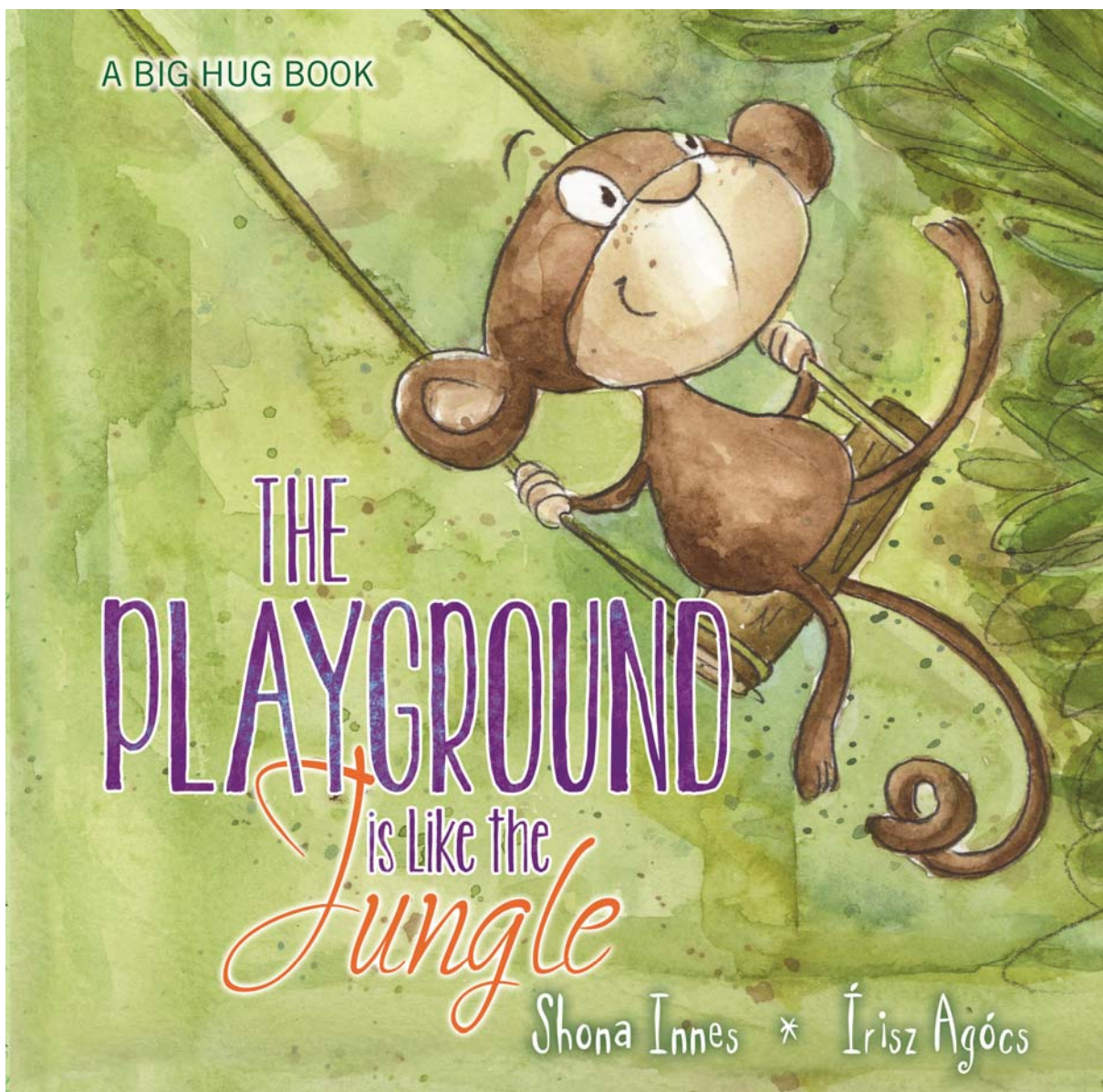




HELPING KIDS, TEENS,
GROWN UPS, PSYCHOLOGISTS
AND OTHER HELPERS.

