Teaching and Measuring Whole-School Wellbeing

Introduction

At Life Skills Group, it is our vision that every child has access to an effective, measurable and affordable social, emotional and physical education. Together, we educate and empower future generations of leaders to develop the social, emotional and physical literacy required to thrive academically, personally and professionally in a rapidly changing world.

We have been developing social, emotional and physical education solutions with more than 850 schools over 13 years. Our team consists of teachers, wellbeing experts, curriculum advisors, professional learning consultants, psychologists, neuroscientists, researchers and instructional designers who work with schools every day to inform the development of our programs and our blended and interactive social, emotional and physical learning platform, Life Skills GO.

This document is intended to provide an overview of the benefits of whole-school wellbeing plans and provides evidence and support to make a convincing proposal to executives - and provide clear guidance for primary school educators on how to effectively implement and measure whole-school wellbeing.

With gratitude,

Nikki Bonus
Director, Life Skills Group

lifeskillsgroup.com.au | 1300 889 018 | info@lifeskillsgroup.com.au

WHOLE-SCHOOL WELLBEING

EXECUTIVE SUMMARY

You may be a principal or a wellbeing advisor or a teacher that wants to implement whole-school wellbeing, but need some evidence and support to make a convincing proposal for your executive team to consider investing in a whole-school wellbeing implementation.

ABOUT THIS PROPOSAL

This proposal will cover the wellbeing challenges facing schools, the benefits and outcomes of implementing an effective whole-school wellbeing program, how to measure success, and how to budget costs and locate funding to implement this type of program.

- The proposal is broken up into:
- Goals & Objectives - answering What are the outcomes?
- Methods & Strategies - answering How?
- Plan of Evaluation - Assessing & Measuring
- Budget - answering Cost and sourcing funding
- Life Skills Group - How we can help you

BENEFITS

- Improved academic results
- Reduced disruptive behaviour incidents
- Reduced absenteeism
- Higher levels of academic engagement & participation Higher staff and student retention rates
- Stronger social & emotional skills
- Greater levels of self-control
- Improved sense of belonging

COST

- Wellbeing training for teachers and staff
- In-class wellbeing lessons and curriculum
- Digital Learning platform for wellbeing lessons
- Dedicated resources to lead wellbeing program implementation and assessment
- Time to implement, assess and measure progress

GOALS & OBJECTIVES

Implementing whole-school wellbeing takes time, dedication, and a clear vision for what you want to achieve. The best performing schools typically take time to plan, implement and measure the effectiveness of their wellbeing framework. Partnering with an expert like Life Skills Group can make this process simple and easy.

1 Start with defining what wellbeing means for your school by discussing with staff, parents, board, students and all stakeholders. Outline why, what and how you will implement wellbeing changes.

2 Next, conduct a wellbeing audit to identify what wellbeing work is being done now. Identify your school strengths, values, vision for the future, priorities for action, and wellbeing outcomes desired
(for example: belonging & connection, feeling safe & secure, resilience, student voice, etc.)

3 Spend time to get buy-in from all stakeholders, including staff, parents, the students, and the community. Establishing the 'why' is really vital – we know from psychology that understanding and being personally committed to the 'why' increases the likelihood of change being both successful and sustained.

Focus on making the case for whole-school wellbeing, identify who your early adopters or passionate leaders for wellbeing may be and listen attentively to wellbeing sceptics to make the change process easier in the future.

4 Invest in staff training on the principles and practices of wellbeing education. Failure to educate staff about wellbeing can result in a lack of knowledge and a reluctance to teach wellbeing. Establish wellbeing literacy and a shared language of wellbeing among staff, students and parents/caregivers.

5 Finally, choose a wellbeing model that fits your school. Most wellbeing models include elements of physical, emotional/mental, social/relational and spiritual wellbeing. Using a clearly defined wellbeing model helps develop a shared language of wellbeing within the school, assists in communication with parents, students and the wider school community, provides a framework against which you can track progress, and provides guidelines for prioritising and decision-making to assess activities that fit within the model.

METHODS & STRATEGIES

Once you have a clear vision and goals for your whole-school wellbeing strategy and have selected a wellbeing model, begin to plan how you will implement activities and assess their effectiveness.

1 First, select wellbeing leaders who will lead the charge in integrating wellbeing into the school's routines, structures, common language and organisational habits. Ensure those leaders and the entire staff is trained in wellbeing foundations based on your chosen wellbeing model.

2 Next, select a wellbeing curriculum that aligns with your school context and values. Embed the curriculum at the beginning of your term, ensure dedicated class time with regular intervals of lessons at least 1-2x a week, and focus on deliberate planning, scope and sequencing.

3 Give the staff and students time to trial the new programs and work out any issues. Encourage staff and classes to take some risks and try something new and provide opportunity for feedback for regular improvements. Figure out what works, what you have learned, and what needs to be done differently.

"Have strategy, but let people run with a good idea: There will be good learning from these ideas whether they work or not. Let people go ahead and try out the ideas they are very enthusiastic about. Allow the process to be emergent:
Certain practices and models take on a life of their own. Make use of it and encourage people to implement new practices." [3]
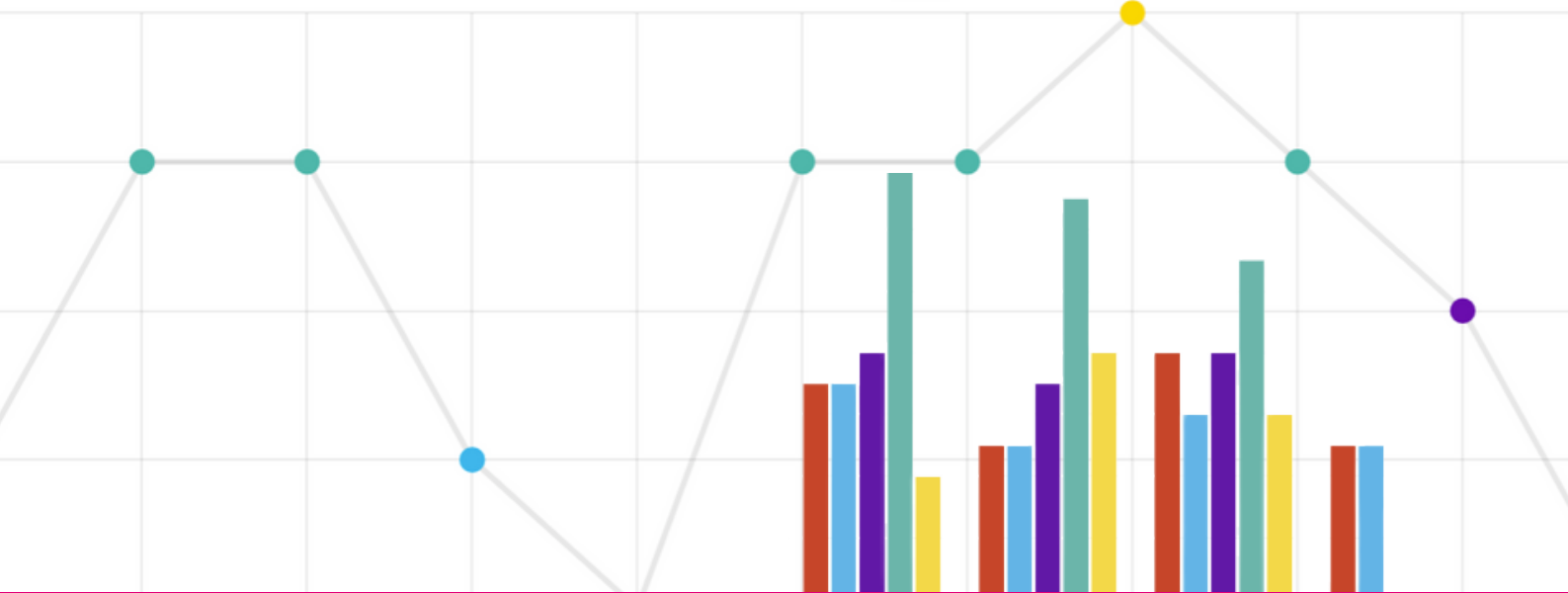
ASSESSING & MEASURING

Take time to reflect on what's working and what needs to be changed. Discuss among staff, parents and students. Conduct student and staff surveys, assess and measure impact and make improvements.

