



# BENDIGO PRIMARY SCHOOL

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FACEBOOK: [Bendigo Violet Street PS](https://www.facebook.com/BendigoVioletStreetPS)

Wednesday 2nd June 2021

## Our return to remote and flexible learning :

Thanks to everyone for their positive and quick responses to the changes announced for the state of Victoria last Thursday. These interim arrangements have seen an amazing amount of work put in by our teachers and ES staff. They have developed programmes for use on site and at home.

All class teachers continue to stay in touch with families working remotely via their personal email addresses. All families are expected to check in daily with their child's class teacher by 9am please. We ask that families just do their best to keep the learning going at home, as we know that a number of you are currently juggling many changes also. Please prioritise your family time and own well being. Remember: please contact us via email, text or phone, if needed.

### From Friday 4<sup>th</sup> June:

**\*\*It was clarified today that all students in regional schools (including BVSPS!) will return to on-site learning again as of THIS FRIDAY 4<sup>th</sup> JUNE. We thank everyone for managing yet another challenging period. We will continue to use COVID safe processes at school. Whilst awaiting further clarification around revised school operations, I ask that parents/carers/family members do not enter our school site at drop off or collection time, until further notice please. If required, please contact us via phone or email of course! When DET provides updates, I will let you know accordingly!**

### Education Week—Building Connections with our Community!

It was lovely to be able to celebrate Education Week last week. We were able to open our doors for school tours and accommodate many families at our 2022 Foundation Information nights. I will continue to arrange meetings with parents and students enrolling for 2022 in Foundation. Our celebration assembly has been postponed. We will let you know the revised date soon.

### The Fathering Project: SAVE THE DATE: Wednesday 16th June 2021 at 6– 8 pm!

Some great things are planned, with food (pizza!) and games at school. All fathers, father figures and children are invited to join us at school for 2 hours of fun and the chance to connect with each other. We will need to hold the event indoors (as it will be dark!). *We will be sending home a note for RSVPs next week, when it is confirmed that we can proceed.*

### Displays around school:

Our ES team have been busy updating displays at school, in particular the Library. They have created an exhibition of students work as part of our BPS recognition of Reconciliation Week.

Most of this work was completed last week at school. Hopefully you will be able to pop in for a look soon.



**Mandy Costello Principal**

[Amanda.Costello@education.vic.gov.au](mailto:Amanda.Costello@education.vic.gov.au)

**Be Your Best!**

[Sharon.Frappell@education.vic.gov.au](mailto:Sharon.Frappell@education.vic.gov.au)



# Calendar of Events

## Regular Events

### Camp Aust OSHC

Every day, Monday to Friday

3- 6pm

### Assembly

Fridays—8:45-9:15

Students and teachers only at this time.

## BEFORE SCHOOL CLUBS—8am—8:30

### Mondays

Library Club

### Tuesdays

Yoga

Email Robyn Matthews for bookings:

[robbybobby77@hotmail.com](mailto:robbybobby77@hotmail.com)

### Wednesdays

Brekky Club

### Thursdays

Fun Fit Thursdays

Meet at 8am at Garden Gully

## Special Events

### Monday 14 June

Queen's Birthday Holiday

### Wednesday 16 June

6-8pm—Fathering Project Night at School

### Thursday 17 June

Kaboom, visiting artist—if permitted

### Monday 21 June

Reports go home

### Thursday 24 June

Student led conferences

**Students are only required at school for the designated time of their conference.**

Conferences will be via Webex if required.

### Friday 25 June

Last day of Term 2

# Pre-loved Uniforms!



Louise Rodriquez is available to assist with selection on **Fridays from 2– 3 pm**.  
Please email Louise to make an appointment: [Louise.Rodriquez@education.vic.gov.au](mailto:Louise.Rodriquez@education.vic.gov.au)

Thank you!

*All donations of pre-loved items welcome!*

# Gardening



Well, one good thing about Lockdown... Gardening!!! There's so much you can do out in your garden, even if it's looking after some pot plants. Things are still growing despite the cold and it's a good time to check on those herb seedlings you took home for Mothers Day. You could even move them to a bigger pot if you haven't already. Here's a link with a step by step guide if you've forgotten how!

<https://www.gardenersworld.com/how-to/grow-plants/how-to-pot-up-plants/>

Rug up and get some fresh air!  
Happy gardening,  
Sara



The last of our basil was busy with bees and the marigolds are making an eye-catching splash of orange.

Last week Grade 3/4's produced a hive of activity on the verge, look how busy they all were, it's looking lovely.





# Remote Learning

# 5/6 F

Grade 5/6 F have been sending in lots of photos and completed work during remote learning. Here are just some of them:

## Harrys Huge Hamburger

Out Now! Only In Bendigo and Melbourne!

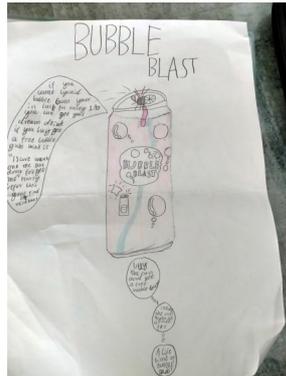
**Only \$5.99**

Delicious, juicy meat with tender smoked bacon!

★★★★ "I'm always pleased with the service by the staff and quality of the meals here."

