



# TOGETHER AT PLAYGROUP

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Video and play  
activities book





## Acknowledgements

Welcome to the Together at Playgroup videos and activities. These have been designed to support fun and learning at playgroup. Being, eating, moving, feeling and playing together were ideas generated by playgroup families who told us some of the things that were important to talk about at playgroup. Growing healthy and happy children is our shared goal with families.

These videos and play activities were created through the contributions from Edith Cowan University School of Education, Playgroup WA and Healthway. We hope they support families to enjoy their time together and make playgroup even more fun for everyone. The activities also support children's wellbeing and show how the Arts can help them learn, express themselves and enjoy new experiences.

We acknowledge and pay our respects to the Traditional Custodians of these lands. Videos filmed and play activity cards penned took place on Whadjuk Noongar Boodjar.

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# Being Together

## Yarning Circles and Acknowledgement of Country



### AIM

Build belonging by greeting everyone, sharing a welcome ritual and enjoying music and movement together.



### BENEFIT

Spending quality time together builds safety, connection and growth for children. Routines, rituals and sharing different cultural practices creates a sense of belonging and fosters respect for others.

### WHAT YOU NEED:

- Tapping sticks or a small hand drum
- Rickeeta's song: click play on the video to watch Rickeeta's song and how she uses the tapping sticks

### WHAT TO DO:

- Form a circle- adults and children hold hands and sit on the floor.
- Each person says hello- in English or use the word for hello for the lands you are on.
- Discuss how to say hello on the local Traditional Custodians lands (if unsure, contact your local council).
- Introduce the word for hello (e.g. Kaya in Whadjuk Noongar) and practise saying it.
- Introduce Rickeeta's hello song- sing or play it with the correct hello word for the lands you are on. Sing again doing actions or clapping along. Use tapping sticks to keep the beat if available.
- If you have tapping sticks, you can use those to keep the beat- you can sing again and ask children to do the actions and sing another time to clap along.
- Share food together.



### KAYA SONG LYRICS:

Kaya country,  
Kaya trees,  
Kaya birds,  
Kaya bees.  
Kaya sky,  
Hills and sea,  
Kaya to you,  
Kaya from me.



Scan the QR  
code to see the  
video of the  
song



### FUN FACT

Yarning circles have been used for thousands of years where everyone can speak, listen and learn from each other. Singing in a group delivers a hit of chemical messenger called dopamine to the brain- it makes you feel good.

# Being Together

## Australian Animals



### AIM

Spending quality time together helps young children feel safe, connected, and ready to learn, grow and thrive.



### BENEFIT

Playful interactions build communication and trust. Being together and playing with movement helps children develop spatial awareness, social skills, and creativity in fun and supportive ways.

### WHAT YOU NEED:

- Australian animal cards (see supplementary material)
- Tapping sticks
- Rickeeta's song: click play on the video to watch Rickeeta's song and how she uses the tapping sticks

### WHAT TO DO:

- Gather into a small group and show the Australian animal cards.
- An adult might need to show children the movement. Go through all the cards to start.
- Begin moving like Australian animals at different levels (high/low) and at different speeds (fast/slow).
- Encourage everyone to practise how that animal might move.
- A child picks a card and shows it to the group. Everyone does the movement.
- Remind everyone to take care so that they don't bump into or knock anyone over.
- Once everyone knows the moves, introduce the tapping sticks and play them slow and then fast.
- Explain that when they are played slowly the animal movement will be slow and when played fast it will be faster.
- A child picks a card and shows it to everyone. The others start to do the movements while someone plays the tapping sticks at a slow or fast pace. You can also introduce the heights.
- With the help of an adult, the child holding the card can move the card high or low while everyone follows along like the animal at that level and speed.



### AUSTRALIAN ANIMALS:

Bird  
Kangaroo  
Emu  
Butterfly  
Frog  
Snake  
Goanna



Scan the QR  
code to SPARK  
the activity



### FUN FACT

Moving and playing games with friends is a great way to get some physical activity into the day. Young children like to play pretend games as it allows them to explore their imagination and have fun.

# Being Together

## Tapping Sticks



### AIM

Spend quality time together by making your own percussion instruments and playing music together.



### BENEFIT

Being together supports learning through relationships. Children learn best in caring environment where adults co-play with children. Sharing experiences builds social bonds and emotional regulation.

### WHAT YOU NEED:

- Thick cardboard tubing
- Thick wooden doweling
- Child safe crayons
- Textas



### WHAT TO DO:

- Assist children to get a pair of tubes, or adults can cut tubes to size.
- Children can decorate the tubing with their own drawings.
- Perhaps before a communal snack time, or as a small group, children can be shown how to keep the beat to familiar songs or nursery rhymes.
- Sing along and play.
- Provide music to tap along to and adults can assist children to tap to the beat.
- Vary the tapping-fast, slow, loudly, softly.

### TWINKLE, TWINKLE, LITTLE STAR

Twinkle, twinkle, little star,  
How I wonder what you are.  
Up above the world so high,  
Like a diamond in the sky.  
Twinkle, twinkle, little star,  
How I wonder what you are.



Scan the QR  
code to see the  
video of the  
song



### FUN FACT

Listening to and creating music using handmade instruments can help develop children's listening and speaking skills. Tapping to familiar nursery rhymes also supports hand-eye coordination and fine motor skills.



# Being Together

## Sand Tray Story Telling



### AIM

Spend quality time together and build children's sense of safety and connection through imaginative storytelling.



### BENEFIT

Parents and caregivers are important role models. Children watch and learn from the adults around them. Positive, respectful and inclusive behaviours are taught through everyday moment together.

### WHAT YOU NEED:

- A sand tray- if you have a water trolley or large container, consider filling this with sand, pop-stick puppets and Australian animal figures, leaves, and small sticks (a few safe items from outside)
- Pop-stick puppets can be cut out by adults, coloured or decorated by children and then used in the sand tray

### WHAT TO DO:

- Prepare a sand tray with leaves, sticks, and gumnuts or items gathered by the children and adults, and if you have them, add Australian animal figurines.
- Children can assist in making Australian animal pop-stick puppets to use.
- An adult can model a storyline how one of the animals went along and met some friends, had a picnic and played in the bush.
- Whilst telling the story, the adults talk aloud telling what the animal is doing.
- The adult encourages children to be part of the story or to make their own so children can imitate words and tell their own stories.
- Adults supervise children for safety.



### FUN FACT

Exploring nature and the wonderful things growing and living around you on Country using sand tray storytelling connects children to flora and fauna within their local environment, also opening opportunities to explore 'Caring for Country', including physical and cultural connection to the land.

# Being Together

## Nature Collage



### AIM

Spending quality time together through manipulating and creating natural collages supports sensory exploration.



### BENEFIT

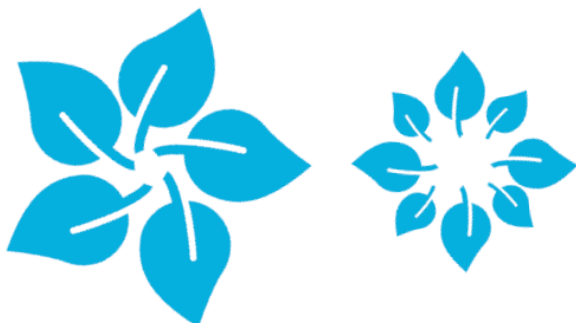
Secure relationships support healthy development. When children feel safe and connected to parents and caregivers, it builds the foundation for emotional wellbeing, resilience, and lifelong mental health.

### WHAT YOU NEED:

- A small paper bag or container for each child
- Playdough
- If the outdoors doesn't have leaves, gumnuts etc., adults can bring natural materials from home and place outdoors for the children's discovery

### WHAT TO DO:

- Give children a small bag or container and go with them outside.
- When outside, ask them to look around and notice what is growing. Can they see any birds or insects?
- While they are outside, ask the children to collect leaves, twigs and gumnuts (which are either found or brought from home for children to discover).
- Ensure materials are not harmful.
- Bring natural materials back to the playdough table- give each child a small ball of playdough.
- Help them to flatten it out a little and press natural materials collected into the playdough to make their own design.
- These creations can be taken home on the lid of a container (e.g. margarine, butter etc.).



