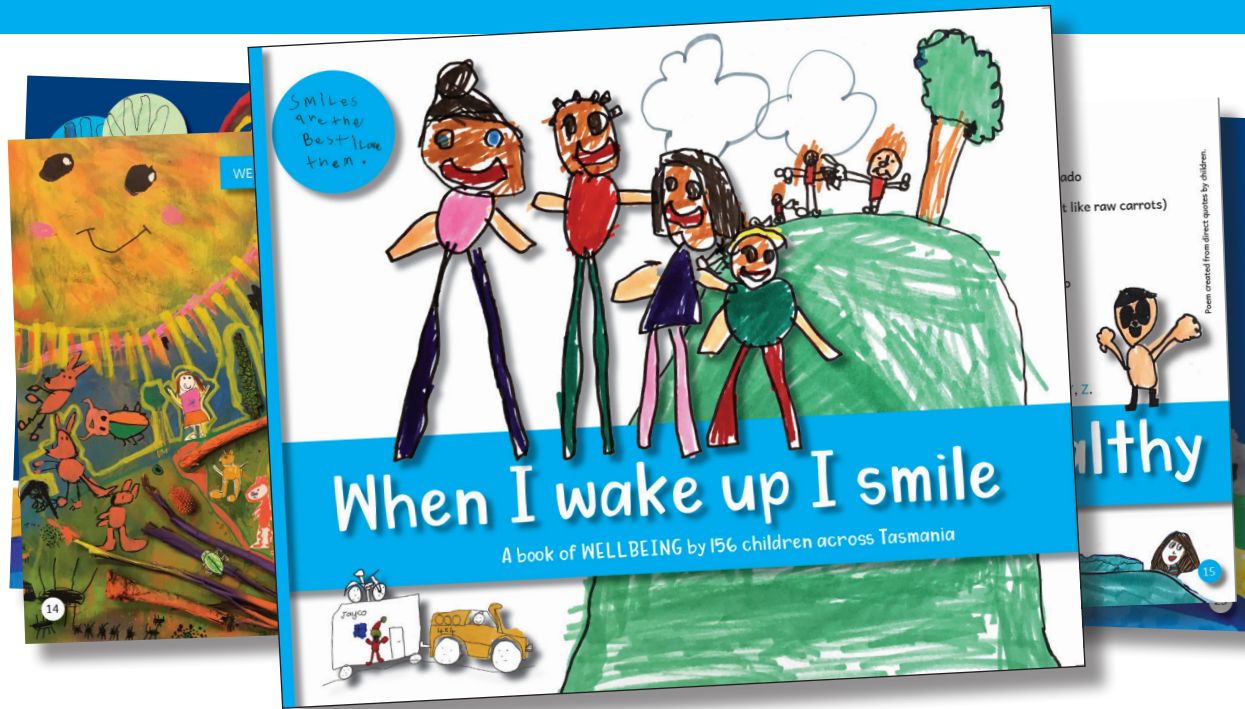


WHEN I WAKE UP I SMILE RESOURCE PACK - A SET OF ACTIVITIES



This resource has been specially designed to spark ideas and act as a starting point for discussions and activities that educators, carers and parents can adapt and use in flexible ways, depending on the age and interests of children.

Each section contains information about each wellbeing domain, details about how the book was created and ideas for activities of your own. On the back of each domain section is an activity that you can photocopy and use straight away, but we hope that the children have their own ideas and suggestions!

This resource has been developed to accompany “When I wake up I smile”, a picture book which captures Tasmanian children’s views on wellbeing.

It provides an opportunity for educators, parents and carers to explore with children the six domains of wellbeing outlined in the children’s picture book in fun and creative ways. The resource includes background information on each of the domains of wellbeing and provides useful ideas and templates on how each domain can be discussed and explored with children to seek their views on wellbeing.

I hope you enjoy reading about and discussing wellbeing with the children you care for and work with.

