CHALLENGES & CHOICES
YEAR 6

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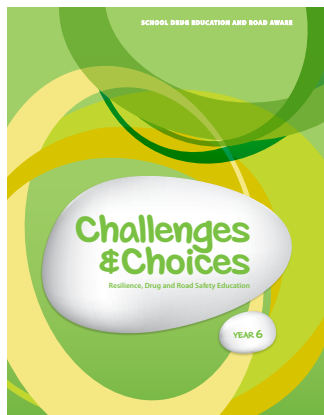
LEARN AT HOME

Challenges and Choices | Year 6
Focus Area 1 | Resilience and Wellbeing

- This document is a guide for educators to use with students.
- It includes examples of how to adapt activities for students who are learning at home.

To get started, download the resource at https://www.sdera.wa.edu.au/media/1263/resilience-and-wellbeing-yr-6.pdf.

Government of **Western Australia**
Department of **Education**
Road Safety Commission
Mental Health Commission

AISWA
Association of Independent Schools
of Western Australia

CATHOLIC EDUCATION
WESTERN AUSTRALIA

SDERA
SCHOOL DRUG EDUCATION AND ROAD AWARE

Activity 1	Getting a reality check
	pages 31-34 in resource

Learn at home

Difficult situations
- Ask students to discuss with their online school team, family members or brainstorm individually what they have done to overcome a difficult situation in their life and report these back verbally or in written form.

Statements
- **Option 1** – Instead of a circle talk, discuss and brainstorm ideas via the classroom chat using the statements as prompts.
- If students are isolated and cannot connect with others, get them to develop a mind map or explosion chart of ideas using the statements as prompts.

> ⓘ **Note**
> Provide the statements to students as required via email or by uploading to Connect.

- Process the activity by using the 'Ask' statements on page 31 to prompt discussion between the school team, family members or individually where the student writes down ideas and suggestions.

> ⓘ **Note**
> Provide 'Ask' questions to students/family member as required.

KidsHelp
- If online access is available get students to look at the Kids Helpline website https://kidshelpline.com.au/ and complete the *Kids Helpline* activity sheet on page 33 by reading the information and then following the tasks outlined in 'The website' section. Provide the activity sheet to students.

Bounce-back Pack
- To make the 'Wellness and Bounce-back Pack' as indicated on page 32 suggest to students to use resources they have at home (stickers, stamps, magazines, pencils, paper, card, paper bags, empty boxes, tissue boxes etc).

Engaging parents	• Email or make available on Connect the following Family Information Sheet. Challenges and Choices Year 6 Focus Area 1: Resilience and Wellbeing Family Information Sheet – *Resilient kids* (page 34) https://www.sdera.wa.edu.au/media/1263/resilience-and-wellbeing-yr-6.pdf
Find out more	• Headspace https://headspace.org.au • Be You https://beyou.edu.au/ • Kids Helpline https://kidshelpline.com.au/ • Department of Health (HealthyWA) https://healthywa.wa.gov.au/ • Beyond Blue https://www.beyondblue.org.au
Extension ideas	• Smiling Mind (Mindfulness apps) https://www.smilingmind.com.au/smiling-mind-app • Watch the movie *Boy Overboard* by Morris Gleitzman and discuss the main concepts in the movie with family members.

Activity 2	**Feeling nervous or worried**
	pages 35-38 in resource
Learn at home	**Scary for you, not for me** • Email the activity sheet *Scary for you, not for me* (page 36) or load onto Connect for students to download and print. • **Option 1** – Ask students to underline which scary task in each example they would find most scary or challenging to do. Students complete the bottom table and take a photo of their work uploading to Connect. • **Option 2** – Use Microsoft Office 365 tools or WebEx to conduct a survey with students using the scenarios on the activity sheet *Scary for you, not for me* (page 36). Lead a discussion about strategies students can use to calm their body and help them to think more clearly (eg helpful thinking).

	The effects on the body • Ask students to draw a body outline on a large piece of paper or to draw a stick figure marking up on the drawing what happens to parts of the body when people are scared or nervous. Give some examples (dry mouth, sweating, heart beats faster, sweaty palms, stutter etc). Take a photo and email or upload to Connect. **Stress ball** • Suggest to students to use resources around their home (if available) to make a stress ball as described on page 35. If the exact items are not available suggest alternatives such as using rice instead of birdseed, using gladwrap and an elastic band instead of a lunch bag. Encourage students to be creative but highlight the need to use *safe, non-toxic products*. Provide instructions to students to make the stress ball.
Engaging parents	• Email or make available on Connect the following Family Information Sheets. Challenges and Choices Year 6 Focus Area 1: Resilience and Wellbeing Family Information Sheets – *Creating resilient kids together* (page 37) and *Resilience skills to practise* (page 38) https://www.sdera.wa.edu.au/media/1263/resilience-and-wellbeing-yr-6.pdf
Find out more	• Smiling Mind (Mindfulness app) https://www.smilingmind.com.au/smiling-mind-app • Mental Health Commission https://www.mhc.wa.gov.au/ • Department of Health (HealthyWA) https://healthywa.wa.gov.au/ • Beyond Blue https://www.beyondblue.org.au
Extension ideas	• Create and trial exercise programs that can be done at home eg PE with Joe as a guide. • Research and trial breathing and calming techniques. • Develop a wallet card (using card, paper, pencils available at home) with one side displaying calming your body ideas and the other side calming your mind ideas. Decorate the card. • Ask students to try practising some of the ideas on their wallet card or the suggestions on the *Resilience skills to practise* Family Information Sheet (page 38) throughout the day.