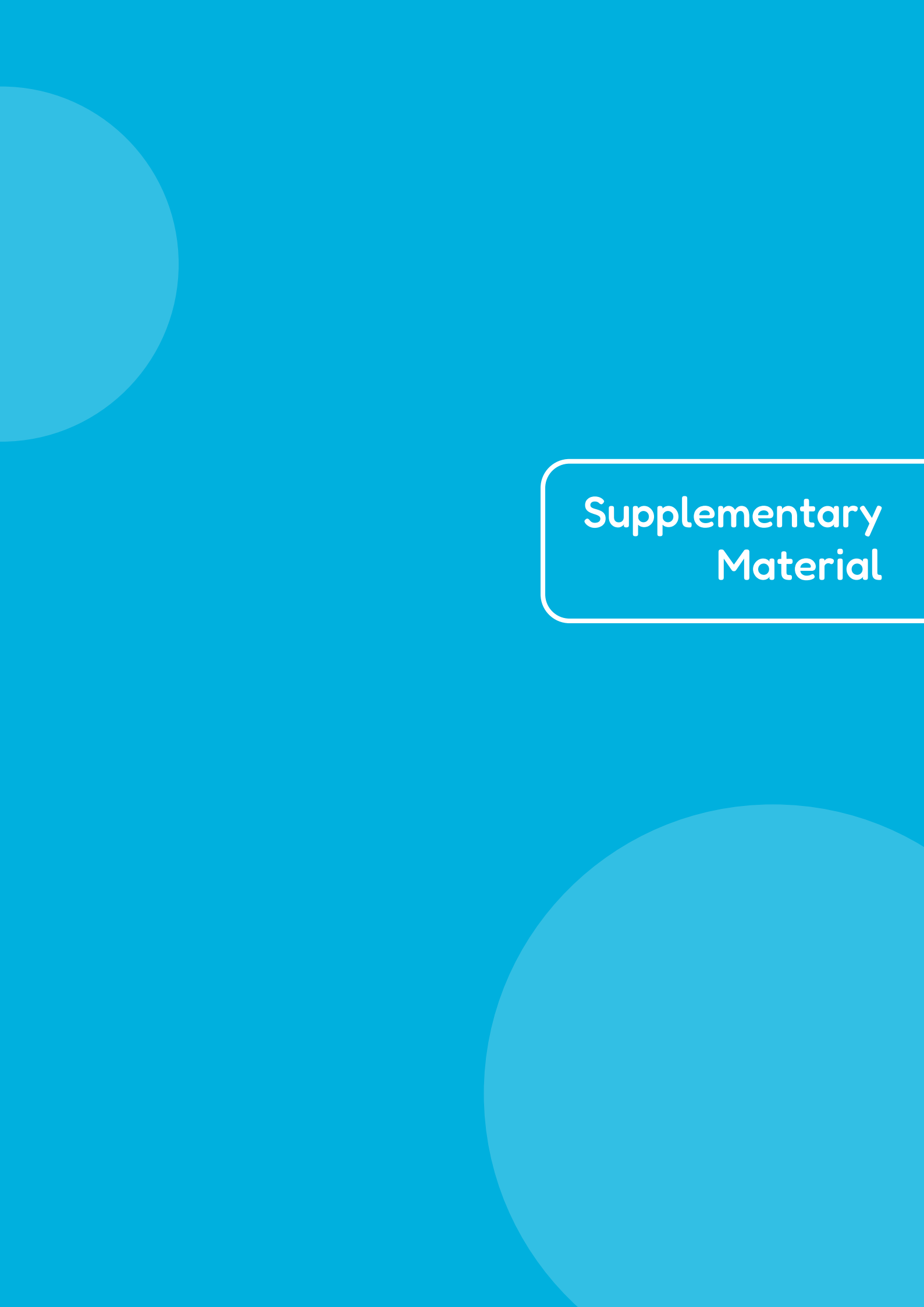
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code for the  
SPARK to get  
outside



### FUN FACT

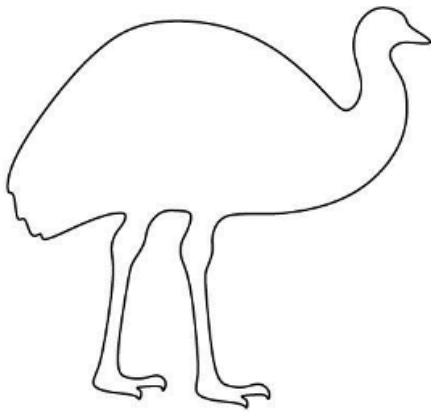
Exploring nature and the wonderful things growing and living around you on Country using nature collage connects children to flora and fauna within their local environment. This sensory experience also fosters creativity, imagination and an appreciation for nature and the environment.



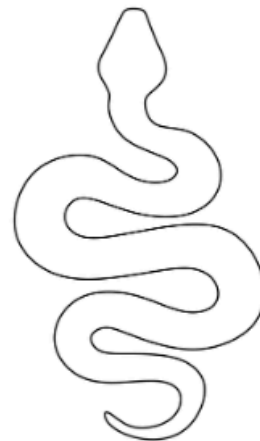


## Supplementary Material

Australian animal cards (see Being Together- Australian Animals)



**Emu**



**Snake**



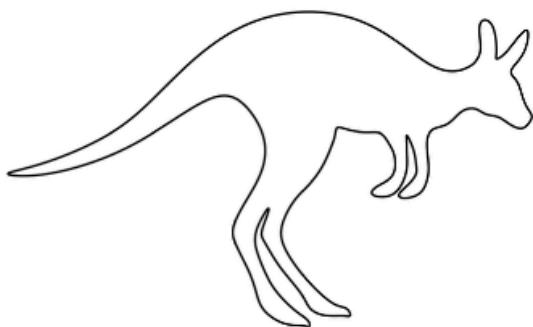
**Butterfly**



**Goanna**



**Frog**



**Kangaroo**



**Cockatoo**

# Eating Together

## What's It Like Inside?



### AIM

Encouraging children to explore texture, taste and the feel of fruits and vegetables.

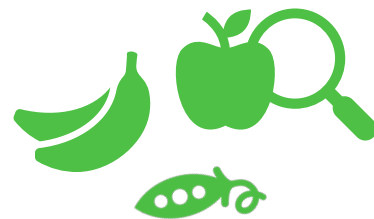


### BENEFIT

When children try new whole foods in a relaxed setting with other children, parents, or caregivers, they're more likely to accept and enjoy a variety of foods which helps build confidence, curiosity and lifelong healthy habits.

### WHAT YOU NEED:

- Fruit
- Vegetables
- Child safe knives
- Tongs
- Wooden skewers
- Magnifying glasses



### WHAT TO DO:

- All children and adults wash their hands and dry them.
- Place fruit and or edible vegetables on a table (make sure beforehand that no children have allergies to any fruit or vegetable; do not include if so).
- Use magnifying glasses to explore looking at the food.
- Adults assist children to look at what is on the outside and feel the fruit and vegetables and describe out loud the texture e.g. hard, soft, and the colour for children.
- When children have finished exploring the fruit and vegetables, adults cut them open. Point out:
- an apple- the skin colour, texture e.g. (smooth) and the seeds.
- a pea pod- the skin colour, texture e.g. (smooth) and that the peas are round seeds.
- a banana- the skin colour, texture e.g. (smooth or rough in patches) and that the black dots inside are seeds.
- a strawberry- the skin colour, texture e.g. (bumpy) and look for the tiny seeds.

Once the fruit has been explored put it aside as it will be unfit for eating, so assist children to put the fruit in a compostable (green) bag for disposal.

### ANOTHER TIME OR AFTER THIS:

- Ask children to assist in preparing 'fruit time'.
- Children and adults rewash and dry hands. Adults can cut the washed fruit and vegetables.
- Children can place the fruit onto plates with tongs (if any child has allergies, then that fruit or vegetable cannot be used).
- Adults can discuss and assist children to understand each fruit or vegetable as above e.g. the name of the fruit or vegetable, how it tastes, how it feels and how it smells.