Guaranteed you'll like it

For More info visit [HarrysHamburger.com](http://HarrysHamburger.com)



The Man size burger

- 2 pieces of bacon
- 2 pieces of cheese
- Onion
- Lettuce
- Tomato
- Giant size 100% beef patty
- Also comes with large fries and a large coke

The amazing Man burger  
It really fills you up!

## Ebony



## Finn

## Jesse

## Jed

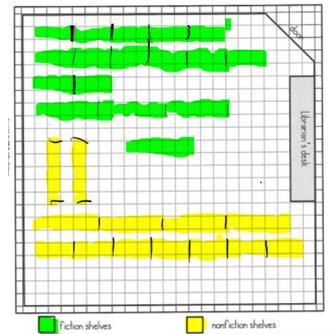
Mrs. Stevenson, the school librarian, has a problem. She has decided to reorganize her library so students can better see all the wonderful books she has in her library. She estimates that she has 6000 nonfiction books and 8000 fiction books and would like to keep them organized on shelves.

She did some research and learned the following:

Tall bookshelves have 3 shelves. Each shelf can hold 160 books.

Low bookshelves have 2 shelves. Each shelf can hold 220 books.

Each of the tall shelves takes up 3 square feet. Each of the low shelves takes up 5 square feet. Shelves can touch each other, but they need to have space in front to walk around. Create a key to show which shelves are fiction and which shelves are nonfiction.



T = Tall  
S = Short  
NF = Non-Fiction  
F = Fiction  
L = Low

There are 3 shelves in a tall book shelf  
Each shelf can hold 160 books  
 $T = 160 \times 3 = 480$

There are 2 shelves in a short book shelf  
Each shelf can hold 220 books  
 $S = 220 \times 2 = 440$

There are 6000 nonfiction books  
 $NF = (T \times 2) + (S \times 2) = 6000$

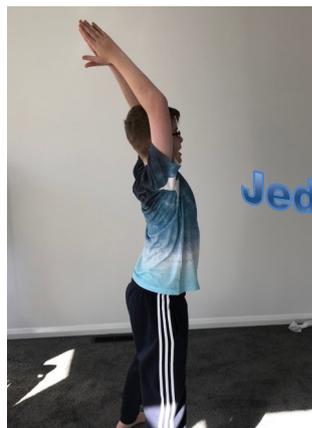
There are 8000 Fiction books  
 $F = (T \times 3) + (S \times 4) = 8000$

There are 14000 books in the library  
 $L = (F \times 2) + (NF \times 2) = 14000 = 8000 + 6000$

## Eli



Ebony doing a P.E challenge



Jed doing yoga



Jesse's cake

# Remote Learning

# 1/2 W



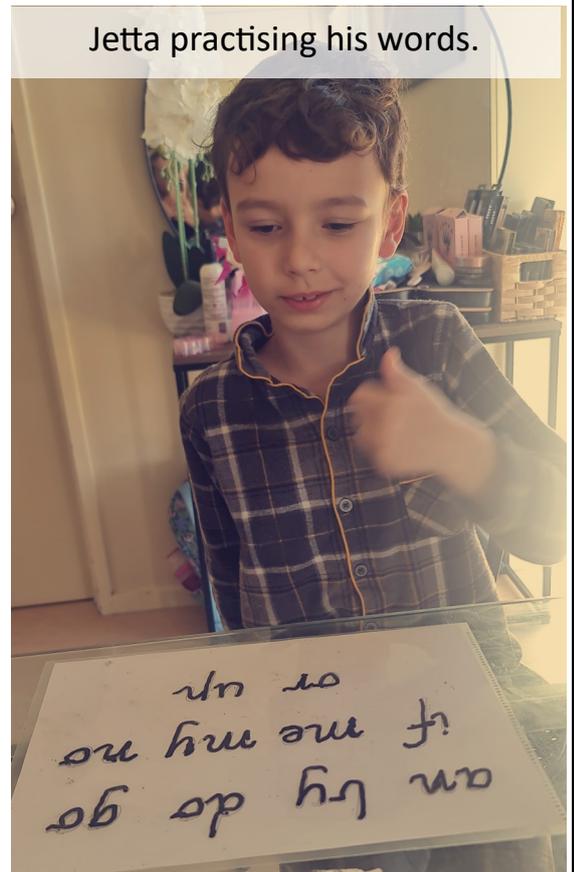
Charlie and his sister, Alex (Prep Lowe), making some playdough. What a great activity to promote fine motor skills, maths and reading the recipe!



What's this?? Jane sitting behind Miss Wadley's desk pretending to be her??  
How cheeky!



Jetta practising his words.



Finn having a snuggle with his dog, Patrick.







As soon as Campbell opened the door the noise shot out. It was amazing, everyone ran in and started playing with all the things they could see. There were rattling noises and bouncing toys, my favourite was the flying spider man, there was a wooden wedge that would make the spider man fly. When I saw one of the machines I followed it up to the roof and found out nearly all the machines made the others work.

When we got to the Discovery Centre the first thing we did was the Planetarium. I learnt a lot more than I did last time. When we finished in the Planetarium, we headed for the exhibits, my favourite was the visible vibrations, it made about 9 different patterns with the balls.

I saw a wheel an axel a pulley and another wheel and axel. Then I did the marble run with Isabel and Caitlin, it had a funnel that dropped into a tube that dropped into another plastic tube and into another funnel and down to a cup. The first time it didn't work but the last time it did. It was fun, especially the Discovery Centre.  
By Charlotte



Once Campbell opened the door there was no going back, as my eyes glued to all the incredible machines. One of my favourites was the fan, you had to pull down on a pulley to make it spin!

