

YOU ARE A SUPERHERO!

Ages 4 to 7 (Level 1)

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| Description: | Learners will gain a greater understanding of their emotions to create better social relationships |
| Leading question: | How can I become the best version of myself and change the world? |
| Age group: | 4-7 |
| Subjects: | Social Emotional Learning, Building Self-Confidence, Empathy |
| Total time required: | 60 mins/day over 3 days |
| Self-guided / Supervised activity: | Supervised |
| Resources required: | Fabric (old bed sheet, towel, cloth) and paint or crayons Paper bag or big piece of paper, pair of scissors, a string |

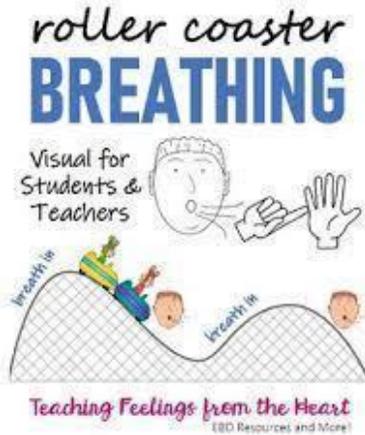
| Day | Time | Activity and Description |
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| 1 | 5 mins | <p><u>Topic: Self-awareness</u></p> <p>Inquiry Question: Ask the learner: How are you feeling today? Are you happy, sad, anxious, etc? You can use the Defend Innocence Emotions Wheel in the appendix to help you out.</p> <p>Today learners will gain a greater understanding of themselves and learn about emotions.</p> |
| | 10 mins | <p>Energizing game</p> <p>Begin by making a happy face, silly face, surprised face, an angry face, excited face, frustrated face, and a sad face. Examples:</p> <div style="display: flex; justify-content: space-around; align-items: center;">     </div> |

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| | <p>10 mins</p> | <div data-bbox="467 472 1120 661" data-label="Image"> </div> <p>Next, inform the learner that you will play a game that has many changes, just like your emotions.</p> <p>Thunderstorm Game</p> <p>*In all segments, instruct one learner or group of learners to start, then instruct a second to follow, then finally a third. If only one child is at home, include grandparents or neighbors to make a louder sound.</p> <ol style="list-style-type: none"> 1 Have the learner(s) start by rubbing their hands together. 2 Have the learner(s) rub their hands together a bit faster. 3 Have the learner(s) start to snap their fingers. 4 Have the learner(s) snap their fingers more intensely. 5 Have the learner(s) pat their legs. 6 Have the learner(s) pat their legs more intensely. 7 Point to and have certain learner(s) jump and stomp. 8 Have the learner(s) pat their legs. 9 Have the learner(s) snap their fingers. 10 Have the learner(s) rub their hands together. <p>https://www.youtube.com/watch?v=VOU5gAFV9v8</p> <p>Ask the learner: Did you notice how the storm got louder, but we were then able to calm it back down?</p> <p>How does this relate to how you feel during the day? Can you think about how you feel through the different parts of the day? What are the different emotions you feel?</p> |
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| | <p>5 mins</p> | <p>Potential answers: happy, sad, confused etc.</p> <p>Explain to the learner that just like the storm got louder and then was able to calm down, your emotions fluctuate and change. But you are in charge of your emotions. You can control how you feel!</p> <p>Opening</p> <p>Ask the learner: Do you have a favorite superhero? Who is your favorite superhero? What do you like about your favorite superhero?</p> <p>Discuss with the learner what a superhero is (Definition: A superhero is a made-up character or person who is super strong, brave, has superpowers, tremendous courage and strength).</p> <p>Ask the learner: Do you know that you are a superhero? What are your superpowers?</p> <p>Tell the learner that we are all superheroes in our own way and just need to discover our superpowers. Over the next three days, they will be in Superhero Academy to become the best superheroes they can!</p> <p>The first thing they have to do as superheroes is to build up their strength through the following exercises:</p> <p>To make it more exciting, the educator can say in <i>an animated voice</i>:</p> <p><i>Welcome to the Superhero academy, we are going to begin with some exercises to help you build up your strength and understand your emotions better. Are you ready? Let's do this!</i></p> <p>Flash Runs</p> <p>Imagine you can run at supersonic speeds. Run in place as fast as you can for 10 seconds! Repeat 3 times with 10 seconds of rest in between each set.</p> <div data-bbox="469 1556 699 1780" data-label="Image"> </div> <p>Source: https://www.pinterest.com/pin/210191507594260651/</p> |
| | <p>5 mins</p> | |



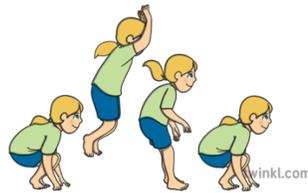
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| | 35 mins | <p>Breathing/Meditation Exercise</p> <p>Batman Breath As you inhale, open your arms to the side bent at the elbow to make your arms into bat wings and lift one knee up. As you exhale, bring your hands together in front of you as if closing your wings around you and place your foot back on the ground. (x3)</p>  <p>Superhero Breath Card Deck mindfullyogabreaks.org</p> <p>Wonder Woman Breath On the inhale, hold one hand over your head and pretend to spin a rope. As you exhale, pretend to throw the rope.</p> <p>Practice Activity</p> <p>Ask the learner: How many emotions or feelings do you think you experience in a day? Is it very easy for you to identify the emotion when you are experiencing it?</p> <p>Explain to the learner: It is hard to count the number of emotions one experiences in a day. We experience many emotions, and it's sometimes hard to identify and express them.</p> <p>This activity will help the learner begin the process of emotion identification. Discuss each emotion and have them act it out.</p> <ul style="list-style-type: none">● Peaceful: sitting in a circle with eyes closed, take five deep breaths in through the nose and out through the mouth.● Anxious: sitting with legs bent in front, pat yourself with your hands from head to feet, first slowly and then quickly. |
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| | 35 mins | <p>or like on a roller coaster. Have the learner(s) do this exercise:</p> <p>Roller Coaster Breath</p> <ul style="list-style-type: none"> - Hold out your hand with your fingers outstretched. - Place your pointer finger from your other hand at the bottom of your thumb. - Inhale as you slowly bring your pointer to the top of your thumb and exhale as you move your pointer down your thumb. - As your pointer finger traces your hand, imagine as if your finger were going up and down the rails of a roller coaster. - Repeat with every finger. - You can even make sound effects to exaggerate the breath as you do this exercise! <div data-bbox="747 793 1112 1228" data-label="Image">  </div> <p>Source: https://www.teacherspayteachers.com/Product/Roller-Coaster-Breathing-4724023</p> <p>Practice Activity</p> <p>Ask the learner: Have you ever been faced with a task or obstacle that seemed impossible to overcome? How did you overcome it?</p> <p>Explain to the learner(s): In life, everyone faces unique challenges and obstacles in their lives and invents their own ways of moving past them. Superheroes are great at overcoming obstacles!</p> <p>Practice overcoming obstacles by using objects in the room to create an obstacle course with ordinary household items such as cushions and other items that are safe for children.</p> <p>Have the learner(s) move through the course several times in one</p> |
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direction, and then switch directions. Ask them to vary their movement by moving through the course first closer to the ground, then high above the ground, quickly, slowly, smoothly, or sharply. Suggest that they crawl like lizards or jump like frogs through the course.

Frog Jumps

Squat down to a tiny frog, as you move forward jump and land back in your squat. Make sure you make a frog noise each time you jump!



Lizard Crawls

Lizards move slow and close to the ground. Come to all fours and crawl like a lizard. Stick out your tongue and make a lizard noise to say hi!



Source: <https://www.pinterest.com/pin/375276581428066217/>

Snake Sliver

Snakes Sliver through the ground to move around. Try lying down, pinning your feet together and hands together ahead of you. Try slivering like a snake and wiggling your body to move forward!



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| | 5 mins |  <p>Source: https://mothernatured.com/mn/wp-content/uploads/2014/03/Animal-Yoga.jpg</p> <p>Creating a cape:</p> <p>Now that you have overcome obstacles, find an old bed sheet, towel, headscarf or any simple piece of cloth that the learner(s) can use as a cape. Have them do the following exercises with their capes on to gain self-confidence and super-strength!</p> |
| | 10 mins | <p>Alternatively,</p> <p>Step 1: Get a paper bag and a string, thread or ribbon tape</p> |
| | 10 mins |  <p>Step 2: Open it up at the bottom and cut it out on one end to have a rectangular sheet of paper now.</p> |



Step 3: With the paper bag now opened up, you will draw your superhero symbol on the paper bag. This could be a star, a fire sign, a lightning icon, the initials of your name or any other shape or object or letter that you would like to use. See example below:



Step 4: After drawing the symbol, add the string at the top like you can see in the image above.

Alternatively, you can create your cape using several pieces of paper glued together instead of a paper bag

Now you have your cape ready for use tomorrow.

Flying Pose (Flamingo on [Yoga Bingo](#))

Let's learn to fly.

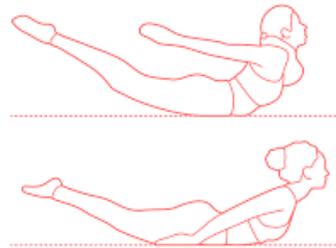
- Starting with both feet on the ground, lower your torso to be parallel to the ground.
- Lift one leg back (bringing your torso and leg to a T like position parallel to the ground).
- Open your wings to the side by lifting your arms like an airplane.