Scan the QR  
code to SPARK  
the activity



### FUN FACT

Fruit grows to protect the seeds inside. A fruit is the part of a flowering plant you can eat and contains seeds. Vegetables are the other parts of a plant such as the leaves, stems and roots.

# Eating Together

## Sprout Heads



### AIM

Children can enjoy seeing how food is grown, building confidence, curiosity, and lifelong healthy habits.



### BENEFIT

Preparing whole foods with children helps them connect with the natural world, understand where food comes from, how it is grown, and how it supports our health.

### WHAT YOU NEED:

- Egg carton nodules (separated)
- Sprout seeds (e.g. pea sprouts, cress)
- Cotton wool
- Water



### WHAT TO DO:

- Get a small container like a yoghurt pot or egg carton nodule.
- Children can draw a face on the container, and the seeds will grow as the hair.
- Place a layer of damp cotton wool at the bottom.
- Sprinkle seeds evenly on top of the cotton wool.
- Press seeds gently into the cotton wool (don't bury).
- Keep cotton wool moist- use a spray bottle or small spoon daily.
- Place on a sunny windowsill. Watch then grow!
- You'll see sprouts in just a few days.

Wheat grass seeds are available from major hardware stores and online (check child allergies before you do this activity).

### ANOTHER TIME:

- This experience can also be done with a stocking.
- Put some seeds in the stocking and fill the bottom of the stocking with cottonwool and a little soil.
- Tie a knot. Cut off the rest of the stocking you are not using.
- Make a face e.g. stick on some eyes.
- Place the knot in a cup of water and place on the windowsill.



### FUN FACT

Sprouts are easy to grow and although tiny, are full of vitamins and nutrients that help keep your body healthy.

# Eating Together

## Teddy Bears Picnic



### AIM

Creating a social situation to enjoy eating together supports exploration of whole foods.



### BENEFIT

Sharing food with adults and children provides opportunities to build relationships and support children's social and emotional development.

### WHAT YOU NEED:

- Child's favourite toy
- Fruit and vegetable plates
- Picnic rugs
- Music of your choice

### WHAT TO DO:

- Children can make invitations for their favourite toy to come on a picnic with assistance.
- They can take it home and invite their teddy bear (or favourite toy) on a picnic.
- On the picnic day, after washing their hands, they can help make the fruit and vegetable trays to be shared (check child allergies and do not include food that may children are allergic to).
- Then they can gather their invited toys, and everyone (adults and children) can march outside to some music.
- March around the outdoor area for a little while and make a show of finding a good picnic spot and putting something down to sit on.
- Children share the fruit together and adults assist in the conversation of what Teddy might be eating and what it tastes or sounds like to eat e.g. "Teddy is eating a strawberry...hmm that tastes sweet and makes a slurpy noise because it's juicy"; "What are you eating? How does it taste or sound?"



Scan the QR  
code to SPARK  
the picnic  
activity



### FUN FACT

Teddy Bear Picnic Day is celebrated every year on July 10<sup>th</sup> in many countries across the world. This unofficial holiday celebrates bringing a favourite toy to a picnic to enjoy snacks and laughter together.

# Eating Together

## Rainbow Foods



### AIM

Create your own rainbow snack. Children use tongs to choose fruit and/or vegetables to create their own snack.



### BENEFIT

Exposure to whole foods without pressure encourages positive experiences and food acceptance which builds confidence, curiosity and lifelong healthy habits.

### WHAT YOU NEED:

- Different coloured food and vegetables
- Rainbow food chart (see supplementary material)
- Colouring pencils/crayons
- Bowls or trays for fruit and vegetables



### WHAT TO DO:

- After hands are washed, adults and children can prepare the fruit and vegetables on trays or in bowls (check child allergies and do not include food that any children are allergic to).
- Children can help sorting the food of different colours into different bowls/trays using tongs.
- When ready for snack time, children can select their own fruit/vegetables and adults name the colours they have selected.
- Adults can suggest different colours but do not insist.
- A rainbow food chart (see link) can be used to tick off the colours of the fruit and vegetables they have tried.
- When eating, adults talk to children about the colour, taste and texture of the fruits and vegetables (e.g. crunchy, soft).
- Children can take their chart home and add to it. Children can also colour in the rainbow food chart.

### DIFFERENT FOOD EXAMPLES:

- **Red**- strawberries, cherry tomatoes
- **Orange**- mandarin slices, carrot sticks, orange segments
- **Yellow**- banana slices, corn kernels
- **Green**- cucumber rounds, peas
- **Blue**- blueberries
- **Purple**- grapes or purple cabbage



Scan the QR  
code to SPARK  
the activity



### FUN FACT

Eating a variety of bright fruit and vegetables protects your body from getting sick. Each colour like red, green, or purple each has its own 'protective power' for helping different parts of your body.



# Eating Together

## Pretend Play



### AIM

To have a pretend party with imaginative role play and expressive communication.



### BENEFIT

Drinking water is essential for health. It helps with digestion, circulation, hydration and energy.

## WHAT YOU NEED:

- Clean water jugs
- Non-breakable cups or play teacups and saucers
- Natural materials (sticks or leaves)
- Mint (see: another time)
- Lemon slices (see: another time)
- Watermelon (see: another time)
- Water



## WHAT TO DO:

- In an outdoor area where it does not matter if children spill water, set up a tray or water trolley for water play.
- Add water in jugs for pouring and cups for sharing the water. Adults can talk to children about what can be added to water. Children can pretend to make a drink using water jugs and use outdoor natural materials like sticks or leaves to add to the water to pretend to flavour it.
- Children can play with pouring cups and have a pretend party. Adults tell children that this water is not for drinking only for playing. Toys can be set up outside on a rug to have a pretend party.
- Adults can talk to children about the value in drinking water and that they never share cups or drinking bottles.
- Remind children that plants also need water to remain healthy and that any excess water from the pretend party can be used to water the plants.

## ANOTHER TIME:

- Adults add different flavourings to children's drinking bottles e.g. lemon, watermelon or mint.



Scan the QR code to see a pretend tea party



### FUN FACT

Your body is mostly water. For example, your brain and blood are made of 75% water! Drinking water helps your body stay at the right temperature, especially when you're active.



## Supplementary Material

## Rainbow food chart (see Eating Together- Rainbow Foods)

### I can eat a rainbow

Help your child write down the food and colours they eat across a week, keep it on the fridge – try to eat a rainbow! But know if you child has allergies and avoid those foods.

Red foods (strawberries, apples, tomatoes, red capsicum)

My choices:

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

Orange foods (carrots, oranges, sweet potatoes, mango, rockmelon)

My choices:

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

Yellow foods (bananas, corn, pineapple, yellow capsicum)

My choices:

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

Green foods (spinach, broccoli, peas, beans)

My choices:

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

Blue foods (blueberries, blue potatoes, blue corn talk also about the colour indigo)

My choices:

- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_
- ☐ \_\_\_\_\_

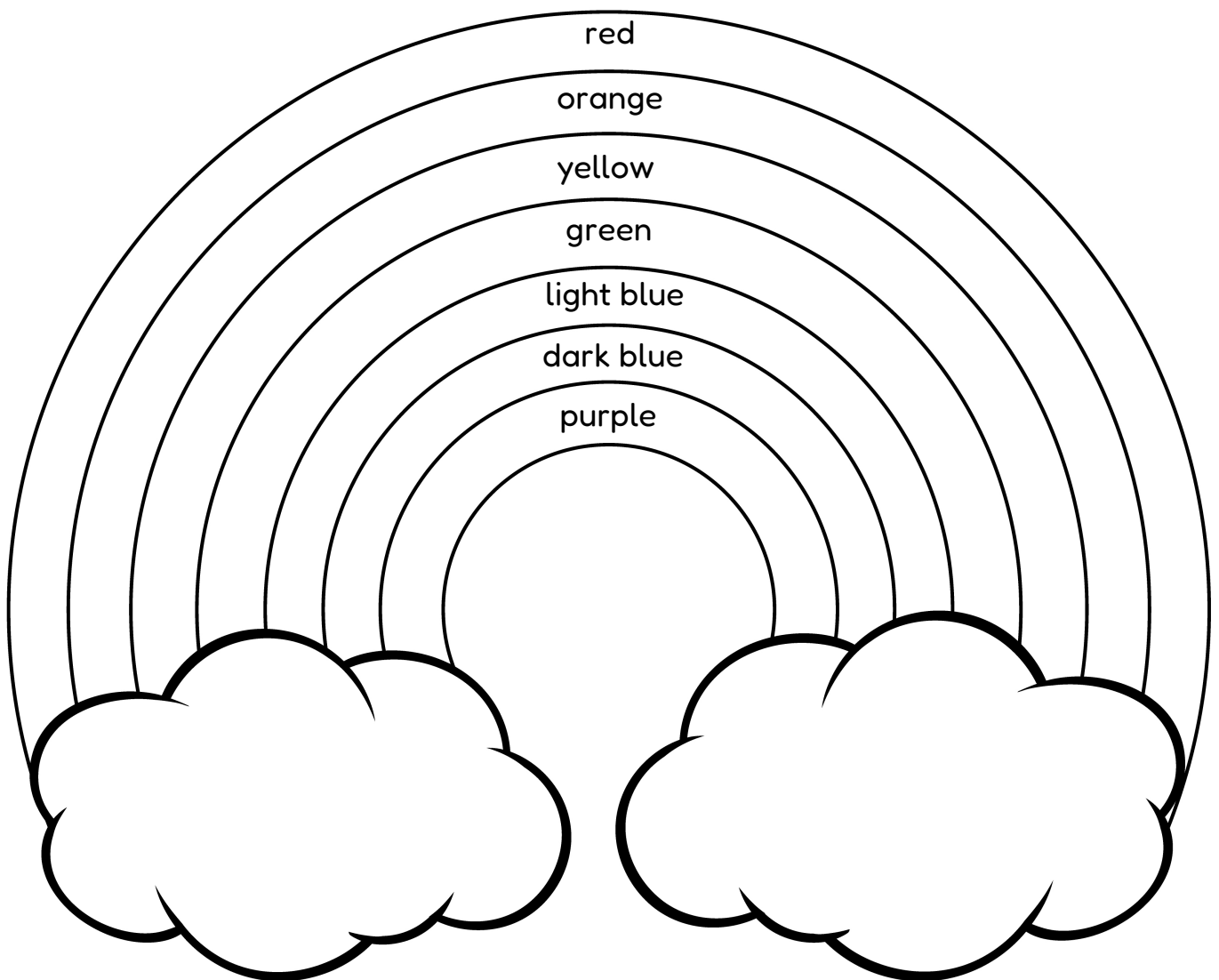
Purple foods (grapes, plums, eggplant, purple cabbage and talk about the colour violet)

My choices:

☐ \_\_\_\_\_

☐ \_\_\_\_\_

☐ \_\_\_\_\_



# Moving Together

## Getting Up!



### AIM

Follow the actions of a morning routine. Supporting young children to move through play builds healthy lifelong habits.



### BENEFIT

Move whenever you can. Children need at least three hours of physical activity each day, including energetic play that gets them huffing and puffing. This supports their physical, emotional, and cognitive development.

## WHAT YOU NEED:

- Song- This is the Way:  
(go back to the main website via the QR code and click the "Getting Up!" link for the music)



## WHAT TO DO:

Follow the leader doing actions of a morning routine

*Song recorded so you can play while doing the activity*

### Get Up-

This is the way we get up in the morning, up in the morning, up in the morning,  
This is the way we get up in the morning,  
On a lovely sunny day (stretching).

### Get Dressed-

This is the way we get dressed in the morning, dressed in the morning, dressed in the morning,  
This is the way we get dressed in the morning,  
On a lovely sunny day (pretend to put clothes on)

### Eat Breakfast-

This is the way we eat our breakfast, eat our breakfast, eat our breakfast,  
This is the way we eat our breakfast,  
On a lovely sunny day (pretend to eat cereal)



### Go to Playgroup-

This is the way we go to playgroup, go to playgroup, go to playgroup,  
This is the way we go to playgroup,  
On a lovely sunny day (pretend to jog, jump, change words and actions)

### Say Hello-

This is how we say hello at playgroup, hello at playgroup, hello at playgroup,  
This is how we say hello at playgroup,  
On a lovely sunny day (wave to friends)



### FUN FACT

Establishing routines with children provides a sense of security, predictability, confidence and responsibility which supports practical life skills, emotional regulation and learning.



Scan the QR code to see the video to SPARK the activity



# Moving Together

## Buzzing Bees



### AIM

Moving and being together to encourage pretend play and an imaginative response to the music.



### BENEFIT

Play connects children to nature. Being active helps children explore their environment, develop motor skills, and build a lifelong appreciation for nature and physical activity.

### WHAT YOU NEED:

- Sheets, blankets or parachute for cubby covering
- Chairs or tables for cubby structure
- Streamers or scarves
- Music and a musical instrument for an adult

### WHAT TO DO:

Build a small cubby that can be a hive (somewhere the children could fit under or in). You could put sheets between chairs or over a table. You might want to talk or show children how bees have hairy legs that they use to gather pollen from flowers to take back to the hive to make honey. Put hoops or bean bags or something to represent flowers on the floor.

### Flight of the Bumblebee

- Give the children and adults a scarf or streamer. Play Buzzy Bees (go back to the main website via the QR code and click the "Buzzing Bees" link for the music).
- Tell the children they are bees, and they are going to move to the music and hover over flowers to gather pollen on their hairy legs.
- Guide children and adults to safely move their scarves or streamers around the room using different levels- high, low, mid height, twirling around. Remind them not to bump into other bees (this helps with their spatial awareness and cooperation with others).
- The adults can help them to pretend to land on flowers (the hoops or beanbags represent flowers) and gather pollen on their legs.
- At a signal (maybe a bell) the bees land on a flower and gather pollen.
- Carry on with more music and then the beat of a drum (or other sound different to bells) to signal they need to go to the hive.
- Adults help them nestle in their hive and not bump into others. Show them how to imitate gathering pollen on their legs and brushing it off in the hive.
- Signal for them to come out again and move to collect more pollen. Repeat a few times.



### Honey Banana Oat Bites *A no-bake, natural snack great for lunchboxes (check for allergies first)*

**Ingredients:** 1 ripe banana (mashed), 1 cup rolled oats, 2 tablespoons sunflower butter, 1-2 tablespoons honey (to taste), ¼ teaspoon cinnamon (optional), ¼ cup raisins

#### Instructions:

- In a bowl, mash the banana until smooth.
- Stir in the sunflower butter and honey until well combined.
- Add oats, cinnamon, and optional raisins. Mix until it forms a sticky dough.
- Scoop and roll into small bite-sized balls.
- Place on a tray and chill in the fridge for 20-30 minutes to firm up.
- Store in an airtight container in the fridge for up to 5 days.



Scan the QR code to see the video to SPARK the activity



# Moving Together

## Magic Wand Circles



### AIM

Make a magic wand and move with it using the visual arts and creative movement.



### BENEFIT

Children learn through movement. Physical activity supports learning by improving concentration, coordination, and mood. Movement-based play helps children build skills in a fun and engaging way.

## WHAT YOU NEED:

- Cardboard tubes or fold A4 paper in half and roll it up to make a thin cylinder
- Prepare stars (perhaps precut by adults)
- Children decorate and then staple on to the cylinder

## WHAT TO DO:

### Children create their own magical wands using craft materials-

- At the craft table adults assist children to make a magic wand.
- Children can decorate their wand- it can be stapled to a cylinder or folded paper.
- Once complete, children use the wands in an imaginative movement session.

### Adults can lead and model to children-

- Draw (big) shapes in the air, start with circles, then move on to squares, zig-zag lines and curvy lines.
- Ask children if they can make the shapes very small.
- Remind children to find a space where they won't bump into others.
- Adults can assist children by using the wand to transform themselves into different animals.

### The adult can say-

- "Hold your wand above your head, wave it and say 'Abracadabra' and touch the wand on your head and you turn into a kangaroo. Come on kangaroos, jump around."
- Adults can suggest different animals and movements.



