READY TO GO WORKSHOP!

JUST DANCE!

01

Materials:
A collection of emotive music, a space large enough for learners to move freely.

Age:
Early Years

Aims:
To express our emotions through dance or physical movement

What to do?

Find a song/or collection of songs that evoke a range of different emotions that the learners may be struggling to deal with; for example, frustration or helplessness. Using the lyrics or melodies of a range of songs, work with your learners to choreograph dance moves that helps them express the feelings expressed through the music. Example: "I'm Scared," Songs About Emotions by StoryBots

Once this range of emotions has been identified and the dance moves have been created, go on an 'emotional' scavenger hunt around your learning environment. Getting your learners to explore the spaces around them and getting them to dance their emotions in those spaces to help them change their perceptions on what a space feels like.

An area of the school might feel 'scary' to a learner. Get them to show you the 'scary' space and do the 'scary' dance. Once you have done the 'scary' dance, encourage them to do the 'happy' dance and see if that makes the space feel 'happier'.

Allow your students to use the dance moves throughout the day to demonstrate to you and their peers how they might be feeling.

Here are some great questions to check in with your learners:

05 In what spaces did you have the best feelings? In what spaces did you have the worst feelings?

06 Which of your senses comes alive in this space? Do you like what you can hear? smell? see? touch? How do you feel when you are in a space that is too bright? too dark? too smelly? too loud? What sense are the worst? is it to bright/dark? to stinky? to loud?

09 What different activities could you perform in this space? What activities wouldn't be enjoyable to perform in this space?

This workshop was created with these cards, try them out!

Goals: 01 02 05

Finding Out: 02 04 06 09

Taking Action: 02 03 08

HOME FOR LITTLE PENGUIN

02

Materials:
A story book, a soft toy which relates to the book, paper, drawing materials. Optional: blocks (large and small), blankets, boxes, pillows.

Age:
Early Years

Aims:
Express feelings through role play to establish suitable spaces for these emotions.

What to do?

Read to the class a story which includes a character that expresses feelings and ideas which the learners can relate to. A good example is 'A home for Little Penguin' by Hannah Coates. Using the described feelings in the book, have the learners explore the classroom with the soft toy to see if there is anywhere in the class they think would be a good place for the character to make them feel better, or spaces that would be bad for the character.

Little Penguin is very shy. Sometimes when there are loud sounds or too many things happening at once he feels upset. He likes to join in, but sometimes he like to watch for a while in a safe place before joining in with others. Give the learners some paper to design a new space within the classroom to help the book's character e.g. a place they can feel safe. Let them pick which part of the room they might want to change, as they could try and improve a bad space, or make a good place even better. They can use paper to draw, cut, stick, write (with support if needed) their thoughts and ideas. These can then be displayed in the specific space within the classroom they wanted to change.

Optional:

The learners could then split into small groups and pick a part of the classroom they would like to change to help the book's character. Using the thoughts and ideas that are displayed from the previous activity, they could use boxes, blocks, pillows, blankets, chairs etc, and try and create some of the ideas they explored to make the classroom a better place.

Here are some great questions to check in with your learners:

01 How did you feel when doing this exercise? What was your favourite and least favourite part of the activity?

05 In what spaces did you have the best feelings? In what spaces did you have the worst feelings?

07 If you could add something to a space to feel _____ what would you add? What would you take away to make the space feel better?

08 What space makes you feel the most included and comfortable? what space do you feel most excluded and uncomfortable?

This workshop was created with these cards, try them out!

Goals: 01 02 05

Finding Out: 05 06 07

Taking Action: 02 03 08

WHAT IS YOUR SUPERPOWER?

03

Materials:
A range of ways for your learners to record their ideas

Age:
Early to Middle

Aims:
Exploring space with one's strength, what they are best at.

What to do?

Learners pick a super power based on things they are good at. Focusing on the learner's strength and then have them use this super power to explore a place. They could be good at drawing so get them to draw it. Good at hearing, what sounds do you hear? Good at smelling, what do the smells remind you of? Good at touching, what textures do you feel? Good at sleeping, how would it feel to sleep somewhere? Good at jumping, can you jump safely here? Have a look at the sizes of spaces, are bigger spaces good for running at super speed? Are smaller spaces better to see everything in?

Work with learners to use that power to help them create an activity that allows them to use different spaces in the school. Together assess if the space would need to be changed and how? For example, the good listener - is there too much distractive noise in the space or do they really enjoy the birds chirping in the background? Are the sounds calming or does it make them want to dance? What kind of school activity would you undertake in this space?