**Using “The Playground is Like the Jungle”
to address The Australian Curriculum ¹
for the Foundation Year**



¹ www.australaincurriculum.edu.au

Dear Teachers

I am so delighted that you want to share “the Playground is Like the Jungle” with your students. “The Playground is like the Jungle” developed from letters I wrote to my young clients to remind them what we have talked about in our sessions. The concepts that I share in the “Playground is Like the Jungle” come from sessions with children who were having some trouble in the playground or who were anticipating troubles at a new school or in a new classroom. The text refers to positive and not-so-positive aspects of playing with others. I emphasize making careful observations, tuning into what makes you comfortable and how you want to be treated and adjusting your choices about how you spend your spare time. Iriz Agocs’ beautiful and simple illustrations provide rich fodder for discussion about feelings and reactions to others.

In the notes that follow, I have included the areas in the Australian Curriculum (2013) that can be targeted by “The Playground is Like the Jungle”. I’ve also included some ideas for activities that may enhance or emphasize various concepts expressed in the text and illustrations.

I hope that you find these ideas a useful addition to your teacher’s toolbox!

Shona



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The Playground is Like the Jungle

Written by Shona Innes

Illustrated by Irisz Agocs

Description

The Playground is Like the Jungle focuses on interpersonal dynamics that can occur in the playground or anywhere that people may gather. It emphasizes that all individuals are different and have different things that they prefer to do and different ways that they try to manage others when they are not happy. The main character, a bunny, is depicted having a range of different feelings as he come into contact with the other creatures. The story emphasizes the importance of observing others and being able to make choices about how you want to spend your free time. It also includes strategies for managing when someone might feel lonely or unsafe in the playground.

General Capacities

“The Playground is Like the Jungle” can be used to build on General Capabilities in the areas of:

- Literacy
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding



Health and Physical Education

Focus areas: mental health and well being (MH), relationships (RS) and safety (S).

Personal, Social and Community Health

Being healthy, safe and active

Identify personal strengths (ACPPS001)

- participating in a range of minor games and exploring which ones they enjoy and what makes them enjoyable
- describing how they feel when they are learning a new skill and what strategies they can use to persist until they are successful
- identify ways they can use their strengths to help themselves and others.

Links to the story

The bunny in “The Playground is Like the Jungle” watches some of the other creatures in the playground and can see that they all enjoy different ways to spend their time. If something does not feel comfortable, the bunny moves to try something else with a different creature.

Activity

↳ Discuss

Before play time, discuss what activity students might feel like doing today, how much energy they have, whether they want to spend the time using their energy or whether they would like to pursue low energy activities.

After play – ask your students how it went. What did they notice about their own energy? What did they notice about the energy of others? Did they enjoy and feel safe? Do others have any ideas about what they might try next time if they didn’t feel good? What might they do next time?

↳ Worksheet (page 12)

Today in the playground I will try....

How I felt today at play time..... 😊 😞

What I will try next time....



Identify people and demonstrate protective behaviours that help keep themselves safe and healthy (ACPPS003)

- identify characters in different text who help the main character to stay safe and healthy
- identify protective behaviours that can help keep them safe
- identifying different relationships they have with people and which of these relationships make them feel loved, safe and supported
- naming trusted people in their community who can help them stay safe and healthy, and practicing ways of asking for help in a range of different scenarios.

Links to the story

In the Playground is Like the Jungle, the main character, a bunny and it's friends go through a range of scenarios where they may be feeling uncomfortable or unsafe in the playground. To feel safe and make new friends, the bunny observes the behaviours of others to decide who to approach.

When the bunny feels that the tiger friend might lash out, he plays with that friend where he can be close to an adult (the older panda).

The elephant is upset about being splattered with berries by the cheeky monkey. The text suggests that the elephant should make a BIG NOISE and get help from others. The cheeky monkey is reprimanded and the monkey's berry-thrower is removed by a friendly baboon.

The bear is annoyed by an insect and manages the annoyance by speaking up about the feelings and suggesting that the insect play do something else. The insect goes to play with a turtle.

Activity

↳ Discussion

Who tried to help the bunny when he was feeling lonely or hurt?

Who has helped you when you have felt lonely or hurt?

What other things can the bunny try to help himself when he is feeling lonely, hurt or annoyed in the playground?

↳ Discussion and worksheet (page 13)

What can you do to take care of yourself if someone is being nasty or hurtful or unsafe at play time?