### FUN FACT

Play provides a safe space for children to imagine and express their creativity as they take on different roles and explore the perspectives of others which also boosts concentration and social skills.



Scan the QR code to see the video to SPARK the activity

# Moving Together

## Ball Toss and Parachute



### AIM

Making objects to move together using media and materials that support creative expression.



### BENEFIT

Playing together builds confidence and connection. When children move with other parents, caregivers, or peers, they develop social skills, emotional resilience, and a sense of belonging.

### WHAT YOU NEED:

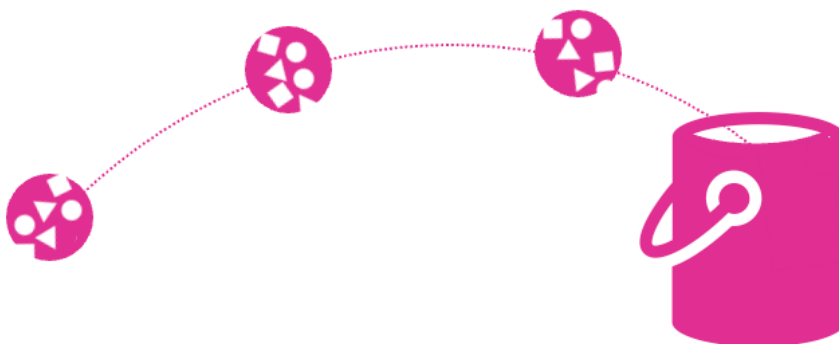
- Newspaper or pages from a magazine
- Masking tape
- Stickers
- Parachute or sheet



### WHAT TO DO:

- Assist children to make a ball with scrunched up pieces of paper taped together.
- Children can decorate the ball with stickers so they can tell which one is their ball.
- Get out the parachute or sheet.
- Everyone sits around the edge and children toss their balls onto the parachute or sheet whilst children and adults hold onto the edges and make the balls move around.
- Children can then be encouraged to gently get their ball and bring it back carefully.
- Balls can then go back on the parachute, with children invited to lie underneath it and watch the balls as adults move the parachute above their bodies.

Adults and children can also play simple catch games or set up a large bin or bucket for children to take turns tossing their ball.



### FUN FACT

Parachute play promotes inclusion and cooperation as everyone works together to coordinate actions and achieve a shared goal. Energetic movements also support emotional release in a positive environment.



Scan the QR code to see the video to SPARK the activity



# Moving Together

## Rest After Play



### AIM

Create a relaxing ritual of going to sleep through music, creative communication and pretend play.



### BENEFIT

Parents and caregivers play a key role in active habits. When adults join in and encourage movement, children are more likely to build healthy routines, including rest and sleep.

### WHAT YOU NEED:

- Favourite toy
- Soft music
- Sleep routine card (see supplementary material)



### WHAT TO DO:

- This can be done as a small or whole group activity.
- Ask each child to get a doll or toy and talk them through a sleep ritual while they pretend with their toy.
- Tell them it is time for baby/doll/teddy to go to sleep and sleep is important for growing bodies.
- Help them act out the routines on the sleep routine card.

#### An adult talks the child through the routine adding comments about the actions:

1. Make a nice warm bath and wash the toy. Put them in the bath, wash them gently. Rub the soap all over their bodies. Pat them dry with a fluffy towel.
2. Put on their pyjamas. First the legs then the top.
3. Brush their teeth. Put some toothpaste on the toothbrush and gently brush their teeth.
4. Read them a story –point out the pictures and turn the pages.
5. Sing a gentle song or lullaby (Brahm's Lullaby "Go to sleep, go to sleep, go to sleep little baby").
6. Give them a cuddle and tuck them into bed.
7. Tell them to breathe in through their nose and out through their mouth. Do some belly breathing quietly.
8. Turn out the lights and tip toe out of the room. Shh, Shh, Shh.



### FUN FACT

Consistent nighttime routines help children's sleep quality and duration whilst creating a sense of security around bedtime. These routines also offer children bonding opportunities with parents and caregivers, encouraging independence and self-care.






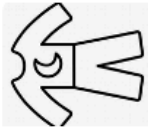




Scan the QR code to see the video to SPARK the activity





## Supplementary Material

Sleep routine card (see Moving Together- Rest After Play)

<div></div> <div>BED TIME ROUTINE</div>	Bath 	Pyjamas 	Clean teeth and toilet 	Read a story 	Say good night and lights out 	Time to sleep 
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						

# Feeling Together

## Song with Feelings



### AIM

Recognise and express emotions through singing songs and listening and moving to music to build emotional awareness.



### BENEFIT

Young children learn to identify basic feelings like happy, sad, angry, and scared. Recognising emotions is a key part of early mental health. Naming feelings helps children understand themselves and others and is the first step in learning how to manage emotions.

### WHAT YOU NEED:

- George's song on the video
- Music for "If you're happy and you know it" (go back to the main website via the QR code to "Song with Feelings" and click the link for music)



### WHAT TO DO:

- Listen to George's song. Sing along.
- You can also listen to "If you're happy and you know it", then lead the children to change the words and their facial expressions to match the emotion.

If you're

happy

and you

know it



### USE DIFFERENT EMOTIONS:

- Sad and you know it cry a tear
- Angry and you know it stomp your feet
- Happy and you know it do a dance
- Scared and you know it give yourself a cuddle



Scan the QR code to see another feelings song



### FUN FACT

Singing songs about feelings in small groups encourages children to listen to others, whilst also boosting mood and confidence through shared experience.



# Feeling Together

## Music and Emotions



### AIM

Make your own musical instrument using imagination and creativity.



### BENEFIT

Children need safe spaces to express how they feel. When children are encouraged to talk, draw or act out their emotions, they learn that feelings are normal and manageable.

### WHAT YOU NEED:

- Plastic containers with a secure lid safe for child use
- Materials (if you can other than food) that is not a choking hazard or in any way dangerous to children that will make a noise in a sealed container
- Paper plates, tape, staplers
- Textas or children's choice of materials to decorate their container or plate

### WHAT TO DO:

- Give children the container or the plate to decorate. If it is a container, assist the child to put something inside that will make a noise when shaken.
- Assist to secure the lid, consider taping it as well.
- If a paper plate is used, children can decorate one side, then bend it in half and staple half of it down.
- Assist children to put something inside that will make a noise when shaken, then staple and tape around the edges to secure.
- When everyone is ready, play some music of your choice and ask the children to play along. They may like to dance with their shaker as well.
- Encourage children to move with their shaker and experiment.



### FUN FACT

Dancing with shakers helps children connect large and small body movements with the sounds they make which promotes coordination, balance and rhythm as they move their bodies.

# Feeling Together

## Jellyfish Breathing



### AIM

Develop belly breathing for calming and relaxation to assist in the regulation of big emotions to build strong foundations for lifelong mental health.



### BENEFIT

Children may need help to learn ways to manage big feelings. Simple strategies like breathing, movement, and quiet time can help children cope with strong emotions. These skills build resilience and support mental health over time.

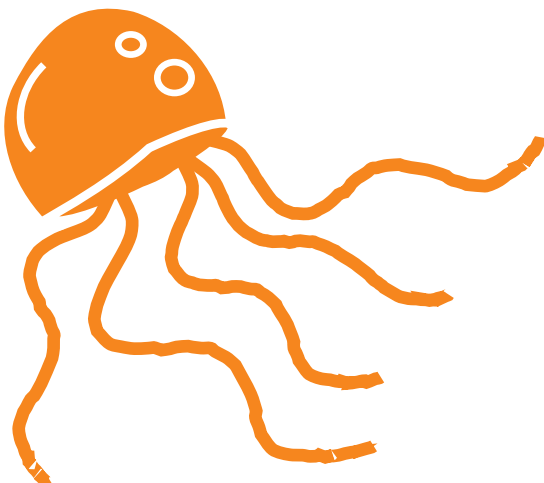
### WHAT YOU NEED:

- Cardboard or paper body of jellyfish
- Crepe paper streamers about 30cm long
- Stapler
- Colouring tools e.g. textas, pencils, crayons
- Belly breathing video (go back to the main website via the QR code and click the "Jellyfish Breathing" link to learn about belly breathing)



### WHAT TO DO:

- Set up a craft table where children can make a jelly fish.
- Pre-cut the body of the jellyfish for young children or assist as age appropriate.
- Children can decorate by drawing or sticking things on the jellyfish body.
- For the tentacles, have some small strips of crepe paper that children can twist.
- Get children to twist four or five.
- Attach by stapling them to the body.
- Attach a small string or piece of wool at the top so the child can hold the jellyfish in a way that the tentacles can move freely.
- Teach children how to belly breathe- hands on tummy, breathe in through the nose and then out through the mouth.
- Tell them to feel how their tummy gets bigger when breathing in and feel it become smaller as they breathe out.
- Hold up the jellyfish and use belly breathing to blow the tentacles.