When we entered the Planetarium, my eyes adjusted so much it was like being in a little cinema.

After a play around we got to do the marble run. It was so exciting watching our marble zoom down the track!

It was almost time to leave, I had one last glimpse at all the amazing machines!

Suddenly I realized we still had the vertical slide left! I didn't think I was ready for it so I just stayed back and watched.

My heart was racing just watching them. It was coming to an end, I had my last look around at the Discovery Centre.

I'll always remember man's greatest invention, the wheel.

Written by Finn



When we arrived at Confectionary Capers, I was filled with excitement. As I stepped inside, I could see all these spectacular machines! There were lots of noises, but it was fun to be there!

Everything at Confectionary Capers was based on the wheel, man's greatest invention, which is thousands and thousands of years old!

One of my favourite machines was a Spiderman toy and you had to hit a lever (or what I think was a lever) and the Spiderman toy would go up. I really enjoyed that machine Another machine I liked was called the Ele-phant. You had to pull the toy towards you.

Campbell, the owner of Confectionary Capers, asked us two questions. The questions were, why was the gravy train called the gravy train? The second question was why was Madonna called Madonna? Madonna had mud all over her and that was why she was called Madonna and the gravy train had grey V's on it!

After a long bus ride, we arrived at the Discovery Centre. Our first activity was going to the Planetarium. We learnt a lot about space and all of the planets. My two favourite planets are Earth and Jupiter!

Then we had a look at the exhibits. There was a mirror maze, chin up bars, a chair you could go up in and so many more!

Sometime later, we went to do the marble run. I was partnered with Madelyn and Anusheh.

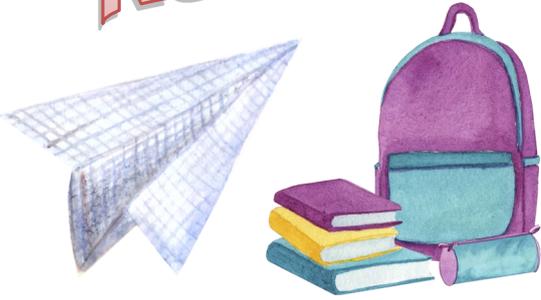
Finally, it was time to go down the vertical slide. Not many people went down though, I didn't either.

I really enjoyed the excursion! It was wonderful and so much fun.

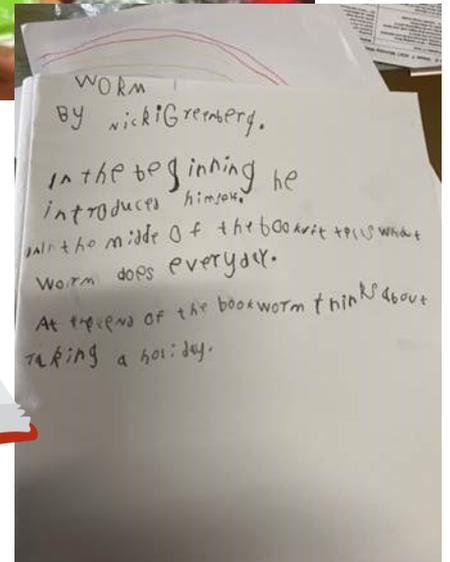
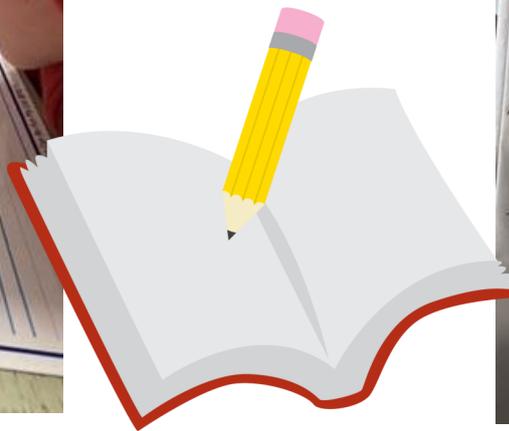
By Grace

# Remote Learning

# 1/2 D



Practising handwriting



Addition Golf



Planning a story....

