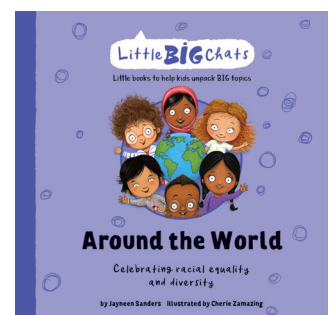
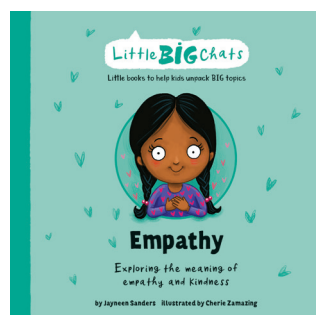
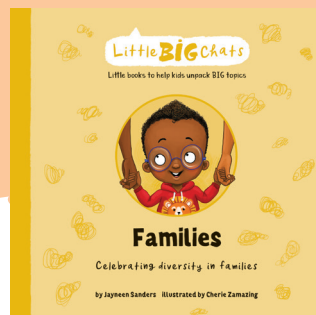


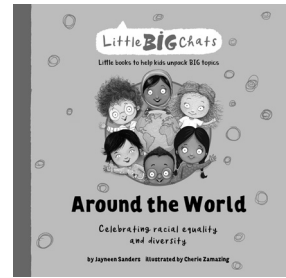
# Little **BIG** Chats

Little books to help kids unpack BIG topics

## Lesson Plans



# Lessons for 'Around the World'



**FOCUS TEXT:** *Around the World*

Depending on the age of the children, the following lessons will take place over two or more sessions (including the reading and discussing of the book *Around the World*). Please adapt the lessons to suit the needs and ages of the children.

## KEY OBJECTIVES

### Children will gain an understanding:

- that everyone is equal regardless of race, gender, appearance, beliefs and/or ability
- of the meaning of the word 'equal'
- that everyone can show love and kindness and in that way, people are all the same
- that our individual differences make us unique.

### In these lessons children will:

- discuss the meaning of 'equal'
- discuss what is the 'same' about each other and what is 'different'
- list all the values that are the same for the class members.

### For the lessons you will need:

- markers, coloured pencils/textas/crayons
- drawing paper
- poster paper
- resource master: 'Body Outline'

## Lesson 1: Introduce 'All Around the World' and Read the Book

### Tuning In

Gather your class as a group. Say, 'Today we are going to read a very important book about all people from all around the world being "equal". Does anyone know what "equal" might mean?' Discuss ideas. Say, 'I will ask you this question again after we read the book!'

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## Reading of 'Around the World'

Before reading the book with the children, take time to review and familiarise yourself with the Discussion Questions on the inside back cover. You might even like to write some of these on Sticky Notes and place them on the pages. Take time to unpack the text and internal questions with the children. Follow their lead as you read, and stop and discuss when necessary.

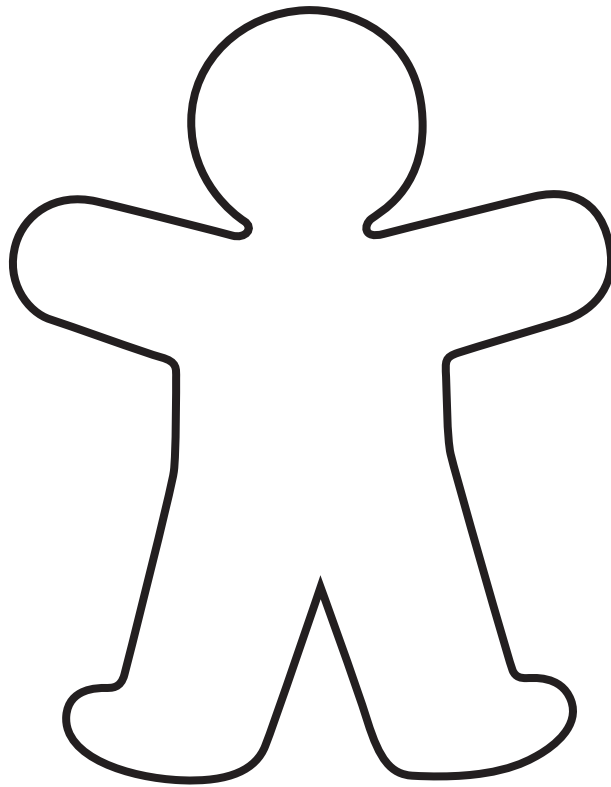
# Lesson 2: Reinforce the Concept of Equality

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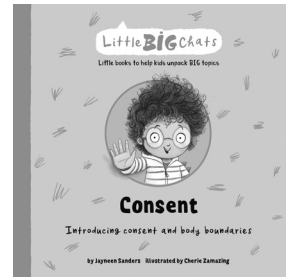
## After Reading

1. Have the class sit in a circle, and say, 'I have brown hair. Put your hands on your head if you have brown hair too.' Promote the idea that there is a similarity between you and the students with brown hair (change hair colour to suit yourself). Now, select someone who doesn't have brown hair and say, 'Xxxx, you didn't put your hands on your head. What colour is your hair?' Discuss that this is a difference; however, you both have hair. Repeat with your favourite pet or hobby, emphasising both similarities and differences.
2. Provide each child with resource master 'Body Outline'. Have them add their features and favourite clothes. Around the edge of the page have the children draw all the things they love to do. Come together in a sharing circle. On a T-chart, list some of the things that each child drew that were the same and all the things that were different.
3. Unpack page 14–15 from *Around the World* with the children by breaking down and examining each bullet point. Discuss the word 'respect' and how it relates to everyone being treated equally. Note: respect is about honouring a person's choices and abilities. It is about accepting and valuing people as they are even though their beliefs may differ to your own or they may act or look different to you. Respect is about providing them with the agency to be their own person. Respect can be learned and modelled in everyday life. For young children this may mean speaking kindly to each other and/or curiosity around a cultural difference or tradition or food. If the children in the class come from diverse backgrounds, have them share their traditions and language. Alternatively, invite family or community members into the classroom to share their traditions/languages with the class. You could also invite community members into the classroom with differing abilities and have them share their experiences.
4. Read children's books on equality, such as *Pearl Fairweather*, *Pirate Captain*; *No Difference Between Us*; *Who Am I? I Am Me!*; and *Be the Difference* written by me, Jayneen Sanders.

# Body Outline



# Lessons for 'Consent'



## FOCUS TEXT: *Consent*

Depending on the age of the children, the following lessons will take place over two or more sessions (including the reading and discussing of the book *Consent*). Please adapt the lessons to suit the needs and ages of the children.

### KEY OBJECTIVES

#### Children will understand that:

- we each have a body boundary — the space around us that belongs to only us
- consent is saying 'yes' or agreeing wholeheartedly to something happening
- people require consent before entering another person's body boundary
- everyone needs to respect another person's choices around consent
- that there are a number of ways we can greet each other.

#### In these lessons children will:

- understand that we each have a body boundary and require personal space
- realise that if other people want to enter our personal body boundary, they require our consent

- whether we consent or not it is always our choice
- identify words and body language that give consent, and those that do not
- understand that everyone has the right to say 'No' and 'No' needs to be respected
- role-play situations that require consent and respect, examining various options and possible outcomes.

#### For the lessons you will need:

- coloured pencils/textas/crayons
- poster paper
- resource masters: 'Boss of My Body!'

## Lesson 1: Introduce 'Consent' and Read the Book

### Tuning In

Gather your class as a group. Say, 'Today we are going to read a very important book called *Consent*. Does anyone know what the word "consent" might mean?' Discuss ideas. Say, 'I will ask you this question again after we read the book!'

---

## Reading of 'Consent'

Before reading the book with the children, take time to review and familiarise yourself with the Discussion Questions on the inside back cover. You might even like to write some of these on Sticky Notes and place them on the pages. Take time to unpack the text and internal questions with the children. Follow their lead as you read, and stop and discuss when necessary.

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# Lesson 2: Consent and Respect

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## After Reading

1. Ask two children (who feel comfortable to do this or yourself and one child) to come to the front of the room. Have them role-play asking for consent when greeting each other. For example, one child might ask, 'May I have a hug?' The other child can provide an answer such as, 'Yes you can!' or 'No, thanks! But I can give you a hi-five.' Explore the different greeting options (with consent) and the reply options.
2. Carrying on from Point 1, have pairs of children role-play asking for consent when greeting each other. After the role-play, discuss how we need to respect each other's choices and that 'respect' is a very important word too. Explain that respect means you have listened to and understand someone's wishes, and you care about them and their wishes.
3. Learn the following poem/song using resource master 'Boss of My Body!'.

*I'm the boss of my body,*

*What I say goes!*

*I'm the boss of my body,*

*From my head to my toes.*

*I can say 'Yes',*

*Or I can say 'No',*

*Because I'm the boss of my body,*

*And what I say goes!*

Reinforce it is always the child's choice in regard to their body boundary. However, explain that sometimes, in order to keep them safe, (which is a parent's, carer's or teacher's job) they may need help with some safety issues, such as crossing the road, putting on a seatbelt or a health issue. Explain that even adults must ask for their consent when entering their body boundary and that includes doctors, nurses and dentists. The children can colour/decorate the resource master and take it home to share.

4. Have children stand in a superhero pose and then have them outline their body boundary. Alternatively, (if you have large pieces of poster paper) have children (in pairs) outline each other's body shape. They can then draw their body boundary around the outside of the shape and then add personal features to the shape. Display in the classroom.
5. Read children's books on consent, such as *No Means No!*; *My Body! What I Say Goes!*; *Let's Talk About Body Boundaries, Consent and Respect*; and *the ABC of Body Safety and Consent* written by me, Jayneen Sanders.



