling after completing each activity. This may or may not be the same as their 'check in'.
4. Explain that this is 'checking out' after the calming activity.
5. Facilitate a class discussion:
  - What was hard about this activity?
    - Easy?
  - How did this activity change the way your body felt?
    - Your mind felt?
  - Did your body and mind feel different after the calming activity?

- When we are 'checking in' and 'checking out', how can it help us to know what other people are feeling?
  - How do we know who may need some time alone?
  - How do we know who may need some help cheering up/calming down?
  - How do we know who we may be able to go to if we need some help cheering up/calming down?
- How does a calming activity like Smiling Mind make us feel?
- Did you feel differently on the **FEELINGS CHART** after doing the calming activity?
- When during the day could we listen to Smiling Mind lessons to help us feel this way?



## Coaching point






Students can each be given a laminated **FEELINGS CHART** to keep on their desks. The class could also create their own charts that better reflect their own feelings and emotions.

Use of the **FEELINGS CHART** can be built into all activities and useful at transition times to 'check in' with how members of the class are feeling.

You can also encourage students to use the chart to let people know when their emotions are changing.

To enhance students' understanding, read *The Feelings Book* by Todd Parr with the class.

## FEELINGS CHART

5		OUT OF CONTROL
4		UPSET
3		IRRATED
2		HAPPY
1		CALM



## 2. Communicating without words



TIME: 1 HOUR

### Learning intention

- Students explore ways to communicate using body language.

### Equipment

- **CHARADE PROMPTS**, enough for one set per small group or one set for the class.

## Method

### Part 1

**Before the activity:** it may be useful to source images to represent each of the **CHARADE PROMPTS**.

1. Explain to students that they are going to be acting out different animals and actions.
2. Go through the **CHARADE PROMPTS**, demonstrating how each one might be acted out. Use descriptive words to match your actions, but there should be no talking.  
Decide if 'animal noises' are allowed.
3. Invite volunteers to demonstrate more of the cards.
4. Move students into small groups and distribute each group a few or a set of **CHARADE PROMPTS**, or remain as one group.
5. Explain to students that they will take turns drawing a card from the pile and acting it out for their group to guess.
6. Cards that have been acted out are placed in a separate pile so cards are not repeated.
7. When groups have worked through all their cards, bring the class together.
8. Ask for volunteers to act out their favourite card for the rest of the class to guess.

9. Facilitate a class discussion:
  - Which cards were easy to guess?
    - Was it because of how people used their arms and hands?
    - Was it because of how people moved around?
  - Which cards were harder to act out using only your body?
  - Did you find it hard to not use your voice at all?

### Coaching point

Ask students to make their own **CHARADE PROMPTS**. Use these to practise communicating using body language.

### Part 2

1. Ask students to form a line from the person with the longest hair to the person with the shortest hair, or something similar. Talking is allowed, but touching is not.
2. You can model this first with three to four students.
3. Once the students have settled on an order and completed their line, asks them to reflect on the process.

For example:

- How did you work out where to stand?
- What helped you find the right spot in the line?

For example:

- talking to other people
- listening.



- What didn't help?

For example:

- people yelling
  - people not staying still
  - people not listening.
- How could you do it faster/better next time?
4. The challenge this time around is to make a line from the tallest to the shortest person, without talking.
  5. You can model this first, with three to four students.
  6. Ask students what they think will help them complete the challenge, without talking.

For example:

- pointing
  - watching each other.
7. Give students time to form their line.

When they have settled on an order, facilitate a class discussion:

For example:

- How did you know where to go in the line?
  - Did anyone talk by accident?
    - Why?
  - How did you know when someone needed help?
    - What did you do with your hands, head, mouth or eyes to ask for help?
  - What did you do with your hands, head, mouth or eyes to give help?
- Is this how we communicate that we need help?
    - In the playground?
    - In class?
    - At home?
  - Was the first round (with talking) or the second round (without talking) easier?
8. Repeat the activity a couple more times to allow students to adapt their approach and improve their non-verbal communication skills.

## Review

Facilitate a class discussion:

- What parts of our bodies do we use to 'say' things?
- What different ways could you ask for help without words?
- What different ways could you agree with someone without words?
- How do different people and animals you know communicate with their bodies?

## Coaching point

**This activity can be repeated at different times to remind students of the importance of verbal and non-verbal communication.**



## CHARADE PROMPTS

Frog

Tree

Rock

Teacher

Doctor

Reading

Skipping

Dingo

Painting

Playing football

Swimming

Eating

Sleeping

Juggling

Digging

Kangaroo

Bird

Baby

## 3. My emotions and my face



TIME: 30 MINUTES

### Learning intention

- Students can demonstrate different emotions using facial expressions and body language.

### Equipment

- EMOJI CARDS**, enough for one full set per pair of students.

### Method

#### Part 1

- Explain to students that this activity involves using their faces to show different feelings/emotions and others guessing what the emotion is.
  - You should demonstrate to the class first by going through the **EMOJI CARDS** and modelling with facial expressions. Ask students to say the emotion aloud. Encourage students to role play the **EMOJI CARDS** if required.
- Group students into pairs and distribute sets of **EMOJI CARDS**.
- In their pairs ask students to take turns drawing a card from the pile and acting out different emoji faces for their partners to guess.
- Ask for volunteers to model an emotion for the class to guess.

#### Part 2

- Explain to students that this activity involves showing an emotion with their face and body.
  - You should demonstrate it first by going through the **EMOJI CARDS** and modelling with facial expressions and appropriate body language.

For example:

EMOJI	FACIAL EXPRESSION AND BODY LANGUAGE
Angry	<ul style="list-style-type: none"> <li>frowning face</li> <li>clenched lips and fists</li> <li>crossed arms</li> </ul>

Happy	<ul style="list-style-type: none"> <li>smiling</li> <li>relaxed body</li> </ul>
Surprised	<ul style="list-style-type: none"> <li>open mouth and eyes</li> <li>open hands up next to face</li> <li>body leaning back a little</li> </ul>

- Choose an **EMOJI CARD** to model for students and 'freeze' in a statue that represents the emotion for a count of five.
- Ask students to guess the emotion.
- Ask students to spread out and find a space by themselves. Students will move around the room and then 'freeze' at your signal. You could use music for this signal or a certain word.
- When you signal, hold up an **EMOJI CARD** and call out the corresponding emotion. Students need to freeze and form a statue that demonstrates the facial expression and body language for that emotion.
- Repeat with different emotions.

### Review

Facilitate a class discussion:

- What was your favourite emotion to act out?
- Which was the easiest emotion to guess?
- What might cause someone to feel (pick an emotion)?