Some key metrics to consider tracking:

- Number of behaviour incidents (e.g. suspensions over time)
- Rate of absenteeism among students
- Qualitative teacher observations (student behaviour trends in classroom, playground, assemblies)
- Academic/achievement data impact
- Student and staff evaluative surveys
- Wellbeing measurements: baseline and longitudinal anonymous surveys*

*https://www.annafreud.org/media/4612/mwb-toolki-final-draft-4.pdf

For many schools, wellbeing measurement has not been a priority. Schools are focusing on the work they want to do rather than on the measurement. It's always useful in schools to ask, 'What does success look like?' and 'How else might wellbeing change be tracked?' The stories that a school tells about itself are important markers of change and can be useful in showing how a school has moved forward. How can you curate stories? The language and vocabulary of young people around their use of strengths is another indicator of wellbeing change in a school.

Partnering with a wellbeing partner like Life Skills Group will ensure that wellbeing programs are evaluated and impact is measured with regular reporting and feedback summaries.

A good example of how one school has evaluated their wellbeing programs has been Guildford West Public School.*

*https://www.lifeskillsgroup.com.au/impact-stories/story/guidford-west-ps

The academic performance of students exposed to SEL programs was an average 13 percentile points higher than their non-SEL peers' (CASEL 2017)

The OECD has called for the mandating of social and emotional learning skills, and more than 20 countries explicitly require it in their curriculums. (World Economic Forum, New Vision for Education, March 2016)

Value for your
School

Young people globally will require 16 'crucial proficiencies in education' to meet 21st Century needs, 10 of these skills taught in SEL education. (World Economic Forum, New Vision for Education, March 2016)

Benefit cost of social emotional learning programs is 11:1 return on the investment (Columbia University 2015)

Strong social and emotional learning skills resulted in a 4x increase in high school completion and it also resulted in students being twice as likely to be happy. (OECD, Social and Emotional Skills: Wellbeing, Connectedness and Success, 2017)

lifeskillsgroup.com.au | 1300 889 018 | info@lifeskillsgroup.com.au

WHAT WE DO

Life Skills Group can support you in designing and implementing your whole-school wellbeing strategy and framework. We offer 3 types of services and programs:

Teacher Professional Learning
Wellbeing. It's Not Just a Policy

- Workshop combining interactive, practical and theory-based learning
- Specially trained facilitator and expert in wellbeing and social/emotional learning
- Evidence-based strategies & resources
- Learn the key building blocks for staff wellbeing and leadership: mindfulness-based emotional intelligence, self-awareness, mental and emotional resilience and engagement.

In-School Programs

- Students build awareness of their social, emotional and physical health and wellbeing through movement, focused attention and mindfulness
- Delivered by expert educator
- 6, 8, or 10 week program taught in-school side-by-side with your classroom teacher
- Students improve concentration, communication, listening, resilience, confidence and self-regulation skills. Improved balance, spatial awareness & motor skills

Online Blended Learning Platform
Life Skills GO

- Transforms 21st-century learning by delivering measurable social and emotional learning through education technology.
- 200+ Age appropriate social, emotional & physical learning content including lessons, videos, printed resources, quizzes and engaging activities
- Evidence-based (CASEL, OECD), science-backed, and curriculum aligned lessons (ACARA, NESA, VCAA).
- Executive reporting with real-time feedback on student progress and wellbeing
- Flexible lesson delivery-teacher led mode, in class, remote learning capability, and individual student lesson assignments
- Students improve their social, emotional and physical wellbeing, concentration, communication, listening and self-regulation skills. Improved self-esteem, self-image, resilience and confidence.

lifeskillsgroup.com.au | 1300 889 018 | info@lifeskillsgroup.com.au

Wellbeing, social-emotional learning, and physical health; how Life Skills Group can support you.

"Wellbeing is not just the absence of disease or illness. It is a complex combination of a person's physical, mental, emotional, and social health factors. Wellbeing is strongly linked to happiness and life satisfaction. In short, wellbeing could be described as how you feel about yourself and your life".

To date, there are many papers and studies published that identify the complexities of the role of an educator. I am not going to dive too deeply into that right now yet as a woman that has worked in, written, studied, and developed programs that specifically look at the "whole child" or whole person for over 20 years, I am extremely excited to see that wellbeing has become a forefront issue. To me it is not schools that we work in, it is communities, and every community has leaders. You and your fellow leaders and teachers lead every day, mentoring, guiding, nurturing and aspiring.

But how do you look after yourself?

In an environment of continual restructure and reformation, teachers often voice enormously high levels of work-related stress, anxiety, and pressure to perform (Jacobs 2008). They are expected to attend seminars that help them manage their stress levels but are not given the tools to implement them in an everyday environment. Research from the Bar-On Model (emotional-social intelligence) suggests that teachers have low self-awareness, little social awareness, and incomplete self-management skills. Which in summary, means their environment is not optimistic enough to be positive and successfully self-motivated to set goals in order to be successful teachers.

Wellbeing It's Not Just a Policy

Program Format (in-person or online)

Combines interactive, practical and theory based learning

- Tools to flourish in all aspects of your life, not just the classroom
- Learn how to shift your brain's hardwired negativity bias to a positive one
- Uncover the power of positive self-talk and how adopting a growth mindset can be transformative
- Learn how to befriend stress and use it to become a healthier, more resilient and compassionate person
- Develop an appreciation for the foundations of neuroscience, mindfulness, emotional intelligence and how applying these can enhance individual and community wellbeing

Outcomes

Empower staff to take responsibility for their own social emotional and physical wellbeing. Learn to focus their attention, develop effective communication skills, manage their time better and increase their interpersonal skills and positive mindset in order to optimise their own personal wellbeing and improve their learning environment in the classroom.

