

# 7 OUT OF 7 KIDS HAVE MENTAL HEALTH

Let's teach them how to look after it!



STARTING WITH  
THESE LESSON PLANS



## A NOTE FROM THE CO-FOUNDERS ABOUT THESE LESSONS

Hello and welcome to 12 free introductory lesson plans to the Grow Your Mind program. These have been created by an NSW accredited teacher, who also happens to be one of the founders of Grow Your Mind.

The lessons are a basic guide for how you might like to start talking about social and emotional wellbeing with your students, from ages 5 to 12. They aim to give a simple overview of our key mental health topics. They also offer suggestions for ways you can use our physical and digital resources. The majority of links referenced here will only work if you are logged into your digital and/or free resources section of the website.

The lessons have been designed for teachers to use in a way that feels right for them. We recommend beginning with the first 3 lessons but after this feel free to skip ahead, to cut them shorter and to deliver them in a way that feels right for you and your students.

We wrote these lessons because we passionately believe ALL children, regardless of socio economic background should have access to playful and engaging wellbeing lessons. We also wrote these lessons because we believe that ALL teachers, regardless of time pressures should have EASY access to free lesson plans linked to curriculums, both nationally and internationally.

We believe that everyone has mental health, so if we all have it, we can all learn to look after it. We are not just a mindfulness program, not a yoga program, not a friendship program, not only a growth mindset program. Instead, we offer a number of invitations for flourishing and we encourage students, parents and teachers to try these invitations out and find the ones that help them.

We have numerous student reflection journals as part of the Digital for Teachers resource. It may be worthwhile printing these out or waiting for instructions that link you to particular pages.

[Student Self Paced Journals - F-6](#)

[Student Animation Reflection Journals - F-6](#)

[Student Podcast Reflection Journals - 2-6](#)

We have a [Grow Your Mind Podcast](#) that features children delivering key mental health lessons. This podcast has been listened to in 75+ countries and if you are a digital subscriber, has accompanying [student reflection journals](#) for each stage. The podcast can be listened to on [multiple platforms](#). There are [free colouring in sheets](#) that go with each episode and there are [student reflection journals](#) to further enrich the messaging PLUS we have lesson plans for each of the episodes in Season 1. The podcast could be a way to introduce Grow Your Mind and/or reengage students who are familiar with the content. We recommend it for ages 6 and up. Season 2 of the podcast launched in February 2021, it has 6 episodes and you will find a resource list of books + movies to support the messaging of the podcast on the [Digital for Teachers subscription](#).

We have also created a [Guess Who Character Strength Video Series](#). Ten of these lessons are also FREE on our [youtube channel](#). There are currently 30 video lessons available for our digital subscribers. These come with suggested learning activities and reflection activities. We have interwoven some of these offerings in these introductory lessons, we highlight these resources now as evidence for the rich continuum of learning Grow Your Mind provides schools. If you are looking for an engaging way to familiarise students with character strengths, hope and resilience, then we recommend using this series. We also have [mini guess who videos on offer](#). Whereby educators can click just the making of the playdough portrait and then there is a short written summary about each person.

Grow Your Mind is a certified B Corp, this means we value the environment, humanity and wellbeing hugely. You can support us by investing in an [individual teacher subscription](#) or a [whole school digital subscription](#). You can also support us by investing in our [beautiful physical resources](#). If you are not in a position to do this, no worries, we have your back and a mountain of wellbeing resources you can start using today.

Wishing you all the best with your own mental health too!

Alice and Kristina  
Co-founders of Grow Your Mind



# WE LIKE SCHOOLS TO CHOOSE

## HOW THEY DELIVER GROW YOUR MIND

However, here is the gold standard should you wish to follow:

### Step 1:

All school staff complete our [2 hour staff wellbeing course](#). We have options for a pre-recorded version, an in person course and a live course delivered remotely. This course lays the foundation for school staff living the program. We know that there is little effective student wellbeing without staff wellbeing. We therefore strongly encourage schools to invest in their own wellbeing before embarking on delivering Grow Your Mind to their students.

### Step 2\*:

Receive 1 hour of implementation training, either in person or watch a pre recording video AND as a staff watch our digital tour to get a strong understanding of how Grow Your Mind can be delivered as well as the basics of each resource. Create a Grow Your Mind team in your school that drives the focus and vision for your environment.

### Step 3:

The whole school uses these introductory lessons for a term. This means setting aside 30-45 minutes a week to explicitly teach Grow Your Mind.

PLUS: 3 x a week schools follow our weekly planner for grabbing under 5 minutes of wellbeing a day

PLUS: As a school focus on a common [character strength](#) for each week.

### Step 4:

Organise a parent talk, or webinar. [Use our slides as a talking point](#) to explain the theory behind Grow Your Mind and tips for embedding wellbeing at home. Encourage families to sign up to one of our free parenting webinars (6 a year on different wellbeing topics) Start including Grow Your Mind in newsletter content.

### Step 5:

Choose your own adventure:

Continue under 5 minutes of wellbeing x 2 or x 3 days a week

Teach one of our [units of work](#) on emotions, kindness, respectful relationships, growth mindset + more

Listen to [Season 1 or 2 of the podcast](#)

Watch a weekly [Guess Who video lesson](#) and spotlight a [weekly strength](#) etc.

See continuum of learning in [our manual](#) for further ideas

\* You can combine Step 1 and 2 together.

\* Please note we offer [5 professional development courses for teachers](#)



# KEY

## **Connect before Content**

At the start of each lesson we recommend you choosing from one of our Connect before Content activities. These can be found in the appendix. At the top of each page you will see: *Remember to CBC*

*\* We strongly encourage you to have a warm up before each each lesson that may facilitate connection between students. We also advise that you make the learning intention clear to students.*

## **Grow Your Mind DFT**

These links will only work if you are subscribed to our Digital for Teachers (DFT) resource.

[Subscribe now](#) so you can join in the fun.

*\* Digital for Teachers has wellbeing tools, learning activities, units of work, parent slides, staff wellbeing information + more*

## **GYM FREE**

We have free school + home resources. Anyone can access these.

*\* Along with our podcast we have these lesson plans + worksheets & comprehension tasks for free*



# PERSONAL DEVELOPMENT/ HEALTH UNIT (P.1 OF 2)

## RATIONALE:

According to the current Australian Curriculum, in an increasingly complex, sedentary and rapidly changing world it is critical for every young Australian to not only be able to cope with life's challenges but also to flourish as healthy, safe and active citizens in the 21st century. This is a strong investment in the future of the Australian population.

## AIMS

### The Australian Curriculum:

Health and Physical Education (F-10) aims to develop the knowledge, understanding and skills to enable students to:

- Access, evaluate and synthesise information to take positive action to protect, enhance and advocate for their own and others' health, well-being, safety and physical activity participation across their lifespan.
- Develop and use personal, behavioural, social and cognitive skills and strategies to promote a sense of personal identity and well-being and to build and manage respectful relationships  
Grow Your Mind develops student's awareness of mental health and every day practices they can harness to keep their minds healthy.

## FOCUS AREA:

### Mental health and wellbeing

This Australian Curriculum focus area addresses how mental health and well-being can be enhanced and strengthened at an individual and community level. The content supports students to develop knowledge, understanding and skills to manage their own mental health and well-being and to support that of others.

