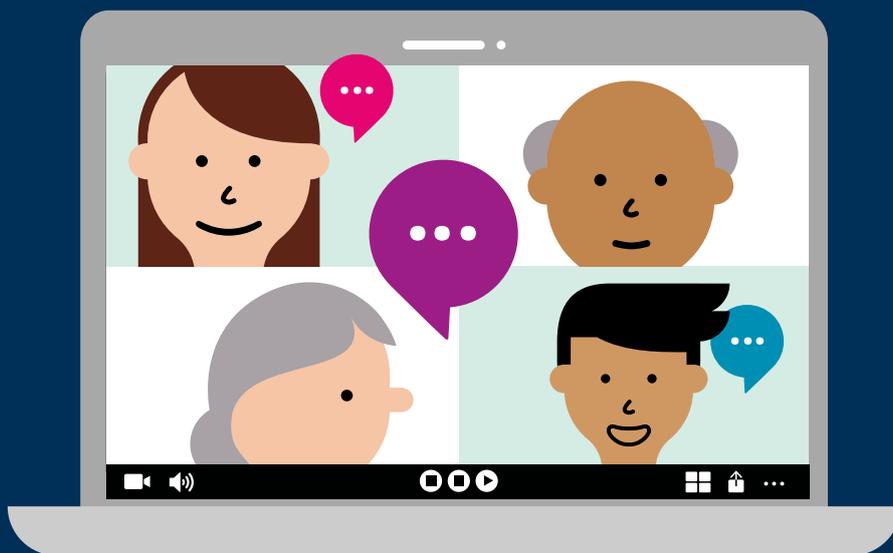




Pearson

# Staying connected



We are all social creatures so enforced social distancing during the COVID-19 lockdown is very hard. Social distancing profoundly changes our daily life habits. But social distancing is more about physical separation, not social disconnection from each other. We need to be creative in how we can help our children continue to socially connect with their friends, peers and extended family, like their grandparents, without physically connecting with them.

The following activities are designed to help primary school-aged children to have fun interacting with a friend or classmate via phone or video with interesting and purposeful conversation.



## Activities

### Dial up a friend: same and different people hunt

Children take turns at asking and answering each question. They also ask 'tell me more' questions. One person starts with asking their friend Q1 and listening to their answers, then their friend shares their answers to that question. Then the second person asks Q2 and so on. After asking the questions, find out how many things you share? How many are different?

- Q1. What's your favourite colour?  
What's one thing you like to wear in that colour?
- Q2. What's your favourite pet? Do you have one?  
What's one thing you like or would like about having this animal as a pet?
- Q3. What's your favourite food?  
What's one food you really don't like?
- Q4. What's your favourite kind of holiday? What's one of your favourite things to do on your holiday?
- Q5. What's your favourite sport to play?  
What's one sport you would like to learn to play?
- Q6. Do you have a favourite board game?  
Why do you like it?
- Q7. What country would you most like to visit?  
Why would you like to go there?
- Q8. What's your favourite TV show?  
What do you like about it?
- Q9. What's your favourite app?  
What do you like about it?
- Q10. What's one of your favourite books?  
Who's your favourite character?

### Celebrity heads

Celebrity Heads gives structure and purpose to an extended conversation. Version 2 helps each child learn a lot about two historical figures - the one they researched and the one their friend researched. A follow up could be a poster or a bio-poem about this person which can be shared with their friend.

#### Version 1

Each child chooses a character and take turns to guess who their friend's Celebrity Head is. It could be a film character or movie star, a superhero, author, inventor, sporting hero, or even an animal. For young children you could choose a category, such as all choosing to be a farm animal or a cartoon character to make it easier. For video calls, children could use a prop or costume to help them be in character. Remember their partner can only answer Yes or No. The person playing the character counts the number of questions their partner asks. Perhaps play the game at home first before they play it with their friend.

#### Version 2: Historical Celebrity Heads

Before playing the game, each child researches an inspiring historical figure. It could be an explorer, a sporting hero, a famous leader or royalty, a famous author, film star, rock star or artist, a person from Ancient Rome, Egypt or Greece and so on. Why is this person famous? What did they do? When did they live? What obstacles or hardships did they experience? Who were the important people in their lives? If they are meeting up by video, each child could even dress up in character or use a prop that helps them be that person. Ask questions like: Is your character alive? Did they live in ancient times? Are they female? Were they royalty, an explorer? Remember their partner can only answer Yes or No.

The person playing the character counts the number of questions their partner asks. At the end of the game, each person shares why they chose to research that person and what they admire in that person?

## Structure for bio-poem

Line 1: His/her first name

Line 2: Four words that describe him/her

Line 3: Son/daughter/mother/father/brother/sister of...

Line 4: Lover of .... (3 things your character loved doing)

Line 5: Who finds ... (3 ideas)

Line 6: Who feels ... (3 ideas)

Line 7: Who needs ... (3 ideas)

Line 8: Who gives .... (3 ideas)

Line 9: Who enjoys... (3 things)

Line 10: Who fears... (3 ideas)

Line 11: Who would like to see ...

Line 12: Resident of (name place and country)

Line 13: His/her last name

The structure can be altered depending on who the character is and what they are famous for. Alternatively your child could write a Bio-poem about themselves and share it with a friend.

## My place

Children tell a friend about one of their favourite rooms in their home. Before the conversation, ask children to think about three things that they really like about this room, such as things in the room and/or the activities they like to do in that room. When talking with their friend, they take turns to describe the room (or show the room if using video) and share the best things about the room.

After taking turns to share, use BRAIN together to make each of their chosen rooms even better – think big and come up with some wild ideas.

- B**eautify the room in some way
- R**eplace or reorganise some parts of it
- A**dd or remove parts of it
- I**ncrease or decrease parts of it
- N**ame it differently

Children might then like to draw their room with the new BRAINY ideas.



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## Alphabet before or after game?

The aim of the game is to try to guess the mystery word from one list of words organised in alphabetical order that your child and their friend have developed together. For example, together they write a list of 20 animals organised in alphabetical order. Then they take turns to play the game. One of them chooses the mystery animal from the list and the other person has to try to guess the mystery animal, asking as few questions as possible. The only feedback clue allowed is to tell their friend if their guessed animal is *Before* or *After* the mystery animal in the alphabet. For example, the mystery animal is *lion* and their friend's first guess is *emu* – they tell them that *emu* is *before* the mystery animal in the alphabet. Once they've played one game, then swap around. Other lists could be furniture and appliances in your house, or toys and games.

## Show and tell

Children choose one of their favourite things in their home to describe to a friend. Make sure your child's friend is ready to share one of their favourite things too. They take turns at asking each other the following questions.

- What do you like about this thing?
- How did you get it?
- How long have you had it?
- Why is it so special to you?
- Can you imagine your life without it?
- Do you think you will always love it and keep it forever?

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