

2023 Social and Emotional Learning Year Overview

Week	Term One			
	Foundation	Year 1/2	Year 3/4	Year 5/6
	Emotional Literacy			
Two	<p>Activity 1: The emotions echo game.</p> <p>Activity 2: What do emotions look like</p>	<p>Activity 1: Emotions statues</p>	<p>Activity 1: The emotions echo game</p> <p>Activity 2: What do emotions look like?</p> <p>Activity 3: Emotional triggers</p>	<p>Activity 1: What do emotions look like?</p> <p>Activity 2: Recognising positive, negative and mixed emotions</p>
Three	<p>Activity 3: Mirror, mirror on the wall how are you feeling over all?</p> <p>Activity 4: What do emotions sound like?</p> <p>Activity 5: Drawing emotions</p>	<p>Activity 2: Emotion triggers</p> <p>Activity 3: Acts of friendship</p>	<p>Activity 4: Emotions in the school day</p> <p>Activity 5: Positive peer support.</p>	<p>Activity 3: Intense emotions</p>

Four	Create a class 'emotions' book that they can use to help them talk about their feelings.	Create a class 'emotions' book that they can use to help them talk about their feelings.	My Emotions across the week - map it out. <i>What are your significant triggers?</i>	Activity 4: A roller coaster of emotions Activity 5: The roller coaster day.
Zones of Regulation: https://www.zonesofregulation.com/uploads/3/4/1/7/34178767/english_reproducible_e.pdf				
Five	Introduce the Zones and implement a class management of zones.	Introduce the Zones and implement a class management of zones.	Introduce the Zones and implement a class management of zones.	Introduce the Zones and implement a class management of zones.
Positive Strengths				
Six	Activity 1: Building strengths through cooperative games/ Activity 2: Being kind and being brave	Activity 1: The connections game: a focus on partnership skills. Activity 2: The traffic lights game: a focus on listening	Activity 1: The connections game: a focus on partnership skills. Activity 2: The traffic lights game: a focus on listening.	Activity 1: What are character strengths? Activity 2: Strengths I admire
Seven	Activity 3: What does being brave look like?	Activity 3: Strength detectives	Activity 3: Strength detectives	Activity 3: Using our strengths in everyday life
Eight	Activity 4: Personal strengths celebration tree	Activity 4: Building the strengths display	Activity 4: Building the strengths display.	Activity 4: Role-playing strengths

Nine	Like Me and Liking You - Stop, Think and Do. pg 50	Like Me and Liking You - Stop, Think and Do. pg 50	Look and Listen for Feelings pg 53 - 61 Stop Think and Do	Look and Listen for Feelings pg 53 - 61 Stop Think and Do
Resources	https://fusecontent.education.vic.gov.au/893b7ed8-1f0a-4b6b-a2d0-c4a037ea0216/RRRR%20Foundation.pdf	https://fusecontent.education.vic.gov.au/29b6985a-935d-4053-97c9-f776a99b0fb6/RRRR1and2.pdf	https://fusecontent.education.vic.gov.au/7327c6bf-696a-41c4-8fc3-3c45dccdc8bd/RRRR3and4.pdf	https://fusecontent.education.vic.gov.au/b74ae78a-995a-4a73-8361-3a200d448bd7/RRRR5and6new.pdf

Week	Term Two			
	Foundation	Year 1/2	Year 3/4	Year 5/6
	Positive Coping			
One	Activity 1: The fast emotions game Activity 2: The I Think I Can game	Activity 1: Who goes first? Activity 2: Cheering up and calming down	Activity 1: The everyone is different game Activity 2: Understanding strong emotions	Activity 1: Introducing the concept of self-talk
Two	Activity 3: How are you today? Activity 4: Calm time.	Activity 3: Facing fears Activity 4: Managing anger	Activity 3: The traffic lights game Activity 4: Taming angry feelings.	Activity 2: Enacting positive and negative self-talk
Three	Activity 5: Managing emotions.	Activity 5: The 'anyone who likes' game ..	Activity 5: Making apologies	Activity 3: Personal coping profiles
Four	Create a calming activities book.	Create a calming activities book.	What sorts of anger management strategies work most effectively for you?	Activity 4: Sharing positive coping strategies

			Explore some strategies for anger management.	
	Problem Solving			
Five	Activity 1: The picnic problem solving game	Activity 1: Let's work together: cooperative games	Activity 1: Knots problem-solving game.	Activity 1: We have a problem, how can we deal with it?
Six	Activity 2: Can everyone play?	Activity 2: Dante's got problems	Activity 2: Roads and roundabouts problem solving model	Activity 2: Exploring what works
Seven	Activity 3: Friendly or unfriendly decisions?	Activity 3: Real world problems	Activity 3: Problem-solving in peer situations	Activity 3: Problem-solving panel
Eight	Solving Social Problems Lesson 10 and 11 and 12. Stop, Think and DO	Solving Social Problems Lesson 10 and 11 and 12. Stop, Think and DO	Activity 4: Evaluating problem-solving strategies	Apply the daisy problem-solving technique to analyse the problem encountered by a character in the novel or film study.
Nine	Solving Social Problems Lesson 10 and 11 and 12. Stop, Think and DO	Solving Social Problems Lesson 10 and 11 and 12. Stop, Think and DO	Solving Social Problems Lesson 10 and 11 and 12. Stop, Think and DO	Solving Social Problems Lesson 10 and 11 and 12. Stop, Think and DO
Ten	Solving Social Problems	Solving Social Problems	Solving Social	Solving Social Problems