The Grow Your Mind lesson plans cover the following areas from the Australian Curriculum for years Foundation to 6:

- Mental health and wellbeing, and mental health promotion
- The impact of physical, social, spiritual and emotional health on well-being
- Resilience, and skills that support resilient behaviour
- Coping skills, help-seeking strategies and community support resources
- Networks of support for promoting mental health and well-being

## PHYSICAL LITERACY CONTINUUM F-10:

The following lesson plans support the development of

1. Conflict Resolution
2. Inclusion
3. Cooperation and Communication

Key: **F-6** Blue  
**F-2** Purple  
**3-6** Green  
 [Link to Web](#)

## YEAR: FOUNDATION - YEAR 6

### Duration: 10 lessons

*\*Grow Your Mind lessons are for F-6 and as such each teacher can modify learning activities based on year level.*



# PERSONAL DEVELOPMENT/ HEALTH UNIT (P.2 OF 2)

## CURRICULUM GOALS:

### SUB STRAND:

**Communicating and interacting for health and well-being**

### FOUNDATION:

Practise personal and social skills to interact positively with others (ACPPS004)

### YEAR 1-2:

Describe ways to include others to make them feel they belong (ACPPS019)

### YEAR 3-4:

Describe how respect, empathy and valuing diversity can positively influence relationships (ACPPS037)

### YEAR 5-6:

Practise skills to establish and manage relationships (ACPPS055))

### SUB STRAND:

**Understanding Emotions**

### FOUNDATION:

Identify and describe emotional responses people may experience in different situations (ACPPS005)

### YEAR 1-2:

Identify and practise emotional responses that account for own and others' feelings (ACPPS020)

### YEAR 3-4:

Investigate how emotional responses vary in depth and strength (ACPPS038)

### YEAR 5-6:

Examine the influence of emotional responses on behaviour and relationships (ACPPS056)

## KEY INQUIRY QUESTIONS:

- **F-6** What do you currently do to take care of your mental health?
- **F-6** Are all emotions normal?
- **F-6** Are we always good and bad at things? Can we get better?
- **3-6** What are the key ingredients to feeling good?



# LESSON 1- 2:

## FOUR KEY HELPERS ARE INTRODUCED

Remember to CBC

### LEARNING INTENTION

We are learning that we all have mental health and that the first step to looking after it is knowing about our brain.

We are meeting 4 animals that represent the brain.

### F-6

#### INTRODUCE:

The concept that we all have mental health and we can all look after it. The first way we learn to look after it is by understanding our brain. Introduce each animal helper, explaining what they do for us. You can do this in a number of ways.

- Read the Welcome to Grow Your Mind story
- Watch the [Grow Your Mind animal animation](#)
- Watch co-founder Alice role play [introducing each animal with an amygdala jar](#) (you can adapt this with your students)
- Watch a number of the [mini video lessons](#) run by teachers where the concept of mental health and brain parts are introduced see side bar
- Refer to the [brain poster](#) and [cheat sheets](#) on the wall/in your digital resource. Explain that the posters serve to remind us about each animal and ways we can keep them healthy and communicating with each other.

#### ACTIVITY:

Move each animal to different parts of the room. Give instructions: "Go to the animal that helps us remember things.... go to the animal that keeps us safe but can be quite bossy". (You could also hide pictures of the animals in the playground and give each student a piece of paper that they tick off every time they find that animal, see appendix of photos)

#### EXPLAIN:

That there are many ways to wake up our animal helpers and calm down our guard dog. Grow Your Mind is about exploring all of these ways and over time finding the things that work for you, your body and your mind. Today, we will learn a secret weapon that can help us throughout life.

#### GRATITUDE HAND AND BREATHING HAND

Most of us have 2 hands. One hand is called our gratitude hand. Look down silently now and name a person or animal you feel lucky to have in your life. This is called giving thanks or practising gratitude. Gratitude takes a lot of practice so we will always come back and revisit it.

Our other hand is called the finger breathing hand. Hold out a hand and with the index finger of the other hand place it at the base of your thumb. Breathe in and trace up the thumb, then breathe out and trace down the thumb, continue this until you have traced the whole hand.

Digital users, make use of the [breathing styles resource](#) or you may have a physical breathing wheel.

## RESOURCES

### GROW YOUR MIND DFT:

[The Brain Poster](#)

[Animal Cheat Sheets](#)

[Animal finger puppets](#)

(If not possible, toy versions of each animal helper otherwise simply use images of each)

[Flip to Flourish - anchor breathing invitation](#)



[Brain chant words:](#)

amygdala – I can run so far. I can fight, flight or freeze etc.

Glass Jar, glitter and water

[Story of the 4 helpers](#)



[Animal colouring worksheets](#)

### GYM FREE :



[meet the animals, animation for students](#)



[Wake up and calm down the animals video lesson](#)



[Just Breathe](#) (not Pearl Jam!)

### LEARNING INTENTIONS:

- F-6** • Understand that mindfulness can help to calm down our Guard Dog
- F-3** • Are able to name four animal characters and how they help us to function
- They can get into their mindful bodies and can feel where they are breathing in and out
- 4-6** • Can chant the brain parts and explain to their partners what each part of the brain does to help them



INTENTIONS MET



# LESSON 1- 2:

## FOUR KEY HELPERS ARE INTRODUCED

### START WITH A ROUND OF FINGER OR ANCHOR BREATHING:

Introduce children to their anchor spot (belly or chest) where they can easily notice their breath and return to it at any moment. The anchor on a boat stops it from getting lost at sea, the boat can rock sideways, up and down but it's anchor keeps it grounded. This is an analogy for life, things can throw us, ups and downs can come and go, but our anchor spot is always there to keep us grounded.

### LEARNING ACTIVITIES:

**F-2** Colour in and label each animal character using [the animal colouring in worksheets](#)

Digital users: Alongside these colouring in sheets, make use of the student journal for

Foundation [Introducing Grow Your Mind](#).

Year 1 [Animation Reflection Grow Your Mind](#)

Year 2 [Animation Reflection Grow Your Mind](#)

### 3-6 INTRODUCE:

Students to the real names of the brain with the brain chant

Guard Dog - amygdala

Wise Owl - prefrontal Cortex

The Elephant who tries to remember - hippocampus

Sifting Sooty - reticular activating system (RAS)

Digital users: Make use of the student reflection journal for

Year 3 and 4 [Animation Reflection Grow Your Mind](#)

Year 5 and 6 [Animation Reflection Grow Your Mind](#)

### WRITE:

Down one thing the animal helps us to do.

### COMPLETE:

Wake me up and calm me down sheets:

[Guard Dog](#)

[Elephant](#)

[Wise Owl](#)

[Sifting Sooty](#)

### PRACTICE:

This week, practice your finger breathing or anchor breathing when you need to calm your Guard Dog down. Practice your gratitude hand to wake up your Wise Owl and particularly in moments when you think something is unfair!

## RESOURCES

### GROW YOUR MIND DFT:

[The Brain Poster](#)

[Animal Cheat Sheets](#)

[Animal finger puppets](#)

(If not possible, toy versions of each animal helper otherwise simply use images of each)

[Flip to Flourish - anchor breathing invitation](#)

[Animation Reflection Grow Your Mind](#)

[Animation Reflection Grow Your Mind](#)

### GYM FREE



[Brain chant words:](#)

amygdala – I can run so far. I can fight, flight or freeze etc.

Glass Jar, glitter and water

[Story of the 4 helpers](#)



[meet the animals, animation for students](#)



[Wake up and calm down the animals video lesson](#)



[Animal colouring worksheets](#)



[Just Breathe](#) (not Pearl Jam!)

### LEARNING INTENTIONS:

- F-6** • Understand that mindfulness can help to calm down our Guard Dog
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- 4-6** • Can chant the brain parts and explain to their partners what each part of the brain does to help them



INTENTIONS MET





# LESSON 3:

## ANOTHER ANIMAL IS INTRODUCED

Remember to CBC

### LEARNING INTENTION

We are learning that there is ANOTHER animal who has been hiding out. This animal helps us to be a good friend and to have empathy.

### YOU COULD:

Use the powerpoints we have created to introduce the octopus - see resources. Or follow the below teacher script and learning activities.

### TEACHER SCRIPT:

Who am I?