- Empowers individuals to take personal responsibility for enhancing their own mental, emotional and physical wellbeing
- Combines the principles of self-leadership with healthy lifestyle attributes to improve individual and team performance
- Identifies the triggers that cause stress and dissatisfaction and introduce simple and practical strategies for changing such behaviour
- Creates greater awareness of the link between physiology, health, and our thinking
- Develop an understanding of Mindfulness and practical skills to manage stress and overwhelm
- Stronger understanding of how physical, mental, and emotional health factors affect lifestyle
- Effective tools to manage stress and relationship challenges

Teacher Professional Learning

Part 1: What is personal wellbeing? (2 hours)

Objective and outcomes:

Participants will:
- Understand how stress affects the brain and personal wellbeing
- Understand the foundations of wellbeing and the brain's negativity bias
- Understand and practice how focused attention / mindfulness supports well-being
- Experience the power of generous listening as a tool for conflict management and developing compassion
- Explore how the mind works through neuroscience and psychology, as well as through first-hand exploration in a practice called mindfulness
- Understand how our wellbeing impacts a learning environment
- Tools for managing difficult conversations

## Part 2: Developing self-awareness and increasing personal wellbeing (2 hours)

Objective and outcomes:

Participants will:
- Understand what it means to be emotionally triggered, and be given a simplified explanation of what happens in the brain
- Understand how focused attention practice supports self-awareness
- Experience mindful attention as a foundation that enables us to better understand and manage our emotions, relationships, and decisions.
- Experience resilience practices that promote wellbeing and the ability to bounce back from the stresses of work and life.
- Explore how self-awareness and self-management develop higher levels of personal wellbeing and community relationships
- Develop a toolkit to address emotional triggers and practice self-compassion
- Develop collaboration, respect and teamwork through effective communication strategies

lifeskills GO
The Emotion Check-in

| Anxious | Hurt | Miserable | Nervous | Impatient | Tired | Annoyed | Embarrassed | Scared | Worried |
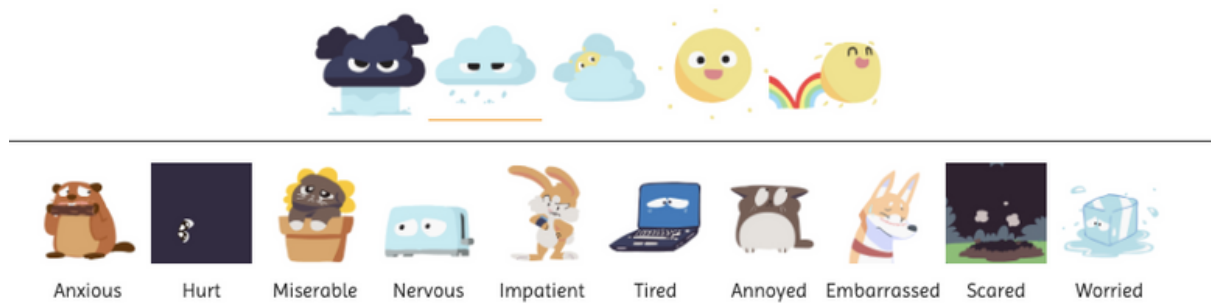
As teachers, we know you want to help your students learn how to identify, regulate and react to emotions with empathy and compassion. However, the demands of teaching make it difficult to spend quality time planning the development and assessment of these skills.

The Life Skills GO 'Identifying, Communicating and Managing Emotions' unit provides teachers with the necessary framework and tools to teach and measure these skills effectively for individual students, classes and across the whole school:

✔ Interactive and engaging lessons planned for you that address PD/HPE outcomes and General Capabilities

✔ An 'Emotion Check-in' and 'Prepare for Learning' feature that allows your students to quickly communicate their feelings to you and provides you with tailored tools to respond

✔ A school-wide weekly focus or 'big idea', ensuring use of a common language

✔ A weekly lesson that provides explicit teaching, shared, guided and independent practice, all in one easy to use platform

✔ Printable programs and classroom resources for teacher guidance

✔ Analytics and assessment results, useful for reporting to executives, discussing areas of improvement or strengths with parents/caregivers, future planning and evidence when writing academic reports

The unit develops students' abilities to identify their emotions and introduces strategies to help them name, understand, express and manage them. This provides teachers with the tools to create an optimal learning environment and ensures that the wellbeing data collected is accurate, reliable and informative.
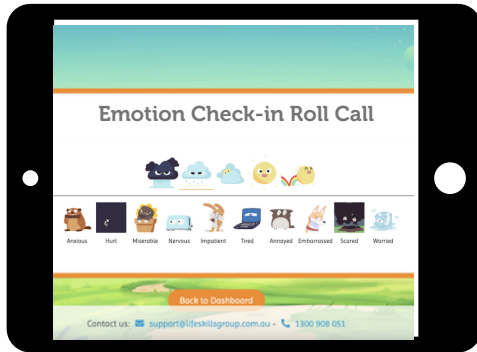
The Emotion Check-in Roll Call

- Gain instant visibility on the emotional landscape of their classroom
- Create a quick daily habit for students to identify their emotions at key moments such as when they walk into class, after playground time, or right before they go home
- Daily practice helps students develop self-awareness and the foundation for self-regulation and emotional intelligence
- Available emotions increase by Age/Year and understanding
- Track and measure the wellbeing of your students immediately and overtime to assess which students might need more support
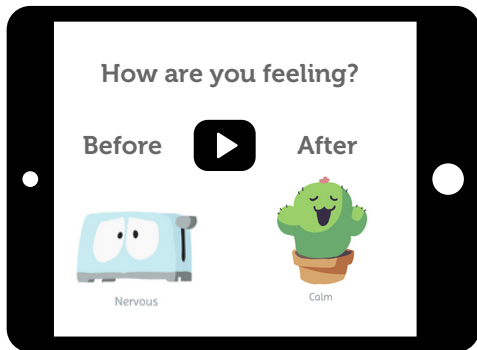
Prepare for Learning Activity

- Students are asked to identify an emotion, and a cognitive behaviour therapy focused attention or mindfulness video is automatically selected to reinforce understanding of how that emotion looks and feels, as well as providing students with explicit self-regulation tools. Students then have another opportunity to identify their emotional state, with before and after results displayed reinforcing the learnings.
- Guide and create readiness for learning for individual students or the whole class, preparing them for learning
- Use emotion cards as prompts to teach new emotions week by week

Digital Lessons

- 8 x online lessons made up of educational video, quizzes and interactive games
- Lessons are sequenced to build knowledge over time and layer understanding of concepts
- All content is tailored by age, meaning concept explanation, dialogue and character representation is appropriate for K/F-2, Year 3-4 or Year 5-6 students

Physical Lesson Plans

- 8 x Physical Lesson Plans are provided to align with each digital lesson
- Physical activities will help embed learnings beyond the classroom and put concepts into practice

Reporting for Teachers

Track and assess student wellbeing over time using the Emotion Check-in

- Analyse your students' wellbeing and their readiness to learn, access automated strategies to support social-emotional literacy and wellbeing
- View results at an individual student or whole class level
- Identify emotional patterns over time so you can provide the best support for your students
- Measure impact of whole-school wellbeing initiatives
- Student wellbeing is tracked over time - through quick and easy self-assessment designed to provide clear insight into student wellbeing trends.
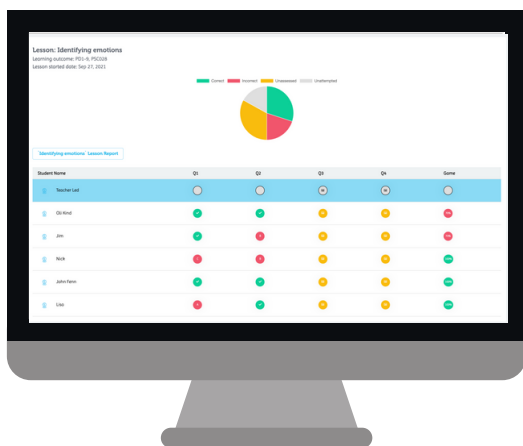
Assess comprehension of concepts as students navigate through the digital lessons