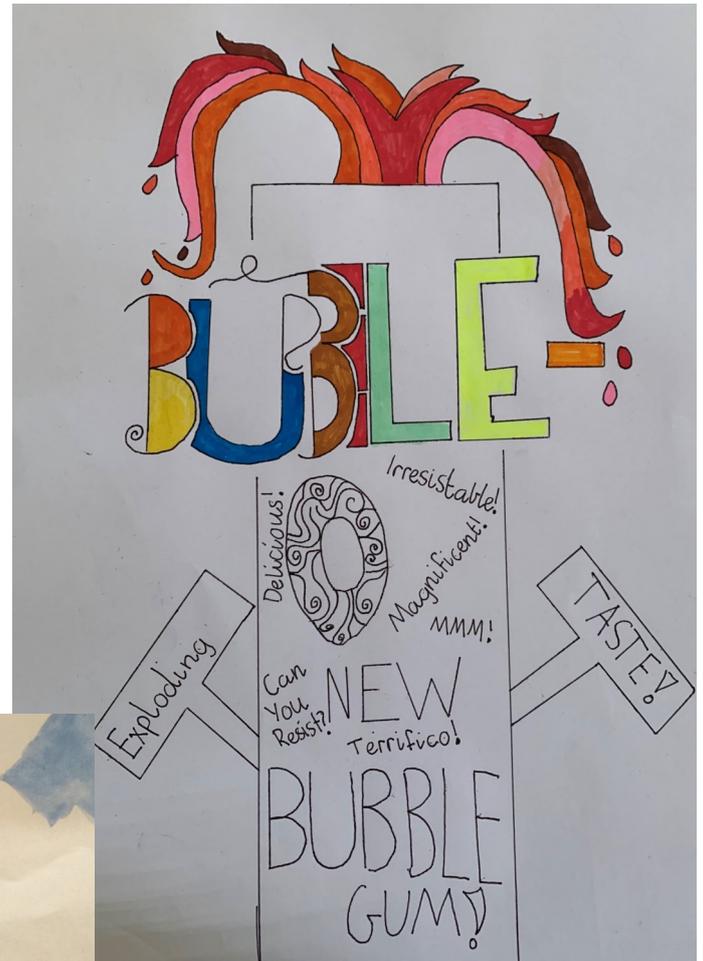
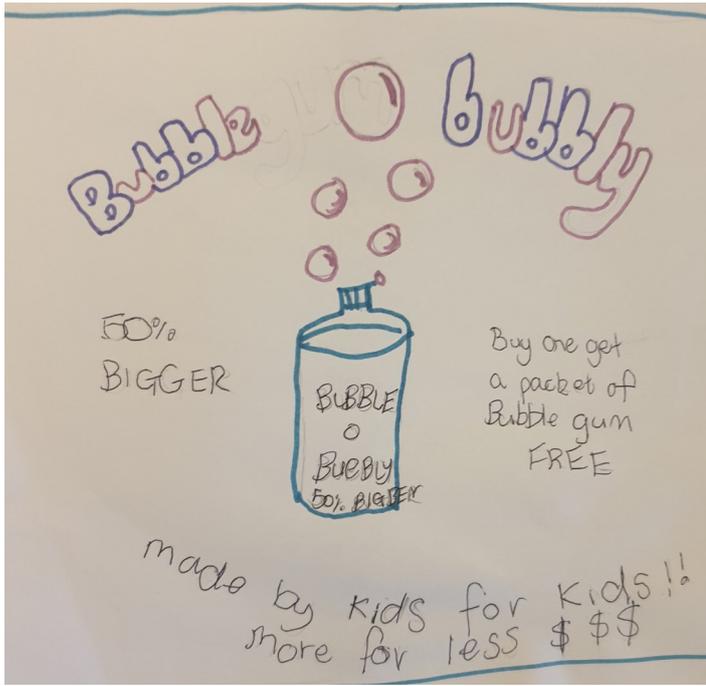
# Remote Learning

# 5/6 C

In Grade 5/6 we have been using our persuasive devices to create advertisements.

Here are a few examples:

Grace



Nicholas



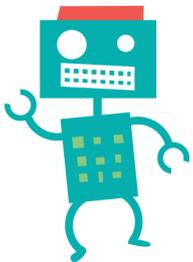
NEW BOBA OUT ITS CALLED THE SAUSAGE DOG TEA WITH PIGLET PEARLS



ITS LIMITED ADDITION IF YOU GET IT TODAY YOU'LL GET 50% OF ITS LIMITED SO COME NOW WE ARE OPEN TILL MIDNIGHT SO BE QUICK BEFORE WE SELL OUT



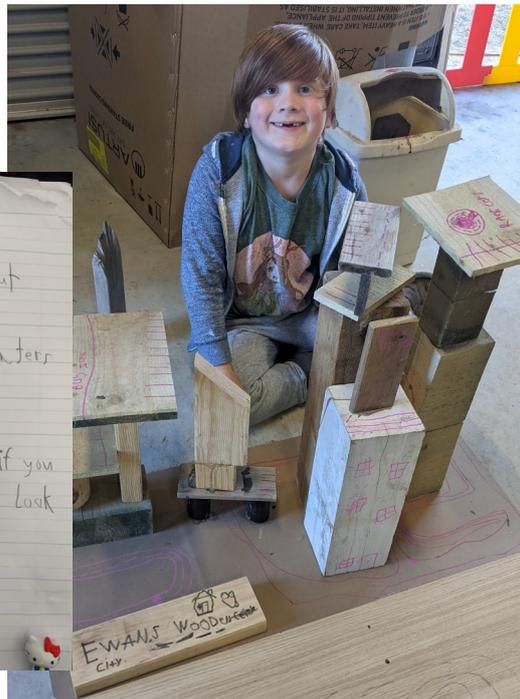
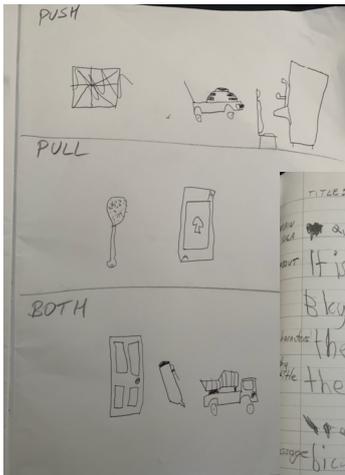
Sian



Libby

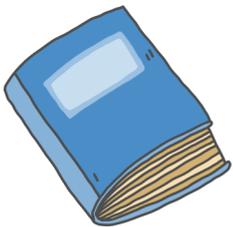
# Remote Learning

# 1/2 M-B



TITLE: THE BICYCLE  
 IT'S ABOUT BICYCLES  
 It is about good things about bicycles.  
 The main characters  
 The title is about the bicycles  
 bicycles are fun and if you have one you should look after them

TITLE: OWLS  
 OWLS  
 They are the most beautiful birds that live in the darkest of the night and they are very smart.  
 They are very smart and they are very beautiful.  
 They are very smart and they are very beautiful.  
 They are very smart and they are very beautiful.



