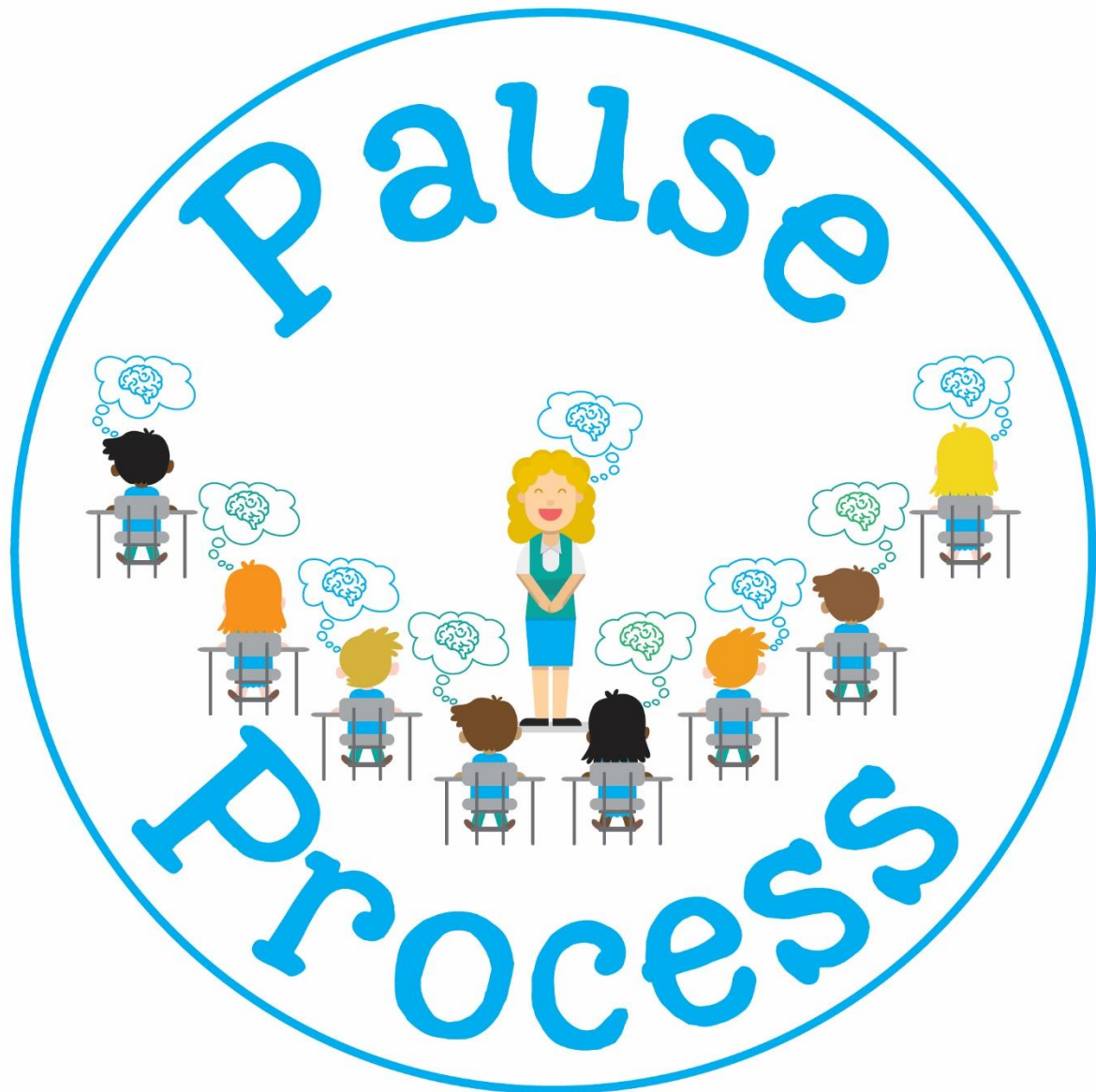




Why Pause?

Introduction

The Pause program was designed to improve teacher wellbeing by enabling students with the skills to emotionally self-regulate their own behavior. Teaching the students concepts of neuroscience in conjunction with mindfulness and positive education practices following a set of structured lesson plans.

The teaching staff delivering the Pause program also gain the knowledge of the neuroscience of the brain, specifically the three key parts of the brain, whilst working through the resource kit and lesson plans.

