



GRADE 1

# Harold’s friend ship

Thank you for participating in a Life Education session. We hope your students developed an understanding of emotions and how to build and maintain healthy relationships.

Below are some suggested activities designed to reinforce the concepts covered during the Life Education session. You may choose to do all or some of the activities. Please choose whatever best suits the learning intentions of your current inquiry and the learning needs of your students.

## We can:

- ☐ Show different ways to be kind to others
- ☐ Name some ways to make new friends
- ☐ Identify different emotions and feelings
- ☐ Understand how different emotions feel in our bodies
- ☐ Name some ways someone can calm themselves when upset
- ☐ Name five people who can help in unsafe situations
- ☐ Take part in Harold’s Healthy Challenge

IDENTIFYING SITUATIONS RELATED TO EMOTIONS

Write or draw things that make you feel happy, sad and excited.

STRESS BALL

Create a stress ball to squeeze when you are feeling angry or scared.

This can be made with flour and balloons. You might like to decorate the balloon.

PAPER PLATE EMOJIS

On paper plates make an emoji of an emotion, such as happy, sad, scared, angry and disgusted.

Share a situation with the class (such as getting a new dog, seeing a spider beside you, or finding ants in your lunch) and have the students raise the emoji that would best represent how they would feel in that situation. Does everybody feel the same? Why do people feel differently?

IDENTIFYING SUPPORT PEOPLE

Draw 5 big circles. These are safety circles.

Label these circles with the following headings:

- Feeling sick
- Staying safe at home
- Staying safe at school
- In an emergency
- When feeling unsafe.

In each circle, write a list of people who could help you in that situation.

A TOOLBOX FOR WHEN YOU’RE FEELING SCARED

Create a box of tools that you can refer to when you feel scared.

Draw a picture or write a statement which describes an activity that helps you feel better when you are feeling scared. Add these to an old shoe box or tissue box .

For example, when Harold is scared, he hugs his teddy bear and he likes to dance. So Harold could draw a picture of himself hugging a teddy and he could write the word ‘dance’ on a piece of paper, and add these to his box.

FAMILY TRAITS

Write your name in the centre of a page (your teacher may choose to add your class photo here).

Pass your paper around the class, for your peers to write all the things you do to keep the classroom a friendly place.

RECOGNISING EMOTIONS

Play emotion-match by printing an emoji onto a card and then cutting them in half horizontally.

Try to find the eyes that match the mouth of the same emotion.

EMOTION CHARADES

Play emotion charades with your class.

Choose an emotion and act it out in front of the class, see who can guess what you are feeling!

STORYMAKING

Read a book that focuses on emotions like the ‘Mr. Men’ series, or the ‘I feel ...’ series.

Create a story of your own to describe an emotion you are feeling today.

COLLABORATION

Find a classmate that you usually don’t work with and create a friendship spaceship just like the one Harold travelled on.

Plan and draw your spaceship together before building it and taking it on a test run.

SAFETY NET

Trace your hand on a bit of paper. In each finger, write a person who could keep you safe.

Consider people at school, at home, on the road, etc.

COMPLIMENTS

Your teacher will give you a list of 5 different people in your school.

Throughout your day at school, give each of those people a compliment, saying something kind about them.



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DEVELOPING FRIENDSHIPS

Create friendship bracelets to give to 2 new friends.

Try playing together at recess and lunch.

RADIO STATION

Create a school radio station or letterbox.

Each student is invited to say or write nice messages about someone else in the school. Allocate a different student each day to collect these messages from around the school. The senior students could then read them over the PA or make an announcement at assembly each week.

DEVELOPING FRIENDSHIPS

Recall some fun things you can do with a friend.

Then, find a classmate who you do not usually play with and invite them to do one of the fun things with you.

EMOTIONS AND MUSIC

Make music that sounds like different emotions.

What instruments will you use for big angry feelings? What instruments will you use for happy, calm feelings? What about the feeling excited or shy or scared?

GAMES THAT DEVELOP EMOTION REGULATION

Play games that require self-control like Simon Says.

You might want to play using emotion actions, such as “Simon says make a disgusted face”.

GLITTER JAR

Create a glitter jar.

When the class is feeling overly excited, shake the jar and have the class calm down, as the glitter settles on the floor of the jar.

A BOOK OF COPING STRATEGIES

Create a class ‘coping strategies’ book.

Each student should complete a page that has the following sections:

- The emotion
- How the body feels
- Why people might feel that way
- What you can do when you feel that way
- What you should not do when you feel that way

KINDNESS PAPER CHAIN

Give each student one piece of colorful construction paper and have them cut it into strips to create a paper chain.

Before creating the chain, have the students write a kind statement that we could say to a friend. Connect the strips of paper to create a classroom kind words paper chain.

Hang the chain up in your classroom as a visual reminder of kind statements we might say to our friends.