Lost and found  
 What is the story mostly about? A penguin story following a boy who thinks he is lost so he asks lots of things that they don't know. Then he finds a penguin and he takes the penguin home. The penguin is sad when he leaves so he comes back but the penguin is not there. He starts crying and then he spots the penguin so they run home together.  
 Who are the main characters? Boy and the lonely penguin.  
 Why is the title important?  
 It tells us what the story is about.



# On-site Learning

# 3/4 KR

# Remote Learning

**Rock Paper Sixths**



**You will need:**

- Game board
- Counters

**How to Play...**

1. Choose which result of rock, paper, scissors will be the most likely result. Place your counters at the top of your chosen column.
2. Now it's time to play rock, paper, scissors! Record the result of each game by placing a counter in the appropriate column.
3. The first column to fill up is the winner. Did you choose it? If not, better luck next time.
4. Now it's question time. Ask each other: Is each result an equally likely outcome? How can you affect the result? What is each result as a fraction?

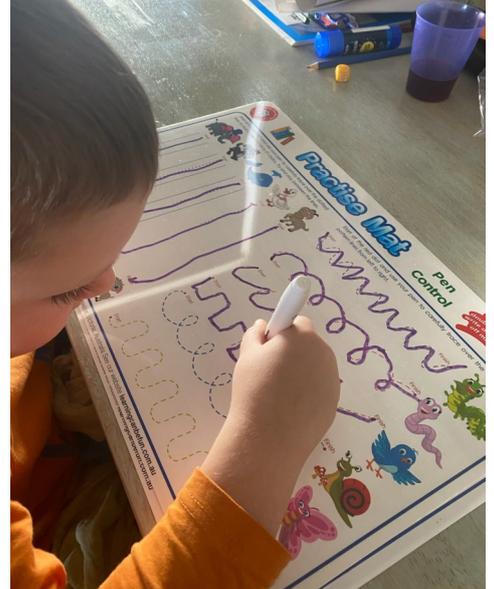
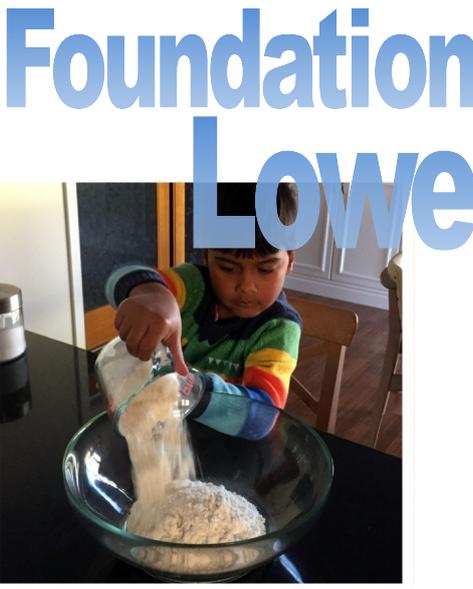
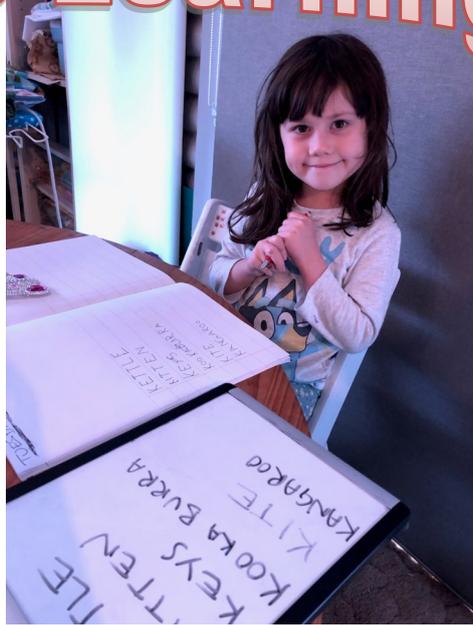
twinkl VISIT [TWINKL.COM.AU](https://www.twinkl.com.au)



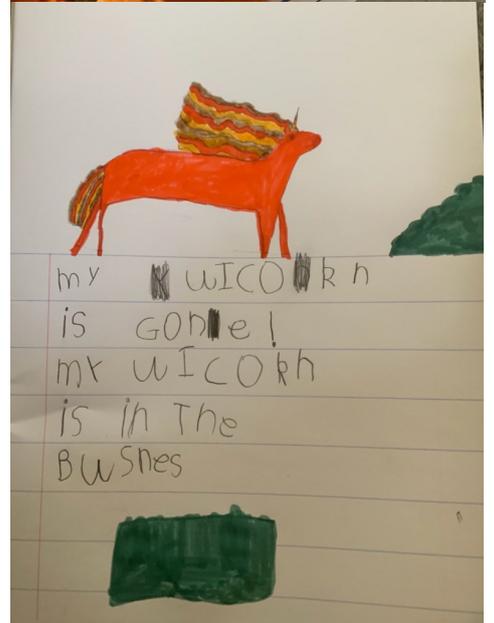
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|    | Rock/ Scissors | Re Pa |