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| | <p>10 mins</p> | <p>feel is very important in all of your relationships. Can you think of a time that you did something kind for someone that made them very happy?</p> <p>Today you will learn about social relationships and how to create a more peaceful society.</p> <p>Opening</p> <p>Game: Today we will warm-up our bodies by playing Follow the Leader! The parent/educator will be the first leader and will instruct the learner(s) in some basic movements and stretches. Then the learner(s) can volunteer to learn in silly stretches and poses. The key is to lead the class without talking!</p> <p>Tell the learner(s) that today is the last day of Superhero Academy and that they will receive the cape they made yesterday. They are ready to make the world a better place. Ask them how they want to change the world.</p> |
| | <p>5 mins</p> | <p>Breathing/Meditation Exercise</p> <p>Superman Breath As you inhale, make both of your hands into fists at your side. As you exhale, bring one arm out in front of you as if you were flying. Repeat twice.</p> <div data-bbox="487 1247 737 1541" data-label="Image"> </div> <p>Flash Breath As you inhale, slowly lift one arm bent at the elbow, and the opposite leg also bent at the knee (as if you are running). As you exhale, slowly lower your arm and leg to the ground. Repeat on the other side.</p> |

| | 10 mins |  <p>Social Relationships</p> <p>Literacy extension: Ask the learner to think about the various relationships you have in your life. On a sheet of paper, write down all the names and the people you have a relationship with currently. Write one thing you like about them or a superpower that they have!</p> <table border="1" data-bbox="467 703 1339 898"> <thead> <tr> <th>Name</th> <th>Relationship</th> <th>What you like about them</th> </tr> </thead> <tbody> <tr> <td>Ali</td> <td>Best friend</td> <td></td> </tr> <tr> <td>Sarah</td> <td>Cousin</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Name | Relationship | What you like about them | Ali | Best friend | | Sarah | Cousin | | | | | | | |
|-------|--------------|---|------|--------------|--------------------------|-----|-------------|--|-------|--------|--|--|--|--|--|--|--|
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| Sarah | Cousin | | | | | | | | | | | | | | | | |
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| | 35 mins | <p>Younger learners can complete this activity by responding verbally, or work with their parents to help them write. They can also write the initials of the names instead of the full name</p> <p>Practice Activity</p> <p>Superhero Flow</p> <ul style="list-style-type: none"> Crescent Moon Pose: Superheroes need to learn how to fly. Start in a lunge with your hands up, and then bring one hand down to the floor and try to lift the back leg up. Lift the top arm up to the sky as we practice flying! Switch Sides.  <p>Crescent Lunge</p> <ul style="list-style-type: none"> Flying Pose: Let's see if our practice of flying really helps us fly. We lift one leg back and open our wings to the side. Repeat on the other side. Tie on your cape, let's take off. Allow the learner(s) to fly around the room. | | | | | | | | | | | | | | | |



- **Flying Low:** Lie down on your belly on your mat. See if you can fly while lying on the floor (Locust Pose). This pose makes our backs super strong. Lift arms and legs with an inhale. Try to keep legs together and bring your upper body off the ground one more inch. Come down on an exhale.



- **Superhero pose:** Make up your own pose!

Spiderman Super Sense

Come to a comfortable sitting position in a circle. You will need several family members to form a circle. Use an object like a flower, leaf, or pom pom.

- Pass the object around to all the players first, but with your eyes closed so you can feel it. Notice what it feels like and imagine it in your mind.
- Pass the object around the circle, but now with eyes open. Notice what it looks like, the color, the shape, the bumps and curves of the object.
- Choose a person to be Spiderman.

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| | <ul style="list-style-type: none"> - Overcoming obstacles - Social Relationships - Critical thinking - Communication - Creativity |
| Learning outcomes: | <ul style="list-style-type: none"> - Learners will learn how to identify their different emotions and reactions they usually experience e.g. happiness, sadness, confusion, surprise, anger etc. - Learners will learn to manage their emotions and keep them in check no matter the circumstances. - Learners will be encouraged to think through the various obstacles they get faced with and trained on how to overcome those obstacles. - Learners will also learn about self-awareness, self-control, self-management and relationship management. - The project also enhances the learners' critical thinking, communication and creativity and imagination skills |
| Required previous learning: | None |
| Additional enrichment activities: | Have them draw themselves as a superhero and tell you what superpower(s) they want. Connect their desired superpowers to existing strengths that they already have. Tell them that every person also has areas in which they want to improve and ask what they want to do better. |

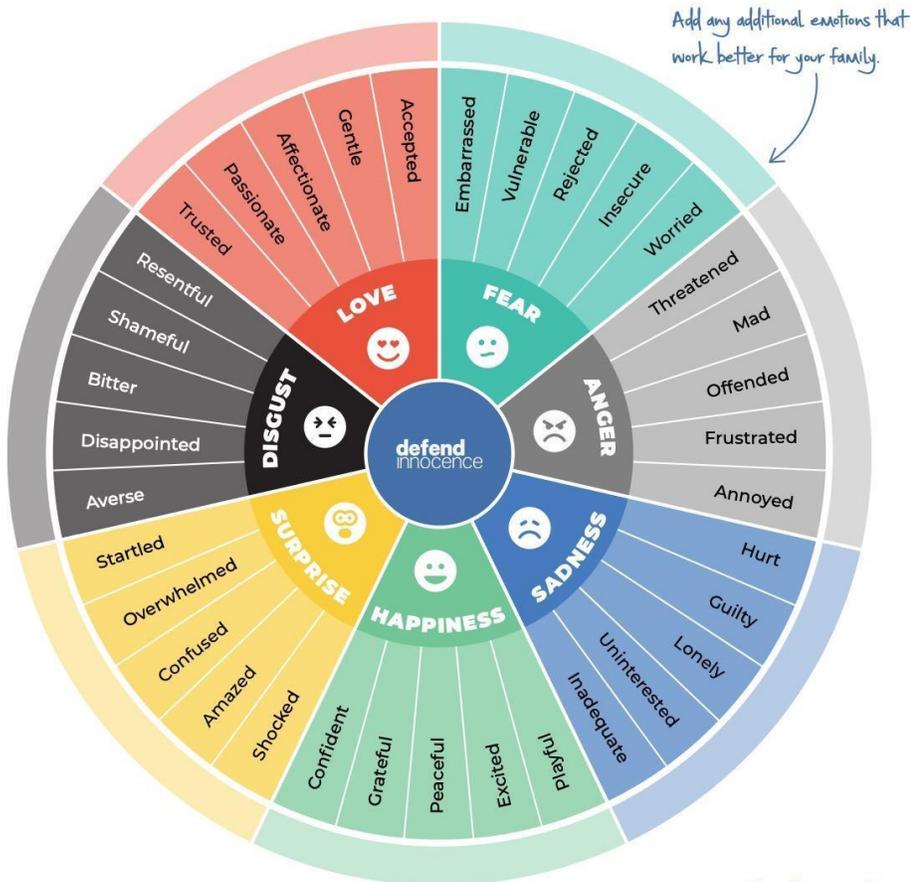


WHEEL OF EMOTIONS

WHEEL OF EMOTIONS

Help your kids learn to identify their feelings with this emotion wheel.

Start with the inside wheel for younger kids, then move to the outer wheel as they get older to help them understand their emotions better.