Leanne McLean
Commissioner for Children and Young People

When I wake up I smile: INTRODUCTION



Initially, children can be encouraged to explore the book. The aim of the activities within this learning resource is to stimulate discussion, drawing, sharing and writing of the responses of different children to the six domains of wellbeing.

Here are a few questions you could pose to children for them to consider while they move through the book.

- How many drawings feature more than once in the book?
- How many times do the words 'I am Tasmanian' appear in the I AM – WE ARE poem on page 2?
- In the Healthy Food ABC on page 15, which letters are missing from named healthy foods?
- Choose any letter and list as many kinds of food that you like to eat beginning with that letter.
- Find the picture of making music on page 20. Do you think it represents making learning easier or harder? Why?
- Where in the book is the child's writing and picture that inspired the title of this book?
- Can you contribute to a list poem?

HOW TO MAKE A LIST POEM

All the pages in the book include children's direct quotes. On some pages of the book the quotes have been carefully ordered and arranged into list poems.

Try creating a list poem with children by selecting a stem statement, such as 'I am', or 'I feel', and collecting, arranging and re-arranging everyone's answers until the words feel poetic or lyrical or just right. For example:

I like doing swimming contests
I like to do sports, I'm super fast
I like participating in racing with my dog
I like doing it because it's good exercise.



This provides a lovely opportunity to discuss the patterns and shapes and sounds of words and to experience how they take on different qualities when they are re-organised and read aloud.

Have fun with these activities and then devise some more of your own!

ABOUT THIS DOMAIN

Being loved and safe means children:

- have a safe, stable and supportive home environment
- feel safe, secure and protected at home and in the community
- feel valued and respected
- have positive, trusted relationships with other people
- have a voice and the ability to raise concerns and have these concerns addressed

From the Tasmanian Child and Youth Wellbeing Framework, 2018

THE PAGES IN THE BOOK

Kindergarten children were asked to think about when and where they felt most loved and safe. What helped them feel this way? Their drawings reflect the direct expression of many of the important relationships in their lives. The children shared their ideas using paint and ink colour washes for backgrounds. Their drawings were created with a limited colour range of textas and black fine liners.



SOME ACTIVITY IDEAS

Over the page are two boxes for children to write and draw in – ask the children to fill in the boxes with words and images of things and people that help them to feel loved and safe.

You could cut out the boxes and arrange them on a large sheet of paper in a grid alongside your classmates', family's or friends' collections. Try making a grid for each category of people (who) and times or activities (when) they feel loved and safe and feel free to add new categories such as places (where).

When I wake up I smile: BEING LOVED AND SAFE



ABOUT THIS DOMAIN

Having material basics (things they need) means that children have access to:

- adequate, stable housing
- nutritious food and clean water
- education and training materials
- adequate clothing and footwear
- materials to support participation in activities
- adequate heating and cooling

From the Tasmanian Child and Youth Wellbeing Framework, 2018

THE PAGES IN THE BOOK

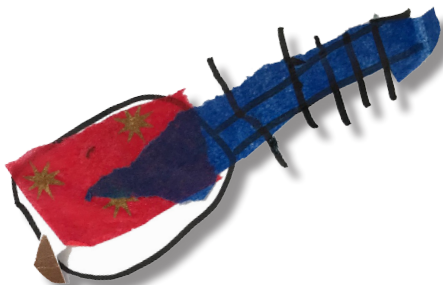
What can't you do without? The prep and grade 1 children who worked on this domain explored the concept of "materials" and the things we need most in life. The answers ranged from 'air' to 'my big big big blanket!' (page 10).

The children used fabric to create a collaborative collaged background image and also created individual little books that were published with a photocopier. (Instructions and a template for making a little book are in section 8 of this resource.)

SOME ACTIVITY IDEAS

What are the most important things – for life, for comfort, for school and at home? Look at the categories that the children came up with (pages 10-13). Can you think of other categories?

Over the page is an activity for children to choose and draw their three most important material things they need to feel a sense of wellbeing. Have a conversation with them about their choices. Let them share their thoughts with others in the class.