# Boss of My Body!



*I'm the boss of my body,  
What I say goes!*



*I'm the boss of my body,  
From my head to my toes.*



*I can say 'Yes',  
Or I can say 'No',*

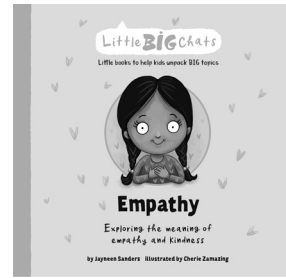


*Because I'm the boss of my body,  
And what I say goes!*





# Lessons for 'Empathy'



## FOCUS TEXT: *Empathy*

Depending on the age of the children, the following lessons will take place over two or more sessions (including the reading and discussing of the book *Empathy*). Please adapt the lessons to suit the needs and ages of the children.

### KEY OBJECTIVES

#### Children will understand that:

- we can show empathy by helping others
- everyone has the ability to show empathy.

#### In these lessons children will:

- gain a sound understanding of the meaning of 'empathy'
- help establish an 'empathy classroom'
- reflect on people in their lives who have helped them and shown empathy

- explore ways that they can show empathy in their everyday lives
- understand what it's like to be in another person's 'shoes' using empathy glasses.

#### For the lessons you will need:

- markers, coloured pencils/textas/crayons
- drawing paper
- resource master 'Empathy Glasses'

## Lesson 1: Introduce 'Empathy' and Read the Book

### Tuning In

Gather your class as a group. Say, 'Today we are going to read a very important book about showing empathy towards others. Does anyone know what the word "empathy" might mean?' Write the word 'empathy' on the whiteboard or a chart. Discuss and write down the children's ideas. Say, 'I will ask you this question again after we read the book!'

---

## Reading of 'Empathy'

Before reading the book with the children, take time to review and familiarise yourself with the Discussion Questions on the inside back cover. You might even like to write some of these on Sticky Notes and place them on the pages. Take time to unpack the text and internal questions with the children. Follow their lead as you read, and stop and discuss when necessary.

# Lesson 2: Reinforce the Concepts of Empathy, Kindness and Compassion

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## After Reading

1. Establish an 'Empathy Classroom'. Ask for the children's ideas on what this might involve. List these on chart paper and add illustrations (if you are a confident artist). For example:

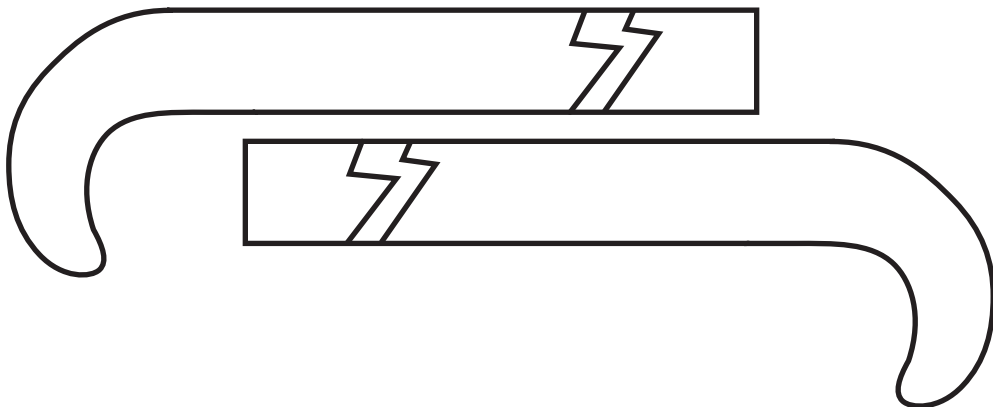
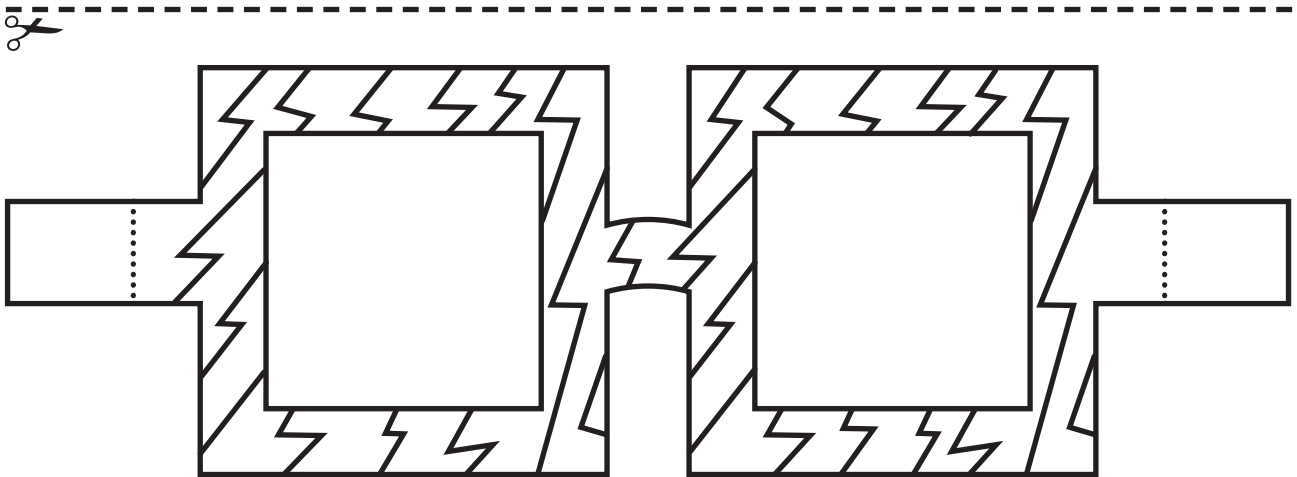
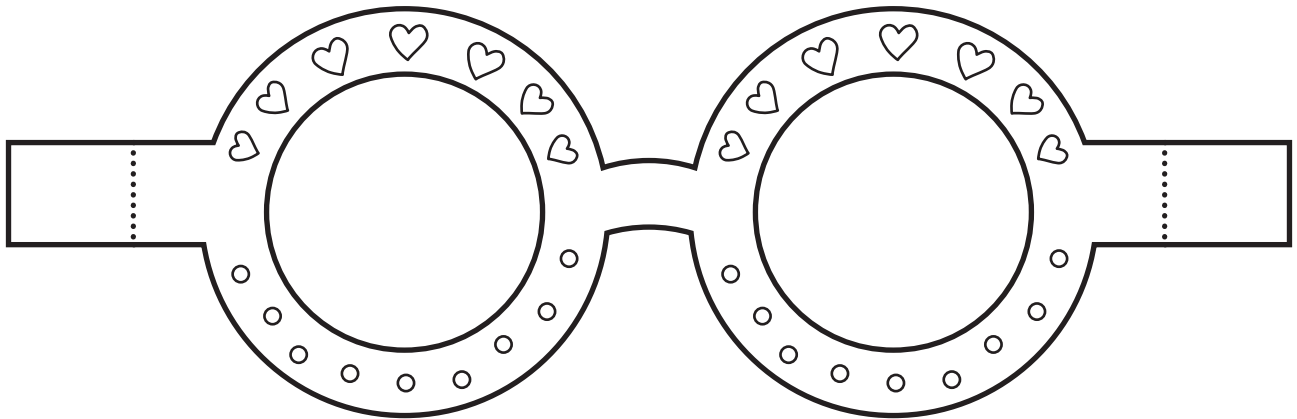
- We listen respectfully when another person is speaking.
- We never use unkind words and 'put-downs'.
- Our classroom is a bully-free zone.
- Our classroom is a safe place for all.
- Everyone is equal.
- We respect each other and their ideas.

I am sure the children can think of lots more!

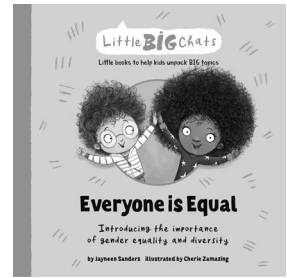
2. Provide some scenarios where another child may have been bullied, felt lonely, hurt themselves or felt ill. Ask the children what they might do in that situation to show empathy and kindness. List/draw all the ways they can show 'empathy' in their everyday lives.
3. Provide two children with a copy of resource master 'Empathy Glasses'. Have them cut the resource master in half. Each child can now decorate their glasses, cut them out and paste on the 'arms'. Have children place the glasses on and imagine what it feels like, for example, to be bullied, scared of climbing a rock wall or falling over and hurting themselves. With their glasses on, have them share these feelings during Circle Time.
4. Talk about being a 'upstander' rather than a 'bystander' and how it is very important to help people out if they are being bullied or harassed (only if it is safe to do so). Discuss what the children could do if they saw another child in such a situation, e.g. Say, 'Stop! That is unkind.' Then tell a trusted adult or the teacher on duty and/or lead the child away from the bully and listen kindly to them. Ask how they are feeling and if there is anything else you can do to help.

5. Have the children share who has been kind and caring to them; who has shown them empathy. They could draw a picture of the person (or situation) and you could scribe a sentence to accompany the drawing. The children could give the drawing (or card) to the person as a 'thank you'.
6. Read children's books on empathy and kindness, such as *You, Me and Empathy* and *Be the Difference* written by me, Jayneen Sanders. For many more books, check out the HuffPost article '35 Children's books that teach empathy and kindness'.

# Empathy Glasses



# Lessons for 'Everyone is Equal'



**FOCUS TEXT:** *Everyone is Equal*

Depending on the age of the children, the following lessons will take place over two or more sessions (including the reading and discussing of the book *Everyone is Equal*). Please adapt the lessons to suit the needs and ages of the children.

## KEY OBJECTIVES

### Children will gain an understanding:

- that everyone is equal regardless of race, gender, appearance, beliefs and/or ability
- of the meaning of the word 'equal'
- that all genders are equal and no one gender has more power than another
- there is more the same between genders than there is different
- that gender does not dictate the games we play, the sports we like, the colours we like, and so on
- that allowing these stereotypes to exist limits our potential to experience the world.