defend
innocence



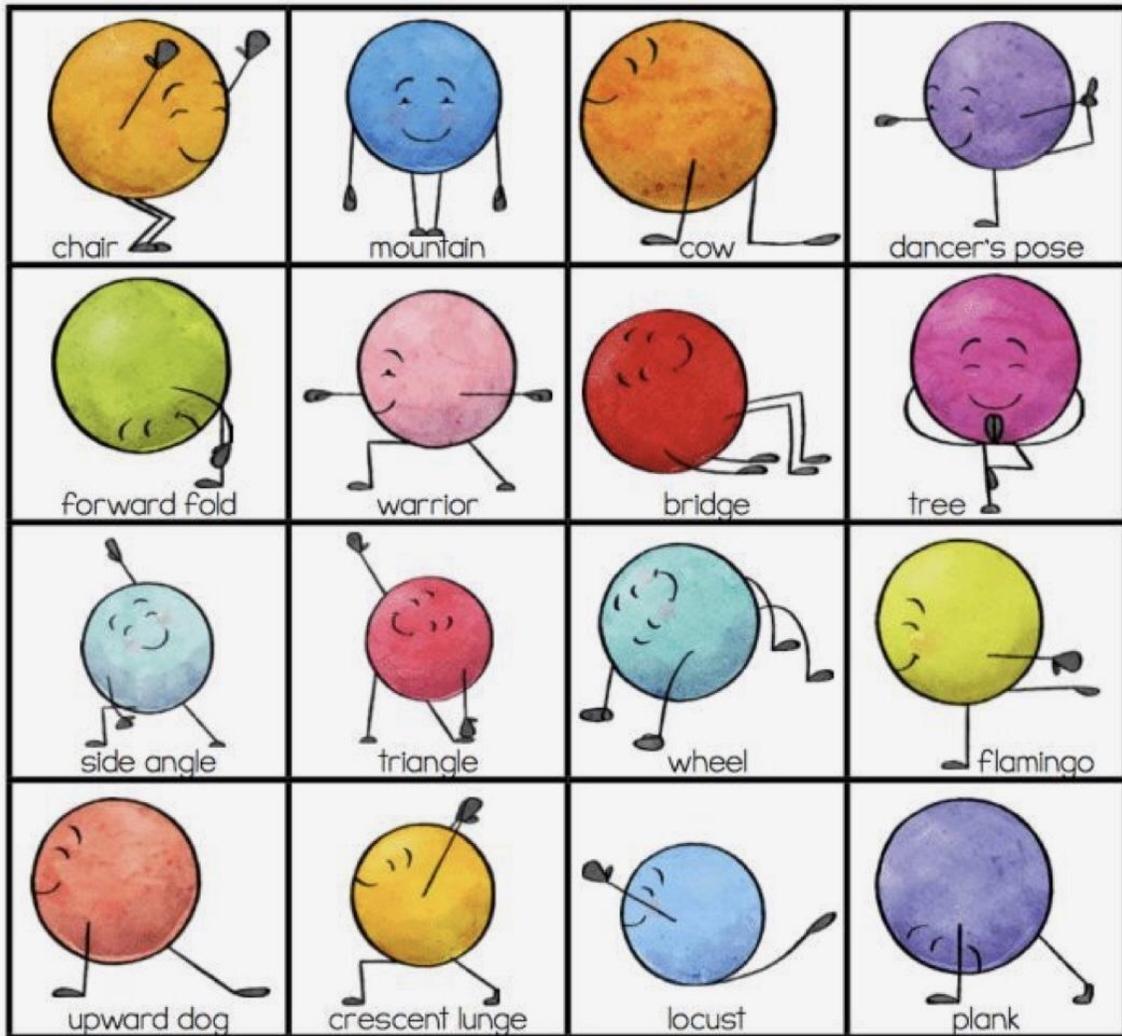
YOGA POSES





YOGA BINGO

YOGA BINGO



(c) One-Stop Counselling Shop

Ages 8 to 10 (Level 2)

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| Description: | Learners will gain a greater understanding of their emotions to create better social relationships |
| Leading question: | How can I become the best version of myself and change the world? |
| Age group: | 8 to 10 |
| Subjects: | Social Emotional Learning, Empathy, Self-Management, Social-Awareness |
| Total time required: | 60 mins/day over 3 days |
| Self-guided / Supervised activity: | Medium supervision |
| Resources required: | Paper & Colors or Pen, Mat or thick sheet or cloth and ball (only if available), Paper bag or big piece of paper, pair of scissors, a string |

| Day | Time | Activity and Description |
|-----|--------|---|
| 1 | 5 mins | <p><u>Topic: Self-awareness</u></p> <p>Inquiry Question: How are you feeling today? Are you happy, sad, anxious, etc? You can use the Defend Innocence Emotions Wheel in the appendix to help you out.</p> <p>Today learners will gain a greater understanding of themselves and learn about emotions.</p> <p>Energizing Game</p> <p>Sound Ball</p> <p>Ask the learner(s) to stand in a circle. Educator/parent/ holds an imaginary ball pretending it's there. Show this imaginary ball to the learner(s). Tell the learner(s) that they will be throwing this ball around.</p> <p>Explain that you are going to throw the ball to someone else. Before you throw the ball, you will make a special sound. Tell the learner(s) to keep</p> |

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| | 10 mins | <p>their eyes on the ball and get ready to catch it. Before catching the ball, the learner(s) should make the same sound that the educator/parent/ made.</p> <p>Then whoever has the ball makes a sound and throws the ball to someone else. The player who is catching the ball should make the same sound and catch the ball. This player throws the ball to any other player, making a new sound etc.</p> <p>This game helps learners learn how to be present and be in the moment. Explain that there are no good or bad emotions (represented by the sounds made), but it's important to be aware of the emotions they have.</p> <p>Opening</p> <p>Ask the learner: Do you have a favorite superhero? Who is your favorite superhero? What do you like about your favorite superhero?</p> <p>Discuss with your learner what is a superhero (Definition: A superhero is a made-up character or person who is super strong, brave, and has superpowers).</p> <p>Ask the learner: Do you know that you are a superhero? What are your superpowers?</p> <p>Tell them that we are all superheroes in our own ways and just need to discover our superpowers. Over the next three days, they will be in Superhero Academy to become the best superheroes they can be!</p> <p>The first thing they have to do as superheroes is to build up their strength through the following exercises:</p> <p>Plank: Lie face down on the ground with your hands lined with your shoulders. Then straighten your arms with your toes grounded to the floor, making your body into a straight line. Hold your body still and</p> |
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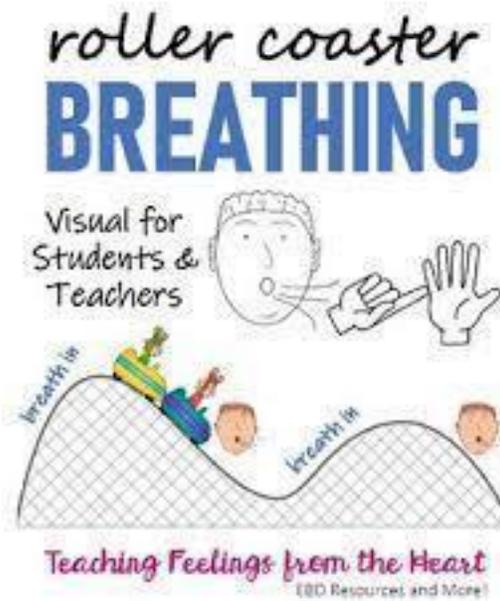


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| | 5 mins |  <p>strong for as long as you can! Source: https://shapeyourfutureok.com/activities/planks-for-kids/</p> <p>Squats: Begin in a squat, then bring hands up overhead and pretend to lift a car with all your might!</p>  <p>twinkl.com</p> <p>Breathing/Meditation Exercise</p> <p>Batman Breath: As you inhale, open your arms to the side bent at the elbow to make your arms into bat wings and lift one knee up. As you exhale, bring your hands together in front of you as if closing your wings around you and place your foot back on the ground. (x3)</p> |
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| | 35 mins |  <p>BATMAN BREATH</p> <p>Superhero Breath Card Deck mindfullyogabreaks.org</p> <p>Wonder Woman Breath: On the inhale, hold one hand over your head and pretend to spin a rope. As you exhale, pretend to throw the rope.</p> <p>Practice Activity Ask the learner: How many emotions do you think you experience in a day? Is it very easy for you to identify the emotion when you are experiencing it?</p> <p>Explain to the learner: It is hard to count the number of emotions one experiences in a day. We experience many emotions, and it's sometimes hard to identify and express them. This activity will help the learner begin the process of emotion identification. Discuss each emotion and have them act it out.</p> <ul style="list-style-type: none"> ● Peaceful: sitting in a circle with eyes closed, take five deep breaths in through the nose and out through the mouth. ● Anxious: sitting with legs bent in front, pat yourself with your hands from head to feet, first slowly and then quickly. ● Happy: Begin standing, crouch to pull all limbs as close as possible, before jumping up, reaching arms and legs out to stand in an X shape. ● Sneaky: lying on stomach, using head to lead the spine, wiggling side to side and up and down. |
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| | 5 mins | <ul style="list-style-type: none"> • Angry: on hands and knees reaching forward with arms while keeping feet planted, then planting hands and jumping feet to hands. • Sad: begin on your hands and feet, slowly moving around the room using only one side of the body at a time. • Excited: sit and reach across the body to wave to your neighbor, then reach the opposite direction across the body to wave to another friend. • Overwhelmed: walking quickly around the room, spinning out of control. • Content: standing, take five deep breaths in through your nose and out through your mouth. <p>You can then have the learner provide a visualization, drawing a picture for each emotion. E.g.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Happy</p> </div> <div style="text-align: center;">  <p>Sad</p> </div> <div style="text-align: center;">  <p>Angry</p> </div> </div> <p>Closing</p> <p>Flying Visualization: Have the learner(s) lie down and close their eyes and say: <i>When I make a bell sound you will start to focus your attention to your breath.</i> Place your hands on your belly and feel how your belly rises as you inhale and falls as you exhale. Touch your rib cage and feel how it expands with your inhale and goes in with your exhale. Breathe in deeply for 1, 2, 3, 4, 5. Exhale slowly for 1, 2, 3, 4, 5. Now you will inhale silently (count to 5 in your head) and exhale silently (count to 5 in your head). Notice how your breath moves in and out of your body. When we are connected with our breath, we notice how it sounds and feels.</p> <p>Now imagine you are a flying butterfly or buzzing bee, soaring over the cities. Imagine moving through the clouds and the sun's rays are coming through the fluffy clouds. These beams of soft light are gently touching your skin. Feel the connection between you and the sky. Notice the sounds, the smell of fresh air, and the colors. Don't worry about anything, simply enjoy being present in this moment. Be here, right now, and continue to breathe. Stay with your breath</p> |
| | 10 mins | |

Roller Coaster Breath: Hold out your hand with your fingers outstretched. Place your pointer finger from your other hand at the bottom of your thumb. Inhale as you slowly bring your pointer to the top of your thumb and exhale as you move your pointer down your thumb. As your pointer finger traces your hand, imagine as if your finger were going up and down the rails of a roller coaster. Repeat with every finger. You can even make sound effects to exaggerate the breath as you do this exercise!