## EMOJI CARDS

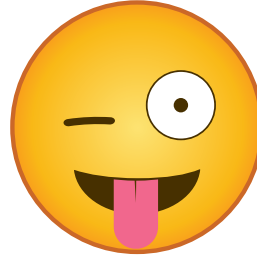
Calm



Happy



Silly



Relaxed



Nervous



Annoyed



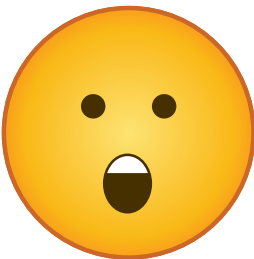
Sad



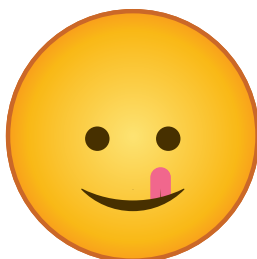
Shy



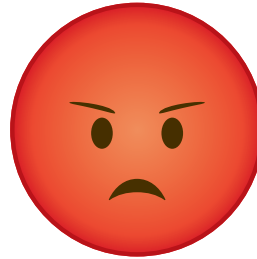
Surprised



Hungry



Angry



Confused



Sleepy



Sick



Hurt



Hot





## 4. Exploring feelings



TIME: 40 MINUTES

### Learning intention

- Students can identify feelings that music evokes for them.

### Equipment

- device to play music
- prepared samples of music that reflect different moods.

### Method

1. **Before the activity:** select some age and content appropriate songs/music that relates to a selection of emotions.

Explain to students that they will be listening to different music and moving their bodies in a way that responds to how the music makes them feel.

For example:

Calming music	<ul style="list-style-type: none"> <li>• slow, graceful movements</li> </ul>
Dramatic music	<ul style="list-style-type: none"> <li>• stronger movements of arms and legs</li> </ul>

2. You can demonstrate by playing a short snippet of music and modelling appropriate moves that match the 'mood' of the music.
3. Play the music you have selected and let students move around to show how they feel.
4. After 30 seconds or so, stop the music and ask students to identify how the music made them feel and why the movements they did felt right for that feeling.
5. Remind students it is okay for them to think and feel differently about the music, and encourage them to share different perspectives.
  - How did you move your hands/eyes/head/mouth to show that feeling?
  - How fast or slow did you move?
  - What was it about the music that did/didn't change the way you were feeling?
  - How did the way you moved represent the way you were feeling?
6. Choose a different piece of music and repeat steps 2–5.

### Coaching point

To enhance students' understanding, read *Feelings* by Alikì with the class and watch the video: *Inside Out: Guessing the Feelings*

<https://www.youtube.com/watch?v=dOkyKyVFnsS>



## 5. Feelings and textures



TIME: 30 MINUTES

### Learning intention

- Students can identify different feelings.
- Students are able to associate different textures with feelings.

### Equipment

- containers of mixed textures (rough, smooth, fluffy) per group of 3-4 students.

### Method

**Before the activity:** set up containers of mixed textures in spaces where groups of 3–4 students can work.

1. Explain to students that this activity involves matching a texture (how something feels when you touch it) with an emotion (how we feel on the inside). There are no right or wrong answers.
2. Model the activity first by selecting a texture, explaining how it feels and then selecting an emotion that matches. Remind students that everyone may not feel the same about a texture and that is okay.

Explain to students why you chose that emotion and if there were other emotions that may have matched.

For example:

Rough	<ul style="list-style-type: none"> <li>• irritable</li> <li>• unhappy</li> </ul>	It feels prickly and hard, so it makes me feel uncomfortable.
Fluffy	<ul style="list-style-type: none"> <li>• calm</li> <li>• relaxed</li> </ul>	It feels soft and warm like my cat, so it makes me feel cuddly.

3. As a class, brainstorm other feelings and write these on the board to refer back to.
4. Allocate students into small groups.
5. Allow groups time to select a texture and explore how it feels.

6. Facilitate a class discussion as you go through steps 3-5 several times, encouraging students to choose different textures each time.

- Was that activity easy or hard?
  - Why was that?
- Did people in your group feel differently about some textures?
  - Which ones?
- Did people in your group feel the same about some textures?
  - Which ones?
- What was your favourite texture?
- Could we use textures in a calm-down space to help us when we are feeling upset?

### Coaching point

Textures that made students feel a sense of calm or comfort can be kept on their desks or in a calm-down space for them to use.

This activity contains some abstract concepts. You are encouraged to use materials that may be relevant to your students.





## 6. What are personal strengths?



**TIME: 1.5 HOURS – Parts can be delivered over a series of sessions.**

### Learning intention

- Students identify what they like and link them to personal strengths.

### Equipment

- whiteboard
- markers
- paper
- pencil/pens
- magazines/newspaper/sourced images
- scissors
- glue.

## Method

### Part 1 – I like

- Facilitate a class brainstorm and scribe on the board students' responses to 'I like...'  
For example:
  - I like soccer
  - I like dogs
  - I like English
  - I like dancing
  - I like camping.
- Provide students with paper and drawing materials. Ask students to make their own brainstorm, writing, drawing or creating images of at least three things they like.
- Explain to students that it's okay for everyone to like different things.

### Part 2 – I am good at

- Ask students to now think about the things they are good at. Model some examples on the whiteboard.

For example:

I like soccer	I am good at soccer, or I am good at sport.
I like dogs	I am good with dogs/animals.
I like books	I am good at reading.

- Ask students to make their own brainstorm, writing, drawing or creating images of at least three things they are good at.

### Part 3 – Personal strengths

- Explain to students that they are now going to match the things they like with 'personal strengths'. Provide some personal strength examples on the board.

For example:

I like soccer	I am disciplined and active.
I like dogs	I am caring and kind.
I like books	I am imaginative.

- Ask students to contribute their ideas and scribe appropriate answers on the board.

3. Invite students to now match things they like with matches of things they are good at with personal strengths.

For example:

I like soccer	I am good at sports and I am active.
I like dogs	I am good with animals and I am kind.
I like books	I am good at reading and I have a good imagination.

4. Facilitate a class discussion asking students to explain their choices. Check for appropriateness.
5. Prompt students with inappropriate groupings to check their understanding.

For example:

I like pizza	I'm good at cooking and I am active (not a logical match).
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A more appropriate response might be:

I like pizza	I'm good at cooking and I am creative.
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6. Repeat so students can link ideas and identify at least two personal strengths.
7. Invite students to write, draw a poster or role play one of their personal strengths.

## Review

Summarise students' understanding of personal strengths by asking them to complete an appropriate sentence or grouping of "I like..., I am good at... I am ...".

## Coaching point

**Students could create a drawing or painting of their strengths to be displayed in the classroom.**



## 7. Feeling strong through culture



TIME: 1 HOUR

### Learning intention

- Students identify components of their own culture.
- Students link their culture to feeling strong.

### Equipment

- internet access and ability to project video with sound
- paper
- pens/pencils
- magazines/newspaper articles/sourced images
- craft supplies
- whiteboard and markers
- **FEELING STRONG THROUGH MY CULTURE** (one per student)
- **MY STRENGTHS** (one per student).

