

Life Education Preschool Program

Links to the Early Years Learning Framework (EYLF)

MODULE 3: Belonging and Connecting – Harold’s Thankful Heart

Life Education Aims and Objectives

- Foster children’s knowledge and understanding in relation to a sense of belonging and connection to others in their everyday lives through concepts of gratitude and thankfulness
- Promote higher order thinking through engaging experiences and discussions around the topic (Gardner).

ELYF Outcomes	EYLF CODES	Evident when children:	Evident when educators:
Outcome 1 Children have a strong sense of identity	1.3 - Children develop knowledge and confident self-identities 1.4- Children learn to interact in relation to others with care, empathy and respect	<ul style="list-style-type: none"> • feel recognised and respected for who they are • explore different identities and points of view in dramatic play • share aspects of their culture with the other children and educators • celebrate and share their contributions and achievements with others • show interest in other children and being part of a group • express a wide range of emotions, thoughts and views constructively • display awareness of and respect for others’ perspectives 	<ul style="list-style-type: none"> • promote in all children a strong sense of who they are and their connectedness to others • ensure all children experience pride and confidence in their achievements • model care, empathy and respect for children, staff and families • organise learning environments in ways that promote small group interactions
Outcome 2 Children are connected with and contribute to their world	2.1- Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights	<ul style="list-style-type: none"> • begin to recognise that they have a right to belong to many communities • build on their own social experiences to explore other ways of being • participate in reciprocal relationships • are playful and respond positively to others, reaching out for company and friendship 	<ul style="list-style-type: none"> • model language that children can use to express ideas, negotiate roles and collaborate to achieve goals
Outcome 3 Children have a strong sense of wellbeing	3.1- Children become strong in their social and emotional wellbeing	<ul style="list-style-type: none"> • acknowledge and accept affirmation • show an increasing capacity to understand, self-regulate and manage their emotions in ways that reflect the feelings and needs of others 	<ul style="list-style-type: none"> • promote children’s sense of belonging, connectedness and wellbeing • talk with children about their emotions and responses, supporting their understanding of emotional regulation and self-control • acknowledge and affirm children’s effort and growth



<p>Outcome 3 Children have a strong sense of wellbeing</p>	<p>3.1- Children become strong in their social and emotional wellbeing</p>	<ul style="list-style-type: none"> • acknowledge and accept affirmation • show an increasing capacity to understand, self-regulate and manage their emotions in ways that reflect the feelings and needs of others 	<ul style="list-style-type: none"> • promote children's sense of belonging, connectedness and wellbeing • talk with children about their emotions and responses, supporting their understanding of emotional regulation and self-control • acknowledge and affirm children's effort and growth
<p>Outcome 5 Children are effective communicators</p>	<p>5.1- Children interact verbally with others for a range of purposes</p> <p>5.2 - Children engage with a range of texts and gain meaning from these texts</p>	<ul style="list-style-type: none"> ▪ respond verbally and non-verbally to what they see, hear, touch, feel and taste ▪ contribute their ideas and experience in play, small and large group discussion ▪ view and listen to printed, visual and multimedia texts and respond with relevant gestures, actions, comments and/or questions 	<ul style="list-style-type: none"> ▪ listen to and respond to children's approximation of words ▪ model language and encourage children to express themselves through language in a range of contexts and for a range of purposes ▪ read and share a range of books and other texts with children ▪ sing and chant rhymes, jingles and songs