- View automated assessment of quiz and game responses
- Manually assess open-ended questions and activities
- Gain visibility on how students are tracking with their understanding of concepts

lifeskillsgroup.com.au | 1300 889 018 | info@lifeskillsgroup.com.au

School leaders can gain a whole-school view on classroom wellbeing activity
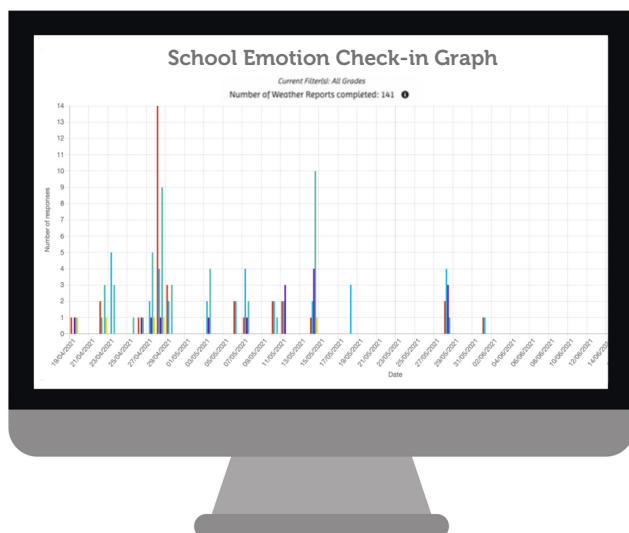
Assess the usage of the Emotion Check-in

- View which classes are completing Emotion check-ins
- Evaluate the adoption of your wellbeing strategy by students and teacher
- Assess the general trends in wellbeing across the school
- Useful for generating reports and wellbeing planning
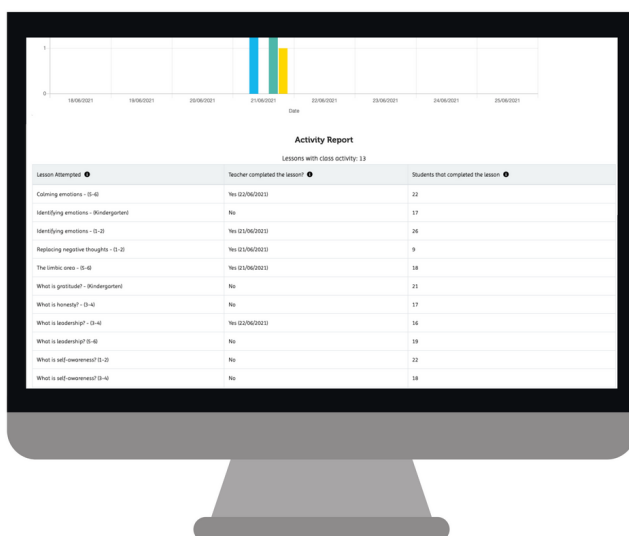
View the engagement with the Digital Lessons

- View which lessons (across every class) have been completed by the student or teacher, and at what time
- Track progress of your wellbeing strategy implementation
- See exactly which lessons have been covered, their progress against curriculum outcomes, and the whole school's progress down to the individual student.
- This data can be used for External Validation purposes

"Without reflection, we go blindly on our way, creating more unintended consequences, and failing to achieve anything useful."

Margaret J. Wheatley

lifeskillsgroup.com.au | 1300 889 018 | info@lifeskillsgroup.com.au

lifeskillsGO

Identifying, Communicating and Managing Emotions Unit

Focusing our attention on identifying our emotions is an important skill that is required for effective self-management and self-regulation, which is crucial for success in learning and in relationships.

The Identifying, Communicating and Managing Emotions unit develops students' abilities to identify their emotions and introduces strategies to help them name, understand, express and manage them. This provides teachers with the tools to create an optimal learning environment and ensures that the wellbeing data collected is accurate, reliable and informative.

Has self-awareness
Identifies emotions
Has social awareness
Understands what emotions are
Utilises tools for emotional regulation
Manages emotions
Communicates needs and feelings with confidence
Empathises with others

lifeskillsgroup.com.au | 1300 889 018 | info@lifeskillsgroup.com.au

lifeskillsGO

Identifying, Communicating and Managing Emotions Unit

Lesson	K-6
1	Identifying emotions
2	What are emotions?
3	The limbic area
4	Communicating feelings
5	Sharing thoughts and feelings (with confidence)
6	Managing emotions
7	Replacing negative thoughts
8	Calming emotions

Has self-awareness

Identifies emotions

Understands what emotions are

Has social awareness

Utilises tools for emotional regulation

Manages emotions

Communicates needs and feelings with confidence

Empathises with others

lifeskillsGO

The Building Positive Relationships Unit

In the last ten years, psychologists have become increasingly aware that social skills can, and should, be taught. Many studies have shown that students can learn and develop skills such as effective communication, cooperation, positive outlook, compassion, patience and forgiveness, just to name a few. There is no question that students with better social skills have a significant advantage in life. They not only experience the rewards of positive relationships, but they achieve higher academic results, have a more positive self-image, and in general, are much more resilient as they face life's inevitable challenges.

The unit aims to equip students with the necessary skills to develop and manage respectful relationships. More specifically, it aims to introduce specific social skills such as effective listening, mindful communications, negotiation, compassion and forgiveness. These character strengths are the fundamental skills needed to get along with others.

Sense of belonging
Compassionate
Effective communicator
Understands the value of honesty
Willing to negotiate
Team player   Social skills
Cooperative

lifeskillsGO

The Building Positive Relationships Unit

Lesson	K-2	3-6
1	Respect for Others	What is Respect?
2	What is Kindness	Empathising With Others
3	Showing Kindness	Listen Respectfully (SD) What is social intelligence
4	The Prefrontal Cortex	The Prefrontal Cortex
5	Empathising With Others	Mindful Communication (SD) What is a team mindset
6	Telling the Truth	Negotiating Conflicts (SD) What is social intelligence
7	What is Compassion	Showing Compassion (SD) What is compassion
8	Being a team player	Forgiving Others (SD) What is social intelligence
9	Social Skills: Making Friends	Collaborating with others (SD) What is a team mindset

Sense of belonging
Compassionate
Effective communicator   Understands the value of honesty
Willing to negotiate
Team player   **Social skills**
Cooperative

lifeskills GO

The Road to Resilience Unit

Resilience is a hot topic in education and health – and for a good reason! Resilience is the ability to cope with uncomfortable life events and challenges. It has been described as the capacity to 'bounce back' from difficult situations and persist in the face of adversity. Resilience is a learnable skill and can be taught to students of any age.

The unit aims to develop students' understanding of persistence and provide then with the opportunities to learn and practice strategies that will help them persevere and overcome setbacks with greater ease.