With the increased knowledge of neuroscience and mindfulness that the teacher is gaining themselves by delivering the lessons, they will be able to start to apply the practice in their own lives. Potentially being able to identify and detect common emotional triggers early and able to implement some of the strategies and techniques to self-manage their own emotions in the classroom.

Having the understanding of the neuroscience can also help the teacher to understand the emotions that the students may be feeling and be more equipped to manage behavioural disruptions in the classroom.

Teaching students to emotionally self-regulate is a proactive approach to student behaviour management. Enabling students to be able to self-regulate their emotions and behaviours, reducing the time spent with teacher intervention and increasing quality teaching time.

The lessons are divided into three key learning areas.

Lessons 1 to 4 –Brain Basics

Students learn about the parts of the brain, in particular the Prefrontal Cortex, Amygdala and the Hippocampus, and the roles that each of these play with our emotions.

Lessons 5 to 12 - Mindfulness Skills and Behaviours

Students learn about self-awareness, how to pause and 'check in' with their bodies, being able to notice the change in their thoughts and identify their emotions. Once the emotions have been identified they are able to self-manage using some of the techniques covered in the Pause program, such as simply taking three deep breaths.

Lessons 13 to 18 - Positive Education - gratitude, kindness and empathy

Students learn about the concepts of happiness, gratitude, resilience, kindness and empathy.

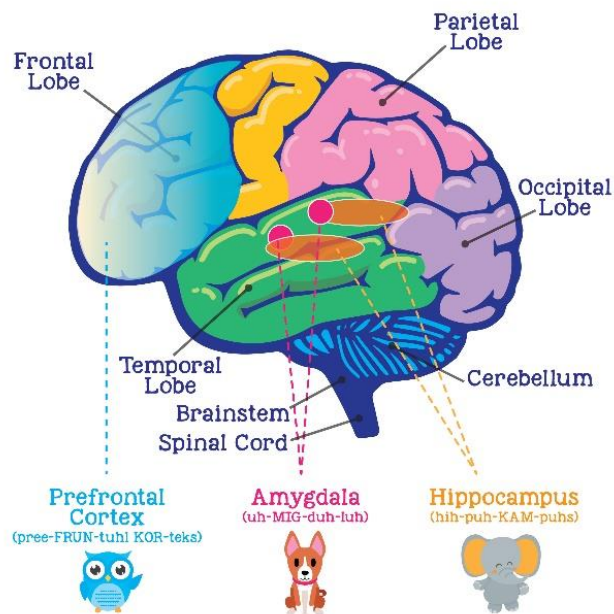
Pause was created by Wendy Fox, a primary teacher based at Tolga State School, after years of researching and introducing mindfulness practices in her classrooms.

The structure of the 18 Pause lesson plans brings together concepts from different established programs. The Pause Program was primarily based (with permission) from the Mindful Schools Curriculum and includes concepts and resources sourced from other organisations such as: MindUp, Smiling Minds and Brain Gym. Other sources of information include Dr Daniel Sigel – Hand model of the brain and the Brain House, Dr Carol Dweck – Growth Mindset and Sir Donald Clifton and Tom Rath – Bucket filler and dipper research from How Full is your Bucket.

The Mindful Schools Curriculum is been endorsed by the Principal Institute of Australia and Mindful Schools offer online training for teachers at a minimal cost.

Brain Basics

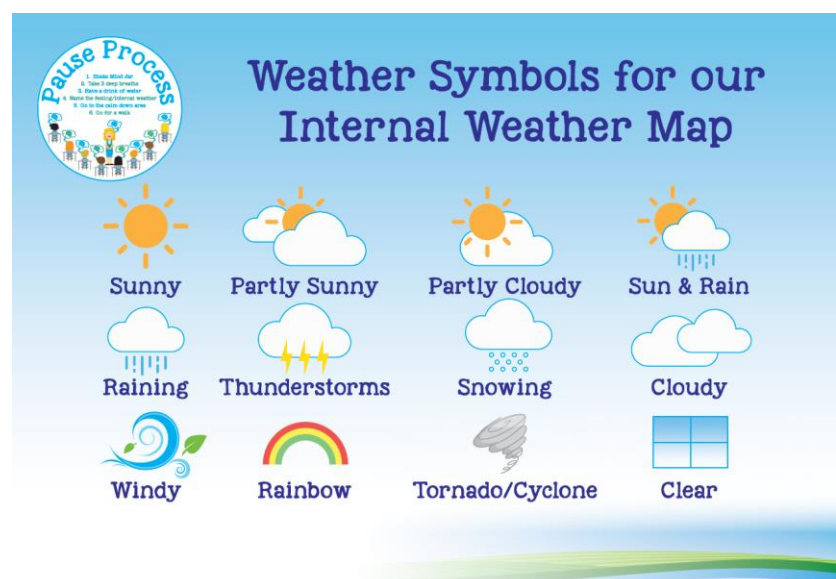
The diagram below outlines some of the neuroscience concepts included in the program. Teaching students about the different parts of the brain and the role that each part plays with our emotions. The parts of the brain are represented by an owl, a guard dog, and an elephant as it outlined in the graphic below.