### In these lessons children will:

- discuss the meaning of 'equal'
- realise that the things we like and the way we act are unrelated to gender, and we need to break down these gender barriers and expectations
- understand that we are all equal — we have more in common than our differences
- learn it's important to be true to yourself, and accept others for who they are.

### For the lessons you will need:

- markers, coloured pencils/textas/crayons
- drawing paper
- poster paper

## Lesson 1: Introduce 'Everyone is Equal' and Read the Book

### Tuning In

Gather your class as a group. Say, 'Today we are going to read a very important book about all people, both boys and girls, being "equal". Does anyone know what that word might mean?' Discuss ideas. Say, 'I will ask you this question again after we read the book!'

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## Reading of 'Everyone is Equal'

Before reading the book with the children, take time to review and familiarise yourself with the Discussion Questions on the inside back cover. You might even like to write some of these on Sticky Notes and place them on the pages. Take time to unpack the text and internal questions with the children. Follow their lead as you read, and stop and discuss when necessary.

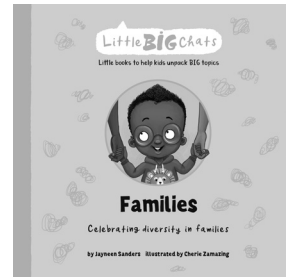
# Lesson 2: Discuss the Concept of Gender Equality

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## After Reading

1. Have a general discussion about all the things the children like and like to do. Have them draw three things they like or like to do. Come together in a circle to discuss. Rule up a T-chart entitled 'What Children Like'. Label the columns: 'Boys' and 'Girls'. Ask, 'What is something you drew, XXX?' When the child responds, ask the class, 'Does that go in the Boys' column or the Girls' column?' Discuss why the object/animal, for example, 'dogs' goes in both columns. If a child says, for example, 'I drew a fairy dress'; and some of the children say it must go in the Girls' column, challenge that stereotyped idea by asking, 'Why?' Conclude that everything the children drew can go in both columns.
2. On the board, write the three children's names from the book: Belle, Theodore and Jun. Note: Jun is a non-specified gender. Have the class recall what the three children like to do and write each activity under their individual names, i.e. playing with blocks, playing with cars, playing dress-ups, playing with objects in the sandpit and playing with dolls. Unpack with the class that ALL the children liked all of these activities, and none were gender specific.
3. For many more ideas on how to run a gender equal classroom/home go to [www.e2epublishing.info/posters](http://www.e2epublishing.info/posters) and download the free posters 'Gender Equality in the Classroom' and the poster/checklist 'Am I Reinforcing Gender Stereotyping?'
4. Read children's books on gender equality, such as *Pearl Fairweather*, *Pirate Captain*; *No Difference Between Us*; *Who Am I? I Am Me!*; and *Be the Difference* written by me, Jayneen Sanders.

# Lessons for 'Families'



## FOCUS TEXT: *Families*

Depending on the age of the children, the following lessons will take place over two or more sessions (including the reading and discussing of the book *Families*). Please adapt the lessons to suit the needs and ages of the children.

### KEY OBJECTIVES

#### Children will understand that:

- all families are different and that's okay
- diversity is an important part of everyone's life
- not to judge anyone because they are different to us
- everyone is equal.

#### In these lessons children will:

- celebrate everyone's family
- celebrate their own family
- meet different kinds of families.

#### For the lessons you will need:

- coloured pencils/textas/crayons
- A4 paper

## Lesson 1: Introduce 'Families' and Read the Book

### Tuning In

Gather your class as a group. Say, 'Today we are going to read a very important book called *Families*.' Ask, 'Are all families the same?' Discuss answers. Ask one or two children (who you know have different family member combinations) to talk about the people in their family. Ask all the children to tell you something they love about a chosen family member and something they do that makes them laugh.



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## Reading of 'Families'

Before reading the book with the children, take time to review and familiarise yourself with the Discussion Questions on the inside back cover. You might even like to write some of these on Sticky Notes and place them on the pages. Take time to unpack the text and internal questions with the children. Follow their lead as you read, and stop and discuss when necessary.

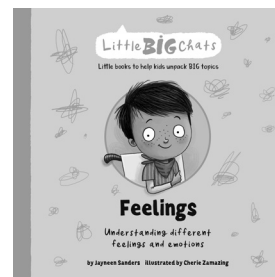
# Lesson 2: Celebrating Diversity in Families

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## After Reading

1. Ask all the children to bring a picture of their family. Note: some children may be in foster care or live with family members on a temporary basis. Ask those children privately which family members they would like to bring a picture of. You may also need to telephone their carers to discuss. The aim of this activity is to value all families, big and small, i.e. a child who lives only with their dad is a family just as a child who lives in a larger family group. In a small group circle, have the children talk about their family and list one to three things they love about their family and/or enjoy doing with their family.
2. Have a family morning tea where parents, carers and younger siblings are invited into the classroom. If older siblings can attend, ask them too! Have everyone bring a plate of food to celebrate. Read *Families* to the group and after the reading, encourage the grown-ups to mingle and learn more about each other.
3. Have the children make their own family book. Encourage them to draw pictures of their family (including pets) and what they love to do as a family. Scribe captions for the children. Staple the book together.
4. Read children's books that include diversity in families, such as *Who Am I? I Am Me!*, *No Difference Between Us*, *Be the Difference* and *I'm Calm* written by me, Jayneen Sanders.

# Lessons for 'Feelings'



## FOCUS TEXT: *Feelings*

Depending on the age of the children, the following lessons will take place over two or more sessions (including the reading and discussing of the book *Feelings*). Please adapt the lessons to suit the needs and ages of the children.

### KEY OBJECTIVES

#### Children will understand that:

- everyone has feelings
- feelings vary in duration and intensity
- understanding our feelings can help us to learn ways to manage them.

#### In these lessons children will:

- discuss emotions and feelings such as happy, sad, worried, angry, etc.
- realise that feelings have varying strengths, and explore different ways of describing the same feeling, e.g. scared and terrified
- explore strategies for managing their feelings and emotions.

#### For the lessons you will need:

- large sheets of poster/butcher's paper
- markers, textas/coloured pencils/crayons
- A3 paper
- resource masters: '*Feelings Cards*', '*Adults I Can Talk To*'

Note: to download a set of feelings cards in full colour and similar to resource master '*Feelings Cards*' go to [www.e2epublishing.info/posters](http://www.e2epublishing.info/posters)

## Lesson 1: Introduce 'Feelings' and Read the Book

### Tuning In

Gather your class as a group. Say, 'Today we are going to read a very important book about our feelings.' As an introduction, tell the children a personal story about a time you felt really happy; maybe when you first met your new puppy or when you knew you were going to teach this class! Draw a happy face on the whiteboard with the word 'happy' underneath it or attach a picture of you smiling happily or show the 'happy' face from resource master

'Feelings' (also free to download is another version in colour from [www.e2epublishing.info/posters](http://www.e2epublishing.info/posters)). Say, 'I felt so happy! What might be another word we could use for "happy"?' List the children's ideas, e.g. excited, thrilled, glad, joyful, ecstatic, cheery, jovial. Of course, the children may not know these words so now would be a great time to extend their vocabulary.

---

## Reading of 'Feelings'

Before reading the book with the children, take time to review and familiarise yourself with the Discussion Questions on the inside back cover. You might even like to write some of these on Sticky Notes and place them on the pages. Take time to unpack the text and internal questions with the children. Follow their lead as you read, and stop and discuss when necessary.

# Lesson 2+: Discuss Various Feelings and Emotions

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## After Reading

1. Carrying on from the Tuning In activity, extend children's vocabulary to build a bank of feelings words. Enlarge resource master 'Feelings' and cut out each face. Paste each face onto a sheet of A3 paper. With the children explore other words we could use for these feelings and write these under each face.
2. Review one or two of the A3 sheets from Point 1. Talk to the children about a time when they may have felt this feeling. Return to this task during the week or weeks ahead. And refer to the sheet when classroom instances happen and feelings arise.
3. Throughout the teaching day encourage the children to verbalise how they are feeling, e.g. 'I felt scared when Ben pushed me over. I felt sad too.' Discuss how sometimes we can feel a number of feelings all at once and that's okay. Encourage the children to express how they are feeling to one another too; so the other children know how it is for them, e.g. 'I felt happy when Patty helped me up the ladder in the playground. She made me feel safe.'
4. Download the coloured poster 'How Are You Feeling Today?'. *Note:* a black and white version is attached to these lesson plans for your reference. Place this poster on the door to your room, and as children arrive, periodically (or when they volunteer to or if you are concerned about a child) have them point to the various elements so you can check in with them.

5. Have children complete resource master 'Adults I Can Talk To'. Allow them to choose their trusted adults and add labels. Encourage them to draw themselves in the smaller circle too! On an individual basis and when you have time, say, 'Tell me why you have chosen these adults.'
6. Read children's books on feelings, such as *How Big Are Your Worries Little Bear?*; *Let's Talk About Feelings?* and *You, Me and Empathy* written by me, Jayneen Sanders.