How well do you think these things would work to keep you safe? (Not at all, a bit, really well)



- Make a really loud noise to say you don't like what they are doing
- Tell someone older
- Just keep quiet
- Move away
- Hurt them back
- Tell them how you feel
- Hide from them
- Give them your lunch

↳ Discussion

What sort of people do you like to play with? Happy/Sad/Lonely
 What kind of people do you think other people like to play with?

↳ Drawing

Draw a picture of something that has happened to you in the playground that you did not like.

Draw a picture of what you will do if you feel unsafe in the playground.

↳ Practice

Use A BIG VOICE when things are dangerous.

Try different levels of volumes with your voice – which one sounds like it's the one that would get you help the fastest.

What happens if you use your big voice and it's not really a problem?

↳ Worksheet (page 14)

When I feel lonely or hurt in the playground, I can.....

If I need more help, I can go to.....

Who are the helpful people in these places... - home, shops, friend's house

If I need help, I will ask by saying....

I feel..... I would like some help to.....

↳ Practice

Everyone takes a turn at saying their safety words.

- Say "stop" to the person who is being nasty

- Ask for help



Communicating and interacting for health and wellbeing

Practise personal and social skills to interact with and include other (ACPPS004)

- Accessing stories about characters who have been excluded from a group and discussing how the character could deal with the situation
- Discussing how it feels to be included in activities
- practicing personal skills such as expressing needs, wants and feelings, active listening and showing self-discipline to be an effective group member.

Links to the story

In the Playground is Like the Jungle, the bunny feels lonely and hurt and annoyed. He and his other friends try a number of different strategies:

- making sure they make lots of different friends and not just play with the same one all the time (the owl when he is left out from play with the other birds returns to play with some other owls)
- enjoying some alone time (the sloth enjoys some time by himself with his toy)
- just quietly sitting back and watching what the others do (the bunny watches the sloth who is happy by himself)
- increasing your energy levels to match the others you want to join (the bunny pretends to be happy for awhile – not too long – when he is with the cheeky monkeys who like a bit more energy in friends)
- ask for help from a bigger person or adult (the bunny stays close to the older panda when playing with the tricky tiger)
- speaking up about feelings – the elephant talks to friends about being hurt by the monkey who is shooting berries at him and the friends step in to reprimand the monkey and take away the monkey's fruit shooter
- managing annoyances by suggesting alternatives (the bear suggests that the insect should go and play with the turtle)

Activity

↳ Discuss

What did the bunny do to help himself when he was feeling lonely, hurt or annoyed?

How does it feel to be included?

How does it feel to be left out?

How did the bunny feel when he was left out?

↳ Worksheet (page 15)

What kind of person do you like to include in your play?

Someone who listens?

Someone who takes turns?

Someone who hogs the toys?

Someone who is bossy?

Someone who is kind?

Someone who is sad?

Someone who is happy?

Someone who is fun?

Someone who is nasty?

Someone who is only friendly, sometimes, but not at other times?

↳ Observe and Discuss

Observe – at playtime today – watch to see how people start to play a game.

Did people ask if they could play?

How did that work?

Did people just quietly join in and share the toys and equipment?

Did they start playing by being close to others?

Did people take some toys/equipment?

Identify and describe emotional responses people may experience in different situations (ACPPS005)

- identifying and describing the emotions of people who are happy, sad, excited, tired, angry, sad or confused.
- learning and using appropriate language and actions to communicate their feelings in different situations
- recalling and sharing emotional responses to different situations and representing this in a variety of ways

Links to the story

The illustrations of the animals in the jungle playground depict a range of different emotions through their facial expression and their actions. Each character displays different personality traits that are often identified in certain animals. The tiger can lash out, the baboon can be proud and noisy, the sloth can be low in energy, the insect can be annoying, the snake can be sneaky/slippery and the bunny can be sometimes be confused and overwhelmed by choices.

Activity

- ↳ Worksheet (page 16)

Choose a feeling?

Draw it on the face?

Write or draw about a time you felt that way?

Take turns showing, and talking about your work to the class.

- ↳ Game

Make cards with different creatures/characters/feelings on them. Each child takes a turn at picking a card and providing clues about the feelings. Others have to guess the feeling.

“This is how I feel when I am not included” “This is how I feel when I play on the monkey bars” “This is how I feel when someone snatches my things” “This is how I feel when I have been playing for a very long time.

- ↳ Worksheet (page 17)

Match/draw a line from the thing that happened to the feeling

Movement and Physical Activity

Moving our Body

Identify and describe how their body moves in relation to effort, space, time, objects and people (ACPMP011)

- moving at different speeds in different direction with others in designated areas
- demonstrating the difference between personal space and general space in physical activities
- describing body positions when performing a range of different movements

Links to the story

The Playground is like the Jungle refers to some creatures as being annoying. Having the wrong energy for certain activities or being too close to someone can make it hard for others to be comfortable. If the play is with cheeky monkeys or high energy friends, the energy will likely be high. If the play is with a sloth or a friend who likes quieter, slower activities, the energy might be lower.

Activity

↳ Model

Use a wooden figure model/your own body and ask the students to pose it/you to show various feelings with its body. How might it look when it is left out/tired/happy/angry...?

↳ Colour and map

Map of the school – colour in the playground areas –

Where is it good to run around?(colour in green)

Where are the good places for quiet play? (colour in blue)

↳ Worksheet (page 12)

Today in the playground I will try....

How I felt today at play time..... 😊 😞

What I will try next time....



Today in the playground I will try....

A large, empty space enclosed by a red, rounded rectangular bracket, intended for a child to write their response to the prompt above.

How I felt today at play time..... 😊 😐 😞

What I will try next time....

A large, empty space enclosed by a red, rounded rectangular bracket, intended for a child to write their response to the prompt above.

What can you do to take care of yourself if someone is being nasty or hurtful at play time?

How well do you think these things would work to keep you safe and happier?

😊 Works really well

😐 Works a bit

😞 Does not work at all

Make a really loud noise



Say you don't like what they are doing



Tell someone older



Just keep quiet



Move away



Hurt them back



Tell them how you feel



Hide from them



When I feel lonely or hurt in the playground, I
can.....
.....
.....
.....

If I need more help, I can go to.....

Who are the helpful people in these places? –

home

shops

friend's house

If I need help, I will ask by saying...

I feel.....

I would like some help to.....

.....

What kind of person do you like to play with?

Someone who listens Yes No

Someone who takes turns Yes No

Someone who hogs the toys Yes No

Someone who is bossy Yes No

Someone who is kind Yes No

Someone who is sad Yes No

Someone who is happy Yes No

Someone who is fun Yes No

Someone who is nasty Yes No

Someone who is only friendly, sometimes,
but not at other times Yes No

.....

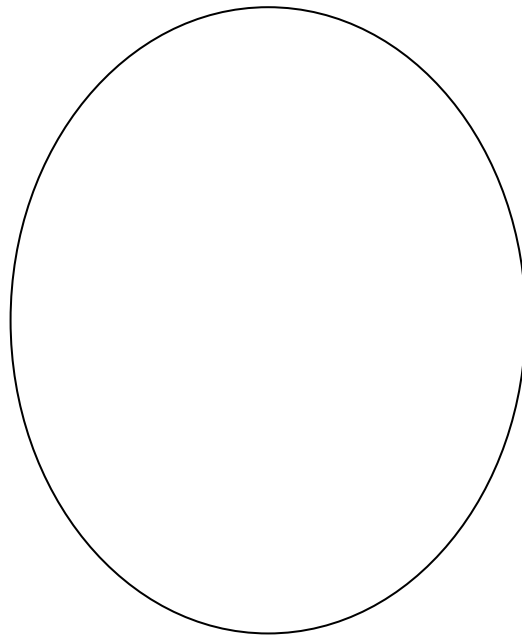
.....

.....



Choose a feeling.....

Draw it on the face?



Write or draw about a time you felt that way?

Draw a line to match the thing that happened with a feeling

Someone asked me to play



Someone called me a nasty name



I loved the game I was playing



My schoolwork was hard



Science

Science Inquiry Skills

Planning and Conducting

Explore and make observations by using the senses (ACIS011)

- using sight, hearing, touch, taste and smell so that students can gather information about the world around them.

Links to the Story

In “The Playground is Like the Jungle”, readers are introduced to the idea that people have different preferences for play and if they observe carefully, they can work out who might be the best people to spend play time with. One of the characters, the sloth, likes to spend time having a “good look around at what all the other creatures in the jungle are up to and which ones look like they are safe and happy”.

