



Month: September Week: 4 Subject: Student Wellbeing

Day 1	Topic(s)	Foundation(s)
	Review	SW1.2 Demonstrate identification and expression of emotions SW4.1 Demonstrate relationship skills
Indicators	Younger Preschool	Older Preschool
	May identify emotions shown on faces or in simple role-play.	May act out emotions and explain times when they feel that way.

Activity: **Emotion Charades**

Children will play a game of charades using feelings (happy, sad, mad, excited, scared). Younger preschoolers will guess the emotion when acted out, while older preschoolers will take turns acting and explaining when they feel that way (e.g., “I feel excited when we go outside”). Teachers will guide the discussion about healthy ways to express big feelings.

Resources/Materials <ul style="list-style-type: none"> Emotion picture cards Mirror (optional for practicing faces) 	Key Vocabulary: happy, sad, mad, scared	Support:
--	---	-----------------



Month: September Week: 4 Subject: Student Wellbeing

Day 2	Topic(s) Review	Foundation(s) SW1.1 Demonstrate self-awareness and confidence SW4.1 Demonstrate relationship skills
Indicators	Younger Preschool	Older Preschool
	May share an item or idea when prompted.	May explain why an item is special and listen respectfully to peers.
Activity: Sharing Circle Children will bring a classroom toy or a favorite book to circle time to share. Younger preschoolers will hold up the item and name it. Older preschoolers will be encouraged to say why they like it and answer questions from friends. Teachers will model taking turns, listening, and using kind words.		
Resources/Materials <ul style="list-style-type: none"> Classroom toys/books “Sharing Circle” rug or designated space 	Key Vocabulary: share, special, take turns	Support:



Month: September Week: 4 Subject: Student Wellbeing

Day 3	Topic(s)	Foundation(s)
	Review	SW2.1 Demonstrate self-control SW3.1 Demonstrate conflict resolution
Indicators	Younger Preschool	Older Preschool
	May identify simple solutions when given choices (e.g., “take turns or play together”).	May role-play conflict resolution and explain why it works.

Activity: **Problem-Solving Role Play**

Children will act out short scenarios (two friends want the same toy, someone bumps into another while walking). Younger preschoolers will choose from teacher-provided solutions (“Should we share or fight?”). Older preschoolers will act out both the problem and the solution, then discuss how it helps everyone feel better.

Resources/Materials <ul style="list-style-type: none"> • Toy props for scenarios • Teacher-prepared role-play cards (optional) 	Key Vocabulary: problem, share, wait	Support:
---	--	-----------------



Month: September Week: 4 Subject: Student Wellbeing

Day 4	Topic(s)	Foundation(s)
	Review	SW1.1 Demonstrate self-awareness and confidence SW4.1 Demonstrate relationship skills
Indicators	Younger Preschool	Older Preschool
	May walk with a partner and practice holding hands or staying together.	May describe how to be a good friend and model friendship behaviors during the walk.
Activity: Friendship Walk Children will pair up for a short walk around the classroom or playground, practicing partner skills (holding hands, staying side-by-side). Younger preschoolers will focus on moving safely with a buddy. Older preschoolers will discuss what makes a good friend and share an example (e.g., “A friend plays with me”).		
Resources/Materials <ul style="list-style-type: none"> None required 	Key Vocabulary: friend, walk, together, safe, kind	Support:



Month: September Week: 4 Subject: Student Wellbeing

Day 5	Topic(s) Review	Foundation(s) SW1.1 Demonstrate self-awareness and confidence SW1.2 Demonstrate identification and expression of emotions
Indicators	Younger Preschool	Older Preschool
	May say one thing they like or feel happy about.	May share what they are thankful for and explain why.
<p>Activity: Gratitude Circle</p> <p>Children will sit in a circle and take turns sharing something they are thankful for. Younger preschoolers may name a toy, food, or friend. Older preschoolers will explain their gratitude in more detail (e.g., “I’m thankful for my mom because she reads to me”). Teachers will record responses on chart paper to display in the classroom.</p>		
Resources/Materials <ul style="list-style-type: none"> • Chart paper/markers 	Key Vocabulary: thankful, grateful, happy	Support: