

Bea's Polar Express

SOS:

BEA'S BEST BITS



Lesson Plans

Lesson 1: Calming Clouds

Lesson 2: Sad Safie

Lesson 3: Marvellous Memories

Lesson 4: Forever Friends

Lesson 5: Self-Care Specialist

Bea's Polar Express SOS:

BEA'S BEST BITS



These five lesson plans are based on the three main scenarios in *Bea's Polar Express SOS*. However, the book can also be linked to:

-SPHE:

Friendship, Kindness, Gratitude, Positive Affirmations, Taking Care of Myself and Others, Feelings and Emotions; Empathy, Grief and Sadness.

-Literacy:

Reading, Story, Rhyme, Comprehension, Polar Animals, Creative Writing; Write about a time you helped a friend/ A time you felt sad, Fact Files.

-Drama:

Emotions/ Hot Seating/ Teacher in Role.

-Art:

Polar Animals, Snowball Painting.

-Geography:

Polar Animals; Polar Bears, Penguins, Seals, Polar Regions; North and South Pole, The Arctic and Antarctic.

-Science:

Experiments; Artic Animal Rescue, Making Igloos, Artic Habitat Project, Making Snow-Doh, Fizzing Ice, Investigating Camouflage - Why are Polar Bears White?

-Gaeilge:

An Aimsir.

-Aistear:

Playdoh Station; create animals, igloos and print animal tracks in playdoh snow, Artic Sensory Bin and Fine Motor Activities, Fake Snow Sensory Bin, Frozen Water Sensory Bin, Artic Themed Scissor Cutting Activities, Artic Small World.

-Music:

Animal Sound Activities.

-History:

Historical Expeditions to The Arctic and Antarctic.

-Times of Transition:

Mindful Me with Bea cards can be used transitioning between lessons.

-Maths:

Maths Games can be linked to the theme.

-PE:

Polar Bear Tag, Artic Animals Gross Motor Movement Games, Move like Artic Animals, Polar Bear Paw Walk, Polar Musical Statues; freeze like your... climbing a snowy mountain, ice skating, throwing snowballs.

Lesson 1: Calming Clouds

(Please note, you may decide to do some or all of the lesson depending on class level, or you may decide to split the lesson into two or even three parts.)



Strand:

- Myself
-

Strand Unit:

- Self-Identity (self-awareness, developing self-confidence and making decisions)
 - Growing and Changing (Feelings and Emotions)
-

Objectives:

- To encourage talk on feelings and emotions.
 - To encourage children to focus on their strengths.
 - To help develop children emotional literacy.
 - To encourage children to speak about their problems.
 - To encourage empathy and kindness.
 - To identify some of the factors that promote growth.
 - To name a variety of feelings and talk about situations where these may be experienced.
 - To explore the variety of ways in which feelings are expressed and coped with.
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Materials:

- Cloud template
 - Coloured Card and White Card
 - Scissors
 - Colours/crayons/markers and glue.
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Resources:

Bea's Polar Express SOS, 'Mindful Me with Bea' pack, worksheet A and worksheet B.

Lesson:

- Begin with the 'Slow Flow' card: Demonstrate technique to class.
- 1. Ask children, to stand up tall.
2. Ask children to press their feet to the ground.
3. Teacher says 'Slow Flow' rhyme while class do technique.
4. Repeat technique 2 - 3 times.

- Read pages 3-13

Questions:

1. Why was Pumba sad?
2. Do you remember why she was having a bad week?
3. Have you ever felt this way?
4. Do you remember a time when you wanted to be on your own, just like Pumba did?
5. Where do you feel sadness in your body?
6. Bea encouraged her friend to talk about what was troubling her, was she right to do this?
7. Did Bea help Pumba?
8. Can you think of a time when you helped a friend?
9. Can you think of someone you could talk to about your problems?
10. What did Pumba do to help herself to feel better?

Lesson 1: Calming Clouds

Calming Clouds: Whole Class Activity.

The purpose of this lesson is to remind children about their positive traits and about their happy thoughts, so that when they find themselves in situations where they are feeling sad in the way that Pumba was, they will have lots of 'Thankful Thoughts' that will help to cheer them up.

Start by asking the class if anyone knows how many thoughts we have each day?

It is said that we have about 70,000 thoughts a day and around 70% of those thoughts are negative. If we try to focus on our 'Thankful Thoughts' then it can help promote positivity and make it more difficult for us to feel sad or stay feeling down for long.

Explain that our thoughts and feelings are like clouds. They drift into our day but they do not have to stay for very long. There are lots of tricks that we can use to help when big feelings or bad thoughts visit us. If we try not to focus on the bad thoughts for long, then they will drift by quicker. It is of course ok to feel sad but talking about your sadness and focusing on your strengths and positives can really help with this emotion.