Activity

↳ Worksheet (page 25) /Find

Look at the pictures In The Playground is Like the Jungle.

Find:

- someone who looks happy
- someone who looks grumpy
- someone who would be fun to play with
- someone who might need to stay close to adults
- someone who is loud
- someone who is quiet

Communicating

Share observations and ideas (ACIS012)

- working in groups to describe what students have done and what they have found out
- communicating ideas through role play and learning

Links to story

The playground is Like the Jungle encourages students to observe the other people in the playground and notice what makes each of them happy.

Activity

- ↳ Discuss and Survey

Before play time, discuss how different people like to play different things. Survey the class and see what activities they are planning to do at playtime.

- Talk to friends
- Sandpit
- Monkey bars
- Ball game
- Library

After playtime, ask the students about their activities.

What activity did they do?

- ↳ Group and Discuss

Group students into groups based on similar activities.

How much did they enjoy the activity?

Were you with others?

Were the others having a good time?

How could you tell?

Did they change activities? Why?

- ↳ Worksheet (page 26)

At playtime today I.....

It was 😊😊😊😊😊😊



I noticed that also liked to play that activity.

Next time I might try.....



Processing and analyzing data and information

Engage in discussions about observations and use methods such as drawing to represent ideas (AC SIS233)

- taking part in informal and guided discussion relating to students' observations
- using drawings to represent observations and ideas and discussing their representations with others

Links to story

The Playground is Like the Jungle emphasizes that different people enjoy different activities and spend their play time in different places in the playground. The story also encourages readers to take note of where helpful adults spend their time in the playground in case they require assistance with a tricky friend.

Activity

- ↳ Discuss and draw

Which teachers were in the playground today?

Where did the teachers spend most of their time?

Draw a picture or mark on a drawing of the playground, where the teachers were.

Science as a Human Endeavour

Nature and development of science

Science involves exploring and observing the world using the senses (ACSHE013)

- Recognising that observation is an important part of exploring and investigating the things and places around us
- Sharing observation with others and communicating their experiences

Links to story

The Playground is Like the Jungle informs students that people have different things that make them feel good and different things that they do when they don't feel so good.

Activity

↳ Discuss

How do you know if someone is having a good time?

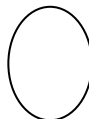
What did you see other people doing at play time?

What did you hear other people saying?

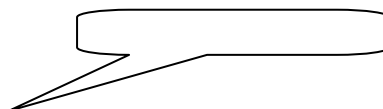
↳ Worksheet (page 27)

When people feel good in the playground they.....

Their face looks like....

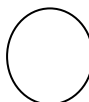


They might say.....



When people don't feel so good in the playground they.....

Their face looks like....



They might say.....



Respond to and pose questions, and make predictions about familiar objects and events (ACIS024)

- thinking about “what will happen if....?” type questions about everyday objects and events

- using the senses to explore the local environment to pose interesting questions and making predictions about what will happen

Links to story

In The Playground if Like the Jungle, the bunny meets lots of different creatures. If the bunny plays with each one, the play experience will vary according to the characteristics of the playmates.

Activity

→ Worksheet (pages 28-31) and Drawing

If someone is going to be safe and fun to play with,

I can see from their face and their body that they look.....(draw)

I will hear them

I will:

- ask these people to play
- spend time with these people
- move away and find other things to do
- get a teacher to help me

If someone is going to be playing quietly

I can see from their face and their body that they look.....(draw)

I will hear them

I will:

- ask these people to play
- spend time with these people
- tell them how I feel
- move away and find other things to do
- get a teacher to help me



If someone is going to be annoying to me

I can see from their face and their body that they look.....(draw)

I will hear them

I will:

- ask these people to play
- spend time with these people
- tell them how I feel
- move away and find other things to do
- get a teacher to help me

If someone is being hurtful

I can see from their face and their body that they look.....(draw)

I will hear them

I will:

- ask these people to play
- spend time with these people
- tell them how I feel
- move away and find other things to do
- get a teacher to help me



Look at the pictures in “The Playground is Like the Jungle”.