I live under the sea. I have 3 hearts. I sense things with my arms. I am the master of camouflage. So much so that I have been hiding from the other Grow Your Mind animals until now!

Introducing...The Sensitive Octopus

Today we are going to learn the fancy brain name, how to wake this animal up and why it is important. (show students the inspiration behind the octopus with the 3 minute trailer from Netflix on My Octopus Teacher)

**F-2** Let's see if we can wake this animal up right now. Play [Guess the Feeling](#). Ask students to come up and click on a feeling and either guess it OR ask them to come up, eye out a feeling and proceed to act it out without any sound. After doing 5 rounds of this, explain to students that when we name our feelings AND when we guess what someone else is feeling we are growing empathy, which wakes up our Sensitive Octopus. Empathy is our ability to understand and share the feelings of another.

 [Colour in the Octopus](#)

See [character strength discussion pointers](#) to further explain empathy (you could make empathy your focus strength this week)

### 3-6 LET'S WAKE IT UP:

*Our Sensitive Octopus is really called: The Insular Cortex. The insular lets us know when we are cold, when we have a racing heart, when we feel sick. If we see a friend about to do something that we think might be scary, e.g. public speaking, take a shot at goal, stand up to a friend - our insular cortex might enable us to imagine how that person might be feeling. So much so that we also might feel nervous! It can be handy to have a switched on insular cortex during arguments with friends, because we can then imagine their point of view. Let's wake it up now by playing [stay or shift](#)*

(Teacher can stand at the front and say, I am thinking of a feeling, you might feel like this when you have a lot of homework and housework and you are running late... student guesses *overwhelmed*. Click on *overwhelmed* and ask student shall we stay or shift? Click on box they chose)

See [character strength discussion pointers](#) to further explain empathy (you could make empathy your focus strength this week)

### 3-6 LISTEN:

To Season 2, Episode 1 of the Grow Your Mind podcast. Invite students to colour in while they listen and then complete the learning tasks for this episode.

Complete [the wake me up - Octopus sheet](#)

## RESOURCES

### GROW YOUR MIND DFT:

[Podcast Reflection Journal Season 2, Episode 1](#)


### GUESS THE FEELING WELLBEING TOOL

[Stay or shift wellbeing tool](#)

[Character strength discussion pointers](#)

[Season 2 podcast journal](#)

### GROW YOUR MIND FREE:

 [K-2 presentation](#) meet the Sensitive Octopus

[3-6 presentation](#) meet the Sensitive Octopus

[Wake me up - Octopus sheet](#)

 [Meet the Sensitive Octopus Colouring-in Sheet from Podcast](#)

 [Colour in the Octopus](#)

### YOUTUBE:

 [MY OCTOPUS TEACHER TRAILER](#)

### LEARNING INTENTIONS:

**F-6** • Understand that mindfulness can help to calm down our Guard Dog

**F-3** • Are able to name four animal characters and how they help us to function

• They can get into their mindful bodies and can feel where they are breathing in and out

**4-6** • Can chant the brain parts and explain to their partners what each part of the brain does to help them



INTENTIONS MET



# LESSON 3:

## ANOTHER ANIMAL IS INTRODUCED

So we wake up our Sensitive Octopus by imagining what someone else might be feeling. Empathy is our ability to understand and share the feelings of another.

See [character strength discussion pointers](#) to further explain empathy (you could make empathy your focus strength this week)

### 3-6 LISTEN:

To Season 2, Episode 1 of the Grow Your Mind podcast. Invite students to colour in while they listen and then complete the learning tasks for this episode.

Complete [the wake me up - Octopus sheet](#)

### PRACTICE FOR THIS WEEK:

Ask students to practice imagining how a character in a book might be feeling and to report back the next lesson.

At home or in the car, listen to the Grow Your Mind podcast (episode 1: season 2), that way your parents/carers will meet the animals.