# Feelings



worried



proud



calm



happy



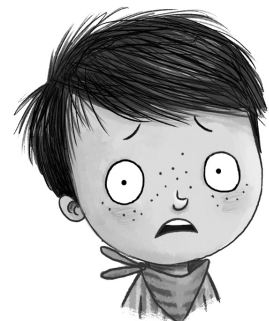
sad



brave



angry



scared



disappointed



confused



lonely



ashamed



guilty



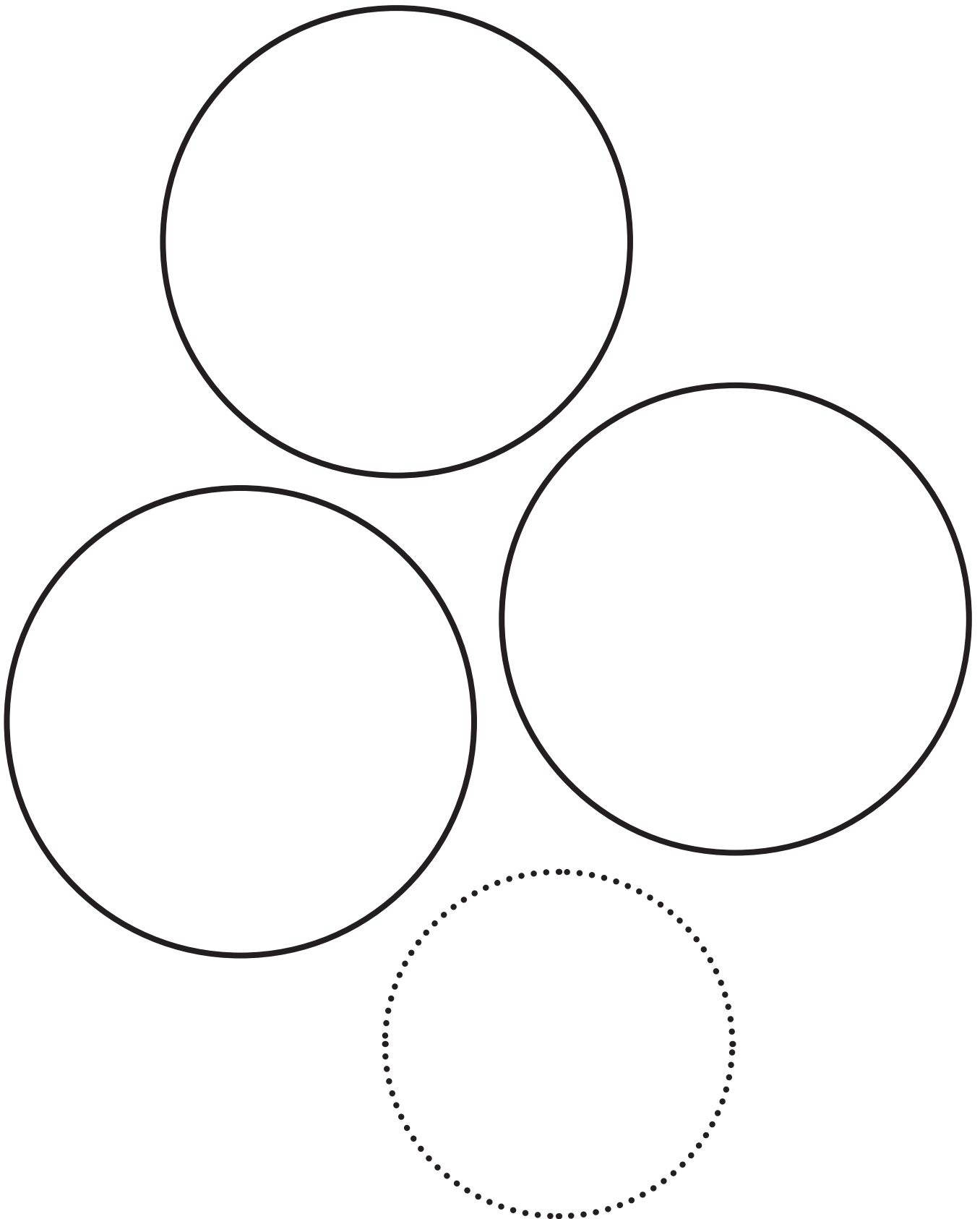
embarrassed



excited

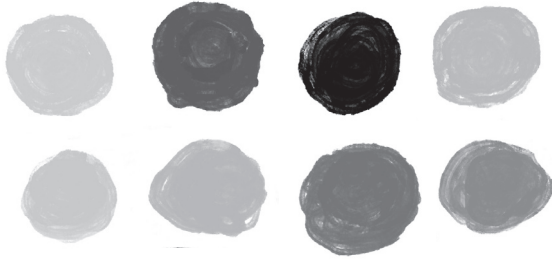
# Adults I Can Talk To

Draw 3 trusted adults you can talk to about your feelings. Draw yourself too!

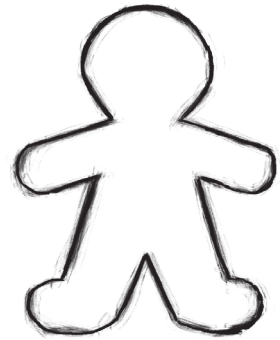


# How Are You Feeling Today?

What colour is your feeling?

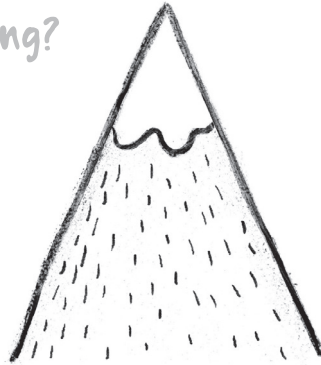


Where do you feel this colour in your body?

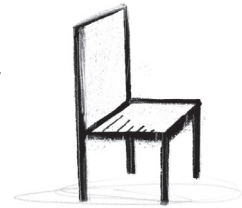


How BIG is your feeling?

Does it feel as BIG as a mountain?



Or does it feel middle-sized ... like the size of a chair?



Or as small as a button?

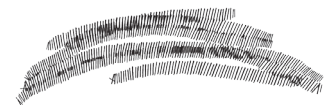
If you could touch your feeling, how might it feel?



spikey



bumpy



prickly



wibbly wobbly



flat



swirly



soft



hard

What else would you like to say about your feeling?



# Lessons for 'I Always Try'



## FOCUS TEXT: *I Always Try*

Depending on the age of the children, the following lessons will take place over two or more sessions (including the reading and discussing of the book *I Always Try*). Please adapt the lessons to suit the needs and ages of the children.

### KEY OBJECTIVES

#### Children will understand that:

- 'trying' and to 'keep on trying' helps us to learn and grow
- experiencing challenges, disappoint and/or failure also helps us to grow as a person
- we can all develop the ability to bounce back from disappointment, failure, challenging times and/or adversity
- 'resilience' means to keep trying and bouncing back from challenges.

#### In these lessons children will:

- link 'trying' with the term 'resilience'

- identify times in their lives where they have shown resilience and kept on trying
- encourage other children who may find tasks difficult
- examine their own strengths as a means to overcome difficulties.

#### For the lessons you will need:

- coloured pencils/textas/crayons
- simple playground equipment
- resource masters: 'I Always Try!', 'Blast Off!', 'Things I Can Say'

## Lesson 1: Introduce 'I Always Try' and Read the Book

### Tuning In

Gather your class as a group. Say, 'Today we are going to read a very important book called *I Always Try*.' As an introduction, ask, 'Is there anything that is really hard for you?' Discuss the children's examples. Provide your class with a personal story about something that was really hard for you; and you, too, felt like giving up. Maybe an example from when you were a child — like learning to ride your bike, or as an adult — like climbing Mt Kilimanjaro (or a local challenging hike)!

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## Reading of 'I Always Try'

Before reading the book with the children, take time to review and familiarise yourself with the Discussion Questions on the inside back cover. You might even like to write some of these on Sticky Notes and place them on the pages. Take time to unpack the text and internal questions with the children. Follow their lead as you read, and stop and discuss when necessary.

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## Lesson 2: Trying Hard

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### After Reading

1. Carrying on from the Tuning In activity, have the children complete resource master 'I Always Try!' by drawing an example of when something was really hard for them (box 1) but in the end, they were able to achieve it (box 2). Students may draw on ideas from the text that relate to them or think of their own experiences. Come together as a group and encourage the quieter children to talk about their pictures. Introduce the word 'resilience' which means the child/ren kept on trying and didn't give up.
2. Provide the children with a copy of resource master 'Blast off!' whenever they are starting a task that may be 'tricky' for them, e.g. counting to 10 or knowing all their colours. Write down the task for them on the sheet and then have them colour the rocket sections as they improve.
3. In groups of three or four, take the children out to the playground (or set up some physical tasks for them with playground equipment) and organise four to five reasonably challenging physical tasks for them to try, such as hoola hooping, climbing the ladder and going down the slide, walking on a secure balance beam, hopscotch, etc. Encourage them to try all the tasks. If they can't do some of the tasks, encourage them to keep trying. The aim is not to succeed necessarily, but to keep giving it a go. Note the children who showed resilience and those that need to work on their persistence and resilience skills. As group, talk about what they liked and what they found hard, and what they did when something was hard to do.
4. Ask the children to bring a picture to school of a younger sibling. If they don't have one, maybe a picture of younger cousin or friend. Note: ensure you have a few baby pictures available for those children who have no younger person in their life. Ask each child how they could help/encourage their younger sibling/friend to keep trying at a task which they have now mastered, such as crawling, walking, swimming, tying shoelaces, going on the slide, etc.

5. Re-examine page 14 of *I Always Try*. Talk about how these sentences are our strengths and help us to keep going even when things get tough. Ask the children to pick their favourite sentence. Using resource master 'Things I Can Say' have them cut out their favourite sentence, colour and decorate it. These can be used as badges for the children to wear.
6. Read children's books on resilience, such as *Hey There! What's Your Superpower?*, *Be the Difference* and *Resilience* written by me, Jayneen Sanders.

