

VIDEO TRANSCRIPT – SCSA 3 – WELLBEING

(Music)

(TITLE)

KINDERGARTEN

A time for awe and wonder, imagination and joy

(TITLE)

Mullaloo Community Kindergarten

SARAH BOON

Mullaloo Community Kindergarten

It's time to use our compliments. Andre, remember our compliments start with the words I like.

So now we're going to do part of our social and emotional development program and that is giving compliments to a friend and accepting compliments.

That's a lovely compliment, Harry. Charlie, when somebody gives us a compliment, we always say thank you. Could you use Harry's name? Thank you, Harry. Good boy.

And just that conversation around taking positive affirmation and being proud of your achievements and what you can do.

Lots of people have got some lovely things to say, but Charlie, how does it feel when people give you a compliment? How do you feel right now? Let's see if we can ... Oh, we, he said happy. I was going to look at his face for a clue.

Mrs Dowell, I'll get you to move with them to help them transition outside, please.

Yes, transitions are important because you need to give them that sense of stability. You need to have those routines and those transitions set.

Come on then, Maya.

So it runs smoothly, but at the same time it's quite structured and organised and the children feel safe in those transitions moving from one space to the next. They know what's coming next. They know what to predict. And it also helps them allow to grasp that idea of time passing.

We're using our creek beds, so we're using our outside environment as a tool to support the social and emotional development of the students.

So we're looking at the diversity of the classroom and for some students sitting on the mat, sitting in a small space, they struggle to self-regulate their behaviour, their emotions and literally their physicality.

I almost dropped it.

So with the support of extra staff in the room, these students that are behind me have come over and they have taken their socks and shoes off, they're paddling in the creek bed and they have self-regulated to the point now where they're playing alongside each other. There's a little bit of cooperation happening.

This is way better. Look, that has holes.

They're building a dam and they're currently adding in the wet sand to make the cement. So they're working together, which is fantastic. So that's what we're doing. Keep on encouraging over there.

So first of all, you're going to be the little red hen jumping in to put the wheat in the hoops. You're planting the wheat.

Our obstacle course is targeting our fundamental movement skills. So what we've done is combined the story of the little red hen, the sequencing, using our story map, retelling that story with those key parts in order.

Fabulous jumping, really good. Keep going.

We've just worked on our two-footed take-off, two-footed landing, bending the knees. So I'm just checking all of those key components of the FMS skills as they go through. So they're jumping with a two-foot jump through the hoops as they plant the wheat.

Run, you can go faster than that Sam. In and out of the cones.

Then they were running, changing direction through the cones as they cut the wheat down.

In this way, in this way, go all by yourself. In and out, in and out, amazing.

We obviously want all children to feel safe and secure and one of the important things, particularly when you look at perhaps say the protective behaviours, is really thinking about that idea of being safe.

And then you're going up the plank to the mill.

Once they get there, they were climbing, walking up the plank. They were looking at also spatial awareness and feeling safe. So I gave them the option if they weren't comfortable walking all the way up the plank, they could crawl, they could lie, they just had to move up the plank to the mill.

Good job. Alright Jarrah.

And once they'd done that and they'd climbed down safely, turning at the top, just checking off their climbing skills.

Just be careful jumping weight at the top till Sam goes down to be safe.

They put two feet in the hoop and we have been working on an underarm throw. So the idea being that they would then throw that beanbag into the oven and that would represent the bread in the story.

Step and throw.

Oh, what a shot. Teddy's turn. Standing in the hoop. Step and throw.

Oh, just missed the oven.

Hats in the hat box on your way through. Having a drink of water. Shh.

We're going to take some big breaths into our tummy and breathe it out again. It's a really great way to slow down your heart, to calm down your brain. Are you ready?

Hold it inside your body and breathe it out as slowly as you can.

The last breath we're going to do today is a slow breath in and a fast, quiet breath out. Are you ready?

Big breath in, holding it in your tummy and a fast breath out.

Fantastic.

(END)