

# LifeEd. Victoria

Giving kids the life skills to  
deal with the hard stuff



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# Early Years Learning

3 - 5 YEAR OLDS

## Harold's Healthy day.

45 mins

- 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.

## Super safe Harold.

45 mins

- 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.

## Harold's Big feelings.

45 mins

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

## Harold's Body Boundaries.

45 mins

- 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.

## Harold's Safe screen time.

45 mins

- 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

## Pricing

**\$345** / session

Max 25 students / session



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# Early Years - 3 and 4 Year Old Kinder



**Main Idea:**

Children learn about making healthy choices as part of their daily routine, including eating nutritious 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 healthy foods that help their bodies grow strong and stay well. They can describe ways to keep clean, such as washing hands and brushing teeth. Students can explain why being active, getting enough sleep, and taking breaks are important for keeping their bodies healthy.

**VELDF 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



**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.

**VELDF 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



**Main Idea:**

Children learn how to stay safe online and who to go to if they need help. 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.

**VELDF 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



**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.

**VELDF 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



**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.

**VELDF 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



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Early Years Learning



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