# I Always Try!

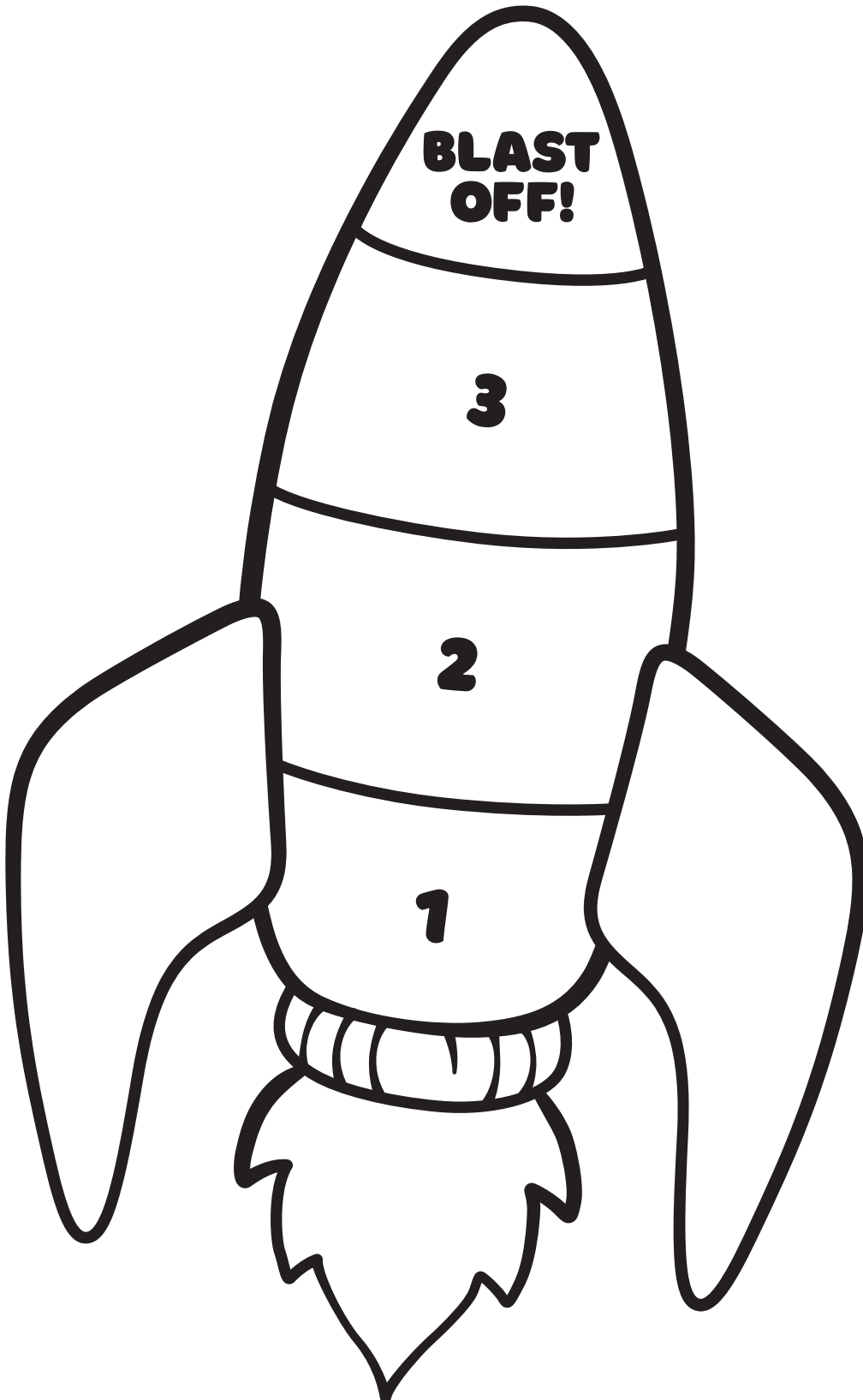
**Box 1**

**Box 2**

# Blast Off!

Task:

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**I CAN  
do it!**

**Nearly  
there**

**Getting  
there**

**Starting  
out**

# Things I Can Say



I can't do it yet, but I'm going to keep trying.



I ask for help if I need it.



I can do it!

Mistakes help me to learn.



I try things that are sometimes hard for me.

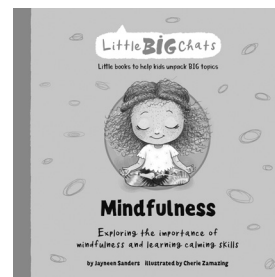
I get better at things with practice.

I always try new things.



I always try!

# Lessons for 'Mindfulness'



## FOCUS TEXT: *Mindfulness*

Depending on the age of the children, the following lessons will take place over two or more sessions (including the reading and discussing of the book *Mindfulness*). Please adapt the lessons to suit the needs and ages of the children.

### KEY OBJECTIVES

#### Children will gain an understanding:

- of what 'mindfulness' entails
- that anxiety can be helped using calming techniques
- of several calming techniques.

#### In these lessons children will:

- discuss the meaning of 'mindfulness'
- practise several mindfulness techniques
- discuss what they can do if they feel scared, worried or anxious.

#### For the lessons you will need:

- markers, coloured pencils/textas/crayons
- drawing paper

## Lesson 1: Introduce 'Mindfulness' and Read the Book

### Tuning In

Gather your class as a group. Say, 'Today we are going to read a very important book about "mindfulness". Does anyone know what that word might mean?' Discuss ideas. Say, 'I will ask you this question again after we read the book!'



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## Reading of 'Mindfulness'

Before reading the book with the children, take time to review and familiarise yourself with the Discussion Questions on the inside back cover. You might even like to write some of these on Sticky Notes and place them on the pages. Take time to unpack the text and internal questions with the children. Follow their lead as you read, and stop and discuss when necessary.

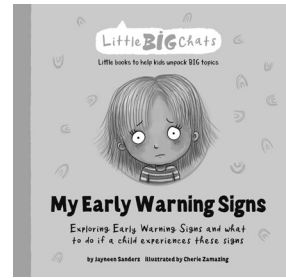
# Lesson 2: Reinforce the Concept of Mindfulness

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## After Reading

1. Provide each child with a piece of paper and coloured pencils/textas/crayons. Have each child draw their favourite mindfulness technique they use when they are feeling anxious. Share as a class.
2. Have the children try various yoga poses. Ask them to learn a new yoga pose sourced from home and share it with the class. You could also invite a parent who practices yoga into the class to teach the children or to demonstrate poses and breathing techniques.
3. Take the children through a guided meditation. You might ask them to sit/lie quietly, shut their eyes and imagine a special garden/seascape/fairyland, etc. After the meditation, provide each child with a piece of paper and coloured pencils/textas/crayons and have them draw their imaginings.
4. If possible, take the children on an incursion in the school garden or an excursion to a park or beach. Have them notice what they hear, smell, feel and see. Encourage them to walk slowly and to take their time to look around and wonder about the things they see and experience. Encourage them to share their 'wonderings and wanderings' on returning to the classroom.
5. Have children share what they do if they feel anxious, worried or scared. Do they use calming techniques and/or do they tell a trusted adult? Note: if children have ongoing anxiety, worries and fears, they should always be encouraged to seek a trusted adult for help and share their feelings.
6. Read children's books on mindfulness and calming anxiety, such as *I'm Calm*, *How Big Are Your Worries Little Bear?* and *Hey There! What's Your Superpower?* written by me, Jayneen Sanders.

# Lessons for 'My Early Warning Signs'



**FOCUS TEXT:** *My Early Warning Signs*

Depending on the age of the children, the following lessons will take place over two or more sessions (including the reading and discussing of the book *My Early Warning Signs*). Please adapt the lessons to suit the needs and ages of the children.

## KEY OBJECTIVES

### Children will understand that:

- if they feel unsafe, worried, scared or anxious their body let's them know and these feelings and physical reactions are called their Early Warning Signs
- they need to tell a trusted adult (on their Safety Network) if they feel any of their Early Warning Signs
- Early Warning Signs can be similar to feeling excited about trying something new.

### In these lessons children will:

- identify their Early Warning Signs
- discuss that everyone's Early Warning Signs can be different

- learn that if they feel unsafe and their Early Warning Signs kick in, they need to tell a trusted adult on their Safety Network straightaway.

### For the lessons you will need:

- coloured pencils/textas/crayons
- resource masters: 'Body Outline'
- you can download an Early Warning Signs full-colour poster from [www.e2epublishing.info/posters](http://www.e2epublishing.info/posters) (and lots of other great posters too!)

## Lesson 1: Introduce 'My Early Warning Signs' and Read the Book

### Tuning In

Gather your class as a group. Say, 'Today we are going to read a very important book called *My Early Warning Signs*. Does anyone know what a "warning sign" in your body might be?' Discuss ideas.

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## Reading of 'My Early Warning Signs'

Before reading the book with the children, take time to review and familiarise yourself with the Discussion Questions on the inside back cover. You might even like to write some of these on Sticky Notes and place them on the pages. Take time to unpack the text and internal questions with the children. Follow their lead as you read, and stop and discuss when necessary.