# Remote Learning



## Foundation Lowe





# Specialist Corner

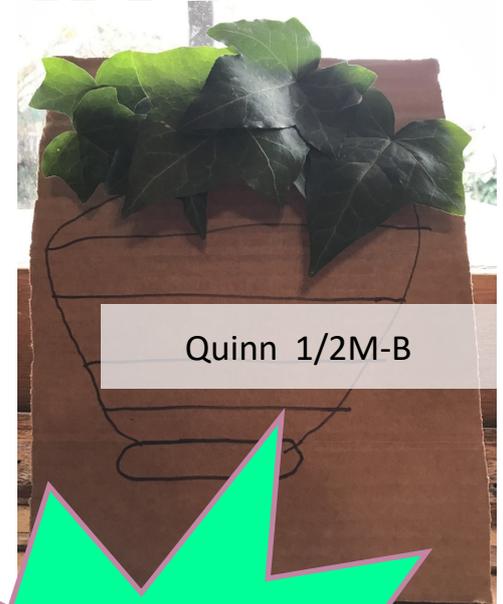
# Art @ Home



Isaac Foundation L



Sage 1/2M-B



Quinn 1/2M-B



Liliana 1/2D



Finn 1/2D



Grades 3-6 students!  
Bring your plan for your 2D  
artwork back to school so we  
can start creating them!

Ochre (1/2W) sent me the photo on the left, of a dot painting she created at home. There are so many creative things you can do at home. I would love to see what other things you can create, with whatever materials you have at home.



Email me photos of the activities you do at home:  
Sheridan.Leversha@education.vic.gov.au



VIOLET STREET  
BENDIGO PRIMARY SCHOOL



Don't forget that Ms Finch has a youtube channel with songs and activities for students to watch and join along:



Little Birds Sing

<https://www.youtube.com/channel/UCugXN611qybeVE0bxrwhcBg>



Email me photos of the activities you do at home:

[Bridget.Finch@education.vic.gov.au](mailto:Bridget.Finch@education.vic.gov.au)

Remember to keep physically active during remote and flexible learning. You could go for a bike ride, a walk or a scoot. Below are some online resources you may like to use at home.

Cosmic Yoga: <https://www.youtube.com/cosmickidsyoga>

Kids HIIT Workout: <https://www.youtube.com/watch?v=lc1Ag9m7XQo>



Email me photos of the activities you do at home:

[Laura.Hicks@education.vic.gov.au](mailto:Laura.Hicks@education.vic.gov.au)



## Playing our part to build a national picture of child health

In early 2021, our school, along with thousands of others across the country will begin preparations for the fifth Australian Early Development Census (AEDC).

The AEDC gives us a national picture of the development, health and wellbeing of children in their first year of full-time school. Since 2009, the census results have helped communities, schools and governments plan services and develop better policies to target support for children and families.

Children don't miss any class time, and parents/carers don't need to supply schools with any new information for the census. The AEDC gives us data at a school and community level - it isn't an assessment of individual children.

Some teachers have also noticed that completing the assessments made them more aware of the needs of individual children and the class as a whole and that the census results are useful in planning for transitions to Year 1 and developing class programs.

Participation in the AEDC is voluntary. Parents/carers don't need to take any action unless they choose not to include their children in the census.

To find out more about the census and how communities are using the data to help children and families visit the AEDC website: [www.aedc.gov.au](http://www.aedc.gov.au).

If you have any questions, you can contact Mandy Costello



# Wellbeing activities and conversation starters for parents of primary school-aged children



There are a range of activities that will help build and maintain your child's wellbeing. Most of them are short and require very few materials.

These activities are based on the optional Resilience, Rights and Respectful Relationships teaching and learning materials.

The activities cover six key elements that are important to wellbeing. There are also activities that focus on positive thinking and gratitude as well as breathing exercises that promote calm.

## Six key elements that are important to wellbeing



### Understanding emotions

Understanding emotions helps your child to understand themselves and other people.

We can do this by focusing on recognising, expressing and managing emotions.

Understanding emotions is key to building empathy and self-awareness.



### Personal strengths

Help to build your child's ability to recognise and understand positive qualities in themselves and others.

This will help to build your child's self-confidence and the capacity to face and manage challenges.



### Positive coping

Provide opportunities for your child to discuss and learn different types of coping strategies.

This will increase your child's ability to manage stress, control impulses and overcome obstacles.



### Problem solving

Your child can develop their critical and creative thinking skills to explore different types of problems.

This can build your child's ability to make responsible decisions that consider the likely consequences of different ways of solving problems.



### Stress management

Learn about different calming strategies to deal with stress.

This can help your child to cope with challenges they are facing now and in the future.



### Help seeking

In these challenging times, it is important to normalise asking for help.

Your child will learn to recognise situations in which to seek help, identify trusted people in their lives to ask for help and practice asking for and providing help.





### For students in Foundation level



#### Understanding emotions

**Goal:** Understanding our emotions.

**Activity:** With your child, name the different emotions that characters in your favourite TV show or story book are feeling. How many can you name? Ask: *How can we work out what emotions other people are feeling?*



#### Personal strengths

**Goal:** Recognise our strengths by talking about things we are good at.

**Activity:** With your child, take turns at drawing a portrait of each other. Around the portrait write all the things you think each other is good at.