Ask the children to close their eyes and think of three things that they like about themselves. It might be three things that they are good at, it might be that they are kind, friendly or helpful. Some

children might be reluctant to share their thoughts so it might help if you start by sharing three positives about yourself. E.g., I am caring and do my best to help others. I always try to be polite to others. I am a good swimmer. Then after some discussion ask them to close their eyes again. This time they can think of three things they are grateful for - their three thankful thoughts. It might be their toys, the seaside, or their pets. Again, you might start by saying your own thankful thoughts. E.g., I am thankful for my family, I am thankful for my friends, I am thankful for my health. Allow time for discussion.

Explain that they will be creating their own 'Calming Clouds' with words or phrases to remind them of their 'Thankful Thoughts.' They can each get a worksheet with the cloud and rays on it (see worksheet section). Clouds can be printed on to white card and the rays can be printed onto coloured card. They can cut out the template and stick to coloured card. They can write their strengths, positive affirmations, or happy thoughts on the rays. Here are some examples:

I am a good friend.

I care for others.

I try my best at school.

I am thankful for my sister.

I love the seaside.

Allow time for the activity and allow the class to use crayons, markers, pencils, glitter etc to design their 'Calming Cloud.' They can also write and design their name in the cloud.

Create a 'Calm Clouds' display board so that the children can see their positive reminders each day at school.

Worksheet A: Cloud template.

See above for details.

Worksheet B: Feelings are like clouds. (Optional extra)

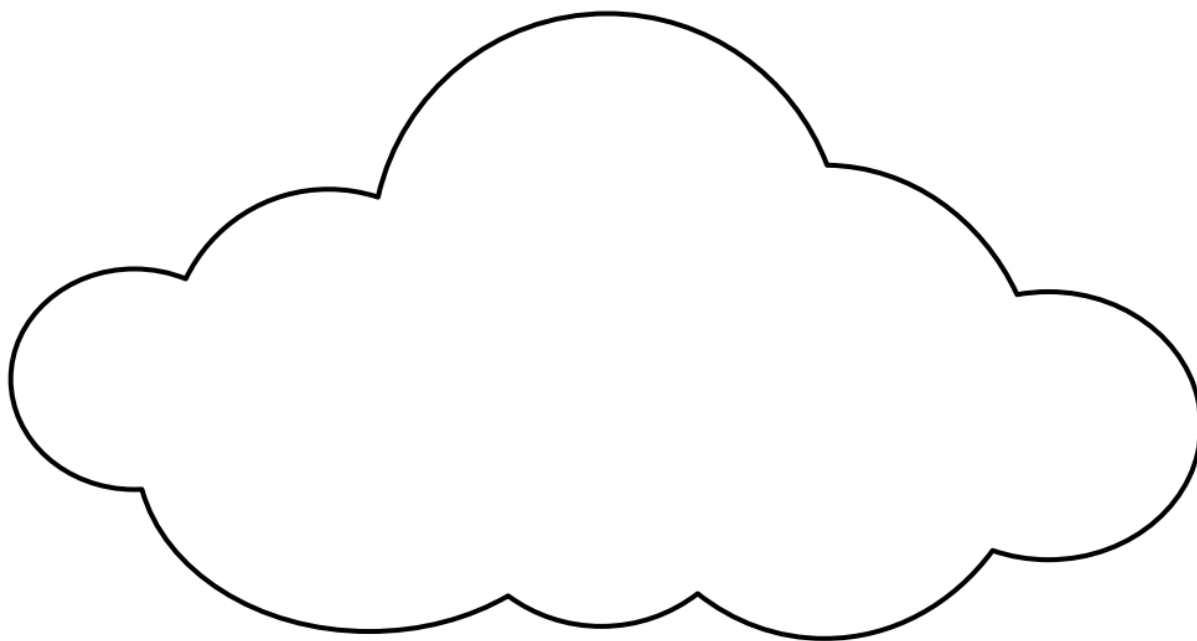
We have learned that feelings are like clouds. On this worksheet, there is a large sun template. Ask the class to write or draw ways to help the clouds to drift by e.g., ways that you can feel better if you are sad.

Take deep breaths. Talk to someone. Think of happy thoughts. Talk to a safe person. Listen to music. Get fresh air etc.