Scan the QR code for a SPARK for big belly breathing



# Feeling Together

## Making Faces



### AIM

Children mirror faces with different emotions in the mirror or play a guessing game to explore what different emotions feel and look like.



### BENEFIT

Strong relationships support emotional development. Children learn about emotions through relationships with parents, caregivers, and peers. Recognising cues such as facial expressions is important in understanding their emotions and those of others.

### WHAT YOU NEED:

- A safely secured mirror or small hand-held mirrors
- Emotions cards (see supplementary material to cut out and paste descriptions of different emotions on the back of each card. For very young children only use happy, sad, and angry)



### WHAT TO DO:

- Provide the Emotions cards.
- Safely and securely set up the mirror or hand mirrors and show the children how you pick a card and try to make the emotion face depicted in the mirror.
- The adult can model and say- "this is an angry face" and make that face in the mirror.
- This activity can also be game where children guess what type of face is being made.
- The child picks up the card and perhaps only shows the adult, then makes a face others must guess.
- Children can take turns doing this.

### GEORGE'S FIRST ACTION RHYME:

Shoulders and head, shoulders and head,  
It's still raining,  
Should I go back to bed?  
Cheeks and chin, cheeks and chin,  
Can't go out, so we'll have to stay in.



### FUN FACT

Role-playing emotions in playful ways supports children's social skills and relationships.



Scan the QR  
code to see the  
video to SPARK  
the activity



# Feeling Together

## Movement to Music



### AIM

To acknowledge feelings and move creatively with scarves or streamers to explore how different feelings might be expressed through movement.



### BENEFIT

Responding to children's emotions with care builds trust and resilience. When adults acknowledge children's feelings, it helps them feel seen and understood. This strengthens emotional security and supports mental wellbeing.

### WHAT YOU NEED:

- Scarves or streamers
- Music and movement prompts below for adults to use to assist children's movements

### WHAT TO DO:

- Help the children connect with a scarf or a streamer.
- One adult uses the prompts below and leads by calling out the prompts and demonstrating the actions. All adults should join in with children.
- Other supporting adults show how to move to the directions using their scarf or streamer with children following along.
- Adults encourage children to make large body movements.

### Gentle and Flowing-

Float your scarf like a leaf falling from a tree  
Make big circles in the air  
Wave it slowly like ocean waves  
Pretend you are painting the sky with your scarf

### Fast and Energetic-

Jump and wave your scarf high  
Spin like the wind  
Shake your streamer fast like fireworks  
Run with your scarf flying behind you like a superhero cape

### Animal Inspired-

Flap your scarf like bird wings  
Slither it like a snake on the ground  
Hop like a bunny while your scarf bounces  
Gallop like a horse, scarf trailing behind

### Feelings in Motion-

Show **happy** with high jumps and big waves  
Show **sad** with slow, droopy scarf movements  
Show **angry** with stomps and fast shakes  
Show **excited** with spins and twirls

### Weather Inspired-

Make your scarf look wavy and flowing like the falling rain  
Twirl it in a circle like the wind  
Shake it quickly to show a storm  
Stretch it out and hold it high- this is the sun

### Cool Down-

Lie on the floor and wave your scarf above you  
Take deep belly breaths while you slowly move your scarf up and down  
Say goodbye with a gentle wave to your friends

*The second time doing this activity, play some music and let the children experiment – high and low can be called, or words such as twirl or float.*



### FUN FACT

Fast and slow movement activities promote creative expression, descriptive language and introduce musical concepts like tempo.



Scan the QR code to see the video to SPARK the activity





## Supplementary Material

# Emotion Cards



allplaylearn



# Emotion Cards



allplaylearn



# Emotion Cards



allplaylearn



# Emotion Cards

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allplaylearn





## Child or young person

- These emotion cards describe ways you might think, feel or act when you feel a certain emotion.
- Everyone feels emotions in their own way. You might think, feel or act in a similar or different way to what's on these cards. That's okay.
- Remember that emotions come and go. We might feel an emotion for a short or long time. Sometimes we might feel happy, and other times sad.
- It's usual to feel both 'good' and 'bad' emotions – we all do.
- Sometimes we feel two or more emotions at the same time. This is when we might have "mixed feelings"



## Activity ideas for Basic Emotions

- My Emotions – ask children/students to choose one or multiple cards to acknowledge how they feel at the beginning or end (or both) of a day, class or activity
- Guess the emotion: Choose a card, read or act out what's on the back, and ask someone to guess the emotion. This could be like playing charades.
- Emotion storytelling: In a group, ask each person to choose an emotion card and tell a story about a time when they felt that way
- Heads up: Get children to stick an emotion card on their forehead without seeing it. They have to ask questions to try and guess the emotion!



## Educator, Teacher or Parent

These emotion cards can be used as a learning experience for children and young people to discover the thoughts, feelings and behaviours associated with different emotions. They can also be used as a way to express feelings, if a child is struggling to find the words. For example, you could ask a child 'Which face do you feel the same as today?'

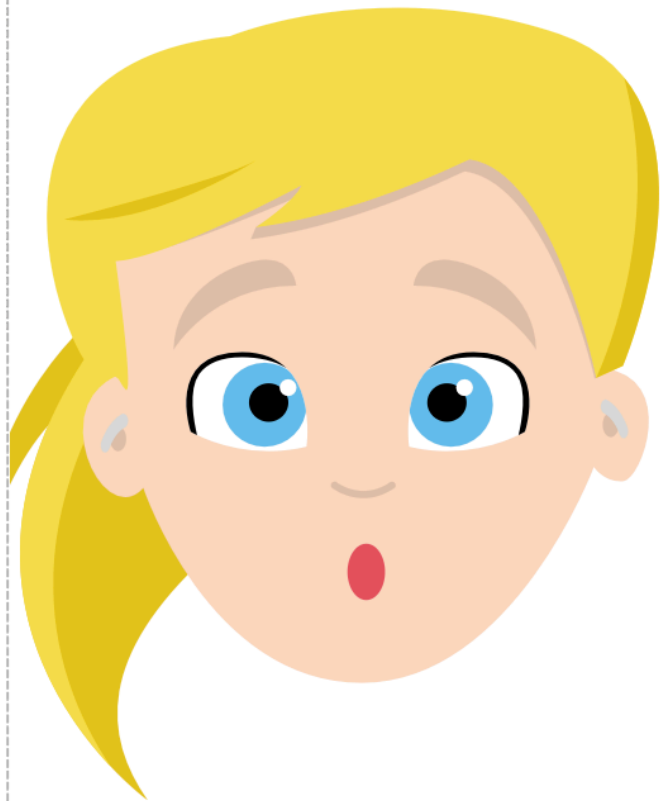
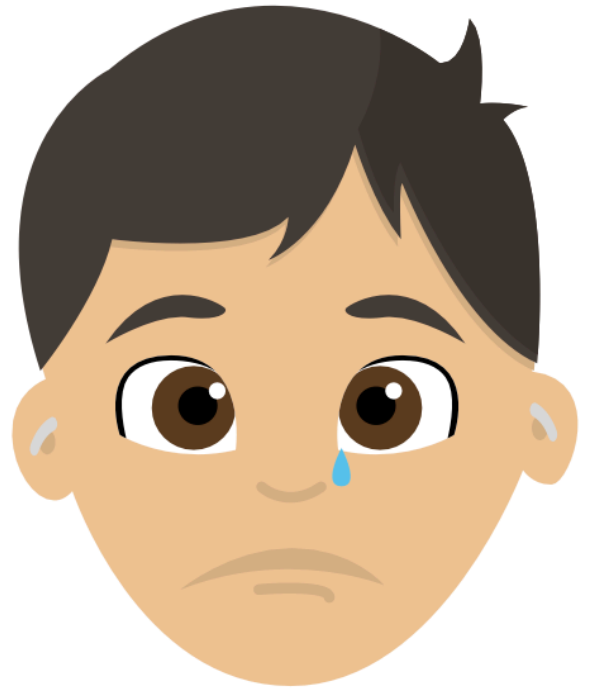
Younger children might not yet understand complex emotions. Older children might be more ready for the complex emotions and might use other words for the basic emotions, like saying 'down' instead of 'sad'.