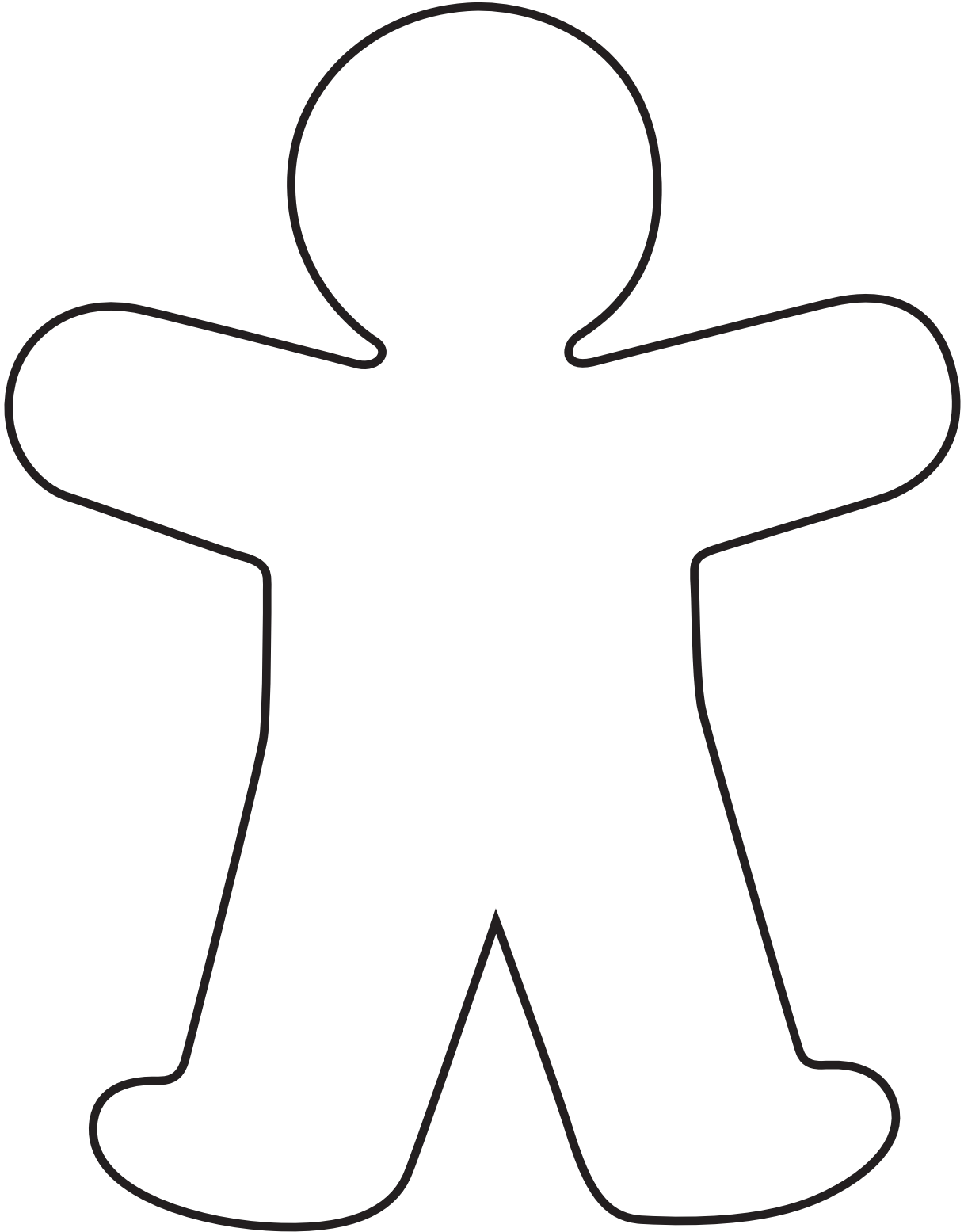
# Lesson 2: Identifying Early Warning Signs

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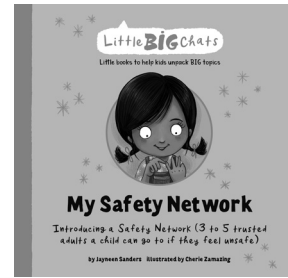
## After Reading

1. Review with the children what it feels like to feel 'safe' and 'unsafe'. Suggest some scenarios of feeling 'safe' and 'unsafe'. Have the children provide their own ideas. Ask, 'How does your body feel when you feel safe/unsafe?' Write both 'safe' and 'unsafe' on two enlarged copies of resource master 'Body Outline'. Draw the children's suggestions for both on the outlines.
2. Turn to page 9 of *My Early Warning Signs*. Discuss the boy's reactions. Provide each child with a copy of resource master 'Body Outline' and have them draw their own personal Early Warning Signs. Reiterate to the children that not everyone's body reacts the same when they feel unsafe.
3. Revisit the children's Safety Network. Discuss that if they ever feel scared, worried, anxious or told to keep an unsafe secret, and they get one or many of their Early Warning Signs, they should immediately tell an adult on their Safety Network.
4. You may like to revisit pages 12 to 13 of *My Early Warning Signs*. Discuss that sometimes our Early Warning Signs are similar to when we are excited (risking on purpose) about trying something new like going down a water slide, riding a pony or rock climbing for the first time. Note: we all 'risk on purpose' as it is how we learn and grow, and shows we are curious and brave (all amazing qualities we want to develop in children). Reassure children that their body is very smart and these feelings of being excited are perfectly okay. But, if on the other hand, we ever feel worried, anxious and scared then our very clever body is letting us know that we are actually unsafe, and we need to tell an adult on our Safety Network straightaway.
5. Read children's books that include Early Warning Signs, such as *My Body! What I Say Goes!*; *Let's Talk About Body Boundaries, Consent and Respect*; *Some Secrets Should Never Be Kept*; and the *ABC of Body Safety and Consent* written by me, Jayneen Sanders.

# Body Outline



# Lessons for 'My Safety Network'



**FOCUS TEXT:** *My Safety Network*

Depending on the age of the children, the following lessons will take place over two or more sessions (including the reading and discussing of the book *My Safety Network*). Please adapt the lessons to suit the needs and ages of the children.

## KEY OBJECTIVES

### Children will understand that:

- if they feel unsafe, worried, scared or anxious they can tell a trusted adult on their Safety Network
- if they can't find one particular person on their Safety Network they can tell another trusted adult on their Safety Network.

### In these lessons children will:

- identify trusted adults that they could go to if they are feeling unsafe, worried, scared or anxious
- develop their own Safety Network.

### For the lessons you will need:

- coloured pencils/textas/crayons
- resource masters: 'My Safety Network', 'Safe and Unsafe'

## Lesson 1: Introduce 'My Safety Network' and Read the Book

### Tuning In

Gather your class as a group. Say, 'Today we are going to read a very important book called *My Safety Network*. Does anyone know what a Safety Network is?' Discuss ideas. Say, 'I will ask you this question again after we read the book!'

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## Reading of 'My Safety Network'

Before reading the book with the children, take time to review and familiarise yourself with the Discussion Questions on the inside back cover. You might even like to write some of these on Sticky Notes and place them on the pages. Take time to unpack the text and internal questions with the children. Follow their lead as you read, and stop and discuss when necessary.

# Lesson 2: Developing a Safety Network

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## After Reading

1. Review with the children what it feels like to feel 'safe' and 'unsafe'. Suggest some scenarios of feeling 'safe' and 'unsafe'. Have the children provide their own ideas. Note: 'unsafe' can include bullying scenarios, a scary dog/animal, being made to do something that makes you feel scared, etc. If 'unsafe touch' has not been covered the children may not come up with this idea. Provide each child with a copy of resource master 'Safe and Unsafe'. Ask them to draw a picture of them in a 'safe' situation and in an 'unsafe' situation.
2. Review the term 'trust', i.e. someone we know believes in us and cares about us; a person who will always believe us if we come to them with a worry or a problem. Discuss the people in their life who they trust.
3. You may have to work with the children individually to develop their own personal Safety Network of 3 to 5 trusted adults (one should not be a family member). Remember it must be the child's choice when selecting the adults on their Safety Network. Note: the child's selection may not be who you would expect. Using resource master 'My Safety Network' scribe the child's trusted adults' names on each digit. The child could draw a picture of each person at the tip of the digit and a picture of his or herself on the palm. If the children are old enough to use a phone, numbers could be recorded. It is important that the parent or carer (who is on the Safety Network) is aware of the child's choices and that they alert the other adults on the child's Safety Network — letting them know it is an absolute honour to be selected. Note: review the child's Safety Network throughout the school year.
4. As a class, review what a Safety Network is, and what to do if one person on their Safety Network is not available to them.
5. Read children's books that include discussions around Safety Networks, such as *My Body! What I Say Goes!*; *Let's Talk About Body Boundaries, Consent and Respect*, and the *ABC of Body Safety and Consent* written by me, Jayneen Sanders.