Conclusion:

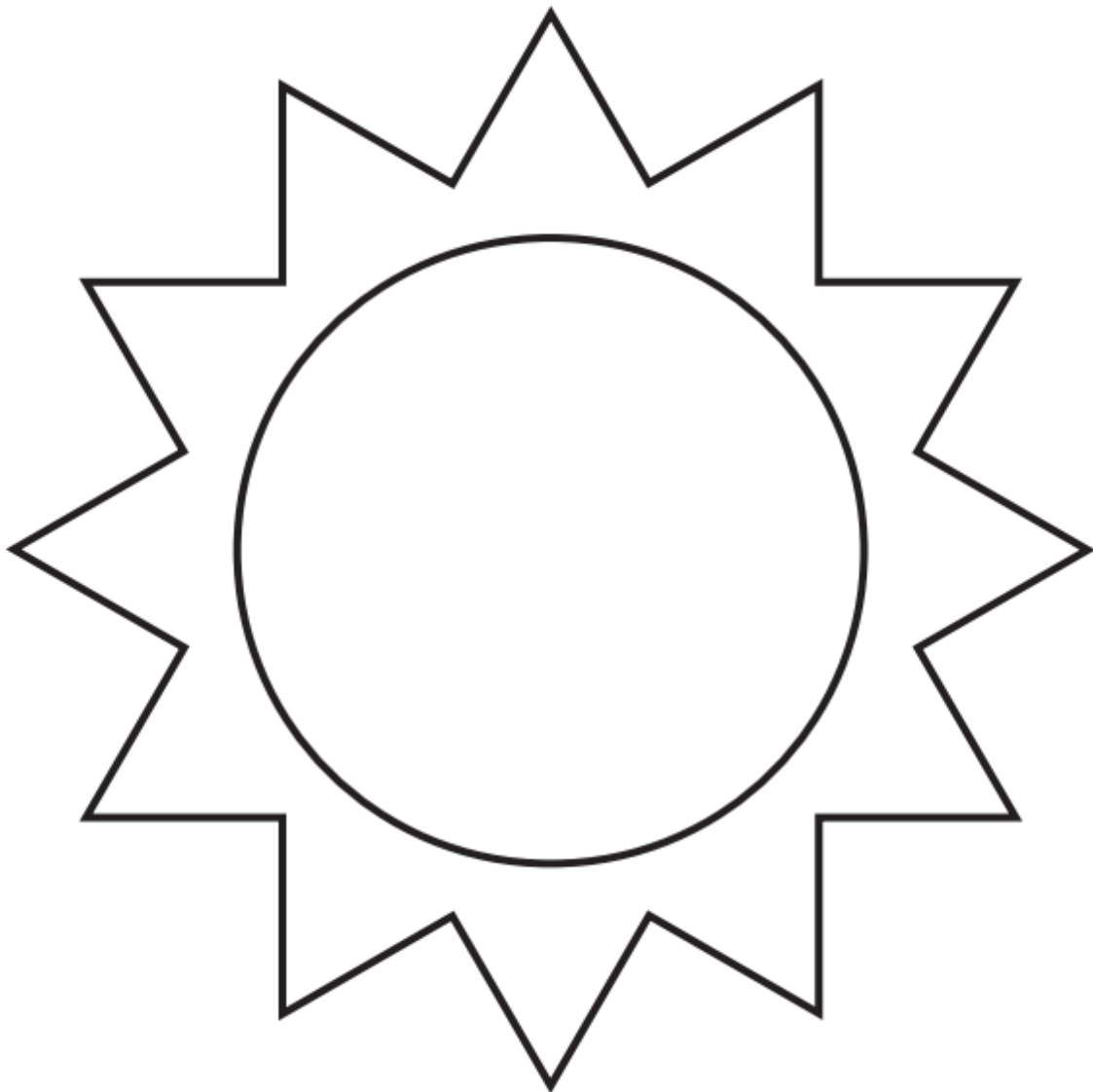
- Finish with the 'Beat the Blues' card.
- 1. Ask children to sit up straight.
- 2. Ask children to press their feet to the ground.
- 3. Teacher says 'Beat the Blues' rhyme while class do technique.
- 4. Quick chat about safe people and who we can speak to when we feel sad. (Family, friends, teacher etc)
- 5. Finish with three slow, deep breaths.

Worksheet A: Template (Cloud and Rays)



Worksheet B:

Feelings are like clouds.
They drift and move along,
Your superpower is your breath,
It's with you all day long.



Lesson 2: Sad Safie

(Please note, you may decide to do some or all of the lesson depending on class level, or you may decide to split the lesson into two or even three parts.)



Strand:

- Myself
- Myself and others

Strand Unit:

- Self-Identity (Self-Awareness, Developing Self-Confidence and Making Decisions)
- Growing and Changing (Feelings and Emotions)
- My friends and other people
- Relating to Others

Objectives:

- To encourage talk on feelings and emotions.
- To help identify emotions.
- To help develop children emotional literacy.
- To encourage children to speak about their problems.
- To develop children's emotional literacy.
- To help promote children's self-awareness and understanding by helping them to manage their own feeling.
- To help foster children's well-being.
- To begin to understand, appreciate and respect personal abilities, skills and talents.
- To identify some of the factors that promote growth.
- To name a variety of feelings and talk about situations where these may be experienced.