## RESOURCES

### GROW YOUR MIND DFT:

 [Wake me up - Octopus sheet](#)

[Podcast Reflection Journal Season 2, Episode 1](#)

### GUESS THE FEELING WELLBEING TOOL

[Stay or shift wellbeing tool](#)

[Character strength discussion pointers](#)

[Season 2 podcast journal](#)

### FREE GYM

Powerpoint on the Sensitive Octopus (what it does, how it helps you, how to wake it up)

[K-2 presentation](#)

[3-6 presentation](#)

 [Meet the Sensitive Octopus Colouring-in Sheet from Podcast](#)

### YOUTUBE:

 [MY OCTOPUS TEACHER TRAILER](#)

### LEARNING INTENTIONS:

- F-6** • Understand that mindfulness can help to calm down our Guard Dog
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INTENTIONS MET



# LESSON 4 + 5

## MENTAL HEALTH - LEARNING HOW TO LOOK AFTER IT

Remember to CBC

### LEARNING INTENTION

We are learning that there are many ways to look after your mental health and that we can think of our brain + the animals while we are doing it

#### F- 6 INTRODUCE

Using the [micro lessons for mental health](#),(F-2 and 2-6) introduce each invitation briefly with the name of the animal that wakes up or calms down. Explain that if we think about our brain/or the animals while we are practising these invitations, it can help us a lot. Point to each invitation on the take care of your mind poster. Briefly describe each one.

Work through each invitation from left to right. There are practice activities for students to try outside of the lesson. There are also animal and brain facts and invitations for students to learn more about the 'real' animals. Each invitation is linked to an animal as the animals provide purpose.

#### REMEMBER

Before each new invitation check in that students have tried the practice and discovered any interesting animal facts (positive mental health strategies powerpoint)

### RESOURCES

GROW YOUR MIND DFT:

#### [MICRO LESSONS FOR MENTAL HEALTH](#)

(CHOOSE BETWEEN K-2 AND 2-6)

[The Take Care of Your Mind Poster](#)

[The Brain Poster](#)

[Character Strength Poster](#)

[Strength discussion pointers](#)

Podcast Reflection Journals:

[7-9 year olds](#)

[10- 12 year olds](#)

GYM FREE:

[Episode 1, Meet the Animals of the Grow Your Mind podcast](#)

#### LEARNING INTENTIONS:

- F-6** • Understand that mindfulness can help to calm down our Guard Dog
- F-3** • Are able to name four animal characters and how they help us to function
  - They can get into their mindful bodies and can feel where they are breathing in and out
- 4-6** • Can chant the brain parts and explain to their partners what each part of the brain does to help them

INTENTIONS MET



# LESSON 4 + 5

## MENTAL HEALTH - LEARNING HOW TO LOOK AFTER IT

Movement focus

### BRAINSTORM:

How does each student currently look after their mental health? Create a big mind map

F-6

Keep working through each of the the [positive mental health strategies](#) in the digital that links with each animal. Work through each invitation from left to right. There are practice activities for students to try outside of the lesson. Each invitation is linked to an animal as the animals provide purpose.

### ACTIVITY:

Role play doing a particular invitation or something entirely different that takes care of your mental health. This is a silent role play that students needs to guess.

### EXPLAIN:

That there are many ways to look after your mental health. No one way is the RIGHT Way, it is about finding out and taking notice of what is RIGHT for you and then making it a habit. One simple way to cultivate a positive habit is to move your body.

### F- 6 OPTIONAL, WATCH:

[K-6 Movement and Mental health and discuss](#) (5-12 years )  
[To Do Movement Challenge](#) ages 8-12

### F-2 WATCH:

GYM breathing styles clip. Which breathing style do you like?

### BREATHE IN PAIRS

Practice the different breathing styles together

### DRAW

**A** picture of you doing something that you currently do that is good for your mental health

### 2-6 LISTEN

To episode one of the Grow Your Mind Podcast. Meet the Animals. Complete the reflection journals for this episode (this episode has a strong focus on 'mental health'.