### Method

#### Part 1 – What is culture?

**Before the activity:** choose a book or animation appropriate for your students that explores cultural diversity and identity.

Suggested animations:

- Window Shopping  
<https://www.kidsmatter.edu.au/atsi-resources/aboriginal-animations/window-shopping>
- Being Different is Beautiful  
<https://www.youtube.com/watch?v=KJ1ygFknjYo&index=3&list=PLH9078OUbBQLHjoos-MXOUwVZ4kSth6Kn>
- Cultures Around the World  
<https://www.youtube.com/watch?v=hTxKv5n5M2Y>
- Children Just Like Me  
<https://www.youtube.com/watch?v=M4JEw3yfVGw>
- The World's Family  
[https://www.youtube.com/watch?v=ni\\_at59TzMA](https://www.youtube.com/watch?v=ni_at59TzMA)
- Same, Same But Different  
<https://www.youtube.com/watch?v=MjK1J0jUxD4>

1. Facilitate a class reflection on the book/animations to discuss what culture means and includes. Scribe responses on the whiteboard.

For example:

- language
- stories
- food
- music
- songs
- dance
- clothes and costumes
- beliefs and religion
- festivals and traditions.

2. Ask students to think about some of their favourite things from their culture. It might be a particular dreamtime story, dance, festival or food. Encourage students to use the prompt “I like....because....”

For example:

- I like Greek Glenti because I get to dance the Sirtaki with my friends.
- I like Christmas because I get to spend time with all my family. We go to Mass at church and then have special food like roast turkey and pudding. We exchange gifts and sing carols.

3. Assist students to write/draw their favourite things in the 'My culture' column of **FEELING STRONG THROUGH MY CULTURE**.
4. Facilitate a class discussion where volunteers share their posters and stories.

### Part 2 – How does culture help us feel strong?

1. Now that students can identify the positives in their own culture, ask them to think about how their culture helps them build personal strength.
2. Go through each of the **MY STRENGTHS** to ensure students understand them. Encourage students to brainstorm other examples.
3. Ask students to cut and paste **MY STRENGTHS** that relate to them in the 'My strengths' column of **FEELING STRONG THROUGH MY CULTURE**.

4. Facilitate a class discussion:
  - What did we learn about our classmates' culture?  
For example:
    - They sing and dance a lot.
    - They eat certain foods at different times of the year.
    - They spend lots of time together as a family.
  - What did we learn about our classmates' strengths?  
For example:
    - They are creative and musical.
    - They can cook really yummy food.
    - They are very helpful and kind to their family.

### Coaching point

The class could create a wall of culture that shares their ideas and strengths.



## FEELING STRONG THROUGH MY CULTURE

MY CULTURE	MY STRENGTHS

## MY STRENGTHS

Brave

Disciplined

Honest

Team player

Friendly

Artistic

Helpful

Creative

Musical

Proud

## 8. Being different is okay



TIME: 1 HOUR

### Learning intention

- Students understand that being different is okay.

### Equipment

- animal images enlarged to A3.

### Method

**Before the activity:** source images of the following animals that you can print on A3 or enlarge on a projector:

- fish in a bowl
- bird
- snake
- crocodile
- dog
- goanna
- horse
- turtle.

1. Read this story to the class:

There once was a class of animals that were at school, and just like you, they were all very different.

There was a fish, who had to come to school in a fish bowl, which sometimes made it hard to play with friends.

There was a bird, who flew a long way from home to get to school and always seemed tired.

There was a snake, who was sometimes late as it could only move when the weather was warm.

There was a croc, who loved school and came every day to see all of the other animals.

There was a dog, who was very excited to learn new things and needed to jump around a lot.

There was a goanna, who was very clever and helped the other animals a lot.

There was a horse, who was bigger than everyone else and found it hard to make friends.

There was a turtle, who walked slowly and always tried its best but often came last.

One day, the teacher said to the class of animals:

‘So that I can see how clever you are, everybody is going to do a test.’

Some of the animals were excited, some were scared and some were worried.

The teacher then said,

‘The test is this: we are all going to climb a tree.’

2. Facilitate a class discussion:
  - Which animals do you think can climb the tree?
  - Which animals do you think can't climb the tree?
  - Is climbing the tree a fair or unfair test for the animals?
    - Why?
  - Could the teacher in the story give the class a different task to show what they could all do?
    - Which different tasks could they try?
3. Using the animal images you have collected, help students to make a list of the skills each animal could show the teacher.
 

For example:

  - the dog can jump
  - the horse can run fast
  - all of the animals can swim.
4. Facilitate a discussion exploring whether the animals need a different task to show what they can do, or whether the teacher could change the task to include all of animals?
5. Ask students to discuss ideas for how the story might end if the teacher changes the test.



## Review

Facilitate a class discussion:

- Why is it important that animals are different?
- Why are some animals different but also have some similarities?

For example:

- Some may have four legs but can't all do the same things.

- Why is it important that not all people are the same?
- What would happen if we were all the same?

## Coaching point

The class could write possible endings for the story. Students could then draw the animals completing the test based on their possible endings.



## 9. Choices, choices, choices, Part 1



TIME: 30 MINUTES – 1 HOUR

### Learning intention

- Students understand the choices they can make in everyday life to help feel relaxed and happy.

### Equipment

- paper
- drawing materials
- magazines/newspaper/sourced images
- large poster paper or board.

### Method

**Before the activity:** find images of things that make the students feel relaxed or happy. This could be done as an activity with the students collecting pictures, drawings and photos.

1. Explain to the class that they are going to make a relaxation board that the whole class can use.

This will be a board of pictures, drawings and photos of things that help them to feel relaxed and happy.

Everyone will get to choose a picture, drawing and photo to put on the board.

For example:

- a special place
- a pet or animal
- family photo
- flowers
- superheroes
- famous people
- their friends.

2. Work with the students to create a wall display that everyone can look at when they need to feel relaxed or happy.

### Coaching point

Refer to the collage during the day to help students that feel upset or sad.

Create a 'calm-down corner' or 'safe space' to display the relaxation boards. This space could include sensory calming resources (such as calm-down jars, pillows and fabrics).

## 10. Creating kindness



TIME: 30 MINUTES – 1 HOUR

### Learning intention

- Students know choices they make in their everyday lives to be kind to themselves and others.

### Equipment

- **BUCKET TEMPLATE** (enough for one per student)
- drawing materials
- book or video:

Have You Filled A Bucket Today? By Carol McCloud  
Have You Filled A Bucket Today?

<https://www.youtube.com/watch?v=p2r9pAd4bE8>

### Method

1. Read the book or watch the video with the class.  
Discuss some of the key messages.

For example:

- How does feeling good about ourselves help us to feel happy?
  - Sometimes it's hard to feel happy by ourselves. Sometimes other people can do nice things that help us feel happy.
  - Explain to students the idea of 'filling buckets': that we can think of ourselves as a bucket that needs to be filled up with good thoughts, feelings and kindness to feel happier.
2. Ask students to think about the things others do to help each other feel happier. Make a list on the board of students' ideas.