- To explore the variety of ways in which feelings are expressed and coped with.
 - To listen and respond to the opinions and views of others.
 - To explore and discuss occasions that can promote positive feelings in himself/herself.
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Materials:

- Balloons, rice or water beads, funnel, permanent marker.
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Resources:

Bea's Polar Express SOS, 'Mindful Me with Bea' pack and *Worksheet C*.

Lesson:

- Begin with the 'Beat the Blues' card.
 1. Ask children to sit up straight.
 2. Ask children to press their feet to the ground.
 3. Teacher says 'Beat the Blues' rhyme while class do technique.
 4. Quick chat about safe people and who we can speak to when we feel sad. (Family, friends, teacher etc)
 5. Finish with three slow, deep breaths.
- Read pages 14 - 19

Questions:

1. Why was Ping feeling lonely?
2. What words in the story tell us that he was sad?
3. Where did he feel it in his body?
4. Is it good to cry when you feel sad?
5. Can you think of a time when you felt sad and lonely?
6. Ping opened up to Bea. Sharing your problems and worries can be very helpful. What do you do to help you feel better when you are sad or worried?
7. Bea teaches Ping to focus on the good. What are the good thing in your life?
8. Who are the people who love you?
9. Where are your favourite places to go?
10. Why does it help to think of happy things when you are feeling down?

Lesson 2: Sad Safie

Sad Safie: Whole Class Activity.

Explain to the class that today they will be making their own squishy balloons (stress balls) to help when they are feeling sad. This lesson requires a bit of preparation. It might be easier to do it table by table in groups while the rest of the class do the 'Emoji Emotions Wheel.' Alternatively, if doing as a whole class it might be easier to do with another adult in the room.

To make the squishy balloons, every child will need a balloon. They can take turns using a funnel and filling their balloons with rice or water beads (or flour but rice is cleaner!) Each child fills their balloon, lets out any excess air and ties it. They can draw a happy face on their balloon and these stress balls can be used by squeezing them and thinking of happy thoughts when they are overwhelmed by big feelings.

These are a lot of fun to make and great to help regulate too!

The next part of the lesson is the Emoji Emotion Wheel. Have a chat about feelings, the different types of emotions we feel, where we feel them in our bodies etc. Then give out the worksheet and ask the class to fill in emojis for each feeling, colours that come to mind for this feeling, words, phrases, and pictures, anything that they relate to this feeling. The object is to help them identify and name each emotion and relate to it.

Worksheet B: My Emoji Emotions Wheel.

Children in emojis for each feeling, colours that come to mind for this feeling, words, phrases, and pictures that they relate to this feeling.

Conclusion:

- Finish with the 'Forever Friends' card.
- 1. Ask children, to sit up straight.
- 2. Ask children to press their feet to the ground.
- 3. Ask children to place one hand on heart and the other hand on tummy.
- 4. Teacher says 'Forever Friends' rhyme.
- 5. Chat about importance of being a good friend.
- 6. Finish with three slow, deep breath.

Worksheet B: My Emoji Emotions Wheel

Inhale thankful thoughts,
A couple of times a day,
And if you're ever feeling sad,
Know that it's ok!



Lesson 3: Marvellous Memories.

(Please note, you may decide to do some or all of the lesson depending on class level, or you may decide to split the lesson into two or even three parts.)



Strand:

- Myself
 - Myself and Others
 - Myself and the Wider Community
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Strand Unit:

- Taking care of my body
 - Growing and Changing (Feelings and Emotions)
 - My friends and other people (relating to others)
 - Myself and My Family
 - Relating to others
 - Developing Citizenship
-

Objectives:

- To encourage talk on feelings and emotions.
 - To encourage children to focus on their happy memories to promote positivity.
 - To help develop children emotional literacy.
 - To encourage children to communicate when feeling sad.
 - To encourage empathy and kindness.
 - To listen and respond to the opinions and views of others.
 - To realise how families take care of, support and love each other.
 - To discuss and appreciate all those considered special, both within and outside the family circle.
 - To explore and discuss occasions that can promote positive feelings in himself/herself.
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Materials:

- Display board, photos, bluetac.
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Resources:

Bea's Polar Express SOS, 'Mindful Me with Bea' pack and Worksheet D.