Thinks positively
Learns from mistakes
Creates or uses strategies
Takes actions towards goals
Does not give up
Accepts change

lifeskillsGO

The Road to Resilience Unit

Lesson	K–2	3–6
1	What is resilience?	What is resilience?
2	What is persistence?	What is persistence?
3	The Brain Stem	The brain stem
4	Focusing Attention	Positive Expectations (SD) Video: What is Optimism
5	Growth Mindset	Replacing Negative Thoughts *ANTS & PETS strategy
6	What is Bravery?	Trying New Things (SD) Video: Taking healthy risks
7	Thinking it Through	Evaluating Solutions (SD) Video: What is Critical Thinking?
8	Learning From Mistakes	Calming Emotions 2 (SD) Video: What is Self-regulation

Thinks positively
Learns from mistakes
Creates or uses strategies
Takes actions towards goals
Does not give up
Accepts change

lifeskills GO

The Future Focused Learners Unit

21st-century skills are more important for our students now than ever before. They not only provide a framework for successful learning in the classroom, but ensure students can thrive in a world where change is constant and ensures learning never stops.

The aim of this unit is to develop skills needed as 21st century citizens, including the need to think deeply about issues, solve problems creatively, work in teams, communicate clearly and learn ever-changing technologies.

Is a healthy risk taker

Is creative   Uses reasoning

Engages in analysis

Thinks critically

Solves problems

lifeskillsgroup.com.au | 1300 889 018 | info@lifeskillsgroup.com.au

lifeskillsGO
The Future Focused Learners Unit

Lesson	K-2	3-6
1	What is creativity?	What is creativity?
2	What is leadership?	Inquiring and Exploring (SD) Video - What is Leadership
3	What is curiosity?	Using Initiative (SD) Video - What is Leadership
4	Taking Healthy Risks	Taking Healthy Risks
5	What is Critical Thinking?	What is Critical Thinking?
6	What is a Team Mindset?	Identifying Problems (SD) Video: What is Critical Thinking
7	Considering Perspectives	Evaluating Solutions (SD) Video: What is Critical Thinking
8	Love of Learning (SD) Video: What is Curiosity	Love of Learning (SD) Video: What is Curiosity

Is a healthy risk taker
Is creative *Uses reasoning*
**Engages in analysis**
Thinks critically
Solves problems
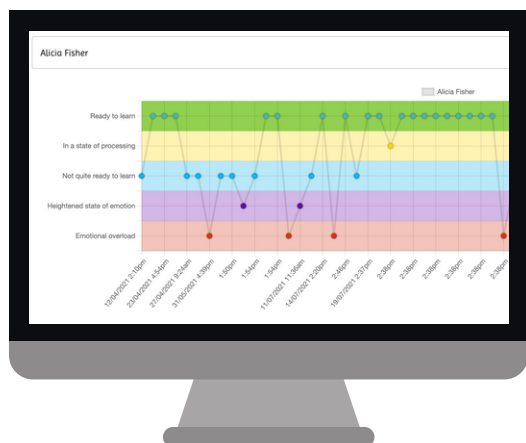
Learning Support functions in GO

The Learning Support functions makes Life Skills GO lessons more accessible for all students, enlarging audio buttons and quiz questions. The Emotion Check-in is also changed to have simpler responses in a larger format for the ease of understanding and accessibility.

Teachers can switch on Learning Support in a mainstream class or a multi cat class using the toggle for individual students from the Student Dashboard. For a student with Learning Support switched on, they'll receive the features of Learning Support mentioned above.
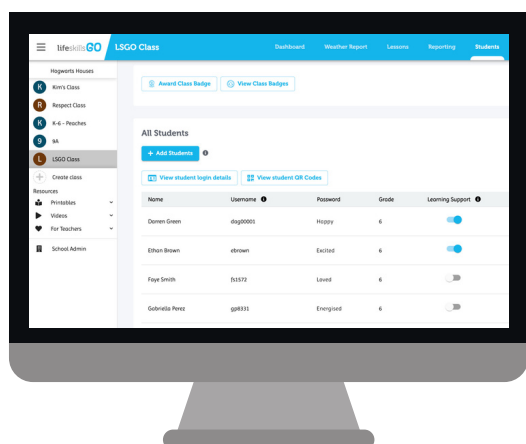
Create individual learning plans

Teachers are able to build, monitor, report and implement individual or small group learning plans where assessment data indicates intervention is required to specifically address behavioural, emotional and mental literacy.

Examples of plans includes:
- Social Skills
- Anger Management
- Anxiety Management
- Pre Suspension
- During Suspension
- Post Suspension

lifeskillsgroup.com.au | 1300 889 018 | info@lifeskillsgroup.com.au
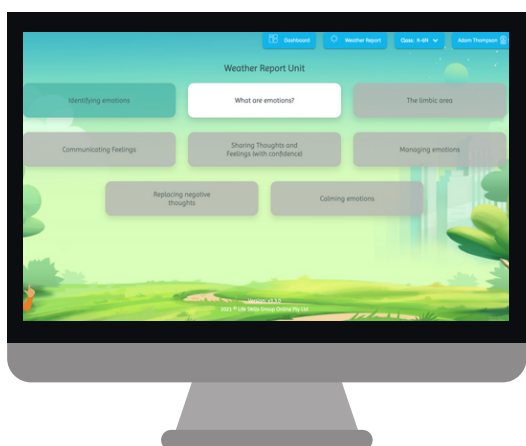
ILP and PLP Recording Observations
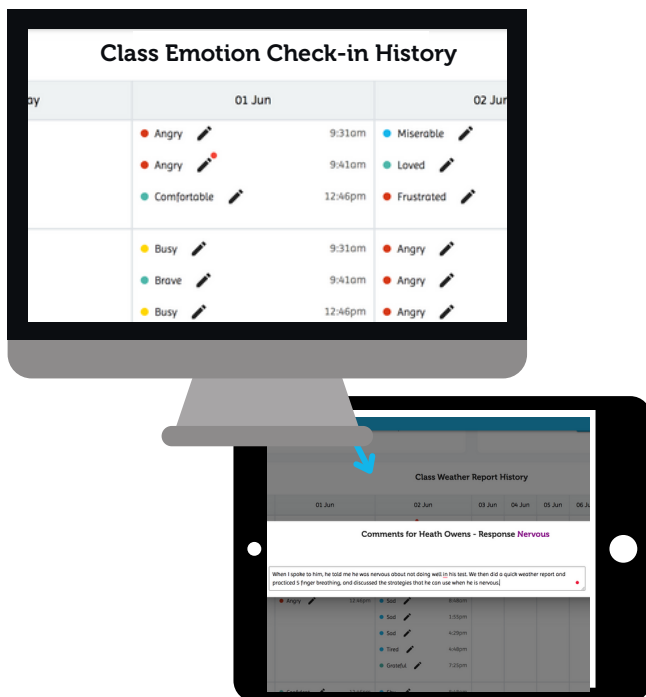
Teachers can efficiently record and track PLP classroom observations

After assigning an Emotion Check-in to a specific student, teachers can now add additional comments to provide context behind the incident or emotional reactions.

Classroom observations can be recorded against an individual students in the Emotion Check-in History, on the Dashboard. This data can be used to measure a students emotional and mental wellbeing.

Teachers can also view and update existing comments, as well as add more comments for a response.

Responses with existing comments have a "red" indicator on the "pen" icon.