Source: <https://www.teacherspayteachers.com/Product/Roller-Coaster-Breathing-4724023>

35 mins

Practice Activity

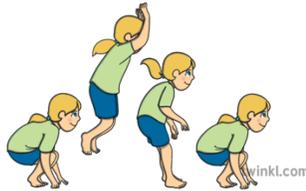
Ask the learner: Have you ever been faced with a task or obstacle that seemed impossible to overcome? How did you overcome it?

Explain to the learner(s): In life, everyone faces unique challenges and obstacles in their lives and invents their own ways of moving past them. superheroes are great at overcoming obstacles!

Practice overcoming obstacles by using objects in the room to create an obstacle course with ordinary household items such as cushions and other items that are safe for learner(s).

Have the learner(s) move through the course several times in one direction, and then switch directions. Ask them to vary their movement by moving through the course first closer to the ground, then high above the ground, quickly, slowly, smoothly, or sharply. Suggest that they crawl like lizards or jump like frogs through the course.

Frog Jumps: Squat down to a tiny frog, as you move forward jump and land back in your squat. Make sure you make a frog noise each time you jump!



Lizard crawls: Lizards move slow and close to the ground. Come to all fours and crawl like a lizard. Stick out your tongue and make a lizard noise to say hi!



Source: <https://www.pinterest.com/pin/375276581428066217/>

Snake Sliver: Snakes sliver through the ground to move around. Try lying down, pinning your feet together and hands together ahead of you. Try slivering like a snake and wiggling your body to move forward!



Source:

<https://mothernatured.com/mn/wp-content/uploads/2014/03/Animal-Yoga.jpg>

Creating your Superhero Cape

Now that you have overcome obstacles, find an old bed sheet, towel, or a simple piece of cloth that your learner can use as a cape. Have them do the following exercises with their capes on to gain self-confidence and super-strength!

Alternatively,

Step 1: Get a paper bag and a string, thread or ribbon tape



5-10
mins



Step 4: After drawing the symbol on the paper/cloth, add the string at the top like you can see in the image above.

Alternatively, you can create your cape using several pieces of paper glued together instead of a paper bag

Now you have your cape ready for use tomorrow. Hand it over to your parent/adult at home to keep it for you until tomorrow.

Flying Pose: Let's learn to fly. Starting with both feet on the ground, bend forward so that your lower torso is parallel to the ground. Lift one leg back (bringing your torso and leg to a T like position parallel to the ground). Open your wings to the side by lifting your arms like an airplane. Repeat on the other side.





| | 10 mins | <p>Inquiry Question: Yesterday we learned that it is OK to have big emotions, and how you can use your breath to calm down when upset. We also learned about obstacles and how to overcome them. Understanding how your actions can make others feel is very important in all of your relationships. Can you think of a time when you did something kind for someone that made them very happy?</p> <p>Today you will learn about social relationships and how to create a more peaceful society.</p> <p>Opening</p> <p>Let's Do This Together Game: Everyone will be walking around. Have the educator/parent/caregiver call out what the learner(s) should do. For example, let's climb a tree - and everyone pretends to climb a tree. Let's swim in the ocean - and everyone pretends to swim in the ocean. Let's swing like monkeys - and everyone pretends to swing like monkeys, etc.</p> <p>Tell your learner(s) that today is the last day of Superhero Academy and that they will receive the cape they made yesterday. They are ready to make the world a better place. Ask them how they want to change the world.</p> | | | | | | | | | | | | | | | | | | | | |
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| | 10 mins | <p>Social Relationships</p> <p>Literacy extension: Ask the learner to think about the various relationships you have in your life. Learners should also think about the status of their relationships with that person and how to improve that relationship. On a sheet of paper, learners can create a table like the one below.</p> <table border="1" data-bbox="467 1470 1372 1837"> <thead> <tr> <th>Name</th> <th>Relationship</th> <th>Status of the relationship</th> <th>How to improve their relationship</th> </tr> </thead> <tbody> <tr> <td>Ali</td> <td>Best friend</td> <td>Good</td> <td>Do more things together</td> </tr> <tr> <td>Sarah</td> <td>Cousin</td> <td>Bad</td> <td>Ask my parents to let me play with my cousin more</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Name | Relationship | Status of the relationship | How to improve their relationship | Ali | Best friend | Good | Do more things together | Sarah | Cousin | Bad | Ask my parents to let me play with my cousin more | | | | | | | | |
| Name | Relationship | Status of the relationship | How to improve their relationship | | | | | | | | | | | | | | | | | | | |
| Ali | Best friend | Good | Do more things together | | | | | | | | | | | | | | | | | | | |
| Sarah | Cousin | Bad | Ask my parents to let me play with my cousin more | | | | | | | | | | | | | | | | | | | |
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| | 35 mins | <p>Once they finish, learners will share the table with the educator/parent for feedback and suggestions on how to improve it and then learners can pin the final document in their home/ room at home.</p> <p>Breathing/Meditation Exercise</p> <p>Superman Breath: As you inhale, make both of your hands into fists at your side. As you exhale, bring one arm out in front of you as if you were flying. Repeat twice.</p>  <p>Flash Breath: As you inhale, slowly lift one arm bent at the elbow, and the opposite leg also bent at the knee (as if you are running). As you exhale, slowly lower your arm and leg to the ground. Repeat on the other side.</p>  <p>Practice Activity</p> <p>Superhero Flow:</p> <ul style="list-style-type: none"> ● Crescent Moon Pose: Superheroes need to learn how to fly. Start in a lunge with your hands up, and then bring one hand down to the floor and try to lift the back leg up. Lift the top arm up to the sky as we practice flying! Switch Sides. |
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Crescent Lunge

- Flying Pose:** Let's see if our practice of flying really helps us fly. We lift one leg back and open our wings to the side like a bird. Repeat on the other side. Tie on your cape, let's take off. Allow learner(s) to fly around the room.



- Flying Low:** Lie down on your bellies on your mat. See if you can fly while lying on the floor (Locust Pose). This pose makes our backs super strong. Lift arms and legs with an inhale. Try to keep legs together and bring your upper body off the ground one more inch. Come down on an exhale.



- Superhero pose:** Make up your own pose!

| | | |
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| | <p>10 mins</p> <p>5 mins</p> | <p>Spiderman Super Sense:</p> <p>Come to a comfortable sitting position in a circle. You will need several players to form a circle. Use an object like a flower, leaf, or pom pom.</p> <ul style="list-style-type: none"> ● Pass the object around the class first , but with your eyes closed so you can feel it. Notice what it feels like and imagine it in your mind. ● Pass the object around the circle, but now with eyes open. Notice what it looks like, the color, the shape, the bumps and curves of the object. ● Choose a person to be Spiderman. ● Spiderman leaves the circle and closes his eyes while someone hides the object under their bottom. ● Spiderman is asked to take a breath and imagine where the item may be. With this sense activated, can he locate it? <p>Closing</p> <p>Congratulate your learner for completing Superhero Academy! Ceremoniously place the cape on your child.</p> <p>Have them say:</p> <p><i>"I am NAME, and I am a superhero! I am ready to make the world a better place!"</i></p> <p>Role-play: Have your child give a thank you speech to their big audience (create an auditorium using household items and pretend to use a microphone) and explain how they will change the world!</p> <p>Reflection: Educator/parent meets with the learner(s) and have them reflect on the following questions:</p> <ul style="list-style-type: none"> - What have you learned from today's activities and the whole project? - How do you plan to make use of this new knowledge in your life? - What do you still have some questions about? <p>Educator/parent ensures to respond to any questions the learner(s) may still have on the things they learned about.</p> |
| Assessment | Observations & Interactions | |



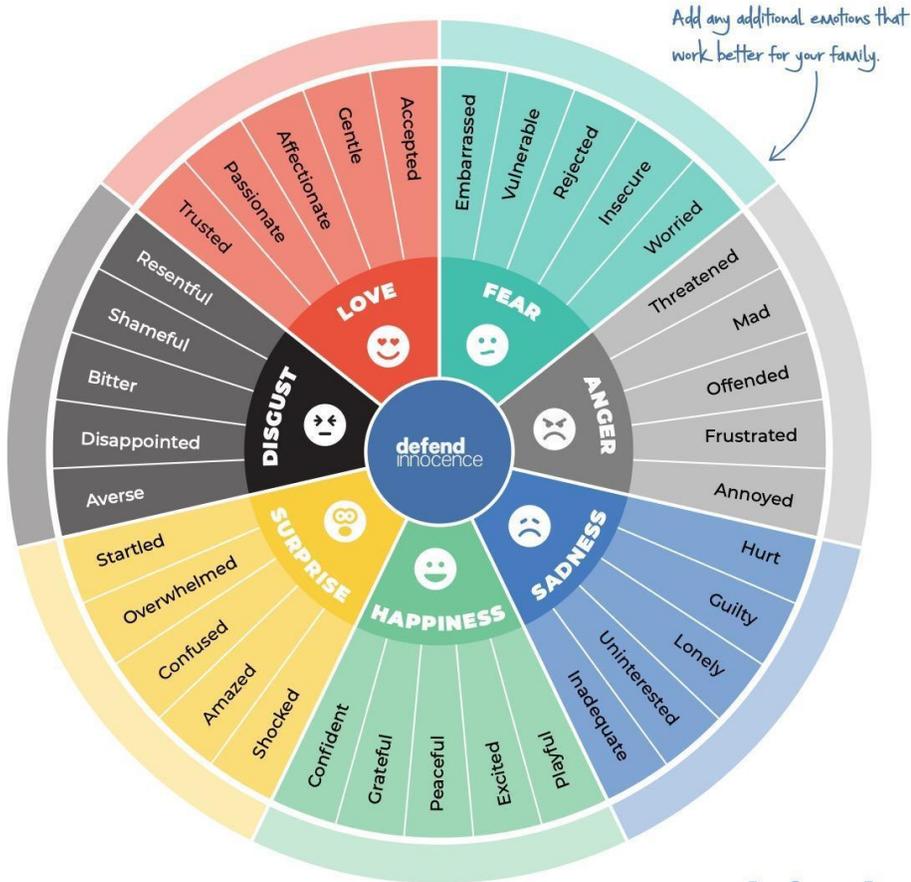
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| Criteria: | |
| Topics/concepts covered | <ul style="list-style-type: none">- Emotions and emotion management- Self-awareness- Self-control, self-confidence and self-management- Social Emotional Learning- Overcoming obstacles- Social Relationships- Critical thinking- Communication- Creativity |
| Learning outcomes: | <ul style="list-style-type: none">- Learners will learn how to identify their different emotions and reactions they usually experience e.g. happiness, sadness, confusion, surprise, anger etc.- Learners will learn to manage their emotions and keep them in check no matter the circumstances.- Learners will be encouraged to think through the various obstacles they get faced with and trained on how to overcome those obstacles.- Learners will also learn about self-awareness, self-control, self-management and relationship management.- The project also enhances the learners' critical thinking, communication and creativity and imagination skills |
| Required previous learning: | None |
| Additional enrichment activities: | Have them draw themselves as a superhero and tell you what superpower(s) they want. Connect their desired superpowers to existing strengths that they already have. Tell them that every person also has areas in which they want to improve and ask what they want to do better. |