Lesson:

- Begin with the 'Forever Friends' card.
- 1. Ask children, to sit up straight.
2. Ask children to press their feet to the ground.
3. Ask children to place one hand on heart and the other hand on tummy.
4. Teacher says 'Forever Friends' rhyme.
5. Chat about importance of being a good friend.
6. Finish with three slow, deep breath

Read pages 20 - 26**Questions:**

1. Why was Slippy broken hearted?
2. What words in the story tell us she was feeling very sad?
3. How do we know how much her pet meant to her?
4. What happy memories did Slippy talk about with Bea?
5. Do you remember what Bea said when she first arrived? Was this kind? (Tell me what's the matter. I'm always here for you)
6. Bea listens to Slippy as she recalls her happy memories with Puffy, is this a nice thing to do?
7. Slippy felt better after having a little cry and chatting to Bea. Why is it always better to talk about our worries and sadness rather than bottle them up?
8. Was it ok for Slippy to feel sad? (Of course, all feelings are ok. Bea is not trying to dismiss Slippy's feelings, she is allowing her to be sad and to talk about it but she is also giving her tools to help make her feel better - sharing memories, using her breath)
9. How do you think Bea felt after helping her friend?
10. Will you remember to talk to a safe person and to use your breath to help you the next time you are sad?

Lesson 3: Marvellous Memories.

Whole Class Activity: Marvellous Memories Project

This activity will be one that the class can work on at home and can bring to school to display together on a 'Marvellous Memories' display board.

Talk about how it helped Slippy to focus on happy memories that he shared with Puffy. The class will have an opportunity to make a 'Marvellous Memory' display board for their classroom or school. The idea behind this will be to have a board full of happy memories that the class can enjoy seeing to remind them of how they felt when they experienced this memory and to encourage happiness and to promote positivity. Slippy thought about memories she had with someone who had died. The class can choose their memories. It might be memories of summer holidays, memories with loved ones, birthday parties, Christmas etc. They can talk and discuss their memories in pairs. For homework they can take a week to gather photos of their happiest memories for the display and the following the class can enjoy talking about their photos and adding them to the 'Marvellous Memories' display board. This might be a useful resource on days when a child might be feeling sad.

Worksheet D: My Marvellous Memories

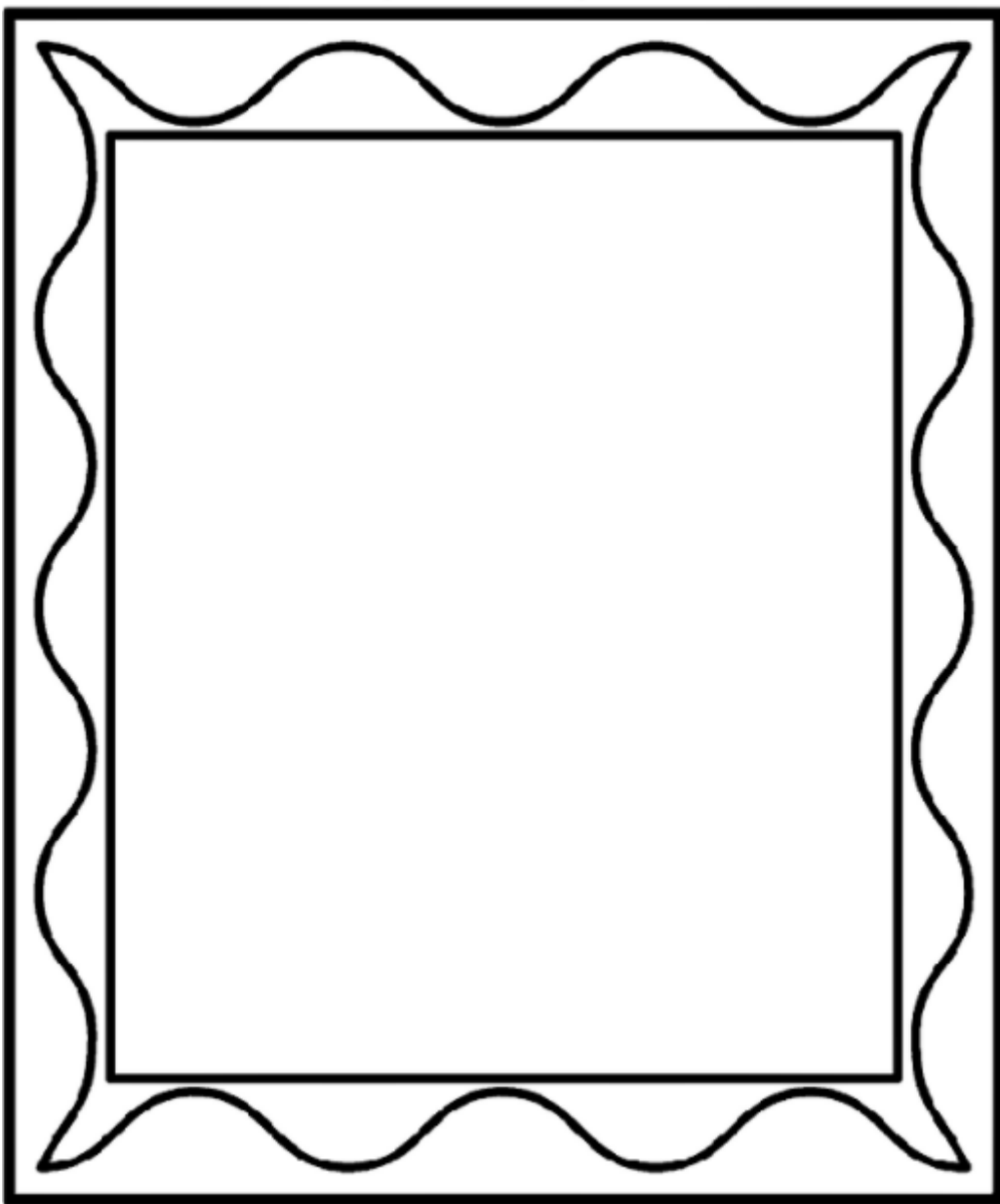
Children fill in their happiest memory in the frame. They can draw or write depending on the class level. It can be a memory with a loved one or friend.

