

Let's Build Wellbeing

Who is the material For?

Teachers can develop children's skills, such as, recognizing and understanding emotions, expressing personal preferences, and resolving conflicts in constructive ways. It can be a tool for building wellbeing.

What is it For?

The Let's Build Wellbeing Guide provides fun and engaging opportunities to explore emotions and develop empathy. Lessons include stories and colorful illustrations that show characters experiencing relatable preschool issues. For example, Jayden wants to learn how to walk across a balance beam—but he keeps falling. Will he persevere?

This Guide supports educators by offering fun and simple ways in which to discuss important social and emotional topics. Each lesson addresses a typical scenario in which children learn about their own feelings and preferences as well as those of others.

Throughout each lesson, you will help children identify emotions without labeling the emotions as "good" or "bad." As a result, children will begin to understand that emotions are responses to different stimuli and that they can learn appropriate ways to work through their emotions. Children will also begin to realize that there is a wide range of emotions. Subsequently, introducing children to new vocabulary increases their ability to describe and express their feelings. Second Language Learners greatly benefit from practicing new vocabulary in a context they can understand. Visual cues and stories help them relate to the meanings of words.

Throughout the lessons, strategic questions will guide children through the process of applying social and emotional skills in a personal way. LEGO® DUPLO building activities will reinforce creativity, collaboration, and problem solving.

The lessons can be tailored to fit the needs of your class. One Let's Build Wellbeing pack can be used with up to 12 children at a time. The lessons suggest that the children work in pairs called "building buddies." The stories for each lesson can be presented to the whole class in a circle time setting or to small groups. The activities can be done in centers or stations around the classroom or in small groups. The table of contents provides a brief description of lesson topics. After completing the Getting Started activities, the lessons can be done in any sequence.

Additionally, personalizing the scenarios and content to fit your classroom dynamics and physical set up will help your students connect to the stories. For example, tweak the story by changing "circle time" to "morning meeting" or changing the swing situation to another play situation relevant to your class's experience.

Expect differentiated outcomes based on children's existing knowledge, vocabulary, and experience. Children's verbal responses, models, and role-playing will vary. Support learning by adapting the questioning and making the stories relevant to the children. Children may prefer to build models of themselves or other people they know instead of the characters in the stories. This modification enhances the learning experience and makes it more personal.