WHEEL OF EMOTIONS

WHEEL OF EMOTIONS

Help your kids learn to identify their feelings with this emotion wheel.

Start with the inside wheel for younger kids, then move to the outer wheel as they get older to help them understand their emotions better.



defend
innocence



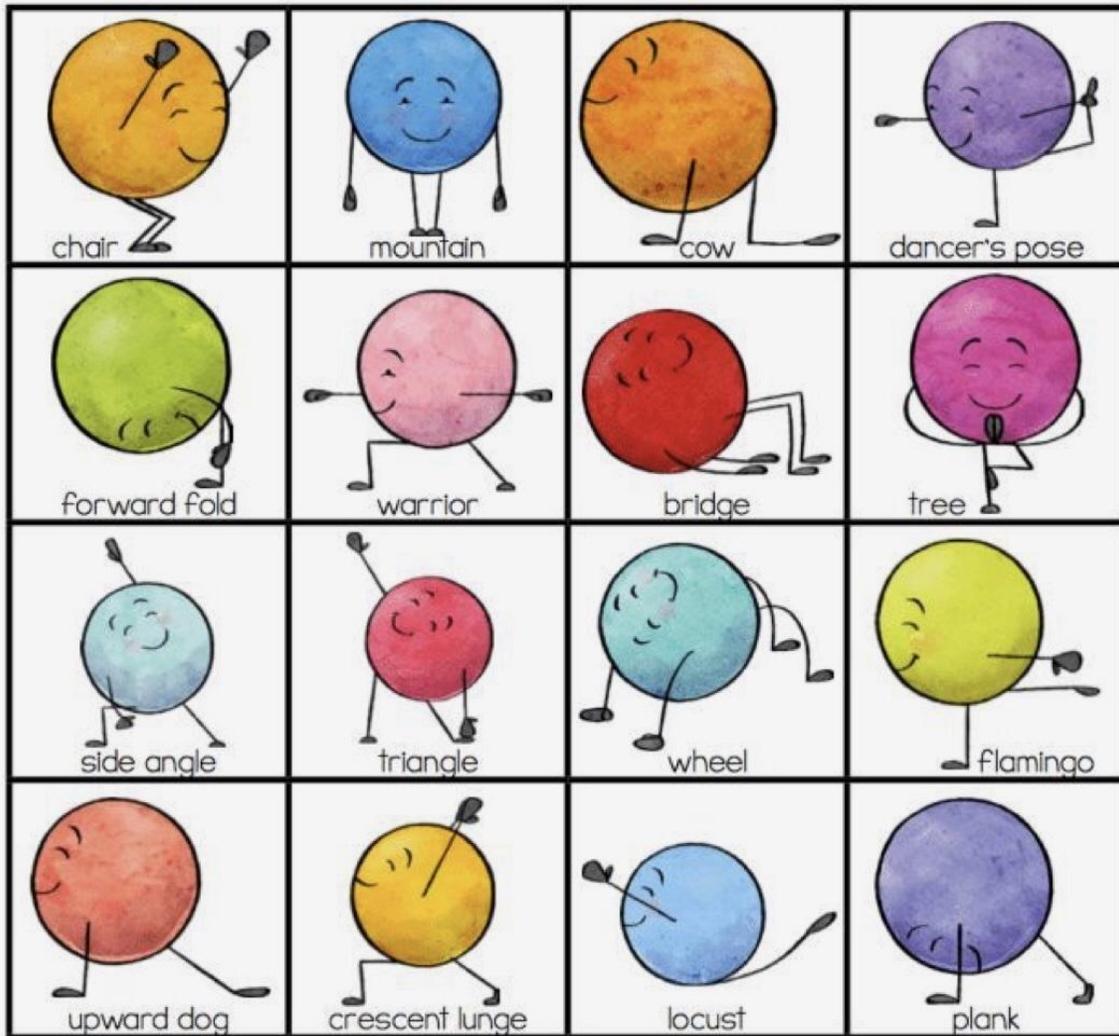
YOGA POSES





YOGA BINGO

YOGA BINGO



(c) One-Stop Counselling Shop

Ages 11 to 14 (Level 3)

| | |
|---|---|
| Description: | Learner will gain a greater understanding of their emotions to create better social relationships |
| Leading question: | How can I become the best version of myself and change the world? |
| Age group: | 11 to 14 |
| Subjects: | Social Emotional Learning, Resilience & Empowerment |
| Total time required: | 60 mins/day over 3 days |
| Self-guided / Supervised activity: | Self-guided |
| Resources required: | Journal or Paper & Pen, Mat or thick cloth (only if available), Paper bag or big piece of paper, pair of scissors, a string |

| Day | Time | Activity and Description |
|-----|---------|--|
| 1 | 10 mins | <p><u>Topic: Self-awareness</u></p> <p>Inquiry Question: How are you feeling? Are you happy, sad, anxious, etc? Take a look at the Defend Innocence Emotions Wheel in the appendix to help you out.</p> <p>Today learners will gain a greater understanding of themselves and learn about emotions.</p> <p>Super Crab & Super Bear Race Set up two lines on both sides of the room. You will need some players to join for this fun race. Have some individuals line up on a line on one side. They will “bear” walk over to the other side, and the others will “crab” walk back. Let’s see who can cross the finish line first!</p>  <p>Bear walk</p> <p>Crab walk</p> |

Opening

Ask the learner: Do you have a favorite superhero? Who is your favorite superhero? What do you like about your favorite superhero?

What does it mean to be a superhero?

Definition: A superhero is a made-up character or person who is super strong, brave, has superpowers, tremendous courage and strength. Ask the learner(s) to reflect on what it means to be a superhero.

Ask the learner(s): Do you know that you are a superhero? What are your superpowers (things you are good at doing)? We are all superheroes in our own ways. Can you identify people in your community you think are superheroes? What do they do?

Write down some thoughts in your journal.

Inform the learner that they will be in Superhero Academy for the next three days, gaining the skills they need to become the best version of themselves.

The first thing they have to do as superheroes is to build up their strength through the following exercises:

Plank: Lie face down on the ground with your hands lined with your shoulders. Then straighten your arms with your toes grounded to the floor, making your body into a straight line. Hold your body still and strong for as long as you can!



Source: <https://shapeyourfutureok.com/activities/planks-for-kids/>

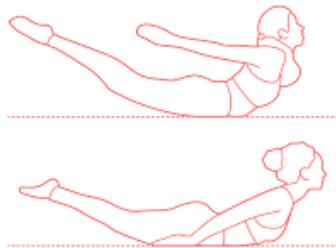
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| | 5 mins | <p>Squats: Begin in a squat, then bring hands up overhead and pretend to lift a car with all your might!</p>  <p>twinkl.com</p> <p>Breathing/Meditation Exercise</p> <p>Batman Breath: As you inhale, open your arms to the side bent at the elbow to make your arms into bat wings and lift one knee up. As you exhale, bring your hands together in front of you as if closing your wings around you and place your foot back on the ground. (x3)</p>  <p>BATMAN BREATH</p> <p>Superhero Breath Card Deck</p> <p>mindfullyogabreaks.org</p> <p>Wonder Woman Breath: On the inhale, hold one hand over your head and pretend to spin a rope. As you exhale, pretend to throw the rope.</p> <p>Practice Activity</p> |
| | 35 mins | |

Superhero Flow:

- **Crescent Moon Pose:** Superheroes need to learn how to fly. Start in lunge with your hands up, and then bring one hand down to the floor and try to lift the back leg up. Lift the top arm up to the sky as we practice flying! Switch Sides.
- **Flying Pose:** Let's see if our practice of flying really helps us fly. Start by standing with both feet on the ground. We lift one leg back and open our wings to the side like a bird. Repeat on the other side. Tie on your cape, let's take off. Allow learners to fly around the room.