Conclusion:

- Finish with the 'Feel What You Feel' card.
- 1. Ask children, to sit up straight.
- 2. Ask children to press their feet to the ground.
- 3. Teacher says, 'Feel What You Feel.' rhyme while class do technique.
- 4. Give examples of 'Thankful Thoughts.'
- 5. Ask them to take a few slow deep breaths, while thinking of their 'Thankful Thoughts.'

Worksheet D:

I have lots of happy memories,
That show how much I cared,
It always cheers me up,
To think of nice times that I shared!



Lesson 4: Forever Friends

(Please note, you may decide to do some or all of the lesson depending on class level, or you may decide to split the lesson into two or even three parts.)



Strand:

- Myself
- Myself and Others
- Myself and the wider world

Strand Unit:

- Taking care of my body
- Growing and Changing (Feelings and Emotions)
- My friends and other people (relating to others)
- Myself and My Family
- Relating to others
- Developing Citizenship

Objectives:

- To encourage talk on feelings and emotions.
- To help identify emotions.
- To help develop children emotional literacy.
- To encourage children to speak about their problems.
- To encourage kindness, empathy and friendship.
- To identify some of the factors that promote growth.
- To name a variety of feelings and talk about situations where these may be experienced.
- To explore the variety of ways in which feelings are expressed and coped with.
- To develop children's emotional literacy.
- To help promote children's self-awareness and understanding by helping them to manage their own feeling.
- To help foster children's well-being.
- To begin to understand, appreciate and respect personal abilities, skills and talents.
- To identify and appreciate friends at school and how they can help and care for each other.

- To identify, discuss and appreciate his/her own friends.
 - To recognise and appreciate differences in people and know how to treat others with dignity and respect.
 - To listen and respond to the opinions and views of others.
 - To explore and discuss occasions that can promote positive feelings in himself/herself.
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Materials:

These materials are optional as there is a choice of games in this lesson:

- Magazines, cut outs of facial expressions
 - Beanbag
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Resources:

Bea's Polar Express SOS, 'Mindful Me with Bea' pack and worksheet E (level 1 and 2).

Lesson:

- Begin with the 'Feel What You Feel' card.
- 1. Ask children, to sit up straight.
- 2. Ask children to press their feet to the ground.
- 3. Teacher says, 'Feel What You Feel.' rhyme while class do technique.
- 4. Give examples of 'Thankful Thoughts.'
- 5. Ask them to take a few slow deep breaths, while thinking of their 'Thankful Thoughts.'

Today's Lesson is about friendship:

Read the below verses from *Bea's Polar Express SOS*. Recap how Bea is a good friend:

- Bea finds her in a cave,
Sorrowful and blue.
'Let's just be together,
I'll sit here with you!'
- Bea listens carefully,
Then gives her friend a kiss,
And reassures her lovingly,
'We all have days like this.
It's always good to talk,
Whenever you feel blue.
It's good to share your problems,
With a friend who cares for you.'
- Bea meets him on the ice,
As Ping bursts into tears.
'You can tell me all about,
Your worries and your fears.'
- Bea comforts Ping,
While chatting in the snow.

'We all have changes in our lives,
But changes help us grow.
Focus on the good,
Think of people who love you,
Of all the places that you go,
And nice things that you do!