Have the learners record their findings in the way they find the most comfortable. Is it a video record of them running at super speed? or taking photos of their super strength? Is it a story of how nice their sleep was in the space. This workshop allows learners to listen to themselves and self assess what they are good at and explore the world around them in a way that uses their best voice, while understanding what environment they thrive best in.

Alternative Idea:

Instead of super powers, they could look at native animals and pick one of those to explore what they are good at e.g. Kangaroos are good at jumping, Dingos are good at smelling, bats are good at hearing, owls are good at seeing, Emus good at running fast etc.

Here are some great questions to check in with your learners:

- 02 What do the spaces sound, feel or smell like? Are there good sounds, feeling smells? What are the bad ones?
- 06 Which of your senses comes alive in this space? Do you like what you can hear? smell? see? touch? How do you feel when you are in a space that is too bright? too dark? too smelly? too loud? What sense are the worst? is it to bright/dark? to stinky? to loud?
- 09 What different activities could you perform in this space? What activities wouldn't be enjoyable to perform in this space?

This workshop was created with these cards, try them out!

Goals	Finding Out	Taking Action
01 03 05	03 05 08	01 06

CLASSROOM PHOTO-QUILT

04

Materials:
Pre-cut blank sheets of coloured paper that fit together for a final display; images of learning spaces including photos of the current class room. Thin paper for tracing.

Age:
Any

Aims:
Understanding self and what spaces learners learn best in.

What to do?

Collages are great for those who don't like drawing to let them express themselves without worrying about their artistic skills. Provide learners with photos of a variety of possible leaning spaces to start with. Encourage them to look for additional images of spaces they would like to learn in and spaces that are less appealing, consider what they might be able to see, hear, feel and smell in those spaces. Have learners pick which images they like, which represents their class room and what they want it to be like.

Have learners incorporate images that represent themselves on their page. This may be a self portait. Prompt them to represent their culture, their family, things they like to do and things they want to do. Create a temporary display of how they see their class room currently and who they are and how they feel.

Create a second display of what the classroom could be and how they see themselves in the new space. Encourage them to use string to link spaces and things they like to do, where they feel most celebrated, represented and able to be themselves. Let them draw over images highlighting what they love about them and overlay them with the final artwork.

Have younger learners present their pages as a show and tell. Older learners can present to the class or provide a short text next to their work. Pin up all work so each leaner feels heard. Comment on the display and prompt discussion on how everyone learns differently and how the learning environment helps or hinders this.

Here are some great questions to check in with your learners:

- 01 How did you feel when doing this exercise? What was your favourite and least favourite part of the activity?
- 05 In what spaces did you have the best feelings? In what spaces did you have the worst feelings?
- 08 What space makes you feel the most included and comfortable? what space do you feel most excluded and uncomfortable?

This workshop was created with these cards, try them out!

Goals	Finding Out	Taking Action
01 02 04	03 10	09 05

READY TO GO WORKSHOP!

FEEL THE MUSIC

05

Materials:
Some way to create a shared playlist e.g. spotify. A blank small notebook for each student. A range of ways for your learners to present their ideas

Age:
Middle to Upper

Aims:
Utilising the power of music to support learners to express how they feel and connect these emotions to spaces.

What to do?

Many teens love music as it often helps them express their feelings, moods, thoughts and beliefs, which would otherwise cause frustration. Music helps teens explore ideas and emotions in a safe way and lets them express themselves without words. Music can also modify our perception of surroundings and make an environment more pleasant, interesting, or coherent; enhancing the relaxation effect of various spaces.

Ask your learners to think of songs that are reflective of emotions they experience. Let them pick a single song to add to a shared playlist ensuring there is a range of emotive, school-appropriate music. The songs will represent one key feeling or memory e.g. sadness, excitement, anxiousness, or first time driving. Get the learners to create a small visual presentation/ poster about their chosen song to display in the classroom. Then assign the task to listen to the whole playlist in there own time, over a set period (days/weeks).

During this time get the learners to start a listening journal where they record their own feelings and thoughts while the music is being played. Encourage them to listen to the music in a variety of settings - commuting, in the park, at the mall, waiting in line, in a library, at home etc. Does it reflect how they are feeling at that moment in time? Get them to take notice of their surroundings and record if the music seems appropriate to where they are, or how they are feeling e.g. is it okay to feel sad about a song in public? Does the music change the way they think about the space they are in? Is the music acting as an "auditory bubble" to help isolate themselves from unpleasant stimuli? Does 'happier' music make stairs easier to climb?