[7-9 year olds](#)

[10- 12 year olds](#)




### PRACTICE

Create a mental health plan for the week based off the take care of your mind poster. Each day check in and see if you managed to look after your mental health

## RESOURCES

[MICRO lessons for mental health](#)

YouTube mini video lessons:

-  [Breathing Styles for GYM](#)
-  [K-6 Movement and Mental health and discuss](#) (5-12 years )
-  [To Do Movement Challenge](#) ages 8-12

## LEARNING INTENTIONS:

- F-6** • Understand that mindfulness can help to calm down our Guard Dog
- F-3** • Are able to name four animal characters and how they help us to function
  - They can get into their mindful bodies and can feel where they are breathing in and out
- 4-6** • Can chant the brain parts and explain to their partners what each part of the brain does to help them



INTENTIONS MET



# LESSON 6

## EMOTIONAL REGULATION

Remember to CBC

### LEARNING INTENTION

We are learning about emotions and how the traffic light poster can help us to make good choices when we have strong feelings.

#### F-6

##### BRAINSTORM:

All of the emotions that the children are aware of. Ask are any of these emotions bad? Or good? Explain that no emotions are good or bad. In fact all emotions are important. Even the BIG uncomfortable ones are clues to tell us that we don't feel ok about something and perhaps we need to change it. Ask them: who remembers which animal we wake up by naming our emotions?

##### ACTIVITY:

Using either the physical or digital feeling cards ask all students to guess what flower dude may be feeling in each. Start brainstorming what we can do when we feel certain things.

##### ASK:

Students about the weather. If it is sunny today, does that mean it will be sunny tomorrow? Link connection to our emotions, that they come and go. When we are mindful of our emotions we can observe them first, before we react.

##### SHOW:

Students the TRAFFIC LIGHT poster. Explain that without mindfulness we skip straight to green which means we act first. E.g. we hit, we refuse, we scream. With mindfulness we notice we are having a feeling and we breathe first. Get students to lift one finger on each hand, name one finger ANGER and one finger REACTION. Explain: that without mindfulness our fingers are stuck together, but when we mindfully breathe we give ourselves space (spread fingers) to make a good choice. *\*the traffic light really helps us when we are having an argument with a friend, why do you think that is?*

##### REVISIT:

Different breathing styles from the breathing wheel or [digital breathing styles](#). Explain that we need to practice breathing when we are calm so that it becomes a habit when we feel uncomfortable to stop and do first.

#### F-2 COLOUR IN:

[The Traffic Light Poster](#)

#### 3-6 REFLECT:

Students reflect on a time they felt scared, angry or sad and they went straight to green. What happened? What WOULD have happened if they had made themselves breathe first? Students can also make their own personal traffic lights.

##### EARLY FINISHERS:

[Feelings word search](#) Grow Your Mind

Practice: Remind yourself of the traffic light before you go out to play, did it help? Report back next lesson

### RESOURCES

#### GROW YOUR MIND DFT:

[Traffic light poster](#)

[Feeling Cards - Guess the Feeling](#)

[Guard dog catastrophe magnets](#)

[Breathing Styles, Week 1 Grab 5 wellbeing tool](#)

#### 3-6 GYM FREE:

[Internal Weather](#)

[Colouring-in Traffic Light Poster](#)

[Feelings Word Search](#)

#### GROW YOUR MIND EXTRA VIDEO RESOURCES:

[Naming your emotions](#) 5- 7 year olds

[Lesson on JOY](#) 8-12 year olds

[Lesson on DOSE poster](#) 8- 12 year olds

[Catastrophe Scale lesson](#) - 5- 12 year olds

[Animal Breathing and Breathing Wheel](#) - 5- 12 year olds



# LESSON 7

## PUTTING IT IN PERSPECTIVE

REMEMBER TO CBC

### LEARNING INTENTION

We are learning that even when we have big emotions we don't need our reaction to be huge.