Activity 3	Changing relationships
	pages 39-40 in resource

| 🏠 **Learn at home** | **About friends**
• **Option 1** – Adapt the music think-pair-share strategy by using music as the thinking time part of this activity via a audio or video conference. Play the music and when it stops ask students to provide the answer to the question you asked via video or written means.
• **Option 2** – Set up a Survey Monkey for students to complete using the questions on page 39. Analyse the class results either through the classroom chat or ask students to do this individually and send in their notes via email or Connect.

Changing relationships
• Email the activity sheet *Changing relationships* (page 40) or load onto Connect for students to download and print.
• Students can work individually or with the support of a parent to complete the tasks on the page. Have students discuss their responses via the classroom chat or with family members. Students upload their activity sheet to Connect or email in.
• If online access is available ask students to research quotes and song lyrics, and develop a media presentation using PowerPoint, Keynote, Microsoft Sway or a photo/illustration presentation as suggested on page 39. If online access is not available provide some suggestions or brainstorm ideas together to come up with a slogan, quote or art piece that highlights the nature of changing relationships.

ⓘ **Note**
Make sure students understand that they need to source age appropriate content and be aware of copyright laws when using songs and materials from the Internet.

• Ask students to add to their Bounce-back Pack ideas they have gained from the group discussions and activities on how to manage the changing nature of relationships. |
| ➕ **Extension ideas** | • Search the internet for music that promotes relationships such as 'You've got a friend in me' from Toy Story or 'Count on me' by Bruno Mars. Share these with family members or via the classroom chat. |

Activity 4	What is cyber bullying?
	pages 41-43 in resource

🏠 **Learn at home**	**Bullying and cyberbullying** • Create an online survey using Survey Monkey or Connect tools and the 'Ask' questions on page 41. Send the link to students and have them complete the survey. Collate the results and ask students to analyse the results for their class in a report. The report could be given as a written, audio or video report. • Email the activity sheet *Cyberbullying* (page 42) or load onto Connect for students to download and print. • Ask students to cut up the scenarios on the worksheet, read them and then group them according to bullying, cyberbullying, not bullying and undecided. Make sure students clearly label each group. Students take a photo of their groups and email or upload to Connect, or glue them into their health book. **Think and protect** • Brainstorm in the classroom chat, with family members or individually, ways that students can protect themselves from cyber bullying. • **Option 1** – Email the activity sheet *Think and Protect* (page 43). Students complete individually. • **Option 2** – If students are unable to access the activity sheet, have them develop a poster, wallet card or information brochure using the 'THINK' process. Encourage students to use Microsoft Office 365 tools to develop these or students can create a paper copy using items from home and then take a picture and email or upload to Connect. ⓘ **Note** Provide the THINK acronym to students as required.
🔍 **Find out more**	• Department of Education www.education.wa.edu.au/cyber-safety • Office of the e-Commissioner https://www.esafety.gov.au/ • WAPolice (WAPoL) https://www.police.wa.gov.au/Your-Safety/Internet-safety
➕ **Extension ideas**	• Encourage students to: • develop a list of privacy or security ideas that can be shared with others

	• practise and use some of the ideas and knowledge they have learnt to improve their social media security
	• research the laws around cyber safety.
	• research and make a list of people or agencies young people can go to for help or assistance. For example:
	  » Kids helpline: https://kidshelpline.com.au/
	  » Headspace: https://headspace.org.au
	  » Be You: https://beyou.edu.au/
	  » WA Police: https://www.police.wa.gov.au/Your-Safety/Internet-safety

Activity 5	**Changing bad moods into good moods**
	pages 44-45 in resource
🏠 **Learn at home**	**Positivity** • Ask students to share the following: one positive thing about today, one positive thing they are looking forward to doing, and one positive memory from the past. They can do this through a written document, poster, audio file or vox pop. **Y chart** • Have students develop two Y charts one for positive and one for negative feelings with the titles 'sounds like', 'feels like' and 'looks like'. Ask students to fill in their responses on each chart. For example, happiness might 'look like' a smile on your face, bright eyes and rosy skin; 'sounds like' laughter and cheery voice; 'feels like' warm inside and satisfied feeling. • Follow up by discussing and explaining the difference between positive and negative feelings, and what types of things help to increase positive feelings. Use the questions on page 44 as prompts. ⓘ **Note** Parents or a family member may need to lead the discussion. Make the 'Ask' questions on page 44 available. **Messages in music** • Ask students to find a song (eg 'Don't worry, be happy' (Bobby McFerrin), 'Try a little kindness' (Bobby Austin/Curt Sapaugh) and 'High hopes' (Van Heusen/S. Cahn) that has happy or sad messages in it. Students need to identify the messages and then discuss what feelings they increase and why. Their findings, as well as the chosen song, can be uploaded to Connect.