Find:

- someone who looks happy
- someone who looks grumpy
- someone who would be fun to play with
- someone who might need to stay close to adults
- someone who is loud
- someone who is quiet

At playtime today I.....



It was 😊 😊😊 😊😊😊

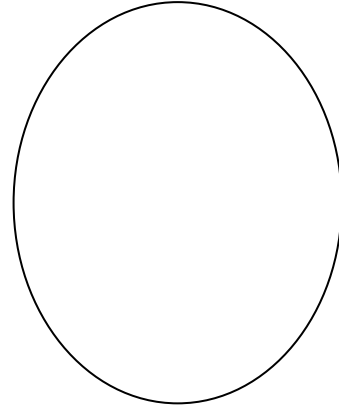
I noticed that also liked to play that activity.

Next time I might try.....



When people **feel good** in the playground they.....

Their face looks like....

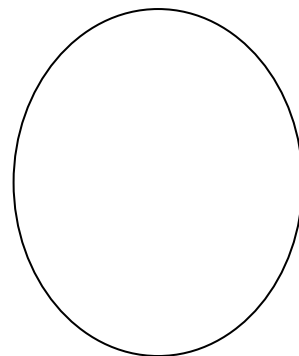


They might say.....



When people **don't feel good** in the playground they.....

Their face looks like....



They might say.....



If someone is going to be **safe and fun** to play with,
I can see from their face and their body that they look
like this.



I will hear them say this.



I will:

- ask these people to play
- spend time with these people
- move away and find other things to do
- get a teacher to help me

If someone is going to be playing **quietly**

I can see from their face and their body that they look like this.



I will hear them say this.



I will:

- ask these people to play
- spend time with these people
- move away and find other things to do
- get a teacher to help me

If someone is going to be **annoying to me**

I can see from their face and their body that they look like this.



I will hear them say this.



I will:

- ask these people to play
- spend time with these people
- move away and find other things to do
- get a teacher to help me

If someone is being **hurtful**

I can see from their face and their body that they look like this.



I will hear them say this.



I will:

- ask these people to play
- spend time with these people
- move away and find other things to do
- get a teacher to help me

English

Language

Language for Interaction

Explore how language is used differently at home and school depending on the relationships between people (ACELA1428)

- learning that language varies accordingly to the relationship between people, for example, between parent and child, teacher and student, siblings, friends, shopkeepers and customers.
- learning that we use a different tone and style of language with different people
- learning to ask relevant questions and to express requests and opinions in ways that suit different contexts.

Links to the story

The Playground is Like the Jungle refers to speaking politely about your feelings to other students in the playground as well as using language protectively. Readers are encouraged to seek out and communicate with adults when they need assistance. Mention is also made of making a “BIG NOISE” when someone is being hurtful (when the cheeky monkey is throwing berries at the elephant).

Activity

↳ Discussion

What noise does a cheeky monkey make?

What kinds of things would you say if you were being cheeky like a monkey?

What would happen if you used cheeky monkey words with your friends?

What would happen if you used cheeky monkey words with your teacher? With the principal/headmaster?

↳ Practice and Worksheet (page 42)

Practice asking for help from an adult.

Which way would work the best?

- Excuse me, Miss Panda, can I stay close to you when I play?
- Help me!!!!
- Miss Panda, you need to tell that kid off!



- I don't like it when you say that.
- I would like some quiet time for awhile



Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)

- Recognise some of the ways we can use speech, gesture, writing and media to communicate feelings
- Recognising some of the ways emotions and feelings can be conveyed and influenced by visual representation , for example, in advertising and animations

Links to the Story

In the illustrations for “The Playground is Like the Jungle”, Irisz Agocs has depicted a range of different emotions on the animal’s faces and in their bodies.

Activity

➔ Find and Draw

Going through the pages of “The Playground is like a Jungle”

Find the page where the bunny feels quite sad and alone.

Look at the bunny’s face. Look at the bunny’s body. How do we know the bunny feels sad and alone?

Draw a picture to show a sad face.

What other places might you find a place where people look sad?

Find a page where the bunny feels happy.

Look at the bunny’s face. Look at the bunny’s body. How do we know the bunny feels happy?

Draw a picture of a happy face.

What other places might you find a place where people look happy?

Find a page where the bunny feels scared.

Look at the bunny’s face. Look at the bunny’s body. How do we know the bunny feels scared?

