# LifeEd. Victoria

Giving kids the life skills to deal with the hard stuff



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RELATIONSHIPS + SEXUAL HEALTH | DIGITAL SAFETY | BODY + HEALTH | SOCIAL + EMOTIONAL LEARNING (SEL)

# Early Years Learning

## 3 - 5 YEAR OLDS

45 mins

**Harold's Healthy day.**

- Develop and build skills that encourage a healthy lifestyle.
- Introduce and discuss nutrition, hygiene and physical activity.
- Explore the importance of sleep, rest and connections.

45 mins

**Super safe Harold.**

- Learn about connections, including people who keep us safe and building help seeking skills.
- Discuss other areas of safety including wearing seatbelts, sun safety, safe play, water safety, safety with medicines and safety online.

45 mins

**Harold's Big feelings.**

- Supports kids to build social and emotional skills and knowledge.
- Focuses on emotional regulation, friendship, connection and seeking help.

45 mins

**Harold's Body Boundaries.**

- Introduction to consent and that "my body belongs to me."
- Discuss personal space and anatomical names for private body parts.
- Identifying trusted adults they can turn to for help.

45 mins

**Harold's Safe screen time.**

- Awareness of how to stay safe online or when using a device
- Identify and discuss the people who keep them safe
- Introduction to time management and setting limits
- Learning to ask, give and deny consent

45 mins

**Harold's Big school.**

- Supporting big school transition
- Embracing change and to talk about feelings related to new experiences
- Encouraging independence through simple self help skills
- Fostering belonging
- Practicing positive classroom behaviours

**Pricing**

**$345** / session

Max 25 students / session



**Learn more**

**Make a booking**

# Early Years - 3 & 4 Year Olds

Book now!

## Harold's Healthy day.

Healthy habits for early learners

**Main Idea:**
Children learn about making healthy choices as part of their daily routine, including eating fabulous foods, keeping clean, staying active, and getting enough rest.

**Learning Intention:**
Learning to make healthy choices throughout the day to take care of our bodies.

**Student Success Criteria:**
Students can name a variety of foods and their qualities: colours, texture and tastes and explain how food is a part of their daily routine. They describe ways to keep clean, such as washing hands and brushing teeth. Students can explain why being active, getting enough sleep, and rest help them feel happy and well.

**VEYLDF Learning Outcomes:**
Learning Outcome 1: Children have a strong sense of identity
Learning Outcome 2: Children are connected with and contribute to their world
Learning Outcome 3: Children have a strong sense of wellbeing
Learning Outcome 4: Children are confident and involved learners
Learning Outcome 5: Children are effective communicators

## Harold's Big feelings.

Big feelings and little connections

**Main Idea:**
Children learn to recognise different emotions and practise ways to manage their feelings and be kind friends.

**Learning Intention:**
Learning to recognise and name different emotions, and to practise ways to calm our bodies and minds when feelings become overwhelming.

**Student Success Criteria:**
Students can name different feelings and when they might feel them. They can show ways to calm down when they have big feelings. Students can explain how to be a kind friend and give others personal space.

**VEYLDF Learning Outcomes:**
Learning Outcome 1: Children have a strong sense of identity
Learning Outcome 2: Children are connected with and contribute to their world
Learning Outcome 3: Children have a strong sense of wellbeing
Learning Outcome 4: Children are confident and involved learners
Learning Outcome 5: Children are effective communicators

## Harold's Safe screen time.

Building skills and becoming online aware

**Main Idea:**
Children learn how to stay safe online and who to go to if they need help.

**Learning Intention:**
Learning ways to keep ourselves safe when using technology.

**Student Success Criteria:**
Students can name safe and unsafe situations online. They can identify early warning signs when they need help and who can help them stay safe. They can demonstrate asking, giving and denying consent.

**VEYLDF Learning Outcomes:**
Learning Outcome 1: Children have a strong sense of identity
Learning Outcome 2: Children are connected with and contribute to their world
Learning Outcome 3: Children have a strong sense of wellbeing
Learning Outcome 4: Children are confident and involved learners
Learning Outcome 5: Children are effective communicators

## Super safe Harold.

Staying safe and seeking help

**Main Idea:**
Children learn how to keep themselves safe in different situations, including around roads, water, medicine, and technology.

**Learning Intention:**
Learning ways to keep ourselves safe at home, in the community, and when using technology.

**Student Success Criteria:**
Students can name safe and unsafe situations. They can explain who helps them stay safe and what to do if they feel unsafe. Students can share simple safety rules for home, outside, and online.

**VEYLDF Learning Outcomes:**
Learning Outcome 1: Children have a strong sense of identity
Learning Outcome 2: Children are connected with and contribute to their world
Learning Outcome 3: Children have a strong sense of wellbeing
Learning Outcome 4: Children are confident and involved learners
Learning Outcome 5: Children are effective communicators

## Harold's Body Boundaries.

My body belongs to me

**Main Idea:**
Children learn about personal space, body autonomy, private body parts, consent, and identifying trusted adults to help keep them safe.

**Learning Intention:**
We are learning to understand our personal space, identify private body parts using correct names, and recognise that we can say yes or no to touch.

**Student Success Criteria:**
Students can explain personal space, name private body parts using correct terms, identify trusted adults, and understand they have the right to say yes or no to touch.

**VEYLDF Learning Outcomes:**
Learning Outcome 1: Children have a strong sense of identity
Learning Outcome 2: Children are connected with and contribute to their world
Learning Outcome 3: Children have a strong sense of wellbeing
Learning Outcome 4: Children are confident and involved learners
Learning Outcome 5: Children are effective communicators

## Harold's Big school.

Exploring new beginnings and belonging

**Main Idea:**
Children learn about the transition to primary school, including becoming more independent, resilient, and identifying adults who can help them at this stage.

**Learning Intention:**
Learning to embrace school transition with curiousity, identifying adults who will help us navigate this change.

**Student Success Criteria:**
Students can identify a range of tasks they can do themselves. They identify adults they can ask for help, and practice helpful classroom behaviours.

**VEYLDF Learning Outcomes:**
Learning Outcome 1: Children have a strong sense of identity
Learning Outcome 2: Children are connected with and contribute to their world
Learning Outcome 3: Children have a strong sense of wellbeing
Learning Outcome 4: Children are confident and involved learners
Learning Outcome 5: Children are effective communicators

LifeEd. Victoria

# More support for you.
# More life skills for them.

Early Years Learning

SCAN TO BOOK

Health & Wellbeing
Relationships & Sexuality

SCAN TO BOOK

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