ILP can be created and assigned to individual students for behavioural intervention

ILP's and PLP's can be created to address the needs of the individual student.

These provide several benefits including:

1. ILP's can contain targeted support and lessons designed for students assigned by the teacher or learning support team.
2. ILP lesson support can be completed at home (using a QR code) or at school to support student growth.
3. ILP data is securely stored and can be used in conjunction with school reports and school interventions to support the students next steps.
4. Using Life Skills Go students on ILP or PLP will be able to demonstrate enhanced concentration, communication, resilience and confidence.
5. Students on ILP or PLP with anxiety or behavioral issues can be given direct support through the interactive online program using embedded content to support their emotional, social and physical wellbeing.
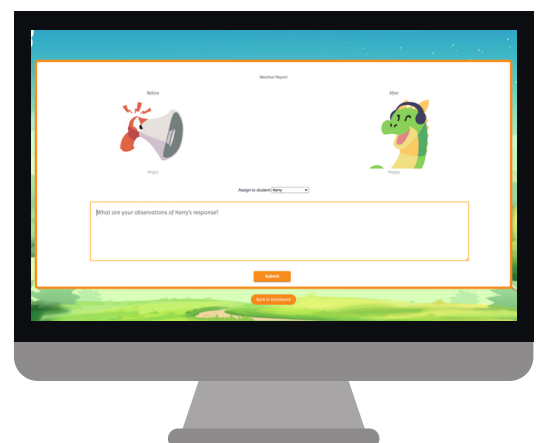
lifeskillsgroup.com.au | 1300 889 018 | info@lifeskillsgroup.com.au

Identifying emotions

F/K-2

- PD1-9: Demonstrates self-management skills in taking responsibility for their own actions
- PDe-9: Practises self-management skills in familiar and unfamiliar scenarios
- PSC012: Identify a range of emotions and describe situations that may evoke these emotions
- PSC028: Compare their emotional responses with those of their peers.

3-4

- PD2-9: Demonstrates self-management skills to respond to their own and others' actions
- PSC044: Describe the influence that people, situations and events have on their emotions.

5-6

- PD3-9: Applies and adapts self-management skills to respond to personal and group situations.
- PSC060: Explain how the appropriateness of emotional responses influences behaviour.

What are emotions?

F/K-2

- ACPPS005: Identify and describe emotional responses people may experience in different situations.
- ACPPS020: Identify and practise emotional responses that account for own and others' feelings.
- PD1-9: Demonstrates self-management skills in taking responsibility for their own actions
- PDe-9: Practises self-management skills in familiar and unfamiliar scenarios

3-4

- ACPPS038: Investigate how emotional responses vary in depth and strength.
- PD2-9: Demonstrates self-management skills to respond to their own and others' actions

5-6

- ACPMP056: Examine the influence of emotional responses on behaviour and relationships.
- PD3-9: Applies and adapts self-management skills to respond to personal and group situations.

The limbic area

F/K-2

- ACPPS016: Describe physical and social changes that occur as children grow older.
- PD1-1: Describes the qualities and characteristics that make them similar and different to others
- PD1-8: Participates in a range of opportunities that promote physical activity
- PDe-1: Identifies who they are and how people grow and change
- PDe-8: Explores how regular physical activity keeps individuals healthy

3-4

- ACPPS034: Explore strategies to manage physical, social and emotional change.
- PD2-1: Explores strategies to manage physical, social and emotional change
- PD2-8: Investigates and participates in physical activities to promote the benefits of physical activity on health and wellbeing.

5-6

- ACPPS052: Investigate resources and strategies to manage changes and transitions associated with puberty.
- PD3-1: Identifies and applies strengths and strategies to manage life changes and transitions.
- PD3-8: Creates and participates in physical activities to promote healthy and active lifestyles.

Communicating feelings

F/K-2

- PD1-9: Demonstrates self-management skills in taking responsibility for their own actions
- PDe-9: Practises self-management skills in familiar and unfamiliar scenariosPSC016: Express their emotions constructively in interactions with others.
- PSC032: Describe ways to express emotions to show awareness of the feelings and needs of others.

3-4

- PD2-9: Demonstrates self-management skills to respond to their own and others' actions
- PSC055: Identify communication skills that enhance relationships for particular groups and purposes

5-6

- PD3-9: Applies and adapts self-management skills to respond to personal and group situations.
- PSC071: Identify and explain factors that influence effective communication in a variety of situations

Sharing thoughts and feelings (with confidence)

6 activities, 20 minutes

F/K-2

- PD1-2: Recognises and describes strategies people can use to feel comfortable, resilient and safe in situations
- PDe-2: Identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe
- PSC038: Identify ways to care for others, including ways of making and keeping friends.

3-4

- PD2-2: Explains and uses strategies to develop resilience and to make them feel comfortable and safe
- PSC054: Describe factors that contribute to positive relationships, including with people at school and in their community.

5-6

- ACPPS055: Practise skills to establish and manage relationships.
- PD3-2: Investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others.
- PSC070: Identify the differences between positive and negative relationships and ways of managing these.

Managing emotions

6 activities, 20 minutes

F/K-2

- PD1-1: Describes the qualities and characteristics that make them similar and different to others
- PDe-1: Identifies who they are and how people grow and change
- PSC005: Recognise and identify how their emotions influence the way they feel and act.
- SC016: Express their emotions constructively in interactions with others.
- PSC021: Describe ways to express emotions to show awareness of the feelings and needs of others.

3-4

- ACPPS038: Investigate how emotional responses vary in depth and strength.
- PD2-9: Demonstrates self-management skills to respond to their own and others' actions

5-6

- ACPMP056: Examine the influence of emotional responses on behaviour and relationships.
- PD3-9: Applies and adapts self-management skills to respond to personal and group situations.

Replacing negative thoughts

6 activities, 20 minutes

F/K-2

- CCT005: Suggest alternative and creative ways to approach a given situation or task.
- CCT017: Identify and compare creative ideas to think broadly about a given situation or problem.
- PD1-2: Recognises and describes strategies people can use to feel comfortable, resilient and safe in situations
- PDe-2: Identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe

3-4

- CCT029: Explore situations using creative thinking strategies to propose a range of alternatives.
- PD2-2: Explains and uses strategies to develop resilience and to make them feel comfortable and safe

5-6

- CCT041: Identify situations where current approaches do not work, challenge existing ideas and generate alternative solutions.
- PD3-2: Investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others.

Calming emotions

6 activities, 20 minutes

F/K-2

- ACCPS018: Recognise situations and opportunities to promote health, safety and wellbeing.
- PD1-6: Understands contextual factors that influence themselves and others health, safety, wellbeing and participation in physical activity
- PD1-7: Explores actions that help make home and school healthy, safe and physically active spaces
- PD1-9: Demonstrates self-management skills in taking responsibility for their own actions
- PDe-6: explores contextual factors that influence an individual's health, safety, wellbeing and participation in physical activity
- PDe-7: Identifies actions that promote health, safety, wellbeing and physically active spacesPDe-9: Practises self-management skills in familiar and unfamiliar scenarios
- PSC005: Recognise and identify how their emotions influence the way they feel and act.
- PSC016: Express their emotions constructively in interactions with others.