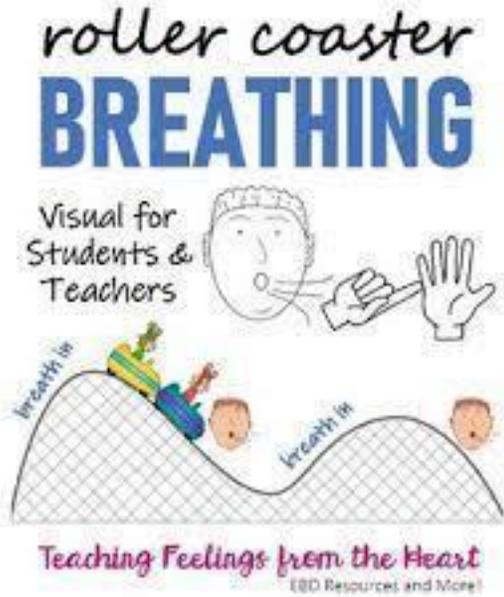


- **Flying Low:** Lie down on your belly on your mat. See if you can fly while lying on the floor (Locust Pose). This pose makes our backs super strong. Lift arms and legs with an inhale. Try to keep your legs straight and pinned together. Challenge yourself by lifting your upper body higher off the ground. Come down on an exhale.



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| | <p>5 mins</p> <p>5 mins</p> | <ul style="list-style-type: none"> ● Superhero pose: Make up your own pose! <p>Spiderman Super Sense:</p> <p>Come to a comfortable sitting position in a circle. You will need several players to form a circle. Use an object like a flower, leaf, or pom pom.</p> <ul style="list-style-type: none"> ● Pass the object around to all players first, but with your eyes closed so you can feel it. Notice what it feels like and imagine it in your mind. ● Pass the object around the circle, but now with eyes open. Notice what it looks like, the color, the shape, the bumps and curves of the object. ● Choose a person to be Spiderman. ● Spiderman leaves the circle and closes his eyes while someone hides the object under their bottom. ● Spiderman is asked to take a breath and imagine where the item may be. With this sense activated, can he locate it? <p>Closing</p> <p>Introduce Mindfulness - being aware of your thoughts, feelings, bodily sensations, and surrounding environment through a gentle and nurturing lens. You can mention that when you practice mindfulness, our thoughts focus solely on what we are sensing in the present moment.</p> <p>Mindful Moment: Sit in a comfortable position and gently close your eyes. Focus on your breath by inhaling for 10 counts and exhaling for 10 counts. Repeat this 3 times. By counting the breaths your mind is solely focused on this activity.</p> <p>Goal Setting: Over the next three days, you will build a concrete plan to change the world and how you will become a better version of yourself. Today, make at least three goals for how you would like to make the world a better place.</p> <p>To help the learners think about these goals, ask them:</p> <ul style="list-style-type: none"> - What are some of the ways you can help other people live better lives? - What are some of the bad things you see happening in your community or in the world that you would like to change? <p>Some examples of goals are:</p> <ul style="list-style-type: none"> - Helping other people who are maybe struggling in areas that you |
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| | 10 mins | <p>are strong in</p> <ul style="list-style-type: none"> - Not fighting and helping stop friends who are fighting each other - Better waste management and recycling/reusing of plastics - Stop bullying and teasing others - etc <p>Write out at least three goals in your journal</p> <p>Reflection: Educator/parent meets with the learner(s) and have them reflect on the following questions:</p> <ul style="list-style-type: none"> - What have you learned from today's activities? - What do you remember the most from today's activities? - How do you plan to make use of this new knowledge in your life? - What do you still have some questions about? <p>Educator/parent ensures to respond to any questions the learner(s) may still have on the emotions they learned about.</p> |
| 2 | 10 mins | <p><u>Topic: Self-management</u></p> <p>What did we learn yesterday? What did you remember the most from yesterday?</p> <p>Inquiry Question: Now that you have the ability to identify your emotions, do you have the power to calm and manage the big emotions?</p> <p>Today you will learn how to properly manage and express your thoughts and emotions in a healthy way.</p> <p>Follow the Leader's Shakes: The caregiver directs the child to shake a particular part of the body. Shake your arm, for example. Do this several times to energize the body.</p> <p>Opening</p> <p>Ask the learner: What are some of your strengths? What are some of the things you are good at doing?</p> <p>Spend some time reflecting on your strengths. Imagine that these are your superpowers.</p> <p>Now, reflect on what are some of the areas that you are not yet good at? What are those areas you wish to improve in? Set some goals.</p> |

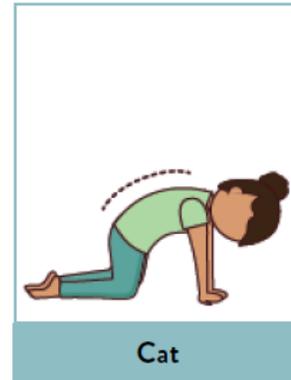
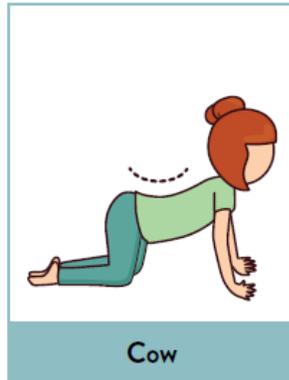
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| | <p>5 mins</p> | <p>Think about how you can achieve those goals. Can you think of people who have this strength and can help you as you work on improving in those areas, perhaps someone you thought of in yesterday's opening exercise?</p> <p>Write down some thoughts in your journal.</p> <p>Breathing/Meditation Exercise</p> <p>Ask the learner to think about the good times in your life and the challenges you have faced. How did you overcome those challenges?</p> <p>Reflect on how you were able to overcome those challenges and do the following short exercise.</p> <p>Roller Coaster Breath: Hold out your hand with your fingers outstretched. Place your pointer finger from your other hand at the bottom of your thumb. Inhale as you slowly bring your pointer to the top of your thumb and exhale as you move your pointer down your thumb. As your pointer finger traces your hand, imagine as if your finger were going up and down the rails of a roller coaster. Repeat with every finger. You can even make sound effects to exaggerate the breath as you do this exercise!</p> <div data-bbox="678 1129 1182 1726" data-label="Image">  <p>The illustration features the title 'roller coaster BREATHING' in a mix of cursive and bold blue fonts. Below it, a hand diagram shows the pointer finger resting on the thumb. A roller coaster track with a train is shown on a grid background, with 'breath in' labels at the peaks. The text 'Visual for Students & Teachers' is written next to a simple face drawing. At the bottom, it says 'Teaching Feelings from the Heart' and 'EBD Resources and More!'.</p> </div> <p>Source: https://www.teacherspayteachers.com/Product/Roller-Coaster-Breathing-4724023</p> |
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35 mins

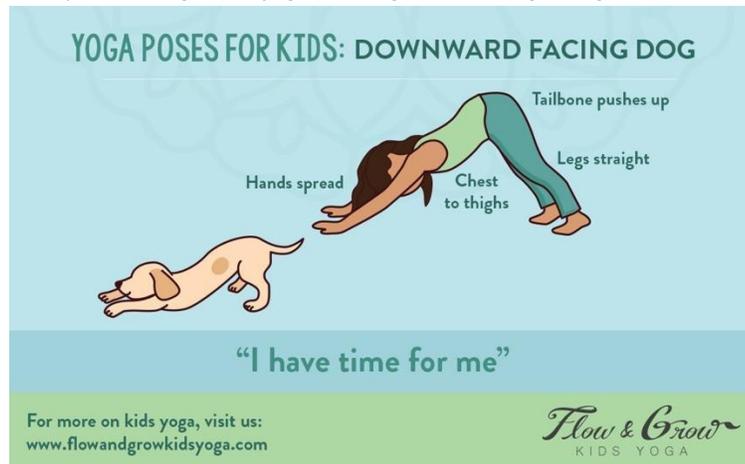
Practice Activity

Creating a place within ourselves involves strengthening our ability to turn inward. We will practice this by strengthening our core today.