When I wake up I smile: **THINGS I NEED**





When I wake up I smile activity sheet: **THINGS I NEED**

ABOUT THIS DOMAIN

Being healthy means that children:

- are mentally and physically healthy
- are emotionally well, happy and supported
- are as physically active as they can be
- have access to appropriate health and care services
- are immunised

From the Tasmanian Child and Youth Wellbeing Framework, 2018

THE PAGES IN THE BOOK

The children in this group strongly believed being outside and in nature helps them to be healthy and resilient. They went on an excursion to a local nature reserve and used all their senses to experience wellbeing in the outdoors, amongst trees, and in fresh air.

While they walked they discussed topics such as healthy food, and what helps us and what makes it hard to be healthy.



SOME ACTIVITY IDEAS

Read A Healthy Food ABC on page 15 with the children. What would they add?

Some letters such as D and N don't have any healthy foods listed – can they fill the gaps? Try making your own healthy food ABC. You could do this as a class activity – try to name something beginning with each letter.

Do the children have favourite outdoor places that they like to spend time in? Why?

Over the page we have provided a space for two lists: What helps us to be healthy? What makes it hard to be healthy? Children can write or draw in the columns.

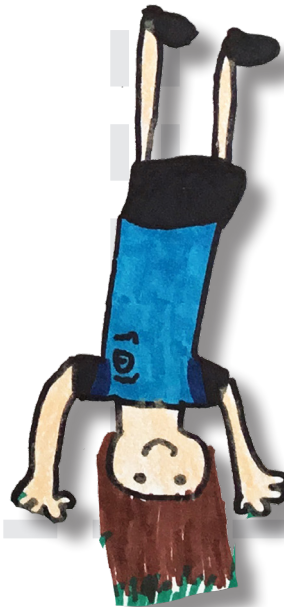
When I wake up I smile: **BEING HEALTHY**





WHAT HELPS US TO BE HEALTHY?

WHAT MAKES IT HARD TO BE HEALTHY?



When I wake up I smile activity sheet: **BEING HEALTHY**

ABOUT THIS DOMAIN

Learning means that children:

- are attending and engaging in education
- are participating in early childhood education
- are developing literacy and numeracy skills appropriate to age
- are supported to learn by their caregiver and education providers
- receive assistance for additional needs

From the Tasmanian Child and Youth Wellbeing Framework, 2018

THE PAGES IN THE BOOK

Where do we learn? How do we learn? What is a learner? Who do we learn from? Why do we learn? Questions, questions, questions. So many questions about learning. Some of the grade 2 children's ideas about learning on pages 18-21 show that learning and wellbeing are deeply interrelated and rely on a culture that values exploration, curiosity and mistakes. These children remind us that supportive relationships are vital to social and emotional wellbeing and learning.

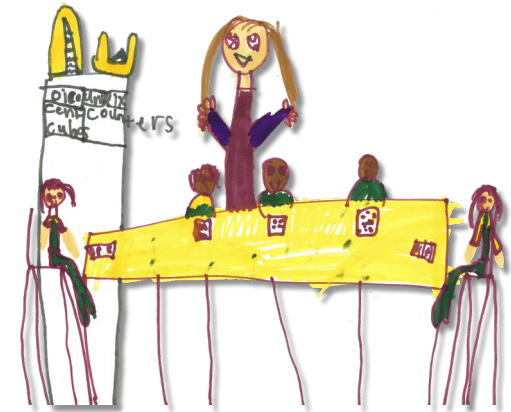
In the book the class created a simple collage on a tabletop using their drawings, their thoughts in writing and various natural objects from their local natural environment.

SOME ACTIVITY IDEAS

What are you curious about? Share ideas amongst the children and maybe create a web of questions about something that they are curious about.

Ask the children to think about their own personal learning style. Are they easily distracted? Do they like encouragement? Does music or quiet help them to learn?

Over the page we have provided space to make two lists: What helps learning and what makes learning hard?



When I wake up I smile: **LEARNING**





What helps LEARNING?

What makes LEARNING hard?