	Lesson 10 and 11 and 12. Stop, Think and DO	Lesson 10 and 11 and 12. Stop, Think and DO	Problems Lesson 10 and 11 and 12. Stop, Think and DO	Lesson 10 and 11 and 12. Stop, Think and DO
Week	Term 3			
	Foundation	Year 1/2	Year 3/4	Year 5/6
	Stress Management			
One	The Melting Tiger Game RRRR pg.28	The Slow Motion Game RRRR pg.30	What is Stress? RRRR pg.35	Stressors RRRR pg.43
Two	How Stressful? RRRR pg. 29	What is stress? RRRR pg.31	Slow Motion Mirror GAME RRRR pg.36	Lifting the Mood RRRR pg.44
Three	Positive Play RRRR pg.29	Relaxation Techniques RRRR pg.32	Calming and Coping RRRR pg.37	What is Mindfulness? Mindfulness Practices
Four	How to deal with stress? How to get back to the green zone?	Helping Letters RRRR pg.33	Relaxation Techniques RRRR pg.38	What is Mindfulness? Mindfulness Practices
Five	What is Mindfulness? Mindfulness Practices	What is Mindfulness? Mindfulness Practices	Help Seeking	
Six	What is Mindfulness? Mindfulness Practices	What is Mindfulness? Mindfulness Practices	The mimed messages game RRRR pg43	I wonder if I need help with this?RRRR pg.49 Thinking about trust and courage pg. 53

				Who to turn to, and who to thank RRRR pg.53
Seven	What is Mindfulness? Mindfulness Practices	What is Mindfulness? Mindfulness Practices	Help-seeking scenarios RRRR pg.45	Rehearsing help-seeking conversations RRRR pg.57
Eight	What is Mindfulness? Mindfulness Practices	What is Mindfulness? Mindfulness Practices	How big is the problem? RRRRpg. 47 Activity 4: Help-seeking sources RRRR pg.49	Communicating clearly RRRR pg.59
Nine	What is Mindfulness? Mindfulness Practices		Help-seeking role plays RRRR pg. 51 Picture story book RRRR pg.53	'The roller coaster day' storyboard RRRR pg.61
	Term 4			
	Help Seeking		Gender and Identity	
One	Don't drop the ball game RRRR pg.32 Who are your helpers at school? RRRR pg.33	The 'life raft' game RRRR pg.44 I can help my friends RRRR pg.45	Activity 1: My individuality: The many facets of me 57	Born or made? Thinking about gender RRRR pg.65 From words to actions RRRR pg.66

Two	My helpful people RRRR pg.33	How do I ask for help? RRRR pg.47	Exploring gender norms through literature RRRR pg.61	Gender norms in early adolescence RRRR pg.68 Facts about gender and opportunity RRRR pg.69
Three	How to ask for help RRRR Pg.34	Activity 4: Who can I ask for help? RRRR pg.48	Activity 3: Investigating gender roles in children's media RRRR pg.66	Growing awareness about human rights. RRRR pg. 77 The inter-generational gender machine RRRRpg.81
	Gender Identify		Positive Gender Relationships	
Four	Who am I? Different things to know about me RRRR pg.36 Everyone can be strong and gentle RRRR pg. 41	Identity: comparing personal preferences RRRR pg.52 Labels are for jars, not for people RRRR pg.54	What is violence? RRRR pg.71 What is fair play and rough play? RRRR pg 72	What is violence? RRRR pg.88 What is gender-based violence? RRRR pg.90
Five	Exploring gender: Boys and girls can be the same and different	Activity 3: Inclusive gender stories. RRRRpg.56	Rights and responsibilities RRRR pg.76	Understanding power relations RRRR pg.94 Active respect in peer

	RRRR pg.38 Anyone can choose RRRR pg.39	Using personal strengths to resist gender stereotyping RRRR pg.58	Respect in action RRRR pg. 77	relationships RRRR pg.95
Six	Positive gender relations RRRR pg.44 Fair and friendly playRRRRpg.44	What is fair play? RRRR pg.63 Creating a gender-friendly classroom RRRR pg.64	It starts with me: A gender-friendly community . RRRR pg 79	Peer support: setting boundaries, communicating standards RRRR pg.100
Seven	What is fair? . RRRR pg.45	What is fair play and rough play? RRRR pg65	Seeking safety, seeking help RRRR pg.82	Celebrations of our Successes
Eight	Sharing the play space and equipment RRRR pg.47	The opposite of violence is respect RRRR pg.67	Practising asking for help in situations RRRR pg 84	Celebrations of our Successes
Nine	What are clothes for? RRRR pg.49 Keeping my body safe RRRR pg.52	Respect my space, respect my body RRRR pg.68	Celebrations of our Successes	Celebrations of our Successes