- Start with your hands and knees on the floor then move to a cat pose by turning your back upward into an “n” shape and then go into a cow pose by arching your back downward. → On the inhale, lift your right leg and left arm, and on the exhale, bring your knee to your elbow. Repeat twice and switch the legs. Finally come into a downward dog by straightening your legs while your hands are touching the ground and your body is in an inverted “V” shape



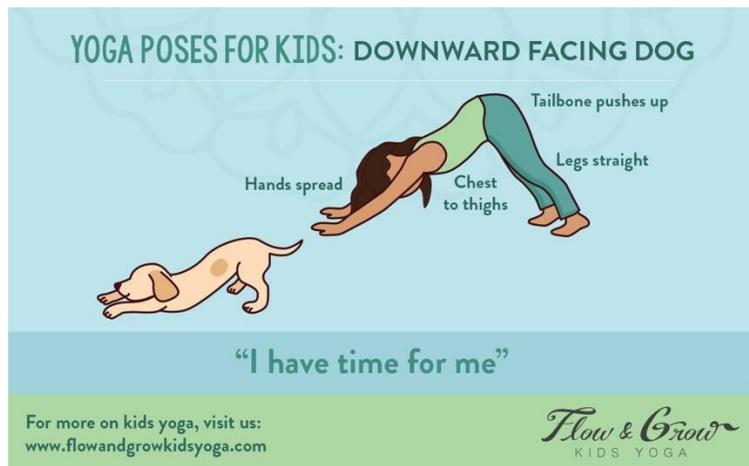
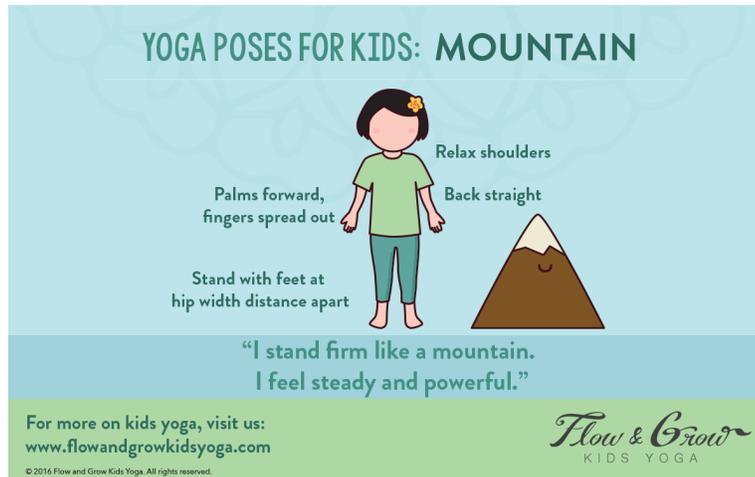
Source: <https://flowandgrowkidsyoga.com/blogs/news/flowing-through-cat-and-cow-poses>



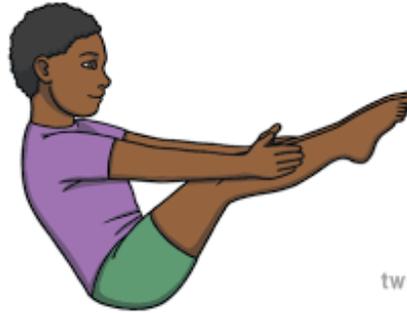
- next, walk out the downward dog position and come into a mountain pose by standing up straight with your hands down



and palms forward and open at the back of the mat. Repeat 3 times.



- Next, on the inhale, bring your right leg up, and on the exhale bring your knee to your nose. Then inhale and take your leg back, exhale and bring your knee to the right elbow. Next, on the inhale take your leg back, and on the exhale, bring your knee across the chest to the left elbow (repeat with your left leg)
- Sit on the mat, prepare for boat pose by lifting your legs and extending your arms



twinkl.com

- Get into a reclined butterfly to wind down by bending your knees then making your feet touch and opening your legs



10 mins

Closing

Re-introduce Mindfulness - being aware of your thoughts, feelings, bodily sensations, and surrounding environment through a gentle and nurturing lens. You can mention that when you practice mindfulness, your thoughts focus solely on what you are sensing in the present moment.

Mindful Moment: Sit in a comfortable position and gently close your eyes. Focus on your breath by inhaling for 10 counts and exhaling for 10 counts. Repeat this 3 times. By counting the breaths your mind is solely focused on this activity.

Goal Refinement: Read the goals on how to make the world a better place that you wrote in your journal yesterday. Make actionable items of how you will reach that goal.

To help the learners to come up with some actions, ask them:

| | 10 mins | <p>- Thinking about the goals you set yesterday, what can you do about them? Who can you contact or speak to do something about them?</p> <p>For example:</p> <table border="1" data-bbox="469 506 1403 873"> <thead> <tr> <th data-bbox="469 506 937 546">Goal</th> <th data-bbox="937 506 1403 546">Action point</th> </tr> </thead> <tbody> <tr> <td data-bbox="469 546 937 798">Stop bullying and teasing others</td> <td data-bbox="937 546 1403 798"> <p>Ensure that I do not tease or bully others as it makes them feel bad about themselves</p> <p>Report all the friends who are bullying or teasing others to teachers or school authorities</p> </td> </tr> <tr> <td data-bbox="469 798 937 837"></td> <td data-bbox="937 798 1403 837"></td> </tr> <tr> <td data-bbox="469 837 937 873"></td> <td data-bbox="937 837 1403 873"></td> </tr> </tbody> </table> <p>Literacy extension: Choose one of the issues you have written about, research more about it either on the internet or through interviews with your parents or adults in your community or both. What causes this issue? Why is it a big issue in the community or in the world? What can be done to stop it and make the world a better place?</p> <p>Then write a one-page essay detailing everything you have learned about this issue.</p> <p>Reflection: Educator/parent meets with the learner(s) and have them reflect on the following questions:</p> <ul style="list-style-type: none"> - What have you learned from today's activities? - What do you remember the most from today's activities? - How do you plan to make use of this new knowledge in your life? - What do you still have some questions about? <p>Educator/parent ensures to respond to any questions the learner(s) may still have on the emotions they learned about.</p> | Goal | Action point | Stop bullying and teasing others | <p>Ensure that I do not tease or bully others as it makes them feel bad about themselves</p> <p>Report all the friends who are bullying or teasing others to teachers or school authorities</p> | | | | |
|----------------------------------|---|--|------|--------------|----------------------------------|---|--|--|--|--|
| Goal | Action point | | | | | | | | | |
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| | | | | | | | | | | |
| 3 | | <p><u>Topic: Social awareness</u></p> <p>What did we learn yesterday?</p> | | | | | | | | |



| | <p>10 mins</p> | <p>Inquiry Question: Yesterday we learned that it is OK to be upset, and that you can manage those big emotions to calm down when upset. Understanding how your actions can make others feel is very important in all of your relationships. Can you think of a time that you did something kind for someone that made them very happy? What about a time you did something that was very hurtful to someone?</p> <p>Today you will learn about social relationships and how to create a more peaceful society.</p> <p>Opening</p> <p>Mirror Game: Have the learners stand facing you. Begin by moving your arms, legs, or head in various positions. Whoever starts the moves is the leader. The other person follows their lead by copying them just like looking in a mirror. After a while, the leader can become the follower.</p> <p>Congratulations! Today is your last day at Superhero Academy, and you are ready to make the world a better place! Reflect on how you want to make a difference.</p> <p>For the goals you wrote down in the past two days, add a timeline on when you hope to take action on each of the goals. E.g.,</p> <table border="1" data-bbox="467 1113 1357 1549"> <thead> <tr> <th>Goal</th> <th>Action point</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>Stop bullying and teasing others</td> <td>Ensure that I do not tease or bully others as it makes them feel bad about themselves</td> <td>Immediately/n ext week etc.</td> </tr> <tr> <td></td> <td>Report all the friends who are bullying or teasing others to teachers or school authorities</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table> | Goal | Action point | Timeline | Stop bullying and teasing others | Ensure that I do not tease or bully others as it makes them feel bad about themselves | Immediately/n ext week etc. | | Report all the friends who are bullying or teasing others to teachers or school authorities | | | | | | | |
|----------------------------------|---|---|------|--------------|----------|----------------------------------|---|-----------------------------|--|---|--|--|--|--|--|--|--|
| Goal | Action point | Timeline | | | | | | | | | | | | | | | |
| Stop bullying and teasing others | Ensure that I do not tease or bully others as it makes them feel bad about themselves | Immediately/n ext week etc. | | | | | | | | | | | | | | | |
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| | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| | <p>5 mins</p> | <p>Write down the timelines as well as any other thoughts you have about these goals in your journal.</p> <p>Breathing/Meditation Exercise</p> <p>Superman Breath: As you inhale, make both of your hands into fists at your side. As you exhale, bring one arm out in front of you as if you</p> | | | | | | | | | | | | | | | |

| | | |
|--|---------|--|
| | 35 mins | <p>were flying. Repeat twice.</p>  <p>Flash Breath: Although Flash is very fast, here he is trying to slow down. Slow your movement and breath to reflect this. As you inhale, slowly lift one arm bent at the elbow, and the opposite leg also bent at the knee (as if you are running). As you exhale, slowly lower your arm and leg to the ground. Repeat on the other side.</p>  <p>Practice Activity</p> <p>Just as you can turn inward with your breath, you can connect to others by practicing partner breath. Start with yesterday's flow.</p> <p>Inward Flow: Creating a place within ourselves involves strengthening our ability to turn inward. We will practice this by strengthening our core today.</p> <ul style="list-style-type: none"> Start with your hands and knees on the floor then move to a cat pose by turning your back upward into an “n” shape and then go into a cow pose by arching your back downward. → On the inhale, lift your right leg and left arm, and on the exhale, bring |
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| | | <p>your knee to your elbow. Repeat twice and switch the legs. Finally come into a downward dog by straightening your legs while your hands are touching the ground and your body is in an inverted “V” shape</p> <ul style="list-style-type: none">• next, walk out the downward dog position and come into a mountain pose by standing up straight with your hands down and palms forward and open at the back of the mat. Repeat 3 times.• Next, on the inhale, bring your right leg up, and on the exhale bring your knee to your nose. Then inhale and take your leg back, exhale and bring your knee to the right elbow. Next, on the inhale take your leg back, and on the exhale, bring your knee across the chest to the left elbow (repeat with your left leg)• Sit on the mat, prepare for boat pose by lifting your legs and extending your arms• Get into a reclined butterfly to wind down by bending your knees then making your feet touch and opening your legs <p>Partner breathing</p> <p>Next, the parent/educator asks the learners to sit back to back. If there are multiple children, have them choose someone as a partner. Once sitting back to back, close your eyes and focus internally on your breath. Breathe deeply for at least 5 rounds. Notice how your breath syncs with that of your partner. Try breathing fast, slow, and in various ways together.</p> <p>Discussion Question: What did you notice about doing this exercise with a partner? Were you able to still keep the focus on your own breathing?</p> <p>Sometimes it can be difficult to not be influenced by our peers, and sometimes this influence can be really positive. But it is important to always be able to tune into yourself, in the same way as we did with our own breath, to listen to your own thoughts.</p> |
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| | | <p>Closing</p> <p>Reflection:</p> <p>You have now completed your personal training at the Superhero Academy. Congratulations!</p> <p>In your journal, state your name, your superpower, and how you are going to make the world a better place! Challenge yourself to draw what you are feeling. If you feel comfortable sharing with your friends and family, please do.</p> <p>Reflection: Educator/parent meets with the learner(s) and have them reflect on the following questions:</p> <ul style="list-style-type: none"> - What have you learned from today's activities and the whole project? - How do you plan to make use of this new knowledge in your life? - What do you still have some questions about? <p>Educator/parent ensures to respond to any questions the learner(s) may still have on the things they learned about.</p> |
| <p>Assessment Criteria:</p> | | <p>Observations & Interactions</p> |