Draw a picture of a scared face.

What other places might you find a place where people look scared?



Text structure and organization

Understand concepts about print and screen, including how books, film and simple digital work, and know some features of print, for example directionality (ACELA1433)

- learning about print: direction of print and return sweep, spaces between words.
- learning that Standard Australian English in written texts is read from left to right and from top to bottom of the page and that direction of print may differ in other cultures, for example Japanese texts.
- Learning about print and back covers, title and author

Links to the Story

In “The Playground is Like a Jungle” the text is spread across the pages so that it nestles comfortably around the appropriate illustrations. Readers need to follow a protocol of left to right and top to bottom on each page so that the sentences flow and that the story makes sense.

Activity

↳ Read aloud, Share and Discuss

When sharing the book with student readers:

Before starting prompt them to consider the illustrations and title on the cover – ask what they think the book may be about?

There are two names on the bottom of the front cover. Why do these people have their name on the book?

Explain that on the back cover, there is a little story that gives more clues about what the book might be about. There is also some information about other books that are similar to this one, in case you really like it and want to read more books like it.

When reading, use a “reading finger” to point to the text as it is read. Emphasise the direction of the text as it is read, even if it is not printed in a straight line.



Literature

Literature and context

Recognise that texts are created by authors who tell stories and share experiences that may be similar or different to students' own experiences (ACELT1575)

-comparing experiences depicted in stories with students own

Links to the Story

“The Playground is Like a Jungle” was written by a psychologist and based on the experiences of her clients. There are many different examples of play preferences and troubles in the story and illustrations along with different ways that people can respond to others in the playground.

Activity

↳ Discuss and Draw/Tell

Explain that “The Playground is Like a Jungle” was written by a psychologist.

A psychologist is someone who helps people when they have problems with their feelings and thoughts or the things that they do. If your body is hurt or has problems, you might go to a doctor. If your feelings are badly hurt or your behaviour is becoming a problem, you might see a psychologist.

The playground is somewhere that people can have some good feelings and some not so good feelings.

In “The Playground is Like the Jungle”, the bunny sees lots of creatures all doing things that make them feel good. Draw a picture or tell a story about a time that you felt good in the playground.

The bunny also sees creatures doing things that make others feel not so good. Draw a picture or tell a story about a time that you felt not so good in the playground.



Creating Literature

***Retell familiar text through performance, use of illustrations and images
(ACELT1580)***

- drawing, labeling and role playing representation of characters or events

Links to the Story

There are a number of different characters/creatures in “The Playground is Like the Jungle” with different personalities, expressions and behaviours. Many of the vents that occur will be familiar to students.

Activity

↳ Draw

Choose a creature from “The Playground is like the Jungle” and draw that creature having a good day in the playground.

↳ Model

Show me (act out) what you would do if:

- someone hid from you in the playground and you did not like it.
- someone was being nasty to you
- someone was playing quietly and you wanted to join them
- someone was nice to you one day, but not nice the next day
- someone was being cheeky to you and you liked it
- Someone was being cheeky to you and you did not like it
- you felt annoyed with someone

Responding to Literature

Share and thoughts about the events and characters in texts (ACELT1783)

- talking about stories and authors, choosing favourites, discussing how students feel about what happens in stories
- talking about people, events and ideas in texts, enabling students to connect them to their own experiences and the express their own opinions about what is depicted.

Links to the Story

The bunny and the other creatures in The Playground is Like The Jungle experience many different feelings in response to the events that are happening between them in the playground.

Activity

↳ Discuss

Pick your favourite creature from the story

Why do you like this creature?

Which creature would you like to be in the jungle? Why?

Which creature would you be like in the playground? Why?

Literacy

Interacting with Others

Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)

- learning how to use different voice levels appropriate to situation, for example learning about “inside voices” and “outside voices”.

Links to the Story

The characters in *The Playground is Like the Jungle* all interact in slightly different ways and the ways that they interact have different effects on the bunny. The illustrations depict various body languages and facial expressions that are received differently by the bunny.

When the elephant is upset about being splattered with berries by the cheeky monkey, the text suggests that the elephant should make a BIG NOISE and get help from others.

Activity

↳ Discussion and Model

What noise does a cheeky monkey/baboon/tiger/sloth make? How loud? How soft?