Explain to the class that not everybody needs the same things.

For example:

- Some people might like a hug, and some people don't.
  - Some people find just a smile makes them happy.
  - Some people like it when someone helps them.
  - Some people like it when others share with them.
3. Give each student a **BUCKET TEMPLATE** and drawing materials.
  4. Give students time to write their name on their bucket and then draw/write things that others can do to make them feel happier.

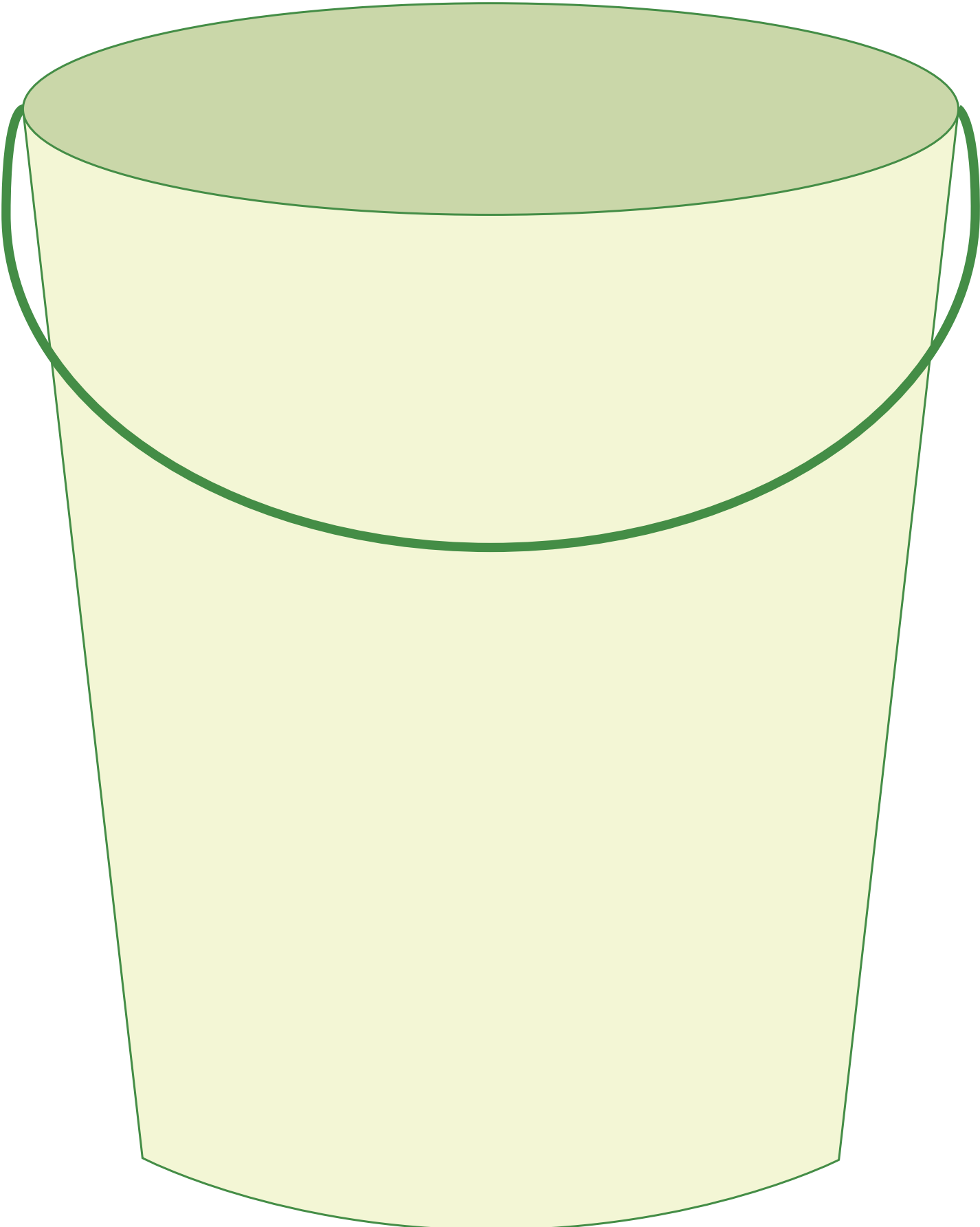
5. Display the buckets around the room so students know what makes others happy. Encourage students to be kind to each other, knowing what others need to fill their buckets every day.

### Coaching point

Create a kindness wall:

1. Students write their names on the back of an envelope (or similar) and stick it on the wall with the back of the envelope and name facing out (so pop sticks can easily be placed in the open envelope).
2. Have a box of pop sticks (or similar) next to the kindness wall.
3. Tell students if they or the teacher see another student doing something kind (filling someone else's bucket), they can put a pop stick in that student's envelope to acknowledge their kindness.  
  
For example:
  - Jon sees Sally being kind to Jesse. Jon puts a pop stick in Sally's envelope.
4. At the end of the day/week, the class can go through their envelopes to see how everyone has been in helping each other to fill their buckets.

BUCKET TEMPLATE



## 11. Time to change?



TIME: 1 HOUR

### Learning intention

- Students identify how to help others make changes.

### Equipment

- paper
- drawing materials.

## Method

### Part 1

**Before the activity:** find a space suitable for the students to move around freely.

1. Explain that you are going to ask them to act out a certain task in different ways.
  - Ask students to pretend that they are fishing. Let the students act out this skill.
  - Ask students to keep fishing but standing on one leg. Let the students act out this change.

2. Repeat with other suggestions that are contextually suitable.

For example:

- build a house
- drive a car/boat
- cook dinner
- hang up some washing
- do a dance
- celebrate with family
- play with a friend.

Include suggestions to make things more challenging:

- put one arm behind your back
- sit down
- jump up and down
- stamp your feet
- shake your head/arms/legs.

### Part 2

1. Read out the following story to the class:

One day, a sleepy crocodile came out of the water and decided he wanted to... (fly, jump rope, make a cake, drive a boat, do a dance – or make up something else).

He said to his friends, 'I don't want to be a sleepy crocodile any more. I want to... (insert the idea from above). Can you help me?'

His friends said, 'You are a sleepy crocodile. You can't... (insert the idea from above).

So the crocodile sent a message to our school.

'I am a sleepy crocodile, but I really want to... (insert the idea from above). Can you help me?'

2. Explain to the class that it is important to help others. Facilitate a class brainstorm of some ideas that might help the crocodile.
3. Provide the class with time to draw some pictures that show how they could help the crocodile.
4. Collect the drawings.
5. Facilitate a discussion with the class:
  - Should the crocodile's friends have tried to help him?
    - Why?
    - Why not?
  - Do we all need to do things the same way?
  - Why is it important to help someone who wants to try something new?
  - How can we help someone who wants to try something new?