## Activity ideas for Complex Emotions

- My Emotions – ask students to choose one or multiple cards to acknowledge how they feel at the beginning or end (or both) of a day, class or activity
- Emotion storytelling: In a group, ask each student to choose one or multiple emotion cards and tell a story about a time when they felt that way
- Match emotions to scenarios: Think of scenarios (e.g. sitting a test) and ask students to match emotions to the scenario. Remind them it is okay to feel any emotion!
- Match the emotions to the person: Print images or show videos of real people expressing complex emotions. Ask students to match the emotions to the image/video. Time them to make it fun!





## Sad

### What I might think:

"I feel like crying"  
"I want to be alone"  
"I'm miserable"  
"Nothing is going right"

### What my body might feel:

Numb  
Heavy  
Tired  
Teary

### What I might do:

Play alone  
Cry  
Look for comfort  
Look downwards



## Happy

### What I might think:

"I feel great!"  
"I have a lot of energy!"  
"I'm having a good day"

### What my body might feel:

Alive  
Bouncy  
Warm

### What I might do:

Smile and laugh  
Play  
Talk with friends  
Help others



## Surprised

### What I might think:

"Ah!"  
"What's that?!"

### What my body might feel:

Stiff  
Alert  
Fast heart beat

### What I might do:

Laugh  
Run away  
Cry  
Jump



## Angry

### What I might think:

"I feel like I can't think"  
"I feel grumpy"  
"It's your fault!"

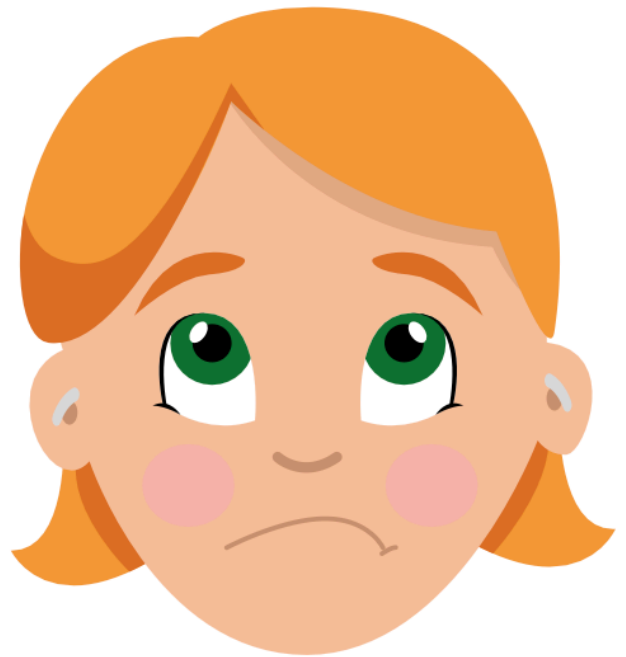
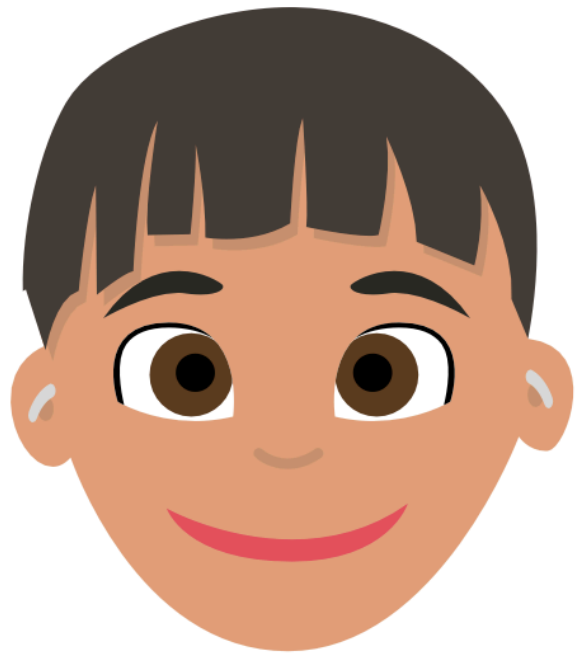
### What my body might feel:

Hot  
Fists clenched  
Fast heart beat  
Sweaty

### What I might do:

Frown or scowl  
Scream  
Fight  
Run away





## Calm

### What I might think:

"Nothing is bothering me"  
"I feel peaceful"  
"I feel relaxed"

### What my body might feel:

Still  
Slow breathing  
Sleepy  
Warm or soft

### What I might do:

Play quietly  
Smile  
Cooperate  
Fall asleep



## Afraid

### What I might think:

"I'm scared"  
"I want to run away"  
"I'm not okay"

### What my body might feel:

Heart pounding  
Tense  
Trembling  
Sick

### What I might do:

Run away  
Freeze/Don't move  
Cry  
Kick, scream or push



## Guilty

### What I might think:

"I shouldn't have done that"  
"It's my fault"  
"I feel bad for doing that"

### What my body might feel:

Restless  
Sick in tummy  
Uncomfortable

### What I might do:

Blame myself or others  
Be alone or want to hide  
Want to help



## Proud

### What I might think:

"I did that well!"  
"Great job!"

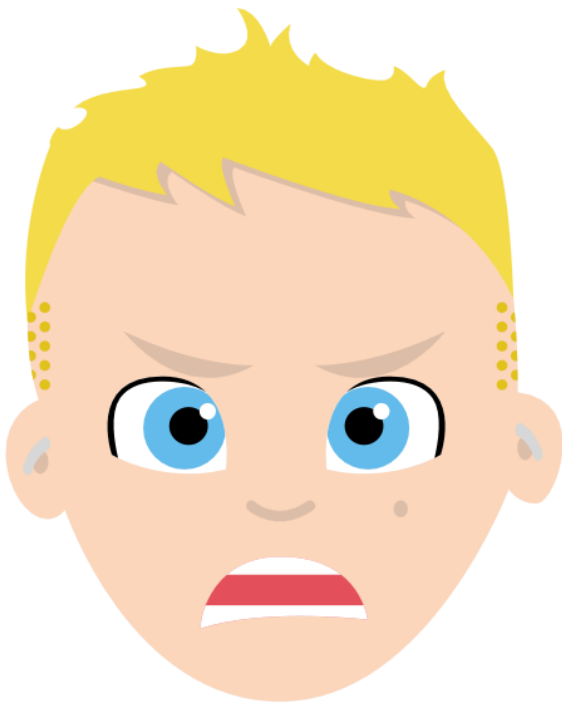
### What my body might feel:

Bouncy  
Energetic  
Big

### What I might do:

Puff chest  
Look upwards  
Beam





## Worried

### What I might think:

"I don't want to do that"  
"Something bad might happen"  
"I'm not coping"

### What my body might feel:

Tense  
Heart racing  
Sick  
Restless

### What I might do:

Look for a safe person or place  
Avoid things  
Cry



## Jealous

### What I might think:

"What about me?"  
"Why can't I do that?"  
"It's not fair!"