Name	Function
Prefrontal Cortex	<u>Owl – Thinking part of the brain</u> Part of the frontal lobe Responsible for - Executive function, Decision making Problem solving, Complex thought
Amygdala	<u>Guard Dog – Emotional part of the brain</u> Part of the limbic system Responsible for processing our emotions
Hippocampus	<u>Elephant – Memory part of the brain</u> Part of the limbic system Responsible for forming, organising and storing memories

Mindfulness Skills

Students learn about self-awareness how to check in with their bodies, and using a focused awareness especially during the transitions when students are settling down to work or shifting their attention between subjects and tasks.



The students are asked to identify and understand how they are feeling. Pause uses an internal weather chart that most students have found easier to identify a feeling than speaking the actual emotion.

Positive Education

Students learn about happiness, resilience, kindness and empathy. Through stories and concepts of how full is your bucket, shining a light on what is right, growth mindset, gratitude, dealing with change, resilience and empathy.

Understanding the effects change has on our brain whilst dealing with levels of change. When the brain is dealing with change, its amygdala becomes alert and can fire if signals of unsettledness are not dealt with. Teaching students to understand the signals that their amygdala sends them and having them put a mindfulness strategy or behaviour in place helps to regulate the emotions they are feeling and build resilience.



Cut out kindness sayings and glue onto decorative paper:

You are AWESOME

Thank you
for being
you

YOU ARE JUST RIGHT

Always smile

You are
Wonderful!

SMILE!

Your smile
lights up
the room!

STAY
FABULOUS



YOU ROCK!

Way to be
Awesome!

You are
Beautiful!

Have a
great
day!

Pause Pilot Trials

2018 - Malanda State School

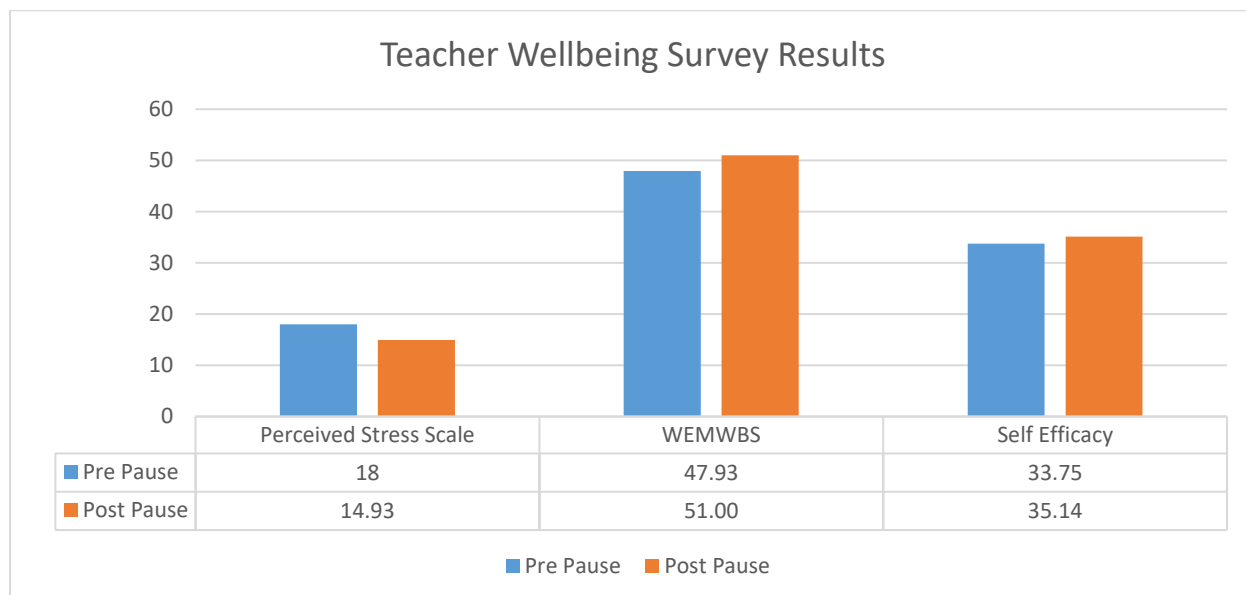
Malanda State School hosted the first pilot of the Pause program. The initial evaluation developed at the time identified anecdotally for Pause to have a positive effect on student behaviour.

2019 - Mareeba State School

The second pilot was conducted at Mareeba State School is scheduled for completion in term 2 2019.

The improved evaluation was created and implemented using the following recognised wellbeing validated scales, Perceived Stress Scale (PPS), Warwick Edinburgh Mental Wellbeing Scale (WEMWBS) and the Teacher Self-Efficacy Scale (TSE).

Improvements on all three scales were found. The PSS recorded a decrease in stress, and the WEMWBS and the TSE recorded an increase in wellbeing within the teachers surveyed.



Student behavioural rubric was also conducted on participating students in the Pause Program in term 1 2019 at Mareeba State School. With clear behavioural improvements recorded across the 4 behavioural areas evaluated, Paying attention, self-calming/self-control, participation and caring for others.

These are some of the notable results from the behavioural rubric are:

- 33% change to Prep students behaviour regularly/consistently across the 4 behavioural areas
- 20% change to Year 6 students behaviour regularly/consistently across the 4 behavioural areas
- 16% change to all students behaviour regularly/consistently across Self Calming behavioural areas

ACARA Personal & Social Capabilities

In the Australian Curriculum, students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. Personal and social capability involves students in a range of practices including recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills.

The Pause program supports and provides a strong foundation on which students can develop social and emotional skills find it easier to manage themselves, relate to others, develop resilience and a sense of self-worth, resolve conflict, engage in teamwork and feel positive about themselves and the world around them.

<https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/personal-and-social-capability/>

For further details on how the Pause Program links to the ACARA and Personal and Social Capabilities, please refer to the table in *Appendix A*.

ACARA Health Curriculum

In Health and Physical Education, students develop the skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships. They learn to build on personal and community strengths and assets to enhance safety and wellbeing. They critique and challenge assumptions and stereotypes. Students learn to navigate a range of health-related sources, services and organisations.

Health and Physical Education provides students with an experiential curriculum that is contemporary, relevant, challenging and physically active. The Pause program plays a role in this area introducing the students initially to the body parts and then in the higher primary year levels providing resources and strategies to manage changes and transitions associated with puberty.

<https://www.australiancurriculum.edu.au/f-10-curriculum/health-and-physical-education/rationale/>

For further details on how the Pause Program links to the ACARA Health Curriculum, please refer to the table in *Appendix B*.

Appendix A

Pause links with ACARA Personal and Social Capabilities						
Lesson	Level 1a	Level 1b	Level 2	Level 3	Level 4	Level 5
1. Brain Basics - 3 Key Parts of the Brain	Self-awareness Recognise emotions <i>-recognise and identify their own emotions</i>	Self-awareness Recognise emotions & Develop reflective practice -identify a range of emotions and describe situations that may evoke these emotions <i>-reflect on their feelings as learners and how their efforts affect skills and achievements</i>	Self-awareness Recognises emotions & Develop reflective practice -compare their emotional response with those of their peers -reflect on what they have learnt about themselves from a range of experiences at home and school	Self-awareness Recognise emotions -describe the influence that people, situations and events have on their emotions	Self-awareness Recognise emotions -explain how the appropriateness of emotional responses influences behaviour	Self-awareness Recognise emotions -examine influences on and consequences of their emotional responses in learning, social and work-related contexts
2. Brain Basics – Mind Jar	Self-awareness Recognise emotions <i>-recognise and identify their own emotions</i>	Self-awareness Recognise emotions & Develop reflective practice -identify a range of emotions and describe situations that may evoke these emotions <i>-reflect on their feelings as learners and how their efforts affect skills and achievements</i>	Self-awareness Recognises emotions & Develop reflective practice -compare their emotional response with those of their peers -reflect on what they have learnt about themselves from a range of experiences at home and school	Self-awareness Recognise emotions -describe the influence that people, situations and events have on their emotions	Self-awareness Recognise emotions -explain how the appropriateness of emotional responses influences behaviour	Self-awareness Recognise emotions -examine influences on and consequences of their emotional responses in learning, social and work-related contexts
3. Brain Basics – Hand Model of the Brain	Self-management Express emotions appropriately <i>-recognise and identify how their emotions influence the way they feel and act</i>	Self-management Express emotions appropriately <i>-express their emotions constructively in interactions with others</i>	Self-management Express emotions appropriately <i>-describe ways to express emotions to show awareness of the feelings and needs of others</i>	Self-management Express emotions appropriately <i>-identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations</i>	Self-management Express emotions appropriately <i>-explain the influence of emotions on behaviour, learning and relationships</i>	Self-management Express emotions appropriately -forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour
4. Brain Basics – Brain House and Pause Behaviours	Self-management Express emotions appropriately <i>-recognise and identify how their emotions influence the way they feel and act</i>	Self-management Express emotions appropriately <i>-express their emotions constructively in interactions with others</i>	Self-management Express emotions appropriately <i>-describe ways to express emotions to show awareness of the feelings and needs of others</i>	Self-management Express emotions appropriately <i>-identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations</i>	Self-management Express emotions appropriately <i>-explain the influence of emotions on behaviour, learning and relationships</i>	Self-management Express emotions appropriately -forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour
5. Mindful Bodies -		Self-awareness Develop reflective practice	Self-awareness Develop reflective practice			

Pause links with ACARA Personal and Social Capabilities

Lesson	Level 1a	Level 1b	Level 2	Level 3	Level 4	Level 5
Pause Posture		<i>-reflect on their feelings as learners and how their efforts affect skills and achievements</i>	-reflect on what they have learnt about themselves from a range of experiences at home and school			
6. Heartfulness	Social awareness Appreciate diverse perspectives Contribute to civil society <i>-show an awareness for the feelings, needs and interests of others</i>	Social awareness Contribute to a civil society <i>-describe ways they can help at home and school</i>	Social awareness Understand relationships <i>-identify ways to care for others, including ways of making and keeping friends</i>	Social awareness Understand relationships <i>-describe factors that contribute to positive relationships, including with people at school and their community</i>	Social awareness Understand relationships <i>-identify the differences between positive and negative relationships and ways of managing these</i>	
7. Self-Awareness & Emotional Regulation	Self-awareness Recognise emotions <i>-recognise and identify their own emotions</i>	Self-awareness Recognise emotions & Develop reflective practice <i>-identify a range of emotions and describe situations that may evoke these emotions</i> <i>-reflect on their feelings as learners and how their efforts affect skills and achievements</i>	Self-awareness Recognises emotions & Develop reflective practice <i>-compare their emotional response with those of their peers</i> <i>-reflect on what they have learnt about themselves from a range of experiences at home and school</i>	Self-awareness Recognise emotions <i>-describe the influence that people, situations and events have on their emotions</i>	Self-awareness Recognise emotions <i>-explain how the appropriateness of emotional responses influences behaviour</i>	Self-awareness Recognise emotions <i>-examine influences on and consequences of their emotional responses in learning, social and work-related contexts</i>
8. Mindful Seeing			Self-Awareness Understands themselves as a learner <i>-discuss their strengths and weaknesses as learners and identify some learning strategies to assist them</i>	Self-Awareness Understands themselves as a learner <i>-identify and describe factors and strategies that assist their learning</i>	Self-Awareness Understands themselves as a learner <i>-identify preferred learning styles and work habits</i>	
9. Mindful Eating	Self-Awareness Recognise personal qualities & achievements <i>-express a personal preference</i>	Self-Awareness Recognise personal qualities & achievements <i>-identify their likes and dislikes, needs and wants and explore what influences these</i>	Self-Awareness Recognise personal qualities & achievements <i>-identify and describe personal interests, skills and achievements and explain how these contribute to family and school life</i>			

Pause links with ACARA Personal and Social Capabilities

Lesson	Level 1a	Level 1b	Level 2	Level 3	Level 4	Level 5
10. Mindful Movement	Self-Awareness Understand themselves as learners -select tasks they can do in different learning contexts	Self-Awareness Understand themselves as learners -identify their abilities, talents and interests as learners				
11. Mindful Listening	Self-Awareness Understand themselves as learners -select tasks they can do in different learning contexts	Self-Awareness Understand themselves as learners -identify their abilities, talents and interests as learners	Self-Awareness Understand themselves as learners -discuss their strengths and weaknesses as learners and identify some learning strategies to assist them	Self-Awareness Understand themselves as learners -identify and describe factors and strategies that assist their learning	Self-Awareness Understand themselves as learners -identify preferred learning styles and work habits	Self-Awareness Understand themselves as learners -identify and choose a range of learning strategies appropriate to specific tasks and describe work practices that assist their learning
12. Mindful Thinking	Self-awareness Understands themselves as learners -select tasks they can do in different learning contexts	Self-awareness Understands themselves as learners -Identify their abilities, talents and interests as learners	Self-awareness Understands themselves as learners -discuss their strengths and weaknesses as learners and identify some learning strategies to assist them	Self-Awareness Understand themselves as learners -identify and describe factors and strategies that assist their learning	Self-Awareness Understand themselves as learners -identify preferred learning styles and work habits	Self-Awareness Understand themselves as learners -identify and choose a range of learning strategies appropriate to specific tasks and describe work practices that assist their learning
13. A Guide to Daily Happiness	Self-management Express emotions appropriately <i>-recognise and identify how their emotions influence the way they feel and act</i>	Self-management Express emotions appropriately <i>-express their emotions constructively in interactions with others</i>	Self-management Express emotions appropriately <i>-describe ways to express emotions to show awareness of the feelings and needs of others</i>	Self-management Express emotions appropriately <i>-identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations</i>	Self-management Express emotions appropriately <i>-explain the influence of emotions on behaviour, learning and relationships</i>	Self-management Express emotions appropriately <i>-forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour</i>
14. Growth Mindset	Self-management Develop self-discipline and set goals -make a choice to participate in a class activity	Self-management Develop self-discipline and set goals	Self-management Develop self-discipline and set goals	Self-management Develop self-discipline and set goals	Self-management Develop self-discipline and set goals	Self-management Develop self-discipline and set goals

Pause links with ACARA Personal and Social Capabilities

Lesson	Level 1a	Level 1b	Level 2	Level 3	Level 4	Level 5
15. Gratitude	Social awareness Appreciate diverse perspectives Contribute to civil society Understand relationships <i>-show an awareness for the feelings, needs and interests of others</i>	Social awareness Appreciate diverse perspectives Contribute to a civil society Understand relationships <i>-describe ways they can help at home and school</i> <i>-explore relationships through play and group experiences</i>	Social awareness Understand relationships <i>-identify ways to care for others, including ways of making and keeping friends</i>	Social awareness Understand relationships <i>-describe factors that contribute to positive relationships, including with people at school and their community</i>	Social awareness Understand relationships <i>-identify the differences between positive and negative relationships and ways of managing these</i>	Social awareness Understand relationships -identify indicators of possible problems in relationships in a range of social and work related situations
16. Resilience – Dealing with Change	Self-management Become confident, resilient and adaptable -identify people and situations with which they feel a sense of familiarity or belonging	Self-management Become confident, resilient and adaptable -identify situations that feel safe or unsafe, approaching new situations with confidence	Self-management Become confident, resilient and adaptable -undertake and persist with short tasks, within the limits of personal safety	Self-management Become confident, resilient and adaptable -persist with tasks when faced with challenges and adapt their approach where first attempts are not successful	Self-management Become confident, resilient and adaptable -devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety	Self-management Become confident, resilient and adaptable -assess, adapt and modify personal and safety strategies and plans with revisit tasks with renewed confidence
17. Kindness	Social awareness Appreciate diverse perspectives Contribute to civil society Understand relationships <i>-show an awareness for the feelings, needs and interests of others</i>	Social awareness Appreciate diverse perspectives Contribute to a civil society Understand relationships <i>-describe ways they can help at home and school</i> <i>-explore relationships through play and group experiences</i>	Social awareness Understand relationships <i>-identify ways to care for others, including ways of making and keeping friends</i>	Social awareness Understand relationships <i>-describe factors that contribute to positive relationships, including with people at school and their community</i>	Social awareness Understand relationships <i>-identify the differences between positive and negative relationships and ways of managing these</i>	Social awareness Understand relationships -identify indicators of possible problems in relationships in a range of social and work related situations
18. Empathy	Social awareness Appreciate diverse perspectives Contribute to civil society Understand relationships <i>-show an awareness for the feelings, needs and interests of others</i>	Social awareness Appreciate diverse perspectives Contribute to a civil society Understand relationships <i>-describe ways they can help at home and school</i> <i>-explore relationships through play and group experiences</i>	Social awareness Understand relationships <i>-identify ways to care for others, including ways of making and keeping friends</i>	Social awareness Understand relationships <i>-describe factors that contribute to positive relationships, including with people at school and their community</i>	Social awareness Understand relationships <i>-identify the differences between positive and negative relationships and ways of managing these</i>	Social awareness Understand relationships -identify indicators of possible problems in relationships in a range of social and work related situations

Appendix B₂

Pause links with ACARA Health Curriculum				
Lesson	Foundation	Year 1-2	Year 3-4	Year 5-6
1. Brain Basics - 3 Key Parts of the Brain	Being healthy, safe and active – Changes and transitions Name parts of the body and describe how their body is growing and changing (ACPP002)	Being healthy, safe and active – Changes and transitions Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these (ACPPS016)	Being healthy, safe and active – Changes and transitions Explore strategies to manage physical, social and emotional change (ACPPS034)	Being healthy, safe and active – Changes and transitions Investigate resources and strategies to manage changes and transitions associated with puberty (ACPPS052)
2. Brain Basics – Mind Jar	Being healthy, safe and active – Changes and transitions Name parts of the body and describe how their body is growing and changing (ACPP002)	Being healthy, safe and active – Changes and transitions Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these (ACPPS016)	Being healthy, safe and active – Changes and transitions Explore strategies to manage physical, social and emotional change (ACPPS034)	Being healthy, safe and active – Changes and transitions Investigate resources and strategies to manage changes and transitions associated with puberty (ACPPS052)
3. Brain Basics – Hand Model of the Brain	Communicating and interacting for health and well-being -Understanding Emotions Identify and describe emotional responses people may experience in different situations (ACPPS005)	Communicating and interacting for health and well-being -Understanding Emotions Identify and practise emotional responses that account for own and others' feelings (ACPPS020)	Communicating and interacting for health and well-being -Understanding Emotions Investigate how emotional responses vary in depth and strength (ACPPS038)	Communicating and interacting for health and well-being -Understanding Emotions Examine the influence of emotional responses on behaviour and relationships (ACPPS056)
4. Brain Basics – Brain House and Pause Behaviours	Communicating and interacting for health and well-being -Understanding Emotions Identify and describe emotional responses people may experience in different situations (ACPPS005)	Communicating and interacting for health and well-being -Understanding Emotions Identify and practise emotional responses that account for own and others' feelings (ACPPS020)	Communicating and interacting for health and well-being -Understanding Emotions Investigate how emotional responses vary in depth and strength (ACPPS038)	Communicating and interacting for health and well-being -Understanding Emotions Examine the influence of emotional responses on behaviour and relationships (ACPPS056)
5. Mindful Bodies -Pause Posture	Being healthy, safe and active – Help-seeking Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy (ACPPS003)	Being healthy, safe and active – Help-seeking Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)	Being healthy, safe and active – Help-seeking Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)	Being healthy, safe and active – Help-seeking Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053)
6. Heartfulness	Communicating and interacting for health and well-being -Interacting with others Practise personal and social skills to interact positively with others (ACPPS004)	Communicating and interacting for health and well-being – Interacting with others Describe ways to include others to make them feel they belong (ACPPS019)	Communicating and interacting for health and well-being – Interacting with others Describe how respect, empathy and valuing diversity can positively influence relationships (ACPPS037)	Communicating and interacting for health and well-being – Interacting with others Practise skills to establish and manage relationships (ACPPS055)

Pause links with ACARA Health Curriculum

Lesson	Foundation	Year 1-2	Year 3-4	Year 5-6
7. Self-Awareness & Emotional Regulation	Communicating and interacting for health and well-being -Understanding Emotions Identify and describe emotional responses people may experience in different situations (ACPPS005)	Communicating and interacting for health and well-being -Understanding Emotions Identify and practise emotional responses that account for own and others' feelings (ACPPS020)	Communicating and interacting for health and well-being -Understanding Emotions Investigate how emotional responses vary in depth and strength (ACPPS038)	Communicating and interacting for health and well-being -Understanding Emotions Examine the influence of emotional responses on behaviour and relationships (ACPPS056)
8. Mindful Seeing	Being healthy, safe and active – Changes and transitions Name parts of the body and describe how their body is growing and changing (ACPP002)	Being healthy, safe and active – Changes and transitions Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these (ACPPS016)	Being healthy, safe and active – Changes and transitions Explore strategies to manage physical, social and emotional change (ACPPS034)	Being healthy, safe and active – Changes and transitions Investigate resources and strategies to manage changes and transitions associated with puberty (ACPPS052)
9. Mindful Eating	Being healthy, safe and active – Changes and transitions Name parts of the body and describe how their body is growing and changing (ACPP002)	Being healthy, safe and active – Changes and transitions Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these (ACPPS016)	Being healthy, safe and active – Changes and transitions Explore strategies to manage physical, social and emotional change (ACPPS034)	Being healthy, safe and active – Changes and transitions Investigate resources and strategies to manage changes and transitions associated with puberty (ACPPS052)
10. Mindful Movement	Being healthy, safe and active – Changes and transitions Name parts of the body and describe how their body is growing and changing (ACPP002)	Being healthy, safe and active – Changes and transitions Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these (ACPPS016)	Being healthy, safe and active – Changes and transitions Explore strategies to manage physical, social and emotional change (ACPPS034)	Being healthy, safe and active – Changes and transitions Investigate resources and strategies to manage changes and transitions associated with puberty (ACPPS052)
11. Mindful Listening	Being healthy, safe and active – Changes and transitions Name parts of the body and describe how their body is growing and changing (ACPP002)	Being healthy, safe and active – Changes and transitions Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these (ACPPS016)	Being healthy, safe and active – Changes and transitions Explore strategies to manage physical, social and emotional change (ACPPS034)	Being healthy, safe and active – Changes and transitions Investigate resources and strategies to manage changes and transitions associated with puberty (ACPPS052)
12. Mindful Thinking	Being healthy, safe and active – Changes and transitions Name parts of the body and describe how their body is growing and changing (ACPP002)	Being healthy, safe and active – Changes and transitions Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these (ACPPS016)	Being healthy, safe and active – Changes and transitions Explore strategies to manage physical, social and emotional change (ACPPS034)	Being healthy, safe and active – Changes and transitions Investigate resources and strategies to manage changes and transitions associated with puberty (ACPPS052)

Pause links with ACARA Health Curriculum

Lesson	Foundation	Year 1-2	Year 3-4	Year 5-6
13. A Guide to Daily Happiness	Communicating and interacting for health and well-being -Interacting with others Practise personal and social skills to interact positively with others (ACPPS004)	Communicating and interacting for health and well-being – Interacting with others Describe ways to include others to make them feel they belong (ACPPS019)	Communicating and interacting for health and well-being – Interacting with others Describe how respect, empathy and valuing diversity can positively influence relationships (ACPPS037)	Communicating and interacting for health and well-being – Interacting with others Practise skills to establish and manage relationships (ACPPS055)
14. Growth Mindset	Being healthy, safe and active – Identities Identify personal strengths (ACPPS001)	Being healthy, safe and active – Identities Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (ACPPS015)	Being healthy, safe and active – Identities Explore how success, challenges and failure strengthen identities (ACPPS033)	Being healthy, safe and active – Identities Examine how identities are influenced by people and places (ACPPS051)
15. Gratitude	Communicating and interacting for health and well-being -Interacting with others Practise personal and social skills to interact positively with others (ACPPS004)	Communicating and interacting for health and well-being – Interacting with others Describe ways to include others to make them feel they belong (ACPPS019)	Communicating and interacting for health and well-being – Interacting with others Describe how respect, empathy and valuing diversity can positively influence relationships (ACPPS037)	Communicating and interacting for health and well-being – Interacting with others Practise skills to establish and manage relationships (ACPPS055)
16. Resilience – Dealing with Change	Being healthy, safe and active – Help-seeking Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy (ACPPS003)	Being healthy, safe and active – Help-seeking Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)	Being healthy, safe and active – Help-seeking Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)	Being healthy, safe and active – Help-seeking Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053)
17. Kindness	Communicating and interacting for health and well-being -Interacting with others Practise personal and social skills to interact positively with others (ACPPS004)	Communicating and interacting for health and well-being – Interacting with others Describe ways to include others to make them feel they belong (ACPPS019)	Communicating and interacting for health and well-being – Interacting with others Describe how respect, empathy and valuing diversity can positively influence relationships (ACPPS037)	Communicating and interacting for health and well-being – Interacting with others Practise skills to establish and manage relationships (ACPPS055)
18. Empathy	Communicating and interacting for health and well-being -Interacting with others Practise personal and social skills to interact positively with others (ACPPS004)	Communicating and interacting for health and well-being – Interacting with others Describe ways to include others to make them feel they belong (ACPPS019)	Communicating and interacting for health and well-being – Interacting with others Describe how respect, empathy and valuing diversity can positively influence relationships (ACPPS037)	Communicating and interacting for health and well-being – Interacting with others Practise skills to establish and manage relationships (ACPPS055)