When I wake up I smile activity sheet: LEARNING

ABOUT THIS DOMAIN

Participating (DOING THINGS TOGETHER) means that children:

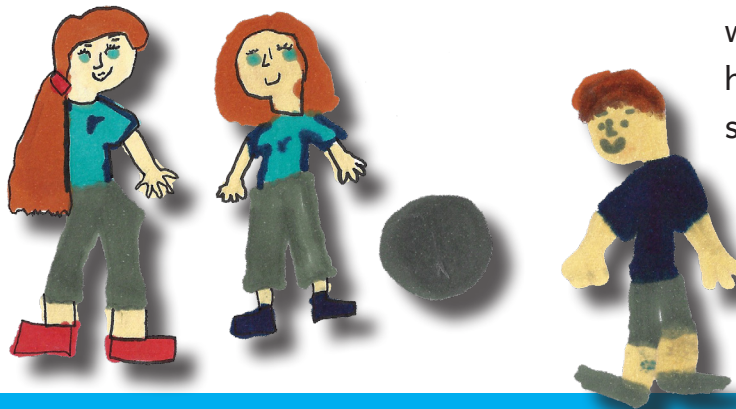
- are engaging with peers and community groups
- are taking part in organised activities, including sport
- are an active participant in their own life; including being able to have a say and have their opinion heard and valued
- have access to and use technology and social media

From the Tasmanian Child and Youth Wellbeing Framework, 2018

THE PAGES IN THE BOOK

The children who worked on this domain divided into three groups: They created backgrounds to represent land, sea and sky. They thought about what, where and when they like to do all sorts of activities. They discussed the importance of being listened to and having their voice heard in order to actively participate and thrive.

On pages 23-25, children drew around their hands to symbolise doing things together inclusively.



SOME ACTIVITY IDEAS

Read the poem on page 22. Make a list poem of one thing each child likes to do. Order and re-order the statements and group and arrange them in whatever way feels right. Group them in categories such as sport, arts and home activities. Try taking out words and discuss which are the most important. Keep going until you have a poem that you like!

Over the page there is a space for children to draw around their hand, and then write on each finger an activity they like doing. Cut the hand out, encourage them to share with a friend and discuss, or group the hands to connect with others who share similar interests.

When I wake up I smile: DOING THINGS TOGETHER





When I wake up I smile activity sheet: **DOING THINGS TOGETHER**

ABOUT THIS DOMAIN

Belonging and connecting to culture means that children:

- can find out about family and personal history and are supported to connect positively with their culture
- feel like they belong
- have a positive sense of self-identity and self-esteem
- are in touch with cultural or spiritual practices and have these practices valued and respected

From the Tasmanian Child and Youth Wellbeing Framework, 2018

THE PAGES IN THE BOOK

Belonging and Connecting to Culture is at the beginning and at the end of the book. One class focussed on belonging (pages 2-5), and another on connection (pages 26-29). Both classes worked with mind maps using either words or pictures to generate ideas.

Children in each class emphasised the value of a positive sense of culture and identity for instance, connecting to Aboriginal culture through story and the Aboriginal flag.