Get the learners to pick one song from the list that isn't theirs, and get them to explain the motivation behind the song selection and highlight the different elements in the music they noticed. Does the song vary a lot? Does it have a big sound or soft sound? Is it high energy or slower? Get them to dissect the song and its elements and map out/design a space they think would fit best for it. Have them refer back to their listening journals to give them clues about spaces and how they felt when first listening to the music. They can use any material or presentation style they think best represents the music.

Once the design has been completed have the learners present it to the class, showing their process from the listening journal to the final space design. Compare the designs and ideas with the presentation put together by the student who picked the song originally. Open up the discussion about how different people felt about the same song, how a piece of music might mean different things to different people, and how the spaces around us could be seen in a similar light.

Here are some great questions to check in with your learners:

02 What do the spaces sound, feel or smell like? Are there good sounds, feeling smells? What are the bad ones?

05 In what spaces did you have the best feelings?
In what spaces did you have the worst feelings?

08 What space makes you feel the most included and comfortable? what space do you feel most excluded and uncomfortable?

This workshop was created with these cards, try them out!

Goals: 01 03 05

Finding Out: 03 05 08

Taking Action: 01 06

SENSORY MAPPING

06

Materials:
Simplified map, blank paper, clip boards, sticky dots and different coloured pens

Age:
Middle/Upper

QE Code:
A good mindfulness activity for you to use

What to do?

Senses are strongly linked to the creation of emotional memories and spaces we experience. They contribute to our understanding of the world and how we experience an environment.

To begin the workshop, start by warming up everyone's senses. Have learners think about their favourite sight, sound, taste, texture and smell from nature. Consider sharing a 'mystery scent' and ask learners what it reminds them of. Have them share these memories and associations with the class. Once you have provided learners with the materials above, clearly outline the areas they will be mapping. It is important to keep the mapping area small at any one time so learners can focus on each sense in the specific environment.

Learners are now ready to set out in groups or individuals on a sensory exploration. Encourage them to pay attention to the sounds, smells, textures, colours and openness of the space around them. Have them draw what they are experiencing and how they would like to use the space. They can also map out things they notice about the people around them while in the spaces, in response to having the same experiences. Is there reaction similar to their own? Allow learners to present their findings and explain how they would best use this space, which emotional state would this space be best for. Prompt them to consider if they could learn in groups or individually in these spaces.

Optional:

- Sensory highlights change with the season and weather. Repeat the activity at different times of the year.
- Incorporate mindfulness into this workshop to help them attune to the area around them. Have the students begin a mindfulness activity after they have noted their initial reactions to the space. Did it change how the sensed the space? Did it help them attune to the area and help them collecting ideas and feelings about the space?

Here are some great questions to check in with your learners:

02 What do the spaces sound, feel or smell like? Are there good sounds, feeling smells? What are the bad ones?

05 In what spaces did you have the best feelings? In what spaces did you have the worst feelings?

06 Which of your senses comes alive in this space? Do you like what you can hear? smell? see? touch? How do you feel when you are in a space that is too bright? too dark? too smelly? too loud? What sense are the worst? is it to bright/dark? to stinky? to loud?

07 If you could add something to a space to feel _____ what would you add?
What would you take away to make the space feel better?

08 What space makes you feel the most included and comfortable? what space do you feel most excluded and uncomfortable?

10 Identify the spaces in your class or school that you like to go to when you want to work alone, versus when you are working in a group. How do the different spaces make you feel?

This workshop was created with these cards, try them out!

Goals: 01 05

Finding Out: 01 02 03 05 06

Taking Action: 03 04

READY TO GO WORKSHOP!

SNOW BALL OF THE SENSES

Materials:
An assortment of objects with different textures, shapes, sizes and types e.g. pillows, rocks, spiky balls, instruments, containers, boxes, bottles, play dough, sand. Paper and something to write/draw with for each learner. Printed out school maps/ photographs of different spaces within the school.

Age:
Early to Middle

Aims:
Engaging with senses and feelings in space, and sharing ideas.

07

What to do?

Find a place that is large enough for your learners to stand in a circle. Collect all the objects together and place them in the center of the circle. One by one have you learners go into the center and pick up an object. Once everyone has their object in a circle they each take turns to describe what the object feels like and tell everyone how it might represent an emotion, thought or feeling e.g. the maraca is like being scared because it shakes, the rock is like happiness because it is smooth, the spiky ball is like sadness because it is spiky, the box is like openness because it is big and empty, the drum is loud and makes it hard to hear. Try to get your learners to think of unique ideas so they don't double up and a create a list of the different types of feelings and thoughts and the object they relate to.