3-4

- ACPPS034: Explore strategies to manage physical, social and emotional change.
- ACPPS036: Identify and practise strategies to promote health, safety and wellbeing.
- PD2-1: Explores strategies to manage physical, social and emotional change
- PD2-6: Describes how contextual factors are interrelated and how they influence health, safety, wellbeing and participation in physical activity.
- PD2-7: Describes strategies to make home and school healthy, safe and physically active spaces
- PD2-9: Demonstrates self-management skills to respond to their own and others' actions
- PSC048: Identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations.

5-6

- ACPPS052: Investigate resources and strategies to manage changes and transitions associated with puberty.
- ACPPS054: Plan and practise strategies to promote health, safety and wellbeing.
- PD3-1: Identifies and applies strengths and strategies to manage life changes and transitions.
- PD3-6: Distinguishes contextual factors that influence health, safety, wellbeing and participation in physical activity which are controllable and uncontrollable.
- PD3-7: Proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces.
- PD3-9: Applies and adapts self-management skills to respond to personal and group situations.
- PSC064: Explain the influence of emotions on behaviour, learning and relationships.

lifeskillsgroup.com.au | 1300 889 018 | info@lifeskillsgroup.com.au

Lesson Plans

All Lessons
In School Physical, Social and Emotional Lessons

All Lessons

physical lessons for the Weather

Communicating Feelings
In School Physical, Social and Emotional Lessons

Weather Report Unit Wee

nicating Feelings physical activ

Weath

The Limbic Area p
Weather Repo

Weath

Replacing Negat

HOW TO USE

These cards have been designed to promote specific and positive skills of social and emotional intelligence.

Explicitly state the learning goals prior to commencing the activity. Which mindset or skill are your students working towards?

The activity enables students to learn in a highly engaging and interactive way. Use the language of the mindset, e.g. resilience, to give students specific feedback as they work towards their learning goals.

GAMES

AGE 2-11

CHANGING SPOTS

Build Self-Awareness, Social-Awareness, Physical Awareness and Positive Relationships

1. The tagger will call out a number between one and six. All the players who share this number will jump up and swap places with someone else who is standing up.
2. As you are changing spots, the tagger will try to respectfully tag you. If you are tagged, continue to change spots with another.
3. When you arrive at your new spot, you will complete a challenge set by the leader. An example of a challenge might be to do three burpees. The leader can set different ways for players to move while they are changing spots. You might have to hop, skip or even lunge.
4. Always be mindful and respectful of your own body and of others.

+ • To add variety, use a balance, a breath or a challenging pose (e.g. plank for 30 seconds) as the challenge.
• To keep the game fair, regularly change the tagger after a few turns.

? Why is it important to not give up if you are tagged? Which mindset are we strengthening when we face a challenge with positivity? Can you think of another time when you could practise resilience?

Develops gross motor skills, fitness, balance, postural control, muscular strength, coordination, body awareness, muscle tone.

Focused attention.

I am resilient.

Come to sitting in a circle.

• Go around the circle and number each person one through to six, then start again at one.
• One person can volunteer to be the tagger.

www.lifeskillsgroup.com.au

The suggested questions encourage students to be reflective and to think about their own thinking and learning. The questions provide another opportunity for you to give specific feedback to your students.

The gauge indicates the physical intensity of the activity.

Physical Benefits

Cognitive Benefits

Emotional Benefits

The cards give you the flexibility and freedom to select strategies that best suit the diverse needs of your students.

The strategies can be easily integrated into everyday classroom and school activities.

lifeskills GO

www.lifeskillsgroup.com.au

Life Skills GO teaches social, emotional and physical learning skills required across many different learning frameworks

lifeskills GO	CASEL	ACARA and related syllabus documents of each state	21st Century Skills
		Health and Physical Education (HPE) General Capabilities: • Personal and Social Capability • Critical and creative thinking • Intercultural understanding	
	Self Awareness: Recognising emotions, thoughts and values, and their influence.	**Self Awareness** • recognise emotions • recognise personal qualities and achievements • understand themselves as learners • develop reflective practice	• **Critical thinking** • **Metacognition** • **Self-efficacy** • **Curiosity**
	Self Management: Regulating own emotions, thoughts and behaviours.	**Self Management** • express emotions appropriately • develop self-discipline and set goals • work independently and show initiative • become confident, resilient and adaptable.	• **Motivation** • **Conscientiousness** • **Grit/Perseverance**
	Social Awareness: Being aware of other perspectives and empathising with others.	**Social Awareness** • appreciate diverse perspectives • contribute to civil society • understand relationships	• **Adaptability** • **Creativity** • **Social and cultural** • **awareness**
	Relationship Skills: Establishing and maintaining healthy and rewarding relationships, negotiating and communicating effectively. **Responsible Decision-Making:** Making constructive choices about personal behaviour based on ethical standards and safety concerns.	**Social Management** • communicate effectively • work collaboratively • make decisions • negotiate and resolve conflict • develop leadership skills	• **Problem-solving** • **Collaboration** • **Initiative**

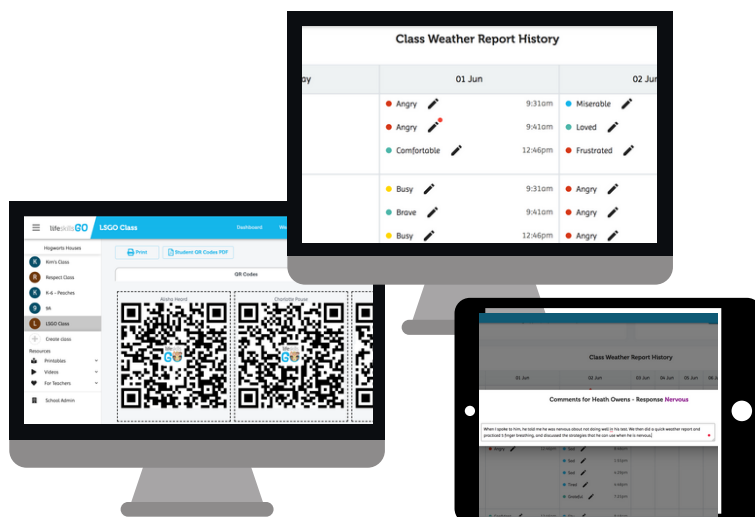lifeskillsgroup.com.au | 1300 889 018 | info@lifeskillsgroup.com.au

How is Life Skills GO delivered?

Flexible delivery modes

- On an IWB involving whole class/small groups
- On student devices using QR codes and student logins
- Using the Life Skills GO Students Workbooks (K-2)
- A mix of all of the the above modes
- Start and end-of-term reflections

| Online Curriculum & Lesson Content	200+ age appropriate social emotional learning lessons across six key areas	Engaging games, quizzes, drawing, student journal and rewards	Flexible lesson delivery, Curriculum-aligned (ACARA, NESA, VCAA), and evidence-based (CASEL, OCED)
Teaching Resources	Video Resources - including brain breaks, guided breathing exercises, stories	Printable resources - Values posters, Mindful Practice & Strengths cards, Movement Skills Activities	Online Physical Education lessons to build resilience and fitness
Analytics & Reporting	Weather Report feature for individual student wellbeing check-in and roll-call feature	Reporting across students, classes and school to assess wellbeing progress	Reporting dashboard: customised and standard reports available
Whole School Wellbeing Outcomes	Reduced anxiety, improved self-awareness & emotional intelligence	Shared wellbeing language, increased resilience & self-regulation	Positive relationship skills resulting in decreased disruptive behaviour and bullying

lifeskillsgroup.com.au | 1300 889 018 | info@lifeskillsgroup.com.au

What else does Life Skills GO have to offer?