#### Positive coping

**Goal:** Identify positive ways to cope with negative emotions.

**Activity:** Come up with five things we can do to feel better when we are sad.



#### Problem solving

**Goal:** Recognise solutions to problems.

**Activity:** Come up with three positive and different ways to solve this problem: *You and your family arguing over which show to watch on TV.*



#### Stress management

**Goal:** Identify activities that can help to reduce our stress levels.

**Activity:** Ask your child to interview different family members and then draw a picture of them. Your child can ask: *What do they like to do to help them calm down or cheer up?*



#### Help seeking

**Goal:** Identify people who we can go to for help.

**Activity:** Make a "hand" or "star" to show five people your child can seek help from. Use it as your family plan by writing it up and placing it somewhere it is visible to everyone.



## For students in Years 1 and 2



### Understanding emotions

**Goal:** Understand our emotions.

**Activity:** Play emotional charades with members of your family. Each person acts out an emotion and family members guess the emotion/feeling.

**Goal:** Understand situations that can trigger different emotions.

**Activity:** Your child asks a family member how they would feel if:

- They were starting a new school or job
- Their friend had told everyone a secret they shared with them
- They had won a prize.



### Personal strengths

**Goal:** Describe how we use our strengths to be a good family member.

**Activity:** With your child, discuss what each of your character strengths are. Draw a picture of yourselves using one of these strengths at home.

**Goal:** Describe how we use our strengths in daily life.

**Activity:** With your child, watch a TV show or read a story book together and identify how a character showed any of these strengths (honesty, fairness, patience). What would the opposite of these look like?



### Positive coping

**Goal:** Discuss ways we can cheer up and calm down.

**Activity:** Discuss with your child:

- When I feel lonely, I can...
- When I feel angry, I calm myself down by...
- When I feel sad, I can...
- When I feel bored, I can...

**Goal:** Talk about fears and how to cope with fear.

**Activity:** Talk about:

- Things that make me afraid are...
- When I feel afraid, what are some things we do to help us manage our fears.

## For students in Years 1 and 2 continued



### Problem solving

**Goal:** Build collaboration and teamwork at home.

**Activity:** Using items that are safe and stackable (e.g. paper cups, playing cards), make a tower as tall as you can. Once your tower is complete, remove one item at a time, trying not to make the tower collapse. Or, if you have Jenga, play it together!

**Goal:** Work together to solve problems.

**Activity:** Talk about this scenario with your child: I had a disagreement with my best friend and felt left out. What are three positive ways one could solve this situation?



### Stress management

**Goal:** Recognise how stress can feel in the body.

**Activity:** With your child, tell each other about a situation when you felt stressed. How did the body respond to this stress (e.g. sweaty palms; butterflies in your tummy).

**Goal:** Discuss coping strategies for stress.

**Activity:** Write a list of actions with your child that you can take to deal with stress, fear or anger. Name this list: *Our Family's Calming Strategies*. Display this list somewhere at home.



### Help seeking

**Goal:** Work with and support each other.

**Activity:** Encourage your child to help a family member with a something around the house, such as clearing the dishes after dinner.

**Goal:** Identify people we can go to for help.

**Activity:** Make a "hand" or "star" showing five people your child can seek help from. Use it as your family plan by writing it up and placing it somewhere visible to everyone.

## Additional activities



**Goal:** Practice gratitude.

**Activity:** You'll need a set of pick-up sticks for this activity. On a piece of paper write down the following and assign each one a colour from the pick-up sticks:

- Name a person you are thankful for
- Name a place you are thankful for
- Name a food you are thankful for
- Name a thing you are thankful for
- Name a thing of your choice

For each stick they pick up, they need to match the colour to the category and name the person, food, place or thing they are grateful for.



**Goal:** Practice gratitude

**Activity:** Encourage your child to collect, find or make pictures of all the people, events and things in their life that make them feel grateful. Print them, cut them out of magazines, draw them, pull out old family photographs.

Once you have the images, stick them to a piece of poster paper and hang in your child's bedroom. Your child can decorate the poster.



**Goal:** Calm the mind.

**Activity:** With your child, sit in a comfortable position. Ask your child to close their eyes, breathe deeply and relax.

Ask your child to breathe in through their nose for four seconds, hold their breath for seven seconds and breath out through their mouth for eight seconds.

Repeat this cycle four times.



For students in Years 3 and 4



### Understanding emotions

**Goal:** Develop language to identify and describe emotions.

**Activity:** Name and describe the emotions of a character in your favourite TV show. Take turns in doing this with your child.

**Goal:** Name positive and negative emotions.

**Activity:** Name three positive and three negative emotions you experienced today. Ask your child to name three positive and three negative emotions they experienced. Ask: *How did it look, sound and feel?*



### Personal strengths

**Goal:** Recognise our personal strengths.

**Activity:** Personal strengths are our positive qualities. Ask your child: What are your personal strengths? What do you think are my personal strengths? Swap!

**Goal:** Identify how you can use personal strengths in daily life.

**Activity:** Kindness is a personal strength. Being kind means you do things for others without expecting anything in return. Encourage your child to do something helpful for a family member. Ask them to share their acts of kindness with your family.



### Positive coping

**Goal:** Try a self-calming technique to calm down when we feel hurt or angry.

**Activity:** Try the Robot to Rag doll technique with a family member. Scrunch up tight and hard like a robot, then slowly let go to turn yourself into a floppy rag doll.

**Goal:** Reflect on the impact our actions can have on others and learn how to make a meaningful apology.

**Activity:** Talk to a family member and ask them: What is an apology? What does it feel like when someone apologises to you? What are the ingredients of a good apology?