# Safe and Unsafe

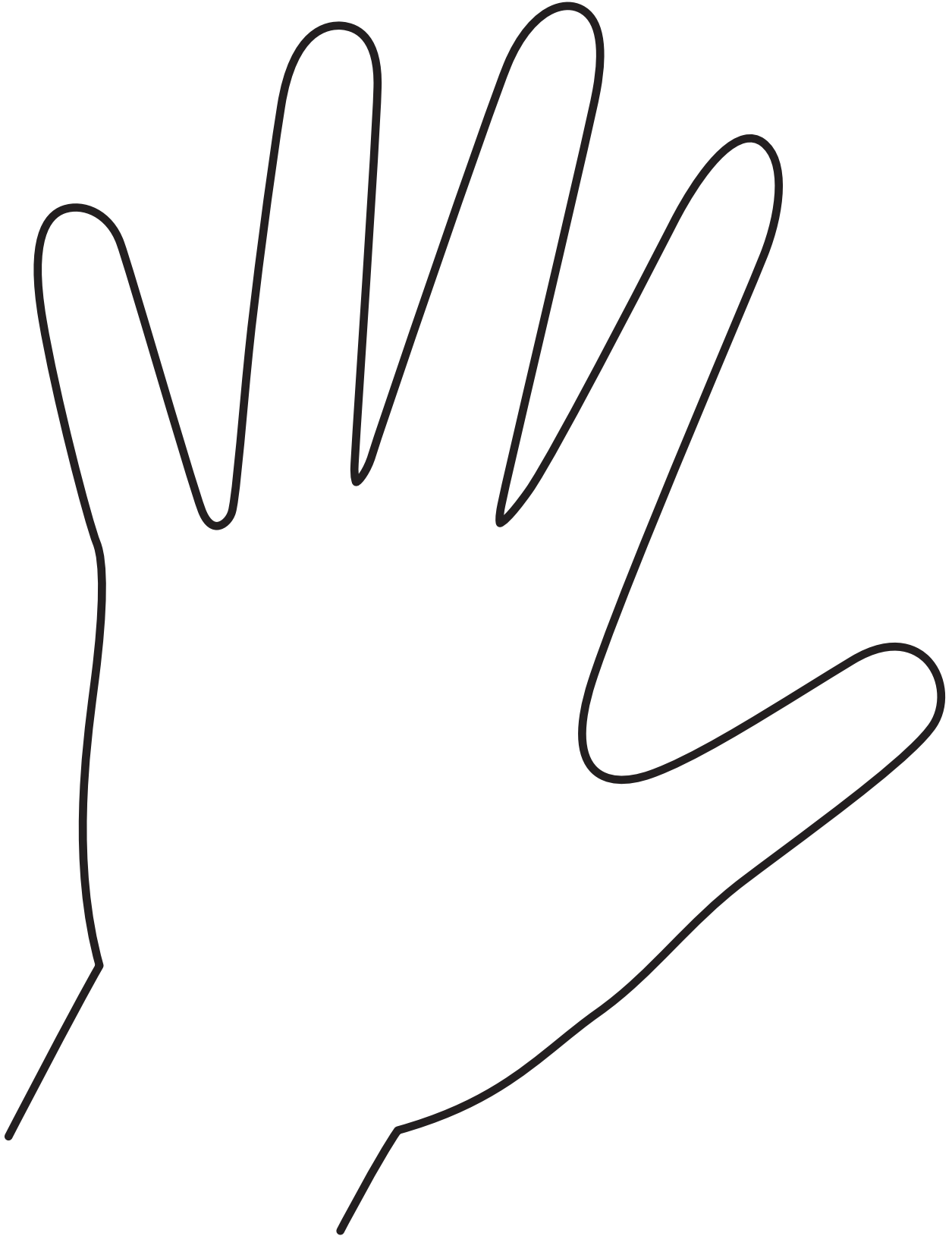
Safe



Unsafe



# My Safety Network





# Lessons for 'Private Parts are Private'



**FOCUS TEXT:** *Private Parts are Private*

Depending on the age of the children, the following lessons will take place over two or more sessions (including the reading and discussing of the book *Private Parts are Private*). Please adapt the lessons to suit the needs and ages of the children.

## KEY OBJECTIVES

### Children will understand that:

- they have rights in relation to their body
- private places are just for you and public spaces are for everyone (shared)
- some parts of their body are private
- if someone does touch their private parts, asks them to touch their private parts, shows them their private parts or images of private parts that they need to tell a trusted adult and keep on telling until they are believed.

### In these lessons children will:

- identify all body parts, including private body parts and private zones (mouth)
- learn what to do if they are touched inappropriately
- review the difference between safe and unsafe touch.

### For the lessons you will need:

- resource masters: 'Bodies' x 4

## Lesson 1: Introduce 'Private Parts are Private' and Read the Book

### Tuning In

Gather your class as a group. Say, 'Today we are going to read a very important book called *Private Parts are Private*. Does anyone know what "private" means?' Discuss ideas. Say, 'We will revisit this word at the end of the reading.'

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## Reading of 'Private Parts are Private'

Before reading the book with the children, take time to review and familiarise yourself with the Discussion Questions on the inside back cover. You might even like to write some of these on Sticky Notes and place them on the pages. Take time to unpack the text and internal questions with the children. Follow their lead as you read, and stop and discuss when necessary.

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## Lesson 2: Private and Public

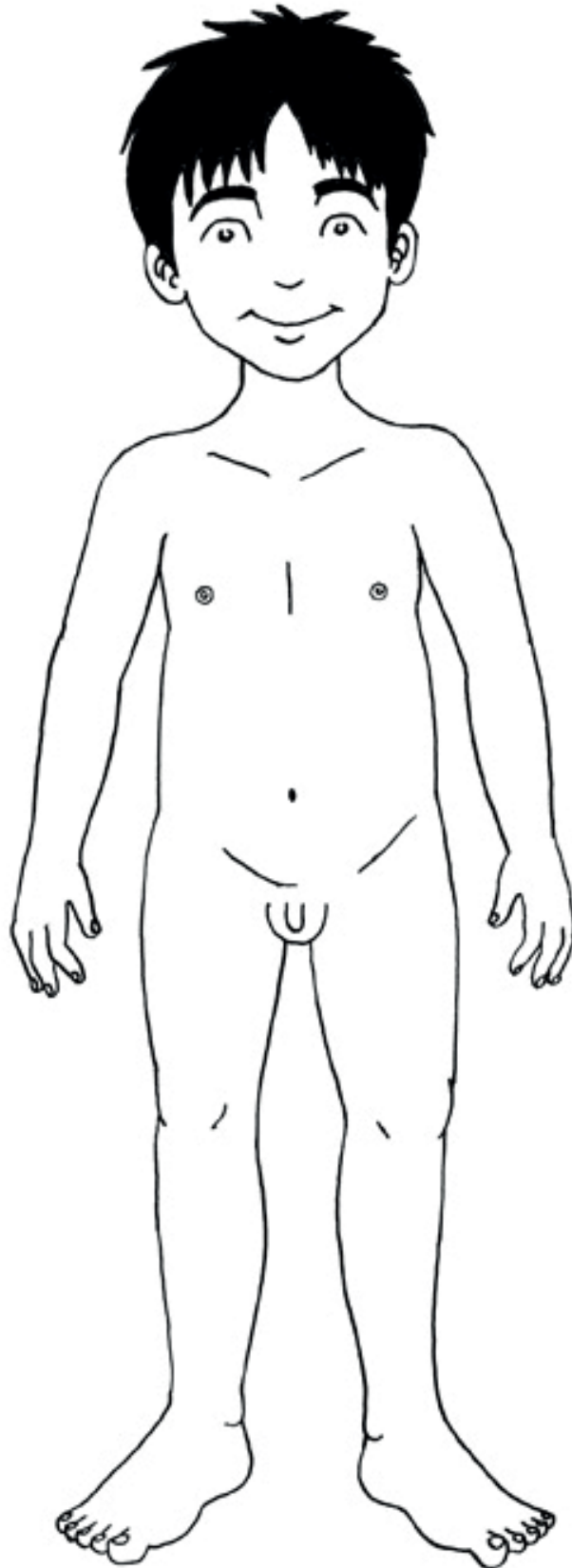
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### After Reading

1. Review the meaning of the word 'private', i.e. 'just for you'. Now would be a good time to introduce the word 'public'. Tell the children there are 'private places', such as the bathroom, toilet and their bedroom (if they have their own) and then there are shared spaces called 'public places', such as the kitchen and the classroom. Relate our private body parts (as discussed in the book reading) as 'just for you' but our public body parts can be seen by all, such as our nose, eyes, arms, etc.
2. If you feel comfortable to do so, use the four resource masters 'Bodies' to label boys' and girls' private parts and public body parts. The children will take their cues from you. If you are comfortable labelling these, they will be too. The mouth is also a private part. Note: if you have a child who was born with the genitals of one gender but identifies as another, use children's private parts and public body parts rather than boys' and girls' private parts and public body parts.
3. Revisit the children's Safety Network. Ensure they understand that if someone touches their private parts, asks to see their private parts, asks them to touch their private parts or shows them pictures of private parts they must tell someone on their Safety Network straightaway, even if the person tells them not to. This is 'unsafe touch' and 'unsafe viewing' and they need to tell and keep on telling until a trusted adult believes them.
4. Review 'safe touch' (with consent) such as hugs and kisses where consent has been asked for and given. A safe touch may be snuggled up on the couch reading a book with a sibling or caregiver. Discuss other 'safe' scenarios. But an 'unsafe touch' maybe someone touching their private parts and they feel their Early Warning Signs. Again, ensure children know what to do if they are touched inappropriately or their Early Warning Signs kick in. Note: health professionals might need to touch a child's private parts but they must a) ask for consent and b) a trusted adult must be in the room with the child.
5. Read children's books that include discussions around private parts, such as *My Body! What I Say Goes!*, *Some Secrets Should Never Be Kept* and the *ABC of Body Safety and Consent* written by me, Jayneen Sanders.

