



## Month: February Week: 2 Subject: Student Wellbeing

<b>Day 1</b>	<b>Topic(s)</b> Theme: Happy Healthy Me! Number: 5 Letter: Hh Color: Pink Shape: Star	<b>Foundation(s)</b> <b>SW1.1:</b> Demonstrate self-awareness and confidence.
<b>Indicators</b>	<b>Younger Toddlers</b> Observe their reflection and explore their facial features.	<b>Older Toddlers</b> Draw a simple representation of themselves with guidance.

Activities: The teacher will provide **mirrors** for children to look at themselves and talk about what makes them special. The teacher will say, "**Look in the mirror! What do you see? Point to your eyes! Now your nose!**" Younger toddlers will focus on **observing their reflection**, while older toddlers will **use crayons to draw their faces on a large piece of paper**. The teacher will encourage positive self-talk by saying, "**I love my smile! What do you love about yourself?**"

<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>● Handheld mirrors</li> <li>● Large paper with a simple face outline (for older toddlers)</li> <li>● Crayons or markers</li> </ul>	<b>Key Vocabulary:</b> Me, Happy, Smile, Eyes, Love	<b>Support:</b> 
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## Month: February Week: 2 Subject: Student Wellbeing



<b>Day 2</b>	<b>Topic(s)</b>	<b>Foundation(s)</b>
	Theme: Happy Healthy Me! Number: 5 Letter: Hh Color: Pink Shape: Star	<b>SW2.1:</b> Demonstrate self-control. <b>SW4.1:</b> Demonstrate relationship skills.
<b>Indicators</b>	<b>Younger Toddlers</b>	<b>Older Toddlers</b>
	Mimic simple stretching movements.	Follow along with a guided yoga session.

Activities: The teacher will lead a **simple toddler-friendly yoga session** using **slow, gentle movements**. Poses like "**Happy Baby**," "**Stretch to the Sky**," and "**Breathe Like a Butterfly**" will be used. The teacher will model deep breaths and encourage toddlers to **breathe in and out slowly** while moving. The teacher will say, "**Let's stretch like a big tree! Now let's be a tiny seed!**"

<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>• Soft mats or rugs for comfort</li> <li>• Calm background music (optional)</li> </ul>	<b>Key Vocabulary:</b> Stretch, Breathe, Calm, Move, Slow	<b>Support:</b>
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**Month: February Week: 2 Subject: Student Wellbeing**

<b>Day 3</b>	<b>Topic(s)</b>	<b>Foundation(s)</b>
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	Theme: Happy Healthy Me! Number: 5 Letter: Hh Color: Pink Shape: Star	<b>SW1.2:</b> Demonstrate identification and expression of emotions. <b>SW3.1:</b> Demonstrate conflict resolution (choosing what is good for the body).
<b>Indicators</b>	<b>Younger Toddlers</b>	<b>Older Toddlers</b>
	Point to different colors of food.	Sort food items into "good for my body" and "sometimes food."

Activities: The teacher will introduce a **"Rainbow Plate" activity** to help children learn about colorful healthy foods. Each child will receive a **paper plate** and a worksheet displaying **different fruits and vegetables in rainbow colors** (e.g., oranges, apples, bananas, broccoli, and blueberries).

Children will **color** the food items with crayons or markers. With assistance, toddlers will **cut out** (or have pre-cut) their food pieces and **glue them onto their paper plates** to create their own "Rainbow Plate" meal. The teacher will encourage conversation by asking, **"What color is your apple? Can you find a green food?"**

<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>● Paper plates</li> <li>● Printable worksheet with different colored fruits and vegetables</li> <li>● Crayons or markers</li> <li>● Safety scissors (for older toddlers)</li> <li>● Glue sticks</li> </ul>	<b>Key Vocabulary:</b> Food, Colors, Eat, Healthy, Strong, Rainbow	<b>Support:</b> <a href="#">Rainbow Foods</a> 
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**Month: February Week: 2 Subject: Student Wellbeing**

<b>Day 4</b>	<b>Topic(s)</b>	<b>Foundation(s)</b>
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	Theme: Happy Healthy Me! Number: 5 Letter: Hh Color: Pink Shape: Star	<b>SW4.1:</b> Demonstrate relationship skills. <b>SW3.1:</b> Demonstrate conflict resolution.
<b>Indicators</b>	<b>Younger Toddlers</b>	<b>Older Toddlers</b>
	Recognize what a hug is and when we use it.	Learn about asking permission before hugging.
<p>Activities: The teacher will discuss the <b>importance of kindness and personal space</b> by reading a <b>short social story</b> about giving hugs. The teacher will ask, "<b>When do we give hugs? How do hugs make us feel?</b>" Children will then <b>pretend to hug stuffed animals</b> or <b>give high-fives to friends</b> as an alternative way to show kindness.</p>		
<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>Stuffed animals or dolls</li> <li>A picture book about kindness (optional)</li> </ul>	<b>Key Vocabulary:</b> Hug, Friend, Kind, Gentle, Ask	<b>Support:</b>

**Month: February Week: 2 Subject: Student Wellbeing**

<b>Day 5</b>	<b>Topic(s)</b>	<b>Foundation(s)</b>
	Theme: Happy Healthy Me!	<b>SW1.2:</b> Demonstrate identification and



	Number: 5 Letter: Hh Color: Pink Shape: Star	expression of emotions. <b>SW4.1:</b> Demonstrate relationship skills.
<b>Indicators</b>	<b>Younger Toddlers</b>	<b>Older Toddlers</b>
	Learn to say "thank you" with gestures or words.	Name something they are grateful for.
<p>Activities: The teacher will explain that <b>gratitude means being happy about the things we have</b>. The class will take turns sharing things they are grateful for, using prompts like <b>"I am happy when..."</b> or <b>"I love..."</b> Younger toddlers may <b>point to or hold objects</b> they like (e.g., a favorite toy), while older toddlers will <b>say or draw what makes them happy</b>.</p>		
Resources/Materials <ul style="list-style-type: none"> <li>● Gratitude chart with pictures (happy faces, toys, family)</li> <li>● Crayons for drawing (optional)</li> </ul>	Key Vocabulary: Thank you, Happy, Love, Share, Kind	Support: