

I Do It!

Roller Coaster

Virtues Valley

Feelings Pool

The Maze

Cooperation Playground

Friendship Garden

Welcome to
I Do It! Park

Overview
Brochure

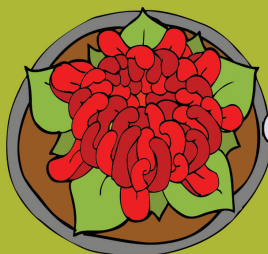
Information
Cultural Centre

Train
Station

Manners
Cafe

I DO IT! PARK

RULES



THE PROGRAM 'I DO IT!'

'I Do It!' is a practical classroom based program that is designed to increase social and emotional competence in the early years through the utilisation of daily classroom contexts, activities and situations. It is designed for implementation by regular classroom teachers as the primary instructors. For that reason the development phase involved many teachers trialling and providing feedback that led to modification of activities and strategies. The strategies and ideas in the package have also been extensively trialled within the West Coast Language Development Centre with a population of students who have Developmental Language Disorder. The program includes verbal scripts that can be used to guide overt behaviour. The skills, activities and strategies can be used to both teach and guide skills proactively and to respond to or correct inappropriate behaviour reactively.

The 'I Do It!' program creates a fictional environment or virtual world called 'I Do It!' park where there are many places designed for learning the social and self-management skills we need for school and to enhance day to day interactions. Central to the program are Australian Animal puppets that have a club in the park (lead by friend Compy and Billy Koala) and it is through club activities that the students engage in and practice social skills including Manners, Emotions, Anger Management, Friendship, Turn Taking and Sharing. The Park includes areas like Manners Café, Cooperation Playground and Feelings Pool. There is also a Cultural Centre that can be used to explore our Aboriginal culture as well as cultures from around the world. Ranger Steve Emu is an Aboriginal. There are also Animal characters that can be used for exploring online and social media benefits and risks. The selection of Australian animals is linked to ensuring our Aboriginal and broader Australian cultures are maximised.

The context for the lessons and skill practice is the 'I Do It!' Park that includes several areas including the Information & Cultural Centre, Manners Café, Cooperation Playground, Friendship Garden, Feelings Pool, Problem Solving Maze, Roller Coaster (managing emotions) and Virtues Valley.

The park areas are designed to introduce and practise specific strategies and skill sets (manners in Manners Café, rules in the Information and Cultural Centre). A range of additional Australian animal characters are used to introduce concepts and strategies. For example, Frank the Motorbike Frog is used for persistence because he has sticky pads and 'sticks' at things and does not give up.

The section entitled Games, Activities Collaborative Structures, Techniques and Useful Information is used across specific units. Included in it are suggested games to be played to enhance skills taught in particular units, brief instructions on how and when to use collaborative structures, suggested scripts for Joint Action Routines (structured play centres), calming exercises and some useful information about park areas and related characters.

As part of the package, there are professionally, specifically created songs to enhance learning of routines such as Whole Body Listening, monitoring and lining up. Some of these are action songs, so the students can physically practise the routines while singing.

The package is broken into units linked to specific areas. The introduction to the park and the early associated skills and strategies follow a suggested order where the ideas and strategies build on from each other. Once all areas have been introduced, teachers can choose areas to go in and out of as they teach broader skills from the Virtues Valley (confidence, resilience etc.) or expand on existing concepts and skills like friendship and managing emotions.

All units are related to the Western Australian Curriculum and come with a list of children's books relevant to the area being studied.

Teachers are encouraged to visit the Manners Café and then the Cultural and Information Centre with their students when first entering the park, so that these routines and skills can be firmly embedded in the students' minds before exploring other park areas. Once these areas have been worked on, it is up to teachers' discretion which park area they wish to visit next.





The table below summarises the park areas that are detailed in individual units.

Section	Park Area	Skill Focus linked to units	Animal Characters	Character Traits
1	Park Entrance	Unit 1: Boss of Body and Mouth	Compy and Billy Koala	Kind, caring animals who wish to start a Club with like people.
2	Manners Café	Unit 2(a): Greetings Unit 2(b): Using Polite Words Unit 3: Etiquette	Colin Cockatoo	Colin has a loud, piercing voice and grabs things without asking – needs to learn about good manners.
3	Information & Cultural Centre	Unit 4: Rules and Routines	Ranger Steve Emu	Steve is in charge of the park. He likes things to be organised and watches out for members doing the right thing.
4	Cooperation Playground	Cooperative Structures Unit 5(a): Turn Taking Unit 5(b): Sharing Unit 6: Joining in – play Unit 7: Conversations	Wesley Wombat	Sometimes impatient, Wesley does the wrong thing like pushing in, but wants to learn to do things properly.
5	Feelings Pool	Unit 8: Identifying and responding to feelings of self and others (Boss of feelings)	Kelly Kangaroo and Joeys	Kelly is a caring mother who has learnt to deal with the various emotions of her Joeys.
6	Friendship Garden	Unit 9: Concept of Friendship, getting along with others and having empathy	Ross Poss (Possum)	Ross is a shy and solitary marsupial who wants to make friends but finds it difficult.
7	Maze	Unit 10: Social problems and Solutions Unit 11: Bullying Unit 12: Conflict Resolution	Lisa Lizard	Lisa is analytical, thoughtful and loves to problem solve.
8	Roller Coaster	Self-Management (Boss of brain) Unit 13: Anger (Making strong/weak choices) Conflict Resolution (See above) Unit 14: Worries/Fears Unit 15: Time Unit 16: Space and Belongings	Eddie Echidna	A prickly character who wants to learn to calm down so that he can make strong choices.
9	Virtues Valley	Key Virtues Unit 17: Confidence Unit 18: Persistence Unit 19: Resilience	Phil Platypus in charge of valley. Sophia Swan – Confidence; Frank Frog – Persistence; Kelly Kangaroo-Resilience	Phil is most philosophical about matters. Other animals represent their virtue.



Narelda Numbat, the park's roving reporter and Quintin Quokka, photographer and moviemaker, can keep parents and carers up to date with the latest happenings in the 'I Do It!' Park.

Membership and Entry with Compy and Billy Koala

Links to Prior Knowledge

- ## Membership

1. Demonstrate being Boss of their Body (Movement). A walking song and a lining up song are available to assist in moving around the school and lining up in and outside the classroom.
2. Demonstrate being Boss of their Mouth (Voice volume).

Section 2: Manners Café with Colin Cockatoo

There are two Greetings songs available.



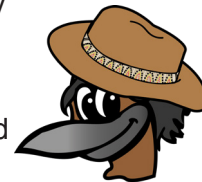
Colin Cockatoo is then introduced in a negative way when he snatches something that Compy is holding. Students are encouraged to look and listen for clues and then monitor Colin's actions. The need for using polite words is explored and a good manners chart is introduced. There is opportunity to practise the language necessary for being polite by using carrier phrases, completing Joint Action Routines, or playing games.



Section 3: Information and Cultural Centre (Rules) with Ranger Steve

Students learn about the importance of rules and explore the park rules (introduced by Ranger Steve Emu). This is linked to prior knowledge of their class and school rules.

Once in the park, the students see the rules displayed at the entrance along with a map of the park areas in the Information and Cultural Centre. Children are encouraged to appreciate the importance of obeying rules and how rules help to keep you safe as well as learning how to do new and interesting things like learn the rules of a new game.



Narelda Numbat and Quintin Quokka start their day in the Information and Cultural Centre as it is where they find out about who is in the park and what they are doing. They quickly move to any interesting or exciting happenings which are investigated and reported on to parents, carers or other staff members. Students may be allowed to have a 'selfie' taken with Quintin as a reward for exhibiting outstanding behaviours while learning skills.



Section 4: Cooperation Playground with Wesley Wombat

In Cooperation Playground the students learn the language and routines of specific cooperative structures and tactics and group management processes that are applied in other areas of the park. Examples of the cooperative structures used include, 'Inside Outside Circle' or 'Hands up! Stand Up! Pair Up!'.

Students learn the rules of the Conga Line game which they play and afterwards discuss the benefits of being first, middle or last in line. They are introduced to Wesley Wombat who is still learning to be patient while waiting for a turn.



Other topics explored and practised in Cooperation Playground are:

- Sharing - by playing together with one item (ball), swapping objects, dividing things up or taking turns. A sharing song is available.
- Joining in while at play – by moving closely, observing, saying something then joining in.
- Conversations – discussing why we communicate, appropriate conversations with particular groups of people, spatial awareness, initiating, sustaining, staying on topic, joining in, fixing up and ending conversations.



Section 5: Feelings Pool with Kelly Kangaroo

When they visit the Feelings Pool, Kelly Kangaroo encourages the students to look for clues on her face or body and try to identify how she is feeling. This leads them into discovering that feelings change often because of different reasons and that they need to be aware of the feelings of others. They are encouraged to respond to their own and others' feelings appropriately.

Included is a 'Compy's Week' story, a 'How Does Your Friend Feel?' booklet, plus a Feelings song, to help consolidate what has been taught.



Section 6: Friendship Garden with Ross Poss

Friendship Garden is an area of the park where students meet shy, retiring Ross Poss and they all work together to learn about the importance of friendship and getting along with others, how friends can have differences, the rules of friendship, identifying how your friend feels, and coping without a friend. There are many games, cooperative structures and art activities to supplement this unit.

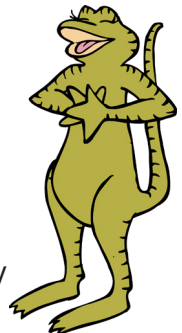


Section 7: The Maze (Social Problem Solving) with Lisa Lizard

Lisa Lizard is the animal character who lives in The Maze and with Lisa, the students learn that solving problems can be both challenging and fun. A Problem Solving process is clearly mapped out for students with many opportunities to stop at, and practise, each step.

The lock and key analogy which was introduced in the 'I Get It!' package is also used here.

While students are deciding whether a problem is theirs, whether an action was accidental or deliberate, was due to a mistake or bad luck, and how to manage an unsolvable problem, they can be co-constructing a Problem Solving Flow Chart with their teacher.

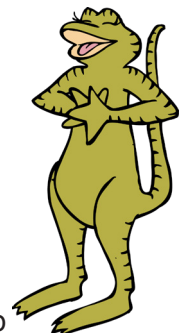


Within this park area, students are taught about Bullying – what bullies look like, where and when they bully, whose problem bullying is and most importantly that bullying can be stopped. One method taught here is 'Stop! Walk! Talk!'. Joint Action Routines can be used to encourage the language associated with stopping bullying.

This unit has an accompanying song.

Conflict Resolution is explored in the Maze with Lisa's help.

It is important that students learn the skill of managing conflict as they will be required to use it throughout their lives and in many different settings. It is necessary to invest a lot of time practising each step, initially with a large amount of teacher guidance which will gradually be lessened. Aim for a long-term view that students will independently execute the motions of the strategy each time they recognise a conflict has arisen. Use situations as and when they arise during school time, to model the process. Essentially this is about students understanding that other people may have different viewpoints and these need to be respected. Encourage students and reward (verbal or through recording on Championship Chart) when you observe them taking control over their own management of resolving conflict using the strategies taught.



Links can be made into Narrative.

Section 8: Roller Coaster (Self-Management) with Eddie Echidna

While this section focuses on managing emotions, teachers must be aware that self-management also involves managing own belongings and self. Routines like packing up should be dealt with as they arise. Teachers should explore physical self-management while at school (inside the classroom and outside), at home and in the wider community.



When students visit the Roller Coaster area, they are introduced to Eddie Echidna and they meet Kelly Kangaroo again, as they are taught how feelings, especially anger, can lead to actions which may have to be managed. A key message in this unit is the fact that you can have a feeling like anger, which is appropriate; it is how you deal with that emotion that requires attention.