What would your body look like?

What kinds of things would you say if you were being cheeky like a monkey/lashing out like a tiger/beating your chest like a baboon?

How close do you think a cheeky monkey/other creature might get?

What would happen if you used cheeky monkey words/body with your friends?

What would happen if you used cheeky monkey words with your teacher? ... With the principal/headmaster?

↳ Worksheet (page 43)

Would you be noisy or quiet in these places:

Library

Reading time

Watching a movie



Eating dinner

Bedtime

On the computer

Playing chase

Playing hide and seek

Someone frightens you

Someone is being nasty



Creating Texts

Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)

- using speaking, writing and drawing to represent and communicate personal responses to ideas and events experienced through texts

Links to the Story

The Playground is Like the Jungle explores various social scenarios and emotions that might be experienced in the playground or anywhere that children might gather with others. The different characters represent different preferences and different ways to solve problems.

Activity

↳ **Write, Draw or Tell**

When I'm happy and energetic, my favourite thing to do in the playground is

When I'm feeling a bit tired or like having some quiet time, my favourite thing to do in the playground is

When I'm upset in the playground, sometimes I can be like a.....

If I'm feeling upset in the playground, I will try.....



Practice asking for help from an adult.

You are playing in the playground and a teacher, Miss Panda, is there too. If you need to ask for help, which way would work the best?

Excuse me, Miss Panda, can I stay close to you when I play?

Help me!!!!

Miss Panda, you need to tell that kid off!

Awww, I don't like it when they say that.

I would like some quiet time for awhile

Would you be **noisy** or **quiet** in these places?

Circle **noisy** or **quiet**.

Library **noisy** quiet

 Reading time **noisy** quiet

Watching a movie **noisy** quiet

Eating dinner **noisy** quiet

Bedtime **noisy** quiet

 On the computer **noisy** quiet

Playing chase **noisy** quiet

Playing hide and seek **noisy** quiet

Someone frightens you **noisy** quiet

Someone is being nasty **noisy** quiet

Drama

Explore role and dramatic action in dramatic play, improvisation and process drama (ACADRM027)

- taking part in purposeful dramatic play focusing on experiencing the roles and situations they create
- taking turns in offering and accepting ideas and staying in role in short improvisations
- exploring possibilities for role and situation when participating in whole group-teacher-led process drama and role play
- taking photos or videoing drama they devise to view and extend their drama ideas
- considering viewpoints – forms and elements; For example – How did the performers use their voices? What sort of movements did the performers use? What voice and movement have you noticed in others’ performances that you might consider in making your own drama and why?

Links to the Story

The playground is like the Jungle is filled with interpersonal scenarios that may occur between the individuals in the playground. The bunny feels lonely, the elephant needs some help, the tiger is lashing out, the sloth is sleepy, the monkeys are cheeky, the snake is a bit tricky and hard to stay close to, and the baboon is proud and noisy.

Activity

↳ Act/Perform

In pairs, one student takes on the role of the bunny and the other student is one of the other characters from the playground.

Act out a short interaction about starting a game together

After the play – discuss how it felt to be the bunny and how it felt to be the other character.

Was it a feeling they liked?

If that happened in real life what would they do next?

Use voice, facial expression, movement and space to imagine and establish role and situation (ACADRM028)

- communicating verbally by using the voice to explore and show role and situation
- communicating non-verbally by using facial expression and movement to explore and show role and situation
- manipulating objects, puppets, 2D images and available technologies to create stories

Links to the Story

Each of the characters in *The Playground is Like the Jungle* is depicted with different facial expressions making it easy to imagine what it might be like to spend time with each of them.

Activity

↪ Act/Perform

Have the students choose a character from the book and pretend to be that character.

Encourage them to think about the character's body and their voice. What might they say? How would they say it? What face would they make?

↪ Create

Using paper plates, have the students draw a mask of one of the characters from the story. What have they drawn on the mask to show how the character is feeling or how friendly they might be? Eyes? Wrinkles? Mouth? Eyebrows?

Important Note

The Playground is Like the Jungle is a book about relationships and feelings. While discussing feelings and relationships with others, children may disclose information that indicates that there may be something risky happening for them at school or elsewhere. If a student discloses abuse or neglect, remember your local reporting obligations.