### Coaching point

To enhance students' understanding, read *Two-Hearted Numbat* by Ambelin Kwaymullina and Ezekiel Kwaymullina with the class.

## 12. Practising calming strategies



TIME: 30 MINUTES

### Learning intention

- Students practise different calming strategies.

### Equipment

- nil.

### Method

**Before the activity:** it may be useful to source images to represent each of the calming strategies as a prompt for students. You can then place these in a spot around the room to practise as a class at different times.

1. Facilitate a class discussion about calming strategies:

For example:

- When we feel angry or sad, what do we like to do to help us feel better? We call these calming strategies.
- What are some other ideas that may help us feel calmer?

2. Explain to the class that they are going to practise a few ways to help calm down and feel better.

Read through the instructions slowly and demonstrate an example as you go. Practise each of the calming strategies one at a time, facilitating a class discussion after each:

- How did that strategy make you feel?
  - Why?
- Do you think you could use that strategy when you are feeling upset or angry?

CALMING STRATEGY	INSTRUCTIONS
5 deep balloon breaths	Students close their eyes and imagine they are blowing up a big balloon.  They take 5 breaths to blow up the balloon and then imagine it drifting off into the breeze.

Pushing hands	Students place the palms of their hands together in a prayer position and push their hands together for a count of 5. Let go and feel the release. (Repeat).
Shaking it out	Students try to shake every part of their body. It can be progressive from the feet up.  For example: <ul style="list-style-type: none"> <li>• shake your feet</li> <li>• now add your legs</li> <li>• now add your hands.</li> </ul>
Being a tree in the breeze	Students pretend they are a tree and stand still. The breeze picks up and they sway. A bigger wind comes through and they blow around more. As the wind eases, students slowly settle to be still again.
Being a rock on the beach	Students sit on the ground curled up and pretend to be a small rock on the beach. A small wave comes through, and students roll on the sand. A bigger wave comes through, and they roll around a lot on the sand. Slowly the waves ease, and students become still rocks again.
Tension release	Much like shaking it out, students progressively tighten and release muscles in different parts of their body.

3. Using a 'Simon Says' approach, take the students through the strategies a few more times.



## Coaching point

Use the strategies at any time when the class needs support to calm down or re-focus.

It can be useful to incorporate a 'check in' and 'check out' (see activity 1) before and after calming strategies to help students recognise any changes in how they feel.





## 13. Getting help



TIME: 1 HOUR

### Learning intention

- Students identify where and how to get help at school.

### Equipment

- whiteboard and markers
- large map of the school.

### Method

#### Part 1 – Helpful people in our lives

**Before the activity:** let key people in the school (such as the counsellor, principal and librarian) know that you will be guiding your students on a ‘helpful walk’ of where to get help around the school. Try to organise to meet each person as you go.

1. Ask students to share ideas about the people in their lives they share good news with.  
For example:
  - grandmother
  - parent
  - sibling
  - neighbour
  - teacher.
2. Ask students who they might go to when they are feeling:
  - sad
  - angry.
3. Using a large map of the school, ask students to nominate different people at school they can get help from when they:
  - are feeling sad
  - are feeling angry.
4. Ask students to list their examples. Write or draw them on the board and mark/draw where you can find them on the map.  
For example:
  - assistant teacher in the support centre
  - groundsman on the oval
  - teacher in a classroom

- principal in the office
  - older students in mentor/buddy roles in particular classrooms or hubs.
5. Facilitate a class discussion:
    - Why did you choose these people to go to for help at school?
    - How would you ask them for help?
      - What questions could you ask them?
    - How do these people help us?

#### Part 2 – Helpful walk

1. Explain to students that as a class, you are now going to plan a ‘helpful walk’ to visit where they can get help at school.
2. Using the map you marked in **part 1**, work out a route the class can take to help students identify where the helpful people in the school are located.  
Consider the following with the class:
  - Could we leave a message explaining what we need them to help us with?
  - What questions could we ask them when we get there?
3. Take the time to visit places where helpful people are located and introduce them. This activity could be spread over a few days or weeks.

### Coaching point

Keep the ‘helpful walk’ map in the classroom so students know where they can find help when they need it.

Source photos of the people and place them on the map to assist students.



## 14. Choices, choices, choices, Part 2



TIME: 30 MINUTES

### Learning intention

- Students identify helpful and unhelpful choices.

### Equipment

- CHOICES: THUMBS UP/DOWN**
- CHOICES: THIS OR THAT** (see coaching point).

### Method

- Begin a discussion about how everybody has to make choices. Sometimes we make helpful choices, and sometimes we make unhelpful choices.
- Explain to the class they are going to use thumbs up and thumbs down to show if they think these choices are helpful or unhelpful.
- Read out the **CHOICES: THUMBS UP/DOWN**, giving students time to demonstrate their decision (thumbs up or thumbs down). You are encouraged to use additional examples that relate to your students or classroom context.
- Throughout this activity, encourage a class discussion about why students demonstrated a thumbs up or down, or if the class can think of some of their own ideas.

For example:

- How did you decide what was a helpful choice?
- How did you decide what was an unhelpful choice?
  - Could it be both?
- Why do you think different people make different choices?
- What are some of the consequences of making unhelpful choices?
- Can we turn unhelpful decisions around?
  - How could we do that?
- How can we try to make more helpful choices?
- How can we help other people make helpful choices?

### Coaching point

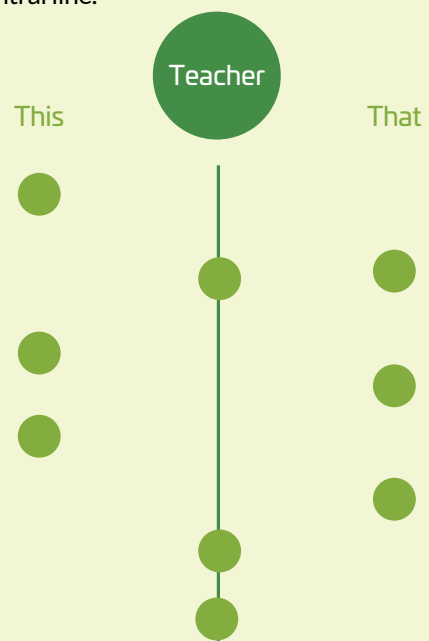
This activity can also be completed as a more physical 'this or that' activity.

- Ask students to form a straight line in front of you.
- Call out the **CHOICES: THIS OR THAT**. It can be useful to point to which side of the line is which for each of the options.

For example:

I like to eat broccoli	Point to the right.
I like to eat peas	Point to the left.

- Allow students time to demonstrate their answers by stepping to either side of the central line.



- Facilitate a short discussion each round, similar to Step 4.