**F-6**

#### INTRODUCE:

The Guard dog catastrophe scale (magnets or digital poster)

#### BRAINSTORM:

All of the things that could go wrong in one day at school. As you do this ask students what level of problem they should be assigned to. Place the problem on the level and move them around to allow students to change their mind. Make sure you throw in a few serious problems like broken leg, fire, allergy.

#### EXPLAIN:

Just because something FEELS like a HUGE problem, doesn't mean our reaction needs to BE huge. Carefully explain that students are allowed to feel whatever they want to feel, but if they aren't in danger, they don't need a MASSIVE reaction. We don't want our Guard Dog to look like it does when there is a HUGE problem, when we are actually only facing a teeny tiny problem. It is ok to feel like it is a huge problem but we don't need our reaction to look like it. We can train our Guard Dog to ask the question: Is this a THREAT, a CHALLENGE or an OPPORTUNITY? More often than not, problems are challenges or opportunities.

#### ASK:

What are some things that might help a student get back to teeny tiny reaction when they have just reacted like it is a HUGE problem?

#### SHOW:

The Take Care of your Mind poster. What invitation on here might help you to keep things in perspective? (*take three mindful breaths*)

**F-2**

#### PAIR WORK

In pairs take turns to ask each other to do a different mindful breathing style from the breathing wheel or digital slides.

**3-6**

#### INTRODUCE:

The digital perspective poster. Ask the question, who is right? Who is wrong? Explain that when we treat arguments as though they are huge problems it can make it difficult to understand someone else's perspective. The Catastrophe scale enables us to put problems *into* perspective and a calm guard dog allows us to *see another person's* perspective.

#### COMPLETE:

Think of a recent argument you had and re tell it through:

[My thoughts/their thought worksheet \(p23 podcast journal\)](#) or [page 6 and 7 of self paced journal](#)

[My thoughts/their thoughts worksheet \(p27 of 10-12 podcast journal\)](#) or [page 10 of self paced journal](#)

Practice: when you have your next big reaction, ask yourself, where does this problem fit on the catastrophe scale?

### RESOURCES

#### GROW YOUR MIND DFT:

[Guard dog catastrophe magnets](#) (physical or digital)

[Traffic light poster](#)

[The Take Care of Your Mind Poster](#)

[Perspective Poster](#)

Physical or [Digital](#)

[Breathing Wheel](#)

[My thoughts/their thought worksheet \(p23 podcast journal\)](#)

or [page 6 and 7 of self paced journal](#)

[My thoughts/their thoughts worksheet \(p27 of 10-12 podcast journal\)](#)

or [page 10 of self paced journal](#)



# LESSON 8 - 10:

## MINDSETS

REMEMBER TO CBC

### LEARNING INTENTION

What mindset means and the different ones we can adopt throughout life. We are also learning that trying new things can be uncomfortable AND that our Guard Dog sometimes stops us from trying new things, just in case we fail. We are learning about what a benefit mindset and growth mindset means.

#### EXPLAIN:

The Guard Dog asks the question, is this is a THREAT, a CHALLENGE or an OPPORTUNITY. Sometimes our Guard Dog gets its wrong and thinks mistakes are a THREAT. We can train our Guard Dog to remember that mistakes are an opportunity and a challenge and we are safe.

#### LOOK:

At the growth mindset tree poster. Introduce students to each branch (if you haven't already done so). Explain that every branch has either a growth mindset statement (a sentence that helps us to learn and understands this takes effort) or a fixed mindset statement (a statement that stops us from learning or doing our best because we give up too easily and become frustrated). A mindset is a collection of thoughts and beliefs that shape your habits. In this class we are trying to be growth mindset learners. This is because growth mindset helps us to learn new things and learning new things is one of the invitations on our Take Care of Your Mind poster.

#### ASK:

Why do you think growth mindset statements are on the higher branches? And fixed mindset statements are on the lower branches?  
Which animal do you think sometimes stops you from trying something just in case you make a mistake? (Guard Dog)

#### ANSWER:