



SMILE sessions- Primary; recommended order Learn, Move, Socialise, Interest, Engage








	Week 1	Week 2	Week 3	Week 4	Week 5
Socialise  Read and draw along	<u>Don't mess with a princess- Rachel Valentine & Rebecca Bagley</u>	<u>How to be a Lion- Ed Vere</u>	<u>Look Up- Nathan Bryon & Dapo Adeola</u>	<u>Buster finds his beat- Pamela Aculey & Ray Walsh</u> <u>How to draw a turtle- artforkids.com</u>	<u>The Bumble Bear- Nadia Shireen</u>
Move  Dance	<u>(5) YolanDa Brown - Let Me See You</u>	<u>Dance Monkey</u>	<u>You're welcome</u>	<u>Can't stop the feeling</u>	<u>Sunflower</u>
Interest  Artwork of the week	Michaelangelo; Pieta	Himid; Between the two my heart is balanced	Basquiat; Grillo	Hockney; Growing up by the Garrowby Hill	Degas; Little Dancer
Learn  SEL lessons based on CASEL's 5	Golden Rule; treat others as you'd like to be treated Pixar- <u>For the birds- Link to RE</u>	Compliments <u>Pixar- Boundin</u>	<u>Feelings</u> <u>Storybooks- Emotions</u>	<u>Calming down</u> <u>Explore your core emotions with 'Inside Out'</u> <u>Belly breath with Rosita</u> <u>Belly breath song</u> <u>3 Steps to Calming Down</u>	<u>Problem solving</u> <u>Pixar- Piper</u> <u>3 Steps to Problem Solving</u>
Engage  Adults share gratitude	School role model- places	Individed role model- things about me	Individed role model- music	Individed role model- memories	Individed role model- people



Screen free SMILE – Primary; recommended order Learn, Move, Socialise, Interest, Engage



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Socialise 	<u>PATHS interactive games</u> P.9 Would you rather?	<u>PATHS interactive games</u> P.8 If I was a	<u>PATHS interactive games</u> P.3 Feelings Bingo	<u>PATHS interactive games</u> P7 Help we're running out of toilet paper	<u>PATHS interactive games</u> P.14 Cooperation games
Move 	Miss Williams' games Zip, Zap, Zoom	Miss Williams' games Countdown	Miss Williams' games Pass the Movements	Miss Williams' games Jungle	Miss Williams' games Pirate Ship
Interest 	<u>#ArtJumpStart</u> Cardboard Castle	<u>#ArtJumpStart</u> Yoghurt tub lion (adapted from tiger)	<u>#ArtJumpStart</u> Cardboard roll rocket ship	<u>#ArtJumpStart</u> Paper plate turtle	<u>#ArtJumpStart</u> Biscuit box bear
Learn 	<u>Golden Rule mindfulness</u>	<u>Compliments mindfulness</u>	<u>Feelings mindfulness</u>	Calming down mindfulness <u>Turtle</u> <u>3 steps</u>	<u>Problem solving mindfulness</u>
Engage 	Individed gratitude journal- places	Individed gratitude journal- things about me; shield of resilience	Individed gratitude journal- music	Individed gratitude journal- memories	Individed gratitude journal- people

Mental wellbeing outcomes	Week 1- The Golden Rule	Week 2- Compliments	Week 3- Feelings	Week 4- Calming down	Week 5- Problem Solving
<p>Children need to understand :</p>	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 	<ul style="list-style-type: none"> • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 	<ul style="list-style-type: none"> • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. 	<ul style="list-style-type: none"> • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate 	<ul style="list-style-type: none"> • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
<p>Key ideas & questions to explore in the Learn session and to explore further in the Interest and Socialise sessions</p>	<p>How do the small birds behave when the large bird joins them? They are making each other laugh is this a good thing here? They are working as a team; is this a good thing? Do the small birds like being laughed at? The small birds didn't treat the big bird as they like to be treated; they aren't kind. How could the small birds have welcomed the big bird?</p>	<p>What does everyone like about the lamb at the start? Why does the lamb feel sad after he's been shorn? Why does he feel lonely? Has the lamb changed the way he is or what he can do? How does the lamb feel once he starts bouncing again? How does the lamb feel next time he is shorn? We can compliment the lamb on his resilience? We should say thank you when we get a compliment. We should say you're welcome when someone says thanks</p>	<p>In the shorts we see lots of different people with lots of different feelings; what ones can you remember? The characters tell us all feelings are okay but some are comfortable and some are uncomfortable. Can you remember some comfortable ones? Can you remember some uncomfortable ones? Are any both? Surprised? Tired? Can we feel more than one feeling at once? Love for your sister but also be jealous? Excited about high school but also nervous?</p> <p>It is important that we are feeling the way we need to feel to do what we need to do and there are things that help us do that. What makes us calm? What makes up happy? What makes us feel energised? What different breathing techniques can we explore? Why is it important to say the problem and how we feel?</p>		<p>What is Piper trying to do at the start of the movie? What's the problem? What different ways does he try? How does he feel when he keeps getting washed away by the tide? How does the sea snail help him? How does he feel when he has reached his goal. It's good to calm down and make a plan and we all need help sometimes. Who helps you?</p>