- 'I got your message Slippy,
Is there something I can do?
Tell me what's the matter.
I'm always here for you.'
- Bea listened to Slippy,
With a very careful ear,
The sharing of happy memories,
Of a friend who was so dear.
'It's good to feel the sadness,
I know how much you cared.
It might help you feel better,
If you think of times you shared.

Questions:

1. What words would you use to describe Bea?
2. Is Bea a good friend?
3. Can you think of times when you behaved nicely just like Bea did?
4. What makes you a good friend?
5. Are you a good listener?
6. Can you think of a time when a friend took care of you? How did that make you feel?
7. How would you know if your friend was sad?
8. To help Ping feel happier, Bea encouraged him to focus on the good. What are the things that bring you the most joy?
9. Bea tells Slippy that she is always there for her. Can you think of some nice things you have said to friends?
10. What are the things that you enjoy doing with your friends?

Lesson 4: Forever Friends

Forever Friends: Whole Class Activity

A key message from *Bea's Polar Express SOS* is **communication**. Throughout the book, Bea encourages her best pals to share their problems and she also lends a listening ear. She is very empathetic, kind, warm-hearted and caring.

To begin the lesson recap Bea's positive traits. Explain that we are going to practice being good listeners. Choose some listening games from the below list:

- **Group Story:** One person starts a story with just one sentence and each student listens carefully and takes a turn one by one to add a sentence to the story.

- **I went to the shop and I bought:** The first child buys something beginning with A (I.e. I went to the shop and bought an apple), the next repeats the first child's line and adds his own beginning with B (I.e. I went to the shop and I bought an apple and a banana), and so on.
- **Paired Work:** Child A tells child B 10 things they like about school. Child B must repeat it back. Swap over.
- (Depending on the class level, you also have the option of doing a Mindful Listening Walk outside or in the classroom. Discuss what sounds you hear. What sounds would you hear on the bus, near home, outside, at the sea etc instead of the above)

Another key message in this book is being a **good friend**. Below is a list of some friendship games:

- **That's Me:** This is a lovely interactive game. One student stands up in front of the class and shares a fact about themselves, like their favourite food or favourite movie. Everyone who also shares that favourite thing stands up and yells, "That's me!"
- **The Compliment Game:** This game teaches children how to pay compliments. Students can sit in a circle and either throw a beanbag or ball to each other, or they can just name the next person to get a turn. Each pupil should get a chance to compliment another child in the class.
- **In Common:** Class can be divided into small groups, (this works better if they are mixed with children they aren't already friends with.) That group then must find five or six things that they all have in common.
- **Face Time:** For this game, children need to try to identify moods based on facial expressions. They can either cut faces out of magazines or use pictures printed out, groups need to identify what they think that person is feeling and put the faces into piles based on different emotions. Alternatively, for infant classes, children can work in pairs and one child show a sad face, their partner has to name the emotion. Then they might make a happy face etc.
- **Telephone:** This game reminds children not to believe everything they hear that even the simplest piece of information can get mixed up as it passes from person to person. Children sit in a circle. The starting child picks a sentence or phrase to pass around the circle via whispers. The last child says the sentence out loud, and the whole group can discuss how much the wording may have changed.

Worksheet E: Forever Friends:

Level 1: Children can draw a picture of them being kind to their friend.

Level 2: Children can write sentences and draw a picture of them being kind to a friend.

Conclusion:

- Finish with the 'Slow Flow' card: Demonstrate technique to class.
- 1. Ask children, to stand up tall.
- 2. Ask children to press their feet to the ground.
- 3. Teacher says 'Slow Flow' rhyme while class do technique.
- 4. Repeat technique 2 - 3 times.

Worksheet E: Level 1

It's important to be nice,
To listen and to share,
What makes you a good friend?
How do you show you care?

Worksheet E: Level 2:

It's important to be nice,
To listen and to share,
What makes you a good friend?
How do you show you care?

Lesson 5: Self-Care Specialist

(Please note, you may decide to do some or all of the lesson depending on class level, or you may decide to split the lesson into two or even three parts.)



Strand:

- Myself
- Myself and Others
- Myself and the Wider Community

Strand Unit:

- Self-Identity (self-awareness, developing self-confidence and making decisions)
- Taking care of my body
- Growing and Changing (Feelings and Emotions)
- My friends and other people (relating to others)
- Myself and My Family
- Relating to others

Objectives:

- To identify some of the factors that promote growth.
- To name a variety of feelings and talk about situations where these may be experienced.
- To explore the variety of ways in which feelings are expressed and coped with.
- To develop children's emotional literacy.
- To help promote children's self-awareness and understanding by helping them to manage their own feeling.
- To help foster children's well-being.
- To appreciate the need, and understand how to care for his/her own body in order to keep it healthy and well.