> ⓘ **Note**
> Make sure students understand that they need to source age appropriate content and be aware of copyright laws when using songs and materials from the Internet.

ABCDE of happiness
- Email the activity sheet *ABCDE of happiness* (page 45) or load onto Connect for students to download and print.
- **Option 1** – Have students complete the activity sheet and upload to Connect.
- **Option 2** – Using the *ABCDE of happiness* activity sheet on page 45 as a prompt, have students create a paper chain or mobile, using items from home, describing positive things they do and can do in relation to Active, Belong, Commit, Do and Express. Ask students to add this item to their Bounce-back Pack.

🔍 **Find out more**	- Growing and developing healthy relationships https://gdhr.wa.gov.au/home - RuOK? https://www.ruok.org.au/ - Department of Health (HealthyWA) https://healthywa.wa.gov.au
➕ **Extension ideas**	- Encourage students to: - research mindfulness activities or apps Mindfulness apps https://www.smilingmind.com.au/smiling-mind-app - practise their ABCDE to happiness guide at home - choose one item they would like to develop or produce (eg a jingle, slogan, infographic) that promotes happiness and create it.
Activity 6	**Seven ways to deal with conflict**
	page 46-48 in resource
🏠 **Learn at home**	**Dealing with conflict** - Ask students to create a 'T chart' of positive and negative strategies people use when dealing with conflict. This can be discussed through a classroom chat or shared via Connect.

	7 ways to deal with conflict • **Option 1** – Email the activity sheet *7 ways to deal with conflict* (page 47) and *Let's practice* (page 48) or load onto Connect for students to download and print. Ask students to cut up all of the scenarios on the *Let's practice* activity sheet and cut the *7 ways to deal with disagreements* into strips. Once this is done, they then lay out the 7 ways in order and place the different scenarios under each number (1-7), choosing what they think is the best option for each scenario. Students take a photo of their groupings and upload to Connect. • **Option 2** – Provide each student with one scenario card from the *Let's practise* activity sheet on page 48 and the activity sheet *7 ways to deal with conflict* (page 47). Collaborating with other students, family or working individually, students produce written or verbal responses to the situation choosing the best strategy to deal with the conflict in their scenario. This can be presented as a written or verbal response. • Students can reflect on how best to manage disagreements and develop a reflection sheet to add to their Bounce-back Pack.
🔍 **Find out more**	• Growing and developing healthy relationships (Year 6 peer influence) https://gdhr.wa.gov.au/home

➕ **Extension ideas**	• Encourage students to:
	  • practise using their conflict resolution strategies at home with family or with other students
	  • roleplay and practise with others conflict resolution, problem solving and negotiation.

Activity 7	**Cyber bullying – what you can do about it**
	pages 49-51 in resource
🏠 **Learn at home**	**Are you cybersmart?** • **Option 1** – Email the activity sheet *Are you cybersmart?* (page 50) or load onto Connect for students to download and print. Students complete the survey individually or with help if required. • **Option 2** – Use Connect tools, WebEx, Survey Monkey or Microsoft Office 360 tools to create a survey that students can complete, using the statements from the *Are you cyber smart?* activity sheet (page 50). **Cyberbullying is everyone's problem** • **Option 1** – Assign a character to each student from the *Cyberbullying is everyone's problem* activity sheet (page 51). Ask them to individually complete the questions on the sheet sharing their responses via email or through Connect. • **Option 2** – As a class team, choose one character and ask all students to answer the questions related to the chosen character then discuss all answers for that scenario. This can be repeated with other characters and scenarios.

	Research • Ask students to research what they should do if they or someone they know are being cyberbullied. Provide reputable websites for students to collect this information from. Ask students to use different presentation media like PowerPoint, Microsoft Sway, Keynote, Canva to present their information.
Find out more	• Department of Education www.education.wa.edu.au/cyber-safety • Office of the e-Commissioner https://www.esafety.gov.au/ • WAPolice (WAPoL) https://www.police.wa.gov.au/Your-Safety/Internet-safety https://www.police.wa.gov.au/Crime/Technology-crime/Cyber-bullying
Extension ideas	• Encourage students to: • develop a list of privacy or security ideas they can share with others • practise and use some of the ideas and knowledge they have learnt to improve their social media security • research the laws around cyber safety • research and make a list of people or agencies they can go to for help or assistance with cyberbullying.
Activity 8	**Applying wellbeing and bounce back skills**
	page 52-53 in resource
Learn at home	• This activity can be conducted directly from the resource with no modifications. It is a review and revision lesson of all information discussed throughout the focus area. It could be used as an assessment task to gauge the awareness levels and knowledge gained throughout this focus area.