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| <p>Topics/concepts covered</p> | <ul style="list-style-type: none"> - Emotions and emotion management - Self-awareness - Self-control, self-confidence, and self-management - Social Emotional Learning - Overcoming obstacles - Social Relationships - Journaling - Goal setting - Concern about social issues - Action plan creation - Critical thinking - Communication - Creativity |
| <p>Learning outcomes:</p> | <ul style="list-style-type: none"> - Learners will learn how to identify their different |



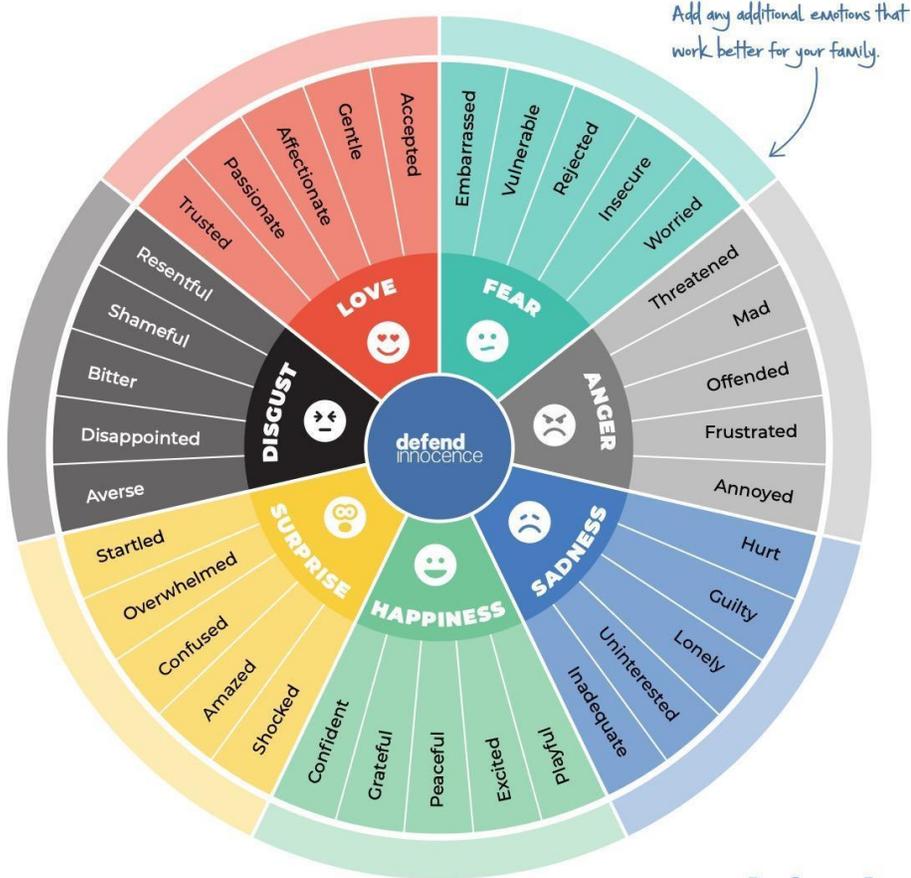
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| | <p>emotions and reactions they usually experience e.g. happiness, sadness, confusion, surprise, anger etc.</p> <ul style="list-style-type: none">- Learners will learn to manage their emotions and keep them in check no matter the circumstances.- Learners will be encouraged to think through the various obstacles they get faced with and trained on how to overcome those obstacles.- Learners will also learn about self-awareness, self-control, self-management, and relationship management.- Learners will also learn about goal setting and creation of action plans on how to meet their goals.- Learners will think through some of the social issues and reflect on how they can make the world a better place to live in.- The project also enhances the learners' critical thinking, communication and creativity and imagination skills |
| Required previous learning: | None |
| Additional enrichment activities: | Have them draw themselves as a superhero and tell you what superpower(s) they want. Connect their desired superpowers to existing strengths that they already have. Tell them that every person also has areas in which they want to improve, and ask what they want to do better. |

WHEEL OF EMOTIONS

WHEEL OF EMOTIONS

Help your kids learn to identify their feelings with this emotion wheel.

Start with the inside wheel for younger kids, then move to the outer wheel as they get older to help them understand their emotions better.



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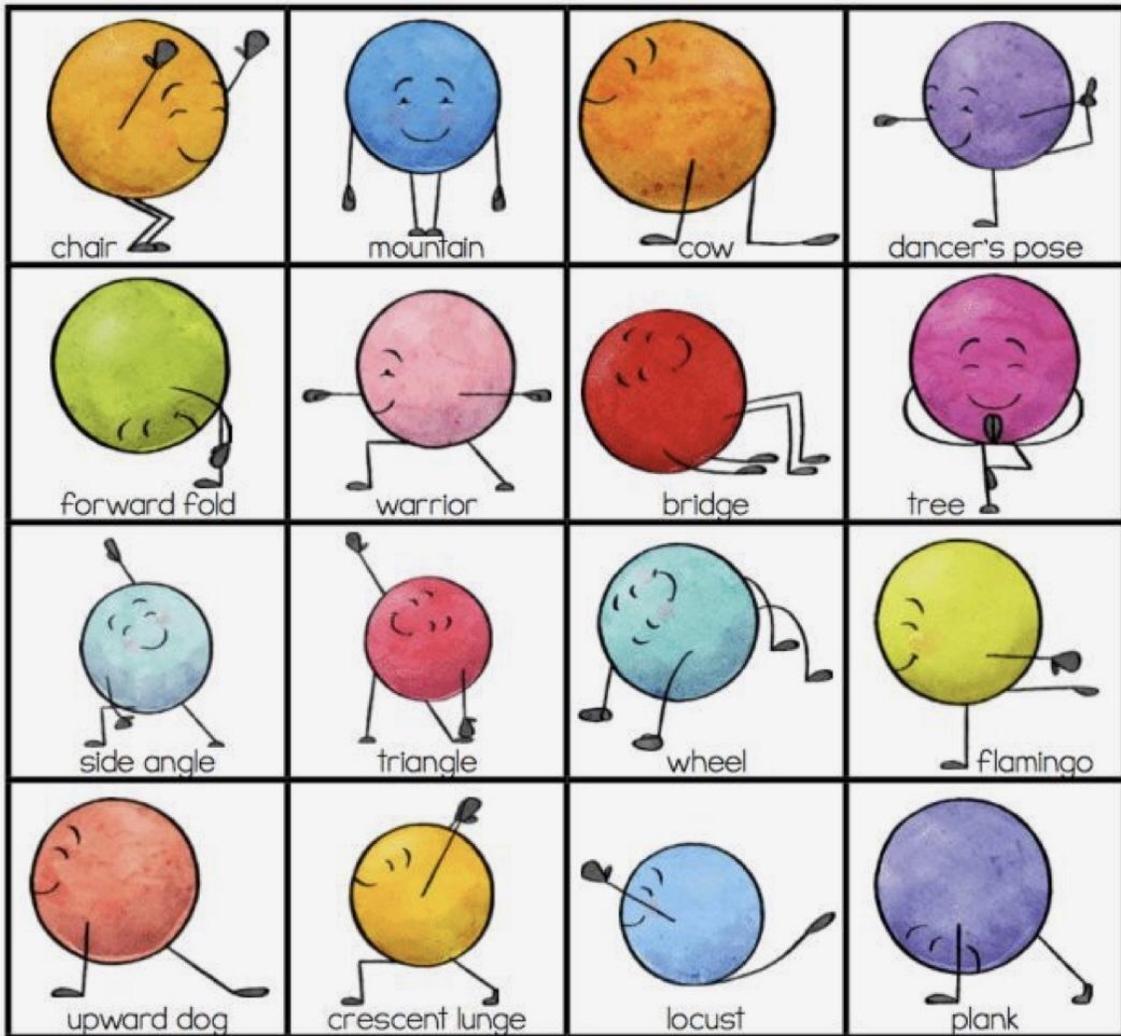
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