## CHOICES

## THUMBS UP/DOWN

Got dressed before  
I came to school

Walked past my dog  
without giving him a pat

Waved to my friends  
when I saw them at the shop

Put my seatbelt on in the car

Pushed my sibling over

Helped my mum

Hid my dirty clothes  
under the bed

Cuddled my toy  
when I was sad

Took a deep breath  
when I was angry  
and calmed down

Gave my teacher a high five

Didn't eat my lunch  
and went to play instead

Packed up my activity  
when it was finished



## THIS OR THAT

My favourite food is	
Chocolate	Vegetables
My favourite animal is	
Dog	Cat
When I see my friend, I like to	
Wave at them	Hug them
I put my dirty clothes	
Under my bed	In the washing basket
When I get angry, I	
Take a deep breath	Yell

When we go shopping, I	
Help carry the bags	Run off to play
I like to eat	
Broccoli	Peas
When I see my teacher, I	
Give them a high five	Hide
When I am finished playing, I	
Pack up	Leave it for other people to pack up

## 15. Greetings in Aboriginal languages



TIME: 1 HOUR – 1.5 HOURS

### Learning intention

- Students know ways to greet people in Aboriginal languages from the Northern Territory.

### Equipment

- NT ABORIGINAL LANGUAGES MAP:**  
[https://nt.gov.au/\\_data/assets/pdf\\_file/0017/206063/map-of-major-aboriginal-languages.pdf](https://nt.gov.au/_data/assets/pdf_file/0017/206063/map-of-major-aboriginal-languages.pdf)

### Method

**Before the activity:** watch the video:

- ABORIGINAL UNDERSTANDING OF 'COUNTRY':**  
<http://www.visitmungo.com.au/aboriginal-country>

Country refers to a geographical region within Australia that an Aboriginal group is connected to.

Use the **NT ABORIGINAL LANGUAGES MAP** and identify the local language group/s. Research or ask local staff and community members how to greet people.

- Find out if your students speak any Aboriginal languages.
- Ask any local Aboriginal teachers, teacher assistants, parents or community members if they would be willing to come and speak in language to students in your class.
- Ask for some examples of common greetings from the local language groups.
  - List and take note of context, manner and meaning.
  - How/when is the greeting used and by who?
  - Is it a word, a phrase, a gesture, or a combination?

**Seek advice from local Aboriginal staff and community members on the appropriateness of learning other group languages.**

### Part 1

- Explain to students that the class is going to learn how to greet someone in an Aboriginal language.
- Ask students to greet each other in a language that is most comfortable to them. This may be English, an Aboriginal language or another language.
- Facilitate a class discussion, asking students to share different greetings, and write/draw them on the board.
- Ask students to greet each other in the local Aboriginal language. Use the **NT ABORIGINAL LANGUAGES MAP** to show students where they are.
- Focussing on the country and Aboriginal language group of your geographical area, find a word or simple greeting in that language.

For example:

Hello in Arrernte

Werte

- Ask the whole class to practise the greeting or word for hello a few times.

If this is already the common language of most students, you can use another Aboriginal language close to your area or also spoken in the community.

For example:

- Pitjantjatjarais close to Arrernte country.

Hello in Pitjantjatjara

Palya (but it is also used for 'goodbye', 'thank you' and 'finish').

## Coaching point

To enhance students' understanding, watch  
A Lesson in Guugu Yimidhirr:  
<https://www.youtube.com/watch?v=IF9RD6gtlfE>

You will need to read or explain the subtitles at the start of the video. You could use Aboriginal staff and community members to assist with this lesson.



## 16. Communicating in other languages



TIME: 1 HOUR

### Learning intention

- Students explore how we can communicate with people even when they speak another language.

### Equipment

- computer with internet access and ability to show videos
- videos:
  - BACKE, BACKE KUCHEN**  
<https://www.youtube.com/watch?v=5UM3ecX69Jo>
  - NŌ HEA IA**  
<https://www.youtube.com/watch?v=HNnDfD5sw8I>

### Method

- Explain to students that they will be watching two videos, and will then be asked to explain what the story was about. Do not tell the students that the videos will be in languages other than English.
- Show **BACKE, BACKE KUCHEN**.
- Facilitate a class discussion with the class:
  - Was this story in English?
  - Do you know what language it was in? (German)
  - Who were the main characters in the story?
  - Where was the story set?
  - What were the characters doing?
    - How you could tell?
 

For example:

      - tools the characters had
      - gestures they made
      - facial and body language
      - things they were doing
      - clothes they were wearing.
  - What were some of the things the characters were doing?
- Now show **NŌ HEA IA**.
- Facilitate a discussion with the class:
  - Was this story in English?
  - Do you know what language it was in? (Maori)
  - What was this story about?
  - How could you tell?

For example:

- images of the map
  - animals you recognised
  - the order of showing an animal and then the country – what was the connection?
- Discuss with students the concept that even though the videos were not in English, they could work out what the story was about.

For example:

- There were characters and animals we all recognised.
- There were images (such as the map) that we could recognise.
- Characters' facial and body language helped tell the story.

### Review

Review the learning intention with the students:

- Does speaking different languages mean we cannot communicate with each other?
- Have you communicated with someone who did not speak the same language?
- How can we best communicate with people who speak a different language?
  - gesturing with our bodies
  - using our face
  - drawing
  - miming.

## 17. I can do it, but differently



TIME: 1 HOUR

### Learning intention

- Students identify differences and understand that being different from others is okay.

### Equipment

- paper
- drawing materials
- computer with audio ability
- video:

Giraffes Can't Dance

<https://www.youtube.com/watch?v=G745TRCIOVo>

or book 'Giraffes Can't Dance' by Giles Andreae and Guy Parker-Rees.

## Method

### Part 1

- Arrange the class into a circle.
- Walk around and name each student with a fruit or something more relevant, such as animal names.  
  
For example:
  - apple
  - banana
  - grapes.
- Explain to the students that when you call out a fruit/animal (for example, 'apples'), all the students that match that fruit/animal need to swap places with someone else that also matches.
- If you say 'fruit salad' (or 'animal rumble'), the students all need to move to a new spot.
- Keep changing names of fruits/animals and play the game a number of times.
- Rename all the students with the same fruit/animal (for example: point to all the students individually and say 'apple' or animal alternative).
- Tell them they are going to play again. Alternate between fruits/animals, and 'fruit salad'/'animal rumble'

- Facilitate a class discussion:
  - Thumbs up, down, side – who enjoyed the activity?
  - Was it easier or harder when everyone had the same fruit/animal?
  - It is important to know that we all need to be different and be good at different things to be able to work together.

### Part 2

**Before the activity:** source videos of people doing different styles/types of dancing that students could try to imitate.

For example:

- ballet
- Chooky Dancers (Djuki Mala) – Zorba
- ballroom
- hip hop
- the Macarena
- cultural dances.

See the coaching point for further examples.

- Watch Giraffes Can't Dance or read the book to the class.
- At the end of the story, explain to the class that you are going to watch some different types of dancing, and students are going to try some new dance moves.
- Explain that it is important to try new and different things, but the students can watch if they feel more comfortable.



