



## Month: October Week: 5 Subject: Student Wellbeing

Day 1	Topic(s)	Foundation(s)
	Review Week	SW1.1 Demonstrate self-awareness SW1.2 Demonstrate identification and expression of emotions.
Indicators	Younger Toddlers	Older Toddlers
	May identify or point to a feeling picture and may copy a matching face.	May name a feeling and may share a simple reason for feeling that way.

### Activity: **Feelings Review**

Begin with a short check-in using a small set of feeling cards (happy, sad, mad, scared). Model how to choose a card, make the face in a mirror, and say a short sentence about it (“I feel happy- blocks”). Invite each child to pick a card and show the face while you echo and expand their words. Practice a calm-down cue (hands on tummy, slow breath) and try it together twice. Close by letting children draw a simple face and hand you the matching card so you can label it.

Resources/Materials <ul style="list-style-type: none"> <li>Feeling cards</li> <li>Hand mirrors</li> </ul>	Key Vocabulary: feel, calm, happy	Support:
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## Month: October Week: 5 Subject: Student Wellbeing

Day 2	Topic(s)	Foundation(s)
	Review Week	SW1.1 Demonstrate self-awareness and confidence SW2.1 Demonstrate self-control
Indicators	Younger Toddlers	Older Toddlers
	May show or point to something they can do now (zip, climb, share) with a picture or gesture.	May say “I can...” and may tell a few words about how they did it or practiced.
<p>Activity: <b>Confidence Wall</b></p> <p>Brainstorm a few “I can...” ideas by modeling with pictures or quick demos (zipper, carry, clean up). Invite each child to choose one “I can” and draw themselves doing it while you scribe their words. Tape the pages to make a simple class wall and read a few aloud, repeating the phrase “I can...”. Celebrate effort by noticing tries and strategies (“You kept trying the zipper”). End with a walk-by of the wall and a short class cheer.</p>		
Resources/Materials	Key Vocabulary:	Support:
<ul style="list-style-type: none"> <li>Small paper/cards for “I can” pages</li> </ul>	I can, try, proud	



## Month: October Week: 5 Subject: Student Wellbeing

Day 3	Topic(s)	Foundation(s)
	Review Week	SW2.1 Demonstrate self-control
Indicators	Younger Toddlers	Older Toddlers
	May imitate slow breathing with a visual cue (in through nose, out through mouth).	May use breathing to feel calm and may describe how their body feels after.
<p><b>Activity: Mindful Breathing with Pumpkins</b></p> <p>Teach a tiny routine: trace up the pumpkin- inhale; trace down- exhale. Practice together several times while you use calm words and a steady pace. Invite children to notice bodies (“slow hands,” “quiet tummy”) and share one word about how they feel. Offer a brief quiet drawing of a “peace picture,” then repeat one more round of breathing. Close by choosing a class signal (hands on tummy) to use later when we need calm.</p>		
Resources/Materials	Key Vocabulary:	Support:
<ul style="list-style-type: none"> <li>Small pumpkin or pumpkin picture</li> <li>Soft music (optional)</li> </ul>	breathe, calm, slow	



## Month: October Week: 5 Subject: Student Wellbeing

<b>Day 4</b>	<b>Topic(s)</b>	<b>Foundation(s)</b>
	Review Week	SW4.1 Demonstrate relationship skills
<b>Indicators</b>	<b>Younger Toddlers</b>	<b>Older Toddlers</b>
	May name or point to someone they appreciate and may say “thank you.”	May state a reason to thank someone and may share it with the group.
<p><b>Activity: Thank-You Circle</b></p> <p>Hold a gratitude circle with a simple talking piece. Model a thank-you (“Thank you, Maya, for sharing blocks”) and show how to pass the object to the next speaker. Invite each child to name a person and a reason; echo and expand their words to build a full sentence. Record a quick class list on chart paper using children’s names or photos. End with a group “Thank you, friends!” chant and a calm breath together.</p>		
<b>Resources/Materials</b> <ul style="list-style-type: none"> <li>Chart paper and marker</li> </ul>	<b>Key Vocabulary:</b> thank you, kind, share	<b>Support:</b>



## Month: October Week: 5 Subject: Student Wellbeing

<b>Day 5</b>	<b>Topic(s)</b>	<b>Foundation(s)</b>
	Review Week	SW2.1 Demonstrate self-control SW4.1 Demonstrate relationship skills
<b>Indicators</b>	<b>Younger Toddlers</b>	<b>Older Toddlers</b>
	May take turns and may show a kind act during a simple cooperative activity.	May describe a kind act they did or received, and may tell how it made them feel.
<p>Activity: <b>Friendship Celebration</b></p> <p>Set up a short cooperative game (roll and pass a ball, partner build with two blocks each). Model turn-taking language and a quick “your turn/my turn” hand signal. Play two or three quick rounds, noticing and naming kind actions (“You waited,” “You helped”). Invite children to draw or dictate one kind moment from the week; scribe their words underneath. Finish with a circle share and a “We are friends” chant.</p>		
Resources/Materials	Key Vocabulary:	Support:
<ul style="list-style-type: none"> <li>Simple cooperative game materials (ball, blocks)</li> </ul>	friend, kind, turn	