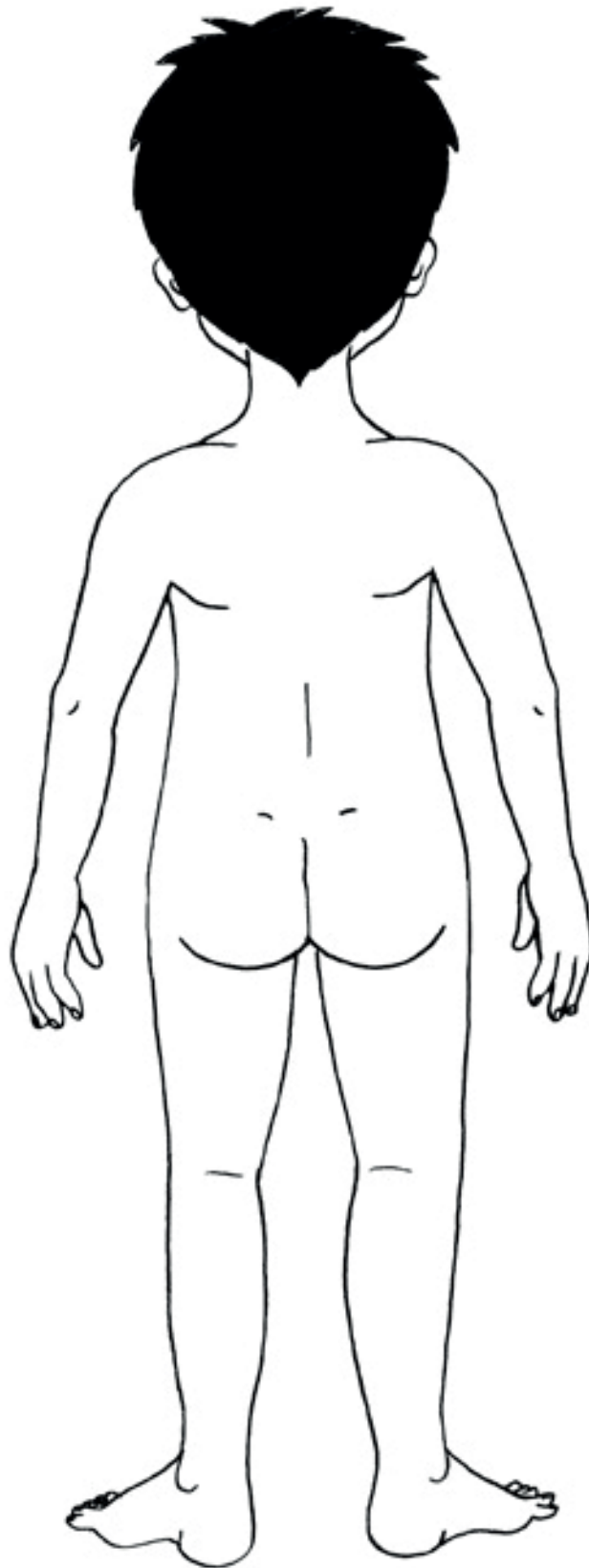
# Bodies

1 of 4



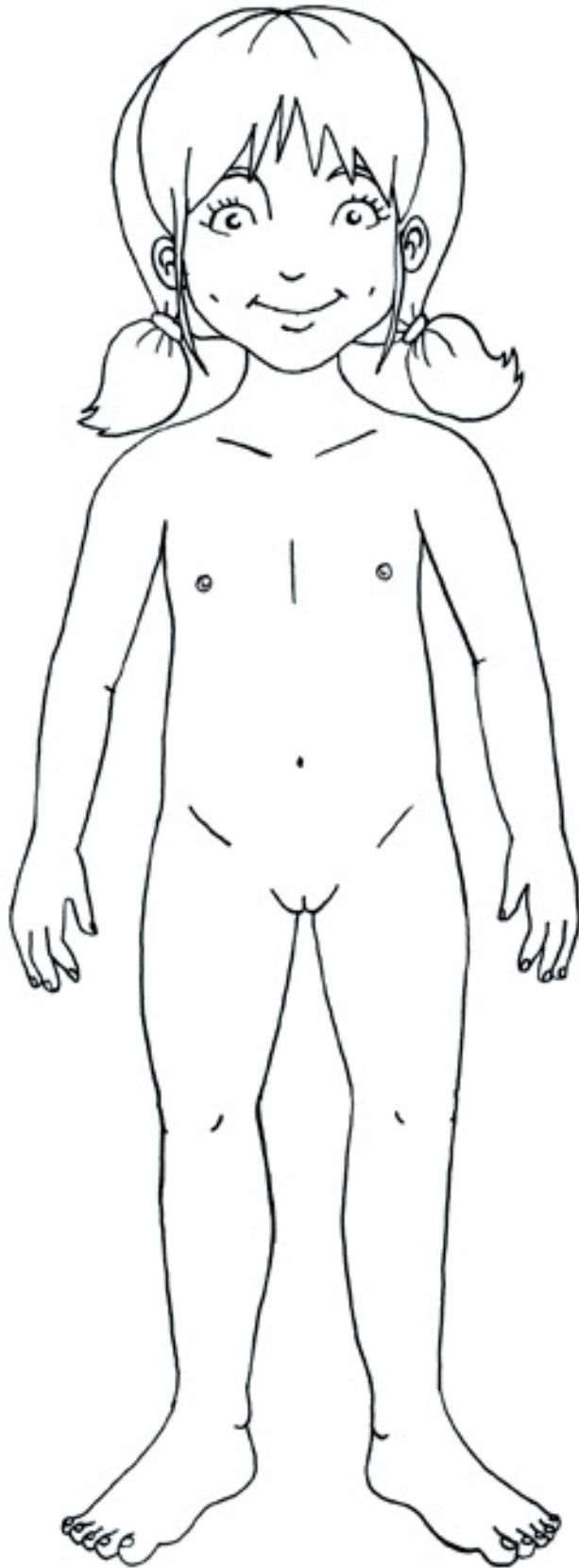
# Bodies

2 of 4



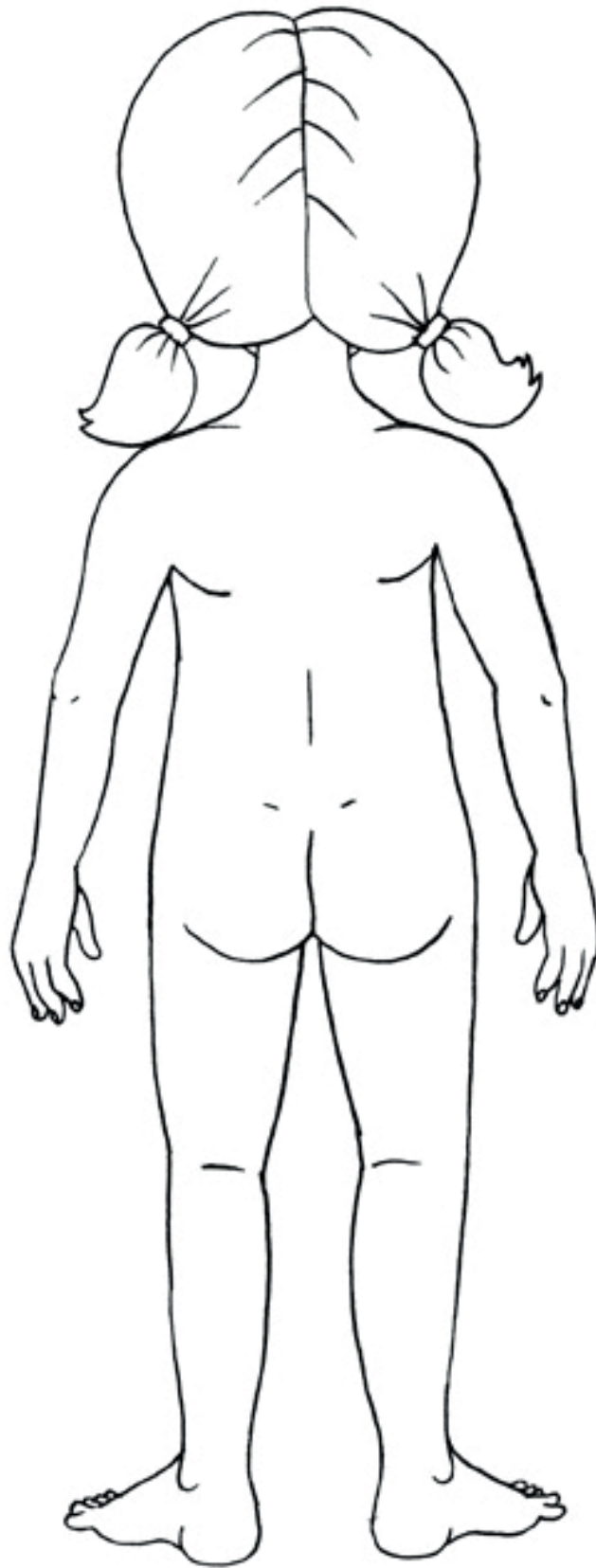
# Bodies

3 of 4

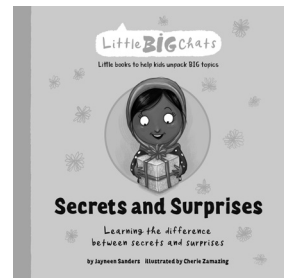


# Bodies

4 of 4



# Lessons for 'Secrets and Surprises'



**FOCUS TEXT:** *Secrets and Surprises*

Depending on the age of the children, the following lessons will take place over two or more sessions (including the reading and discussing of the book *Secrets and Surprises*). Please adapt the lessons to suit the needs and ages of the children.

## KEY OBJECTIVES

### Children will understand that:

- there are differences between 'secrets' and 'surprises'
- there are secrets, such as someone touching their private parts, that should never ever be kept
- they need to tell a trusted adult on their Safety Network if they are asked to keep and unsafe secret.

### In these lessons children will:

- discuss the difference between 'secrets' and 'surprises', and how secrets that make them feel bad or uncomfortable should be told to a trusted adult straightaway.

### For the lessons you will need:

- A4 paper
- coloured pencils/textas/crayons

## Lesson 1: Introduce 'Secrets and Surprises' and Read the Book

### Tuning In

Gather your class as a group. Say, 'Today we are going to read a very important book called *Secrets and Surprises*.' Ask, 'What do you think a "secret" might be? What might a "surprise" be?' Discuss in general terms. Explain that today we will be talking about the difference between a 'secret' and a 'surprise'.

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## Reading of 'Secrets and Surprises'

Before reading the book with the children, take time to review and familiarise yourself with the Discussion Questions on the inside back cover. You might even like to write some of these on Sticky Notes and place them on the pages. Take time to unpack the text and internal questions with the children. Follow their lead as you read, and stop and discuss when necessary.

# Lesson 2: The Difference Between Secrets and Surprises

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## After Reading

1. Review the meaning of the words 'secret' and 'surprise'. Encourage the children to use the word 'happy surprise' when referring to happy/exciting events that will eventually be told. Note: of course, it is nearly impossible to take the word 'secrets' out of our language but it is important that both adults and children restrict the word's use. Secrets are the currency of sexual predators, and they will use all sorts of threats to ensure the child is silent. Therefore, as Lisa says on pages 11 and 13 she doesn't keep secrets only happy surprises because they will ALWAYS be told.
2. Discuss what an 'unsafe' secret might be, e.g. someone touching their private parts or showing them pictures of private parts and saying, 'It's our little secret.' Review the children's Early Warning Signs that they may experience if asked to keep an unsafe secret. Review also what the children need to do if they are asked to keep an unsafe secret (tell a trusted adult on their Safety Network).
3. Have the children share happy surprises that have happened to them and encourage them to draw the best surprise they have ever had. In another session, have the children draw a picture of the best happy surprise they had to keep for a short time, e.g. keeping a parent's birthday party as a happy surprise.
4. Read children's books that include discussions around secrets and surprises, such as *My Body! What I Say Goes!*, *Some Secrets Should Never Be Kept*, and *the ABC of Body Safety and Consent* written by me, Jayneen Sanders.