- 200+ evidence-based lessons made up of age-appropriate (K-6) games, quizzes and video content

- Aligned to the Health and Physical Education Australian Curriculum and related syllabus documents of each state and addresses the General Capabilities of: personal and social capability, critical and creative thinking and intercultural understanding.

- Utilises EdTech to engage students and support the development of crucial proficiencies for 21st-century learning, recognised by the World Economic Forum.

- Draws on the core competencies established by CASEL, while also incorporating mindfulness science, growth mindset, neuroscience and positive psychology principles, together with effective pedagogical practices.

- Independently assessed and approved by Be You (Beyond Blue)

be you | Beyond Blue

Independently reviewed by the Be You Programs Directory

Copyright 2022
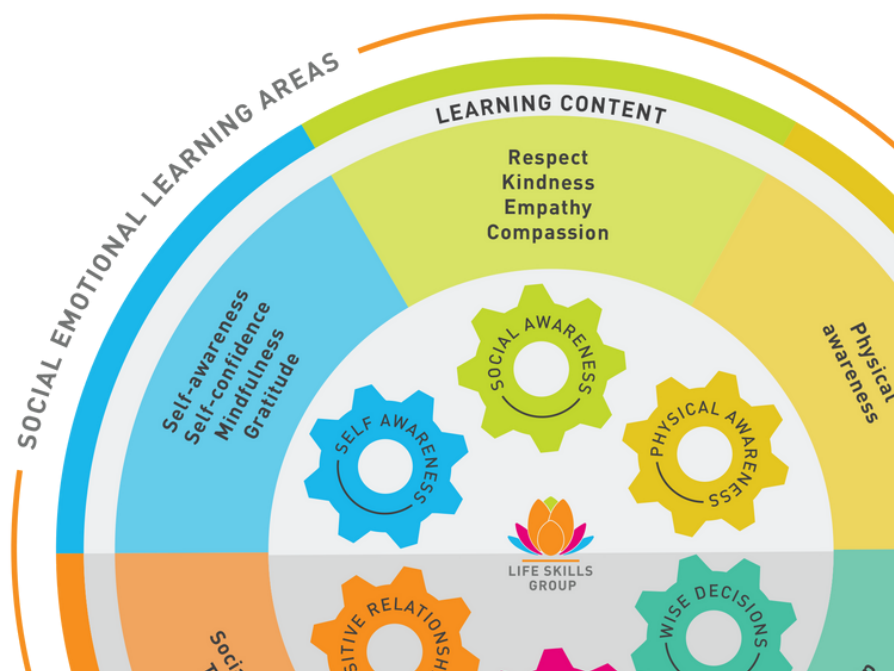
- Hundreds of resources - videos, printable resources, brain breaks, fun games and mindfulness exercises which reinforce language and embed wellbeing for both students and teachers

- Flexible and designed for any primary school classroom - Life Skills GO can be run on 1:1 devices, within small groups or as a whole class

- Analytics on student activity (quiz and game responses, Emotion Check-ins, etc) enable you to assess and track students' overall wellbeing, and knowledge and application of learning content

- Executive reporting for leaders - see exactly which lessons have been covered, their progress against curriculum outcomes and the whole school's progress down to the individual student

BOOK A
FREE WELLBEING ASSESSMENT

By calling 1300 889 018

or

email nikki.bonus@lifeskillsgroup.com.au

Hear what schools have to say about
Life Skills Group programs

"[Life Skills GO] is fantastic. Students enjoy the Emotion Check-in and this has been a brilliant way to identify what is happening in students' lives and trends. This feature helped me to see who was having issues in the school yard and who was worried about things in life, especially with students who would not always voice their concerns. It gave me an opportunity to identity who to check in with and to monitor student wellbeing. The videos and activities have assisted with self regulation in the classroom and have very much assisted following remote learning. My students were very unsettled and struggled with self regulation, friendships and regulating emotions when beginning year one and incorporating this program almost daily has support my students to check in with their emotions, understand the emotions of others, navigate problems in the yard and have a calm and confident mindset in the classroom."

Claire Jackson, Teacher,
Heidelberg Primary School VIC

"Since 2017, Guildford West Public School has run a yoga and mindfulness program through the Life Skills Group. Students participate in this program once a week for a term, with the focus on developing self-management and emotional regulation strategies. The program is a mix of yoga and mindfulness, with students participating in hands-on activities which are then followed up in the classroom.

In 2019, we began using Life Skills GO as a pilot school. Life Skills GO is an online program where students participate in both whole-class and individual lessons aimed at developing skills in the areas of self-awareness, self-management, social awareness, positive relationships, wise decisions and physical awareness. All students across the school participate in a minimum of one Life Skills GO lesson per week. Students with specific needs in these areas, or students returning from suspension have an individualised program created which is tailored to their social, emotional, and behavioural needs. This program tracks student wellbeing data."

Stephanie Giles, Assistant Principal
Guildford West Public School NSW

REFERENCES

[1] Brunwasser, Gillham & Kim, 2009; Bird & Markle, 2012; Durlak et al., 2011; Gray & Hackling, 2009; Noble & McGrath, 2012; Dweck, Walton & Cohen, 2014; Cairncross & Miller, 2016; Zenner, Herrnleben-Kurz & Walach, 2014; Adler, 2017; Morrish et al., 2018; Durlak et al., 2015; Greenburg et al., 2017; Robinson, 2018;

[2] World Bank statistics. Cited by Steve Leventhal at WCPP, opening plenary address, World Congress of Positive Psychology, July 18, 2019. Melbourne, Australia.

[3] The Educator's Guide to Whole-School Wellbeing, A Practical Guide to Getting Started, Best-Practice Process and Effective Implementation, Denise M. Quinlan and Lucy C. Hone

[4] White, M.A., & Kern, M.L.(2018). Positive education: Learning and teaching for wellbeing and academic mastery. International Journal of Wellbeing, 8(1).

[5] Adler, A.(2016). Teaching well-being increases academic performance: Evidence from Bhutan, Mexico, and Peru. Scholarly Commons Journal, 1572.

[6] Durlak, J.A., Weissberg, R.P., Dymnicki, A. B., Taylor, R.D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. Child Development, 82 (1), 405–432.

[7] Waters, L. (2011). A review of school based positive psychology interventions. Australian Educational and Developmental Psychologist, 28 (2).

[8] Suldo, S. M. , Thalji, A., & Ferron, J. (2011). Longitudinal academic outcomes predicted by early adolescents' subjective well-being, psychopathology, and mental health status yielded from a dual factor model. Journal of Positive Psychology, 6, 17–30.

[9] Cook, P. J., Dodge, K. A., Gifford, E. J., & Schulting, A. B. (2017). A new program to prevent primary school absenteeism: Results of a pilot study in five schools. Children and Youth Services Review, 82, 262–270.

[10] OECD: Better Understanding of Youth's Social and Emotional development (2018)