- To explore and discuss the different things the body can do.
 - To realise that each individual has some responsibility for taking care of himself/herself
 - To recognise and appreciate differences in people and know how to treat others with dignity and respect.
 - To listen and respond to the opinions and views of others.
 - To explore and discuss occasions that can promote positive feelings in himself/herself.
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Materials:

- A3 paper, magazines, pritt stick, newspapers.
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Resources:

Bea's Polar Express SOS, 'Mindful Me with Bea' pack and Worksheet F.

Lesson:

- Begin with 'Slow Flow' card: Demonstrate technique to class.
- 1. Ask children, to stand up tall.
2. Ask children to press their feet to the ground.
3. Teacher says 'Slow Flow' rhyme while class do technique.
4. Repeat technique 2 - 3 times.

Today's lesson is about self-care. Read the following verses from the book where Bea practised self-care:

- It's early in the morning,
Bea stands firmly on the floor,
She takes a long deep breath,
Then slowly takes two more.
- Turning on some music,
Her body starts to sway,
She loves to dance and have some fun,
It's how she starts each day.
- She eats a healthy brekkie,
Of oats and fruit galore,
When all of a sudden,
There's a clink outside her door.
- It's late in the evening,
Bea snuggles into bed,
With a happy and grateful heart,
She looks forward to her sleep ahead.
It's time to close her eyes,
She is filled with delight,
And thinking happy thoughts,
Sleeps soundly through the night.

Questions:

1. What does self-care mean?
2. Why is it important to practice good self-care?
3. Bea takes care of all her friends but also takes great care of herself. How?
4. Do you eat a healthy brekkie like Bea?
5. Why is healthy food important?
6. How do you start your day?
7. Why is a good morning routine important do you think?
8. Bea like to think of happy thoughts before bed, is this a good idea and why?
9. What are the traits that you like about Bea?
10. What are the traits that you like about yourself?

Lesson 5: Self-Care Specialist

Whole Class Activity: Vision Board

(Magazines and newspapers are required for this lesson so you might like to give the children some notice and collect them a week or so in advance)

Explain to the class that today they will each be making their own vision board. A vision board is a collage of pictures, images, ideas, phrases and ideas that you create and put together that represents the best version of you. It is a vision of what you would like your life to be like. It represents an image of your future and what and how you aspire to be. Creating your own vision board is a brilliant way of keeping your goals and keeping you motivated and inspired. Give out magazines and newspapers, scissors, pritt stick and paper to each child. Ask them to cut out words, images and phrases that they find inspiring and motivating. They can cut out pictures of places they would like to travel to, the occupation they would like when they grow up, a sport or hobby they enjoy, anything at all that inspires them. They might cut out or write words that describe who they want to be e.g., talented, successful, healthy, fit, etc. This lesson can be modified for infants, but younger classes really enjoy this lesson also. They might like to bring the vision boards home to add to them and complete them at home. You can decide as a class if you would prefer the boards to be kept at home in their bedrooms to look at every morning and night to promote positivity and keep them focused on their goals. Or maybe they would like to keep them in class and you can refer to them every so often and add to them.

Worksheet F: Cup of Sunshine

Class recap on what self-care means. Why is it important to practice good self-care?

Brainstorm how we can take care of our health?

Physical Health:

Good sleep, exercise, shower, brush teeth, eat well, get fresh air, etc.

Stress that we all know how to keep our bodies fit and healthy and that we need to exercise and eat good food but that it's important to keep our minds healthy also:

Mental Health:

Read, listen to music, get fresh air, meet friends, laugh, talk, allow yourself to rest, etc.

Allow time for talk and discussion.

Explain that you will be giving out a cup of sunshine worksheet. Class will be asked to think of ways that they fill up their cup with sunshine, (with good self-care). Do they start their morning dancing like Bea? Do they read, walk, run etc. Ask them to think for a while and then fill in all the things they do or would like to do to fill up their cup. They might realise they don't do enough nice things to keep themselves healthy and perhaps they will now start to and have an opportunity to update their cups at a later date.

As an extra activity it might be nice to set a class challenge for a week or fortnight and maybe do ten minutes of exercise a day or do a kindness challenge or read-a-thon - a challenge to promote self-care in the classroom.

Conclusion:

- Finish with the 'Beat the Blues' card.
- 1. Ask children to sit up straight.
 2. Ask children to press their feet to the ground.
 3. Teacher says 'Beat the Blues' rhyme while class do technique.
 4. Quick chat about safe people and who we can speak to when we feel sad. (Family, friends, teacher etc)
 5. Finish with three slow, deep breaths.

Worksheet F: Cup of Sunshine

Turning on some music,
My body starts to sway,
I love to dance and have some fun,
It's how I start each day!

