



HELLO Lesson Ideas

Dear principals/teachers,

Please see below some suggested ways to use HELLO in your school communities and classrooms. There are free downloadable resources on the website or you can register online at www.hellohowareyou.info to receive bookmarks for your class. We hope you enjoy the day of connecting and saying 'Hello'.

Whole School Ideas

- The principal/wellbeing committee or designated children could introduce the 'Hello How Are You' campaign over the intercom and ask the school community to make an extra special effort to connect with others on the 30th March.
- Build it into your wellbeing week if you are holding one
- The school could hold an assembly where children from other countries have an opportunity to tell the school how they say hello in their countries. If there are any children in the school who use 'lámh'; the sign for hello may also be shown.
- The school community may decide to have a 'Hello Homework' day in place of traditional homework. They could use the framework on the bookmarks to go home and have a conversation with somebody in their homes.
- Hold a Hello cake sale as an opportunity to connect with the wider school community. The children could decorate the hall with the downloadable HELLO bunting.
- The school could invite an active retirement group in to connect intergenerationally
- The staff may decide that for Croke Park hours they will have a Hello lunch after school.

Suggested Learning Activities/Experiences in the Classroom

Below is a list of suggested activities. Find our free downloadables on the website to use in your classroom.

- **HELLO Card** - Get the children to make a card using the downloadable for someone they would like to connect with or say hello to
- Design your own HELLO Poster- This could be done in groups to encourage communication-take a picture and tag Mental Health Ireland on social media
- Get the children to host their own HELLO event. The wellbeing committee could take charge of this
- Mindfulness Colouring.
- Assign **Homework to use HELLO** and have a conversation at home with the framework.
- HELLO Colour in Bunting
- **Ciorcail Cainte**-One circle of children sit facing out while another circle sit facing the children in the outward facing circle: Directions: Say hello to the next person you meet and have a 2 minute conversation where you learn about that person. Rotate clockwise and repeat with the next person. This could also be done as Gaeilge.

Ideas to Teach Active Listening prior to teaching about HELLO

- **Lesson in Active Listening**
Choose from the activities for active listening included in this resource:
https://pdst.ie/sites/default/files/teaching%20toolkit%20booklet%20without%20keyskills_0.pdf
- **Role Play**
Invite pairs in the class to engage in an active listening roleplay

Lesson Ideas for HELLO



- Recap on active listening skills and pair up children. Get them to listen to their partner speak about their favourite hobby for 2 minutes. They then should then be able to tell the class about their friend.
ACTIVITY - Stages of HELLO using 5 fingers
- For H discuss the different ways we greet each other languages, dialects etc.-Discuss who the children are going to say hello to.
- E Engage- Discuss what this means and the different ways we engage with each other. Using eye contact, smiling, body language-Practise this in pairs- Have fun with it
- Listen to the person -Re-visit our active listening skills and whole body listening
- Learn-Learn about the person you are speaking to- How are they really? If your friend can't express their feelings using words they may like to use the emoji sheet.
- O-Options- What options does your friend have to help themselves feel good? Class may brainstorm activities they do to make them feel happy. Make a 'feeling good' poster for the classroom so the children have a list of fun things to do.
- If your friend has a problem maybe they should speak with the person they have a problem with and tell them how they feel about the situation. If this doesn't work and you are still feeling left out you should speak to someone you trust
- Discussion about how important it is to speak about our feelings and when we ask another person 'How are you?' to actively listen. The children may use the emoji chart if they wish and do not have the vocabulary to answer the question.

Role Play

Give the children roles to act out using the HELLO Framework. Eg. One person is the person assigned to listen. The other person has a role assigned to them (see below). You could change these scenarios based on what you want to target. If a child is finding it hard to find the words for their feelings they may use the downloadable emoticon page.

- Scenario 1:
Their friend who they normally play with has found a new friend and they have played with them every break this week
- Scenario 2:
Your pet dog was really sick when you were coming to school and you are really worried about him.
- Scenario 3:
No one will play with you at playtime, even though you asked to join in the games.
- Scenario 4:
You are asked to go to your friend's house for a sleepover and you said yes just to be kind but you are nervous as it's your 1st time away from home
- Scenario 5:
I had a fight with my sister before I left for school and I called her an awful name. She is not speaking to me now
- Scenario 6:
You just got a surprise present from friend for being such a great friend
- Scenario 7:



Your Mum and Dad have just told you that you are going on holidays to Disneyland next week!

- Scenario 8:
You had a football final and scored the winning point for your team. Everyone is congratulating you on your brilliant game.

Conclusion

- Whole Class Activity
How Did that feel? How did it feel to be the listener? How did it feel to be the speaker? Finish with a check in-How is everyone feeling after that activity? Scale 1-10.
Re-assure the children that if they would like to speak teacher will be there for them to say HELLO. Assign HELLO Homework to the children.

Resources:

Downloadables on www.hellohowareyou.info

HELLO bookmarks

Emoji downloadable sheet

https://pdst.ie/sites/default/files/teaching%20toolkit%20booklet%20without%20keyskills_0.pdf

Please see below where the HELLO How Are You Campaign links to the Primary SPHE Curriculum

Learning Objectives/Focus of Learning

Learning Outcomes/Content Objectives:-Choose whichever you would like to focus on.

JUNIOR INFANTS/SENIOR INFANTS

Strand: Myself

Unit: Growing and Changing (Feelings and Emotions)

- name a variety of feelings and talk about situations where these may be experienced feelings happiness, love, joy, excitement, surprise, fear, loss, jealousy, pain, loneliness
- explore the variety of ways in which feelings are expressed and coped with
- begin to be sensitive to the feelings of others and to realise that the actions of one individual can affect the feelings of another
- explore and discuss occasions that can promote positive feelings in himself/herself making a new friend, receiving an invitation, being affirmed.

Myself and Others:

Unit: Myself and my family

- explore the things that families do together talking, eating, working, travelling, shopping, playing, participating in leisure activities together
- realise how families take care of, support and love each other.

Unit: My friends and other people

- discuss and examine the different aspects of friendship talking together, spending time together, helping each other, sharing with each other, trusting each other



Unit: Relating to others

- listen and respond to the opinions and views of others
 - use verbal and non-verbal behavior to perform social functions introducing others, expressing thanks, making requests
- practice care and consideration, courtesy and good manners when interacting with others giving and taking turns in listening and speaking

FIRST & SECOND CLASS

Strand: Myself

Unit: Feelings and emotions

- name and identify a wide range of feelings and talk about and explore feelings in different situations
- realise and explore the various ways feelings can be expressed and dealt with and choose which are the most appropriate and acceptable
- identify people with whom he/she can discuss feelings and emotions

- recognise that individual actions can affect the feelings of others

Strand: Myself and Others

Unit: Myself and my family

- appreciate his/her own family and identify ways in which members of families can help, support and care for each other.

Unit: My friends and other people

- identify, explore and discuss qualities and skills associated with friendship

Unit: Relating to others

- distinguish between verbal and non-verbal behaviour and know how they are used in performing social functions
- listen, hear and respond to what is being said by others accepting compliments and affirmations received
- express and record experiences, opinions, feelings and emotions in a variety of ways through: oral language, drama and improvisation drawing, painting, music

THIRD & FOURTH CLASS

Strand: Myself

Unit: Self Identity

- express personal opinions, feelings, thoughts and ideas with growing confidence

Feelings and emotions

- talk about and reflect on a wide variety of feelings and emotions and the various situations where these may be experienced and how they may be expressed 'highs' and 'lows': sports event, prizegiving, moving away, not winning a prize, not being chosen for a team
- identify strong feelings and learn how to express and cope with these feelings in a socially appropriate manner
- explore how feelings can influence one's life recognising how an individual action can affect the feelings of another beginning to recognise how real feelings can sometimes be hidden from others.

Strand: Myself and Others

Unit: Myself and my family

- identify the behaviour that is important for harmony in families
- recognise that each member has a place and role in the family and contributes to the effective functioning of the family unit

Unit: My friends and other people

- appreciate the need for and the importance of friendship and interacting with others
- explore the different aspects of friendship loyalty, respect, genuine communication, trust, keeping promises, forgiveness, resolving conflict, honesty, what he/she values in each other, why he/she enjoys each other's company
- practise and recognise the importance of care and consideration, courtesy and good manners

Unit: Relating to Others



- recognise and explore various verbal and non-verbal means of communicating laughing, talking, hugging, fighting, crying, ignoring
- listen carefully and reflectively to others listening to the experiences and views of others reflecting on what has been said in a different way commenting on the views expressed and on the

views of others

- use language, gestures and other appropriate behaviour to perform social functions expressing tenderness, gentleness, concern presenting one's own opinion to an individual or a group resisting the opinions and requests of others in a polite and firm way, expressing disagreement

Strand: Myself and the Wider World

Unit: Developing Citizenship

- recognise how each person has both an individual and a communal responsibility to the community being a good neighbour and a good citizen, being aware of and taking action to help those who may be in need

FIFTH & SIXTH CLASS

Unit: Feelings and Emotions

- acquire the ability and confidence to identify, discuss and explore a range of feelings, especially those that are difficult to express joy, anger, grief, exhilaration, frustration, 'highs' and 'lows'
- discuss and practise how to express and cope with various feelings in an appropriate manner

Strand: Myself and my Family

Unit: My friends and other people

- discuss and appreciate the different aspects of friendship and the difference between close friends and acquaintances
- practise and recognise the importance of care and consideration, courtesy and good manners with others

Unit: Relating to others

- explore and practise the many verbal and non-verbal ways in which people communicate with each other
- listen actively to others and respect what each person has to say listening carefully to the experiences and views of others, reflecting and repeating what has been said giving and receiving compliments and affirmations and giving and receiving constructive criticism