Each student is then given one part of the school and they need to describe it only using these objects. e.g. the front office makes them scared and sad because they go there when in trouble. So the office is a maraca and spiky ball. The learners could visit the place in the school to help them relate to the space, or you could use map print outs of the school and photos of the spaces. You can have multiple students investigating the same space or a space per individual, or a mix it up. It could be interesting to see how different, or the same they feel about the same spaces.

The learners then take a piece of paper and they write, or draw, what objects describe the space they were assigned (without mentioning what space it is). Let them know to try and keep it a secret and not to let anyone else see what they have put on their piece of paper. Once they are all ready get them to come back to the circle.

When you are ready say 'GO'. The students will then scrunch the paper in a ball and have a snowball fight! The snowball fight keeps going until you call out 'STOP' and then the learners quickly pick up the closest snow ball to them. It will be helpful to explain to the learners the rules first as this can be chaotic, but lots of fun.

Then get the learners to all move back into the circle and one by one they open their snowball and show the class. They then have to guess at which of the spaces it could be and why they think it is that space. Then the student who wrote the snowball raises their hand to share what space it was and why they choose those items. Go around one by one until they have all had a chance to guess what their snowball could be.

This workshop has lots of different elements, from engaging with their different senses and feelings, sharing their ideas with the class and letting them explore spaces around the school in a manner which is easier for them to express.

Here are some great questions to check in with your learners:

02 What do the spaces sound, feel or smell like? Are there good sounds, feeling smells? What are the bad ones?

03 What sort of spaces help you to focus better? or be more creative? What sort of spaces make it harder for you to focus or be creative?

04 Where is your favorite place at school and why? Where is your least favorite place and why?

09 What different activities could you perform in this space? What activities wouldn't be enjoyable to perform in this space?

This workshop was created with these cards, try them out!

Goals: 01 02 05

Finding Out: 01 02 08 09

Taking Action: 07 03

THE ‘NOT SO WORKSHOP’ WORKSHOP

08

Age:
Any

Aims:
Creating a survey when face to face workshops are not possible.

What to do?

Face to face workshops are not always possible with students. Create a survey where learners will be asked to think about different feelings they experience and where they may want to go when feeling this way. Have learners recall /create the space using their five senses.

For younger learners: Observe and note the range of emotions that learners may struggle to deal with. Associate different animals to the different emotions. Then have the learners imagine themselves as these animals and think about where they would like to go with that emotion. Create questions based on learners role playing as the animals. Remember to keep the questions simple and open-ended. Lower primary learners might need the questions read out to them and answers scribed by the teacher.

Here are some sample questions we think would help learners to think more about how they use their spaces. Responses could be collated and visually represented within the space.

1. You’re feeling very active, like a jumping frog, where would you like to jump around?
2. You’re feeling like a kitten wanting to snuggle somewhere, where would you go?
3. You’re feeling fierce like a bear, where would you hang out?
4. You’re feeling a bit frustrated like a lion, where would you like to go to calm down?
5. You’re feeling like the ugly duckling, a little different from everyone else; where would you find most comfort?

For older learners: Keeping questions positive, have learners recall what environments they feel most relaxed and comfortable in, emphasising the emotions they experience in these spaces. Note: Learning does not only happen in the classroom, often older learners may independently go to places to learn. Find out where they may have last learnt something; how did this environment help? Upper primary and secondary students should be given the chance to complete a questionnaire or survey individually and anonymously. Provide the option to have learners form small groups to discuss their answers and submit their responses again.

Here are some sample questions we think would help learners think more about how they use spaces.

1. Where do you feel most relaxed at/outside school? What does this space feel like?
   For example; what sounds are in this space, any smells that help you relax, are there certain textures you enjoy touching?
2. Where do you feel most secure at/outside school? What does this space feel like?
   For example; what sounds are in this space, any smells that help you feel safe, are there certain textures that create makes you feel safe?
3. If you are feeling frustrated, where do you like to go to calm down?
4. What was the last thing you learnt outside of school hours, and how did you go about learning it?
5. What was the best part of your day, and where did this take place?

This workshop was created with these cards, try them out!

Goals: 01 02 05

Finding Out: 01 05

Checking In: 03 05 08 10