Students are expected to be able to recognise what physical responses their bodies make when they are angry, e.g. sweaty palms, hearts beating rapidly. The next step in managing anger is to find a calming routine which works for you and the Calming Stool and Wheel, and ideas on how to use these, are introduced here, unless they were required earlier in the program.



Finally, students are taught in stages about making strong choices either through talking, actions or thinking. Many opportunities to practice these steps are detailed in the unit in conjunction with a list of possible scenarios which can be acted out. **Managing worries and fears** are dealt with in a similar manner as managing anger. This unit can be linked to the school and class positive behaviour support and reinforcement plans.

Section 9

Virtues Valley – Phil Platypus

Virtues Valley is the park area where Phil Platypus oversees some virtues and their corresponding characters. The package provides units on Confidence, Persistence and Resilience.



Note that other virtues such as Kindness, Friendship and Empathy are referred to in other areas of the park. Teachers can develop their own units on any additional virtues or values important for their group of students.

Confidence – Sophia Swan

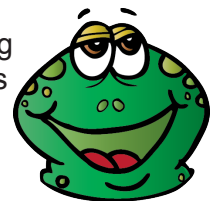
Sophia Swan helps students stand tall and proud and also sound confident. This relates to being Boss of Body and Mouth which has already been explored.

Compy also assists with teaching about confidence by using a balloon with a drawing of his face on it. The balloon is inflated and deflated to demonstrate to students how Compy feels when confident (inflated) or when he is losing his confidence (deflated).



Persistence – Frank the Motorbike Frog

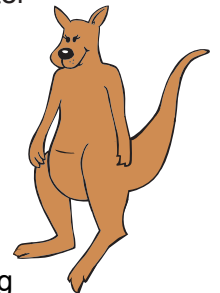
Frank the Motorbike frog's message is about being persistent and sticking at things especially when they are difficult. Observing and recording who is persistent and why, linking persistence to feelings through literature (story grammar breakdown) and providing students with opportunities to extend themselves, are all explored in detail in this unit.



Resilience – Kelly Kangaroo

Kelly Kangaroo's message to the students is that resilience is being able to bounce back after something very upsetting, disappointing or embarrassing happens to you.

All sections and areas should be linked to the everyday world of the school and home environments. It is also important to make links to literature. Each unit has some book suggestions.



Professional Development

Centrally located PD

To maximise the benefits of the package key people need to complete a professional learning series. The service will support targeted staff who attend the series as they implement ideas and complete training sessions for their school (train the trainer model).

There are course costs associated with the training of teachers and this includes a complete copy of all the critical resources required for the implementation of this package. Additional items can be purchased.

School based PD

Another option is that the series is run at a local school site for individual or groups of schools. The cost would be negotiated. Country schools can contact our service and we will negotiate options and costs.

Professional Development Content

Session 1

Introduction, Setting the Scene, Boss of Yourself (body, mouth, brain, feelings) Manners Rules, Co-operation, Turn Taking, Sharing, Joining In and Conversations.

Session 2

Friendship , Feelings

Session 3

Anger Management, Managing Worries/Fears, Social Problem Solving including bullying.

Session 4

Virtues- Confidence, Persistence, Resilience, Kindness and Honesty.

Contact Us

WESTCOAST LDC ADMINISTRATION

PRINCIPAL

Shelley Blakers

shelley.blakers@education.wa.edu.au

DEPUTY PRINCIPALS

Deborah Silverlock

deborah.silverlock@education.wa.edu.au

(Outreach Service, East Hamersley Campus)

Catherine Regan

catherine.regan@education.wa.edu.au

(Quinns Beach & Poseidon Campus)

Sarah Arnatt

sarah.arnatt@education.wa.edu.au

(Padbury Campus)

W.C.L.D.C. MANAGER CORPORATE SERVICES / SCHOOL OFFICERS

Lesley Riches

lesley.riches@education.wa.edu.au

SCHOOL OFFICER

Leanne Dunn

leanne.dunn2@education.wa.edu.au

SCHOOL OFFICER

Adrienne keen

adrienne.keen@education.wa.edu.au