### What my body might feel:

Tense  
Fists clenched  
Hot face  
Teary

### What I might do:

Look for attention  
Say or do something mean  
Cross arms  
Frown



## Embarrassed

### What I might think:

"I want to hide"  
"I'm silly"  
"Everyone is looking at me"

### What my body might feel:

Flushed face  
Sweaty  
Heavy  
Fast heart beat

### What I might do:

Run away and hide  
Avoid eye contact  
Look downwards  
Become quiet



## Frustrated

### What I might think:

"This is so annoying!"  
"I'm starting to get angry"  
"I hate this"

### What my body might feel:

Tense  
Hot  
Sweaty palms  
Restless

### What I might do:

Yell with anger  
Give up or walk away  
Ruin your work on purpose





# Playing Together

## An Upside Down World



### AIM

To playfully experience different kinds of movement using drama, improvisation and visual art.



### BENEFIT

Playful interactions build communication and trust. When play is designed to be inclusive and equitable, it helps reduce barriers and ensures all children can learn, grow, and thrive together.

### WHAT YOU NEED:

- Paper
- Sticky tape
- Drawing implements

### WHAT TO DO:

- Adults ask children to lie on their backs.
- If other adults join in, help model actions to children.
- When children are lying on their backs, everyone moves their legs in pretending walking actions.

Adults talk about the actions and model the actions to children. The adult can narrate the movement by saying the following *"Here we go walking, walking, walking, here we go walking up the hill"* Repeat this for the other movements e.g., *"Here we go running, running, running, here we go running along the path."*

- **Walk** (along the path, up a hill)
- **Run** (slowly, quickly)
- **Crawl** (along the floor)
- **Pedal** (your bike)
- **Kick** (a ball)

Or they can pretend to be different animals. Adults guide children by doing the suggested animal. Lying on your back, ask children to 'walk' like different animals:

- **Lion** – stalking, carefully and quietly (light leg/feet movement)
- **Elephant** – stomping (heavy feet movement)
- **Frog** – jumping (springy legs/feet movement)
- **Duck** – waddle (flappy legs/feet movement)
- **Hen** – scratching (toe movement)



### An upside-down world

Talk to the children about what an upside-down world would look like. Tape paper to the underside of a small table so children can crawl under and draw on their paper while lying on their backs, or experiment with holding the drawing implement between their toes.



Scan the QR code to see the video to SPARK the activity





# Playing Together

## Socky the Puppet



### AIM

To make simple sock puppets. One for the child and one for the adult. Use the puppets to stimulate moving together and enhance language development through talking and listening to a story.



### BENEFIT

Playing with others helps children learn how others feel. Through pretend play, role play, and group activities, children can spark their imagination, develop creativity, and friendships.

### WHAT YOU NEED:

- A clean adult sock
- A clean child's sock
- Large googly eyes (be aware-possible choking hazard)
- Yarn or wool
- Felt material
- Strong glue



### WHAT TO DO:

- Find a spare sock for the child to use (their size so it fits their hand).
- Find a spare sock for the adult to use.
- Decorate the socks securely gluing googly eyes, hair and other features if desired (e.g., tongue using felt or similar material).

OR you can just use the sock and not put anything on it.

1. Put the sock puppet on the child's hand. Show the child how to make Socky's mouth by pushing the end of the sock between the thumb and remaining fingers.
2. Put your sock puppet on your hand.
3. Show the child how to move their puppet and imitate voices and sounds as you follow Socky the sock puppet with Sam (see QR code).
4. Play the recorded story of Clucky the hen. Show the child how to move their puppet and imitate voices and sounds as you follow the story (go back to the main website via the QR code and click the "Socky the Puppet" link for the story).



### FUN FACT

Sock puppets offer children a creative and safe way to talk about feelings and experiences through their puppet. Puppets also boost confidence to perform.



Scan the QR code to see the video to SPARK the activity



# Playing Together

## Take Socky on an Adventure



### AIM

Encourage pretend play by moving creatively together with Socky and friends.



### BENEFIT

Playful interactions build communication and trust. Playing together with movement helps children develop spatial awareness, social skills, imagination and creativity in fun and supportive ways.

### WHAT YOU NEED:

- Parachute (or large bed sheet)
- Socky (the child's sock puppet)



### WHAT TO DO:

- Help children to put their sock puppet "Socky" on their hand.
- Adults take the sides of the parachute.
- If no parachute is available, then use a bed sheet.
- Encourage children to take Socky under the parachute and lie on their back holding their Socky up as the parachute goes up and down.
- Ask the children to crawl on their tummies with Socky on their hand, to the outside of the parachute.
- Use different movements e.g., on an adult command (adult can say put Socky on top of the parachute or put Socky underneath the parachute or put Socky next to the parachute). Adults may have to help children with these positions.
- Walk around the parachute (in a circle) with Socky, or creep around quietly with Socky and when they hear a signal (bells) go under the parachute.
- Sit under the parachute.
- Make small waves and big waves with the parachute.
- Pretend it's a windy day and Socky is flying through a storm.
- Place several Socky puppets on the parachute. Bounce them all like popcorn. Whose puppet jumps the highest?
- One adult's puppet does an action (wave, clap, stomp). All the other Sockys copy.



### FUN FACT

Puppetry develops children's fine-motor skills as they make and manipulate puppets. It also boosts problem-solving through role-play and storytelling.



Scan the QR code to see the video to find other ways to play with Socky



# Playing Together

## Dancing and Playing with Socky



### AIM

Moving creatively to music and doing actions to rhymes with Socky (sock puppet).



### BENEFIT

Playing together supports learning through relationships. Children learn best in caring environments where adults co-play with children. Sharing experiences builds social bonds and emotional regulation.

### WHAT YOU NEED:

- Socky puppet
- Music and words for "Pat-a-Cake"
- Pat a Cake: Music for "Hokey-Pokey"  
(go back to the main website via the QR code to "Dancing and Playing with Socky" and click the link for music)



### WHAT TO DO:

- Use the links above to link to music or provide music you know the children like to dance to.
- Adults ask children to put Socky on- adults could also join in with their puppets.
- Play the music and do the actions together.

#### The Hokey Pokey song with Socky

"You put your one hand in, you put one hand out, you put your one hand in, and you shake it all about. You do the hokey-pokey, and you turn around. That's what it's all about CLAP! CLAP!"

"You put your one foot in, you put your one foot out, you put your one foot in, and you shake it all about. You do the hokey pokey, and you turn around. That's what it's all about CLAP! CLAP!"

"You put your Socky hand in, you put your Socky hand out, you put your Socky hand in, and you shake it all about. You do the hokey pokey, and you turn around. That's what it's all about. CLAP! CLAP!"



### Socky makes a cake!

*Children and adults do the actions-*

"Patter cake, patter cake, baker's man, make me a cake as fast as you can, pat it and prick it and mark it with B and put it in the oven for baby and me."



Scan the QR code to see the video to SPARK the activity



# Playing Together

## Where is Socky?



### AIM

Using music and movement to develop object permanence. Object permanence is the understanding that objects continue to exist even when they cannot be seen, heard, or touched.



### BENEFIT

Through play, children begin to understand cooperation, patience, and how to build friendships. These early experiences support social and emotional development.

## WHAT YOU NEED:

- Socky puppets
- Music to "Where is Socky?" This is to the tune Frère Jacques: Go back to the main website via the QR code and click the "Where is Socky?" link for the music)



## WHAT TO DO:

- The child and the adult have their Socky puppets on.
- The child and the adult then hide Socky behind their back.
- Sing the song "Where is Socky?" together to the tune of Frère Jacques.

### *Words and Actions for: Where is Socky?*

**Where is Socky? Where is Socky?**

**Here I am, here I am** (Bring Socky from behind your backs).

**How are you this morning?** (Look directly at Socky as you both sing the question).

**Very well I thank you** (Move Socky's mouth as Socky answers).

**Hide away, run away** (Quickly move Socky to behind your back).

### REPEAT

*Once the song is familiar, adults and children can play a hiding game*

### **Socky's hiding game**

- The children with Socky on their hand, go and hide while adults shut their eyes and sing "Where is Socky?"
- They walk around to find the hiding children and when they find them, they sing "Here you are, here you are, here you are".
- Then "How are you this morning?"
- Children reply with Socky "Very well I thank you". Parents can help finish the song by putting Socky behind their backs and singing "Hide away, run away".



Scan the QR code to see the video to SPARK the activity





## TOGETHER AT PLAYGROUP

Video and play activities book

For more on PLAYGROUP WA

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