## For students in Years 3 and 4 continued



### Problem solving

**Goal:** Identify and evaluate strategies to solve problems.

**Activity:** Encourage your child to talk to a family member and ask: *Tell me about a small problem you faced? How did you solve the problem? If you were faced with the problem again would you solve it differently?*

**Goal:** Differentiate between levels of problems.

**Activity:** With your child decide how big the following problems are. Rank them from 1 (little problem) to 3 (big problem):

- You miss your friends at school.
- You are feeling bored being at home all the time.



### Stress management

**Goal:** Identify a range of strategies that can be used to deal with strong emotions.

**Activity:** With your child, come up with a list of positive strategies your family can use to relax or calm down.

**Goal:** Put a stress management strategy to practice.

**Activity:** Do something active with your child. Turn off screens, get out and play in the backyard, listen to music, draw together or have a dance! Get some ideas from <https://fuse.education.vic.gov.au/Pages/funathome>



### Help seeking

**Goal:** Identify people who we can go to for help.

**Activity:** Make a "hand" or "star" showing five people your child can seek help from. Use it as your family plan by writing it up and placing it somewhere visible to everyone.

**Goal:** Practice our help-seeking and giving skills.

**Activity:** Discuss with your child. Imagine a friend comes to you for advice. They tell you somebody has been mean today online. What advice would you give to your friend and why?

## Additional activities



**Goal:** Practice positive thinking.

**Activity:** Each day for the next week, spend 10-15 minutes with your child getting them to think about three things that went well during the day. Get them to write down the three things and then write down what they did that made them happen.

These can be simple things like someone laughed a joke or more major events.

This can become a weekly journal for your child.



**Goal:** Practice gratitude.

**Activity:** With your child, create a family gratitude tree or wall.

Collect colourful pieces of paper, ribbons and string.

Cut the paper into postcard-size pieces. On each piece of paper, write down something to be grateful about. Tie them to the tree in your yard, a sturdy house plant or stick them up on a wall in the family room/kitchen.



**Goal:** Calm the mind.

**Activity:** With your child, sit in a comfortable position. Ask your child to close their eyes, breathe deeply and relax.

Ask your child to breathe in through their nose for four seconds, hold their breath for seven seconds and breath out through their mouth for eight seconds.

Repeat this cycle four times.



For students in Years 5 and 6



**Understanding emotions**

**Goal:** Understand our emotions.

**Activity:** Go around the dinner table and have each person share three emotions that they felt that day and why.

**Goal:** Understand others' emotions.

**Activity:** Encourage your child to tell a person in your family about their day. The listener tries to guess what emotions your child would have felt during their day.



**Personal strengths**

**Goal:** Demonstrate character strengths.

**Activity:** Encourage your child do something to make life easier for someone else at home.

**Goal:** Demonstrate character strengths.

**Activity:** With your child, plan to do something kind for a neighbour, friend or family member.

HINT: You might like to:

- Check to see if an elderly neighbour needs help with grocery shopping.
- Call a family member you don't live with such as an uncle, aunt or grandparents to say hello.
- Write a letter or send an email to a friend and post it to them.



**Positive coping**

**Goal:** Think positively.

**Activity:** Encourage your child to leave a positive note for someone at home to find.

**Goal:** Practice positive coping strategies.

**Activity:** Choose an activity to do with your child.

- Draw a picture together
- Listen to soothing music
- Give each other a hug
- Do a favourite hobby

Get some other ideas from <https://fuse.education.vic.gov.au/Pages/funathome>

Reflect on how it made you feel to do this together.

## For students in Years 5 and 6 continued



### Problem solving

**Goal:** Solve personal problems.

**Activity:** Discuss this scenario with your child: *Your very important homework task is due today but the internet is down. How would you solve this problem?*

**Goal:** Solve common problems.

**Activity:** Discuss a repeated problem in your family and make a list of ways to deal with this problem.



### Stress management

**Goal:** Identify ways to cope with stress.

**Activity:** With your child, share a time you felt stressed and explain how you managed this. Then swap!

**Goal:** Practice ways to cope positively with stress.

**Activity:** Create a stress-free space or a space within your home that your family can use to wind down.



### Help seeking

**Goal:** Identify ways we can help others.

**Activity:** With your child, draw a star and on each tip name five people they have helped or provided support to this week, and how.

**Goal:** Identify people we can go to for help.

**Activity:** Make a "hand" or "star" showing five people your child can seek help from. Use it as your family plan by writing it up and placing it somewhere visible to everyone.

## Additional activities



**Goal:** Practice positive thinking.

**Activity:** Each day for the next week, spend 10-15 minutes with your child getting them to think about three things that went well during the day. Get them to write down the three things and then write down what they did that made them happen.

These can be simple things like someone laughed a joke or more major events.

This can become a weekly journal for your child.



**Goal:** Practice gratitude.

**Activity:** Encourage your child to create a family gratitude tree or wall.

Collect colourful pieces of paper, ribbons and string.

Cut the paper into postcard-size pieces. On each piece of paper, write down something to be grateful about. Tie them to the tree in your yard, a sturdy house plant or stick them up on a wall in the family room/kitchen.



**Goal:** Calm the mind and body.

**Activity:** With your child, sit in a comfortable position.

Ask your child to close their eyes, breathe deeply and relax.

Ask your child to breathe out completely, then block their right nostril with their right thumb and breath in deeply through the left nostril, then breathe out deeply through the left nostril.

Repeat for one to three minutes.