4. Watch one or more of the videos you have sourced and allow students time to imitate.
5. Facilitate a class discussion:
  - What was one dance you liked?
  - What different dances did we do?
  - What ways did we all do things the same/different?
  - Does everyone like to do the same things?
  - Why is it okay to do things differently to others?
  - Even when we dance differently, are we also dancing together?

## Coaching point

Explore alternative dance instruction videos.

For example:

- The Sid Shuffle  
<https://www.youtube.com/watch?v=uMuJxd2Gpxo>
- Move it Mob Style  
<https://moveitmobstyle.com.au/videos/>
- The Learning Station: Brain Breaks Songs for Kids  
[https://www.youtube.com/playlist?list=PLh-1JU15\\_Ti6lupVpflrLNKb8Pef-jabS](https://www.youtube.com/playlist?list=PLh-1JU15_Ti6lupVpflrLNKb8Pef-jabS)

## 18. Us and others



TIME: 1 HOUR

### Learning intention

- Students identify different people in their lives.

### Equipment

- family portraits (see **'before the activity'** in **part 1**)
- paper
- drawing materials
- **PEOPLE IN MY LIFE.**

## Method

### Part 1

**Before the activity:** source images of family that demonstrates how diverse families can be.

1. Ask students who each person might be in the family portraits.
2. Brainstorm the different words students use to identify each person in the images.

For example:

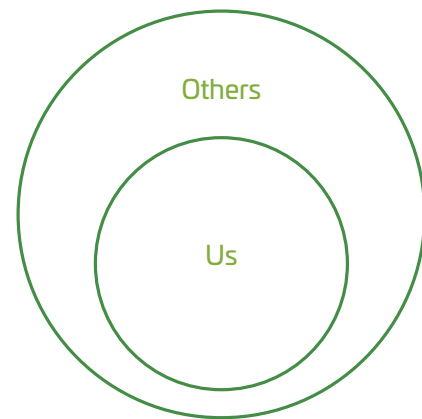
- nana
- meye
- brother
- kake
- baby.

3. Explain that all of us have many different kinds of relationships.

For example:

- family
- friends
- teachers.

4. Draw a large circle on the board with a small circle inside. In the small circle, write 'us'. At the top of the large circle, write 'others'.



5. Facilitate a class discussion:
  - Who are the people in our lives?
  - Can you think of people we could put in our circle?
6. Ask students to think of the types (not names) of people in their lives they could put in the 'others' circle.
 

For example:

  - brother
  - sister
  - aunty
  - friends.
7. Use the language the students use to describe the people in their lives, and add them to the 'others' circle.

8. When you have recorded all the students' ideas, say to the class:
  - Look at all the people we have thought of that are in our lives!
  - Not everybody has all these people, but we all have people other than us in our lives who can help us in many different ways.
9. Ask students to think about all the people in their 'others' circle. This will include family, friends and members of the community.
10. Ask students to explore these people using the **PEOPLE IN MY LIFE** template. They will look at where the 'others' fit and how they are important to them.

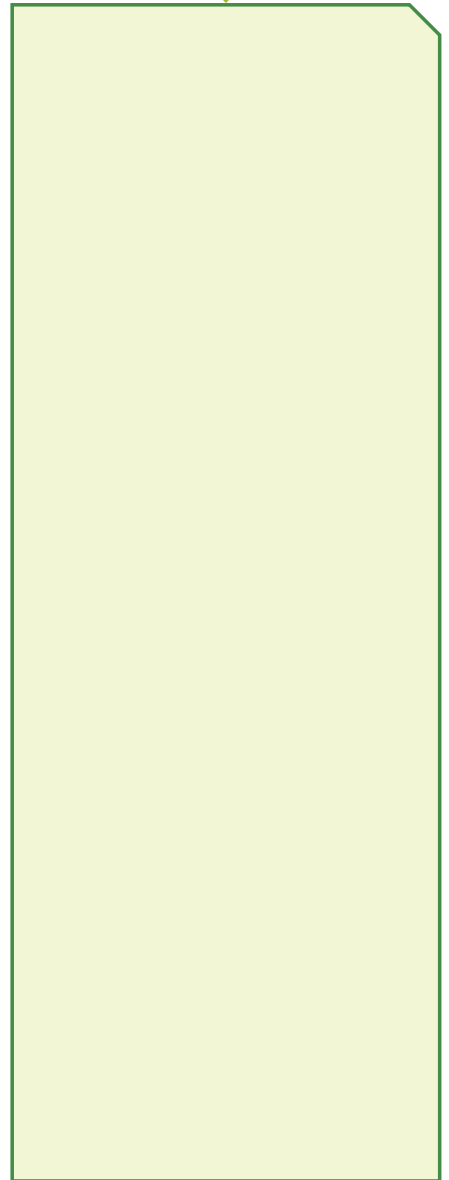
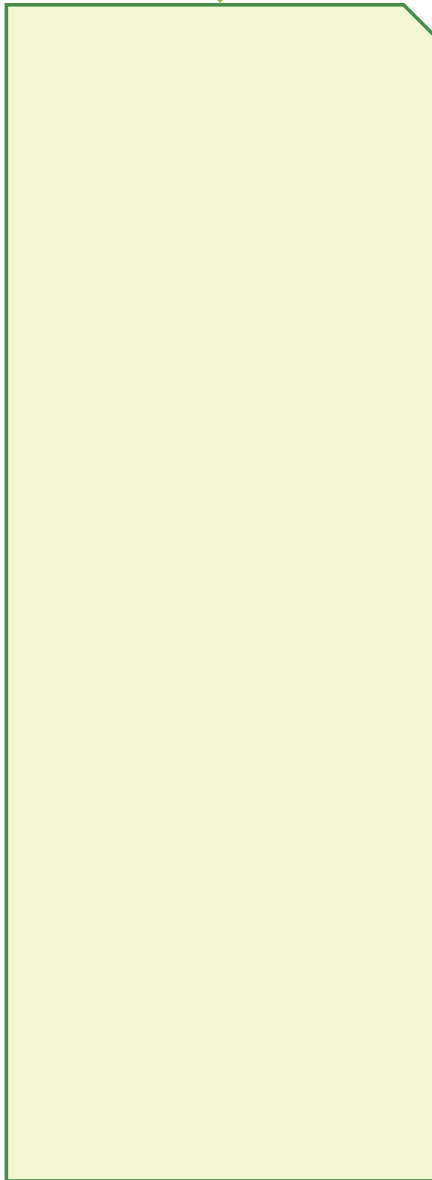
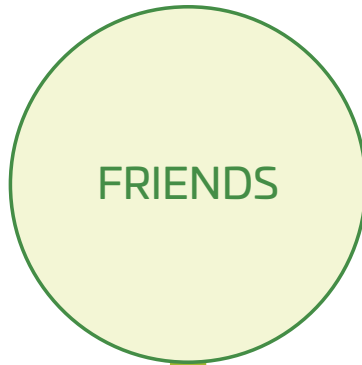
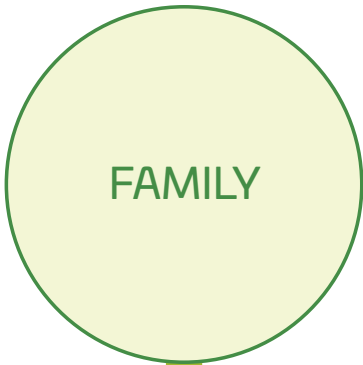
For example:

Family	<ul style="list-style-type: none"> <li>• give hugs</li> <li>• make time for me</li> <li>• take me to footy</li> </ul>
Friends	<ul style="list-style-type: none"> <li>• play with me</li> <li>• listen to me</li> <li>• share lunch</li> </ul>
Community	<ul style="list-style-type: none"> <li>• teaches me</li> <li>• helps me</li> </ul>

### Coaching point

To enhance students' understanding, read *My Country* by Ezekiel Kwaymullina and Sally Morgan with the class.