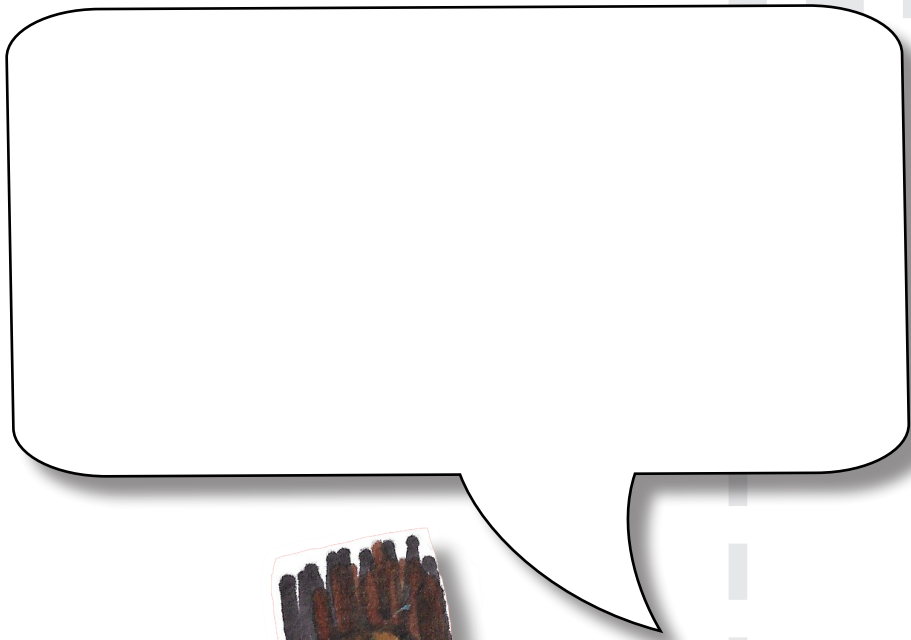
SOME ACTIVITY IDEAS

On page 2 is a collective list poem, I AM – WE ARE. Ask the children if they recognise themselves in the poem? See if they can make their own list of their individual identities and shape it into a list poem.

Encourage the children to make a mind map in pictures and/or words of all the ways they connect to their family, community and culture that helps them to feel they belong.

Over the page there is a space for children to draw themselves and say something about themselves and their connection to culture in the speech bubble. You might want to cut all the figures and bubbles out and make a display of ways children feel they belong and connect in their community.





When I wake up I smile activity sheet: BELONGING AND CONNECTING TO CULTURE

The page overleaf provides a template for each child to make their own little book of WELLBEING.

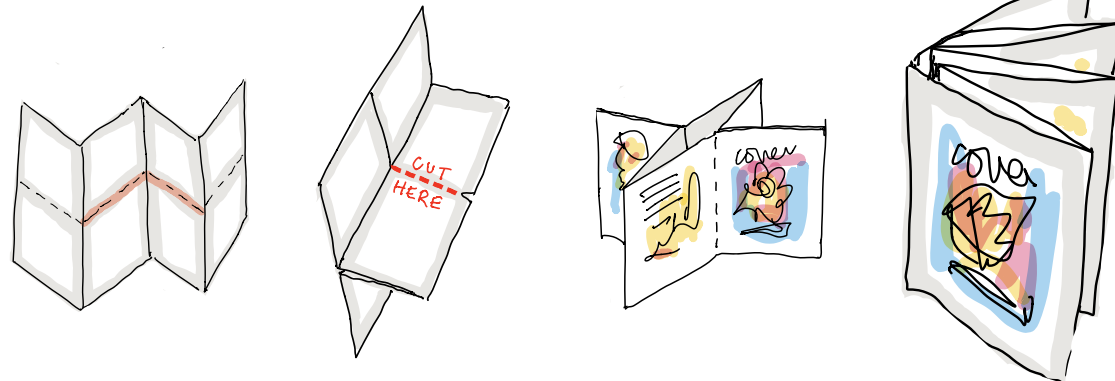
It's very simple to use. Each child can work alone or with a friend to create eight pages for a simple small book. Each book contains six pages plus a cover and a back and needs to be folded and cut as described.

Each of the pages can represent one domain where the children can describe their own thoughts through pictures and words. On the cover they will need to add their title and cover picture plus their name. On the back, like most books, there might be a blurb about the contents or more about the author together with the date of publication.

The template over the page will work better if you enlarge the sheet to A3. If you can't then A4 will work just as well.

There are six steps to publishing a little book of WELLBEING:

1. Photocopy the template on page 8
2. Fold and cut the sheet as shown
3. Create your book using a variety of art and collage materials
4. Unfold your book and photocopy to start publishing!
5. Repeat step 2
6. Share your book with friends and family



If you get stuck, visit kidsownpublishing.com and click on the link to a short video 'How to fold your 8-page book.'

When I wake up I smile: MAKE YOUR OWN LITTLE BOOK



CUT



FRONT