PEOPLE IN MY LIFE



## 19. Different relationships



TIME: 1 HOUR

### Learning intention

- Students identify different relationships.

### Equipment

- relationship images (see 'before the activity' in **part 2**)
- paper
- drawing materials
- scissors
- glue
- magazines/newspaper articles/sourced images.

### Method

#### Part 1

1. Play 'Simon Says' to identify how students in the class have different relationships.

The following prompts can be used or adapt them to your class context.

'Simon says, if you...':

- are a kid, put your hands on your head
  - go to this school, touch your nose
  - are a brother, hop on one leg
  - are a son, stick out your tongue
  - are a sister, cover your ears
  - are a granddaughter wave an arm in the air
  - are an older brother, turn in a circle
  - are a younger sister, sit down
  - have a baby living with you, jump up and down
  - are a friend, put your arms up high
  - are a classmate, put your hands over your eyes.
2. Give students the opportunity to come up with their own relationships statements.
  3. Invite students to share their relationships with the class.
  4. Reflect on the activity by discussing with students that we all have different relationships (you can give some examples from your own life to illustrate).

#### Part 2

**Before the activity:** compile images that represent various relationships students may have.

For example:

- student and teacher
  - child and pet
  - child and grandparent
  - child and parent/carer
  - teammates
  - friends.
1. Move students into a circle, and spread the relationship images you have collected on the floor.
  2. Ask students to choose a picture that shows a person/animal they have a close relationship with. This could be explained as someone who cares about them and who they care about.
  3. Distribute paper, glue and drawing materials, and ask students to glue their image in the middle.
  4. Around the image, ask the students to draw or create a collage of some activities they like to do with that person/animal/group of people.

For example:

- cooking
- fishing
- playing
- singing.



## Review

Ask volunteers to share their drawings/collages.

Facilitating a class discussion about common experiences as you go:

- Who did you choose to glue on your picture/drawing/collage?
- What are some things you drew or glued on to your picture?
- Are there other people you could have chosen that are close to you?
- Do all the people who are close to you need to be in your family?
- Who else could you choose and why?



## 20. Friendly and unfriendly relationships



TIME: 1 HOUR

### Learning intention

- Students identify friendly and unfriendly ways to communicate.

### Equipment

- two large pieces of poster paper that are different colours
- behaviour images (see 'before the activity' in **part 1**)
- paper
- drawing materials.

### Method

#### Part 1

**Before the activity:** collect images (enough for one set per pair) that demonstrate friendly and unfriendly behaviours.

For example:

Friendly	Unfriendly
<ul style="list-style-type: none"> <li>• teamwork</li> <li>• sharing</li> <li>• playing together</li> <li>• helping</li> </ul>	<ul style="list-style-type: none"> <li>• ignoring others</li> <li>• getting mad</li> <li>• not helping</li> <li>• teasing</li> <li>• fighting</li> </ul>

1. Place one coloured piece of poster paper (friendly) on one side of the room and the other coloured poster paper (unfriendly) on the other side.
2. Move students into pairs and distribute each pair a set of the images you have printed.
3. Explain that pairs need to decide whether the image is showing friendly or unfriendly behaviour. Students need to glue the image on the relevant poster.
4. Model an example with both a friendly and unfriendly image.

5. Once students have stuck their images to the posters, go through the images and facilitate a class discussion:
  - What made you decide which behaviours were friendly/unfriendly?
  - Was it hard to agree with your partner?
  - Were there some behaviours that you could not choose?
  - Were there some behaviours that are both friendly and unfriendly?

#### Part 2

1. Display the 'friendly' poster and the 'unfriendly' poster from **part 1** on either side of the room.
2. Explain that you will be acting as a student. When you say different things, students should move to the 'friendly' poster if your words are friendly and the 'unfriendly' poster if your words are unfriendly. They should move to the middle if they are unsure.
3. Say the examples below, or create your own based on friendly and unfriendly things you hear your students say:
  - 'Hey!' (in a kind voice)
  - 'Hey!' (in an angry voice)
  - 'You're silly!'
  - 'I'm going to take your lunch!'
  - 'Come play with us'
  - 'You're not my friend today'
  - 'Go away!'

4. Once students have decided for each statement, ask their reasons. Give them a chance to change their mind and cross the room after hearing other people's reasons.
5. Facilitate a class discussion:
  - Could you say the same words in a friendly/unfriendly way?
  - How do we know when someone is speaking in a friendly/unfriendly way?
  - How does unfriendly behaviour make people feel?

### Coaching point

To enhance students' understanding, read *Room On Our Rock* by Kate and Jol Temple with the class.



## 21. Role playing friendly behaviours



TIME: 1 HOUR

### Learning intention

- Students' role play being friendly in different school spaces.

### Equipment

- **GETTING ALONG CARDS.**

### Method

1. Ask the following questions and invite students to demonstrate their answers to each question:
  - What do friendly people do at playtime?
  - What do friendly people do in class?
  - What does being unfriendly look like?
2. Move students into groups of three.
3. Give each group one or two **GETTING ALONG CARDS** and give each group a setting of either the playground or the classroom. Students will then create and present a role play that demonstrates the **GETTING ALONG CARDS** in the setting they have been given.
4. When all groups are ready, ask each group to perform their role play to the class.
5. Ask the class to guess what friendly behaviour the group is demonstrating. Ask the performing group to confirm or explain.
 

Facilitate a class discussion after each group:

  - Were the behaviours easy to role play in that setting?
  - What does a friendly face look like?
  - What does a friendly body language look like?

For example:

  - hands open
  - shoulders relaxed.
  - How does being friendly feel?
  - How does it feel when you are friendly to others?
  - What friendly words could the group have used?



## GETTING ALONG CARDS

Being kind

Talking nicely

Noticing when someone  
wants to be left alone

Listening to others

Laughing with others

Waving

Sharing

Helping

Asking people to join in

Taking time out when needed

Hugging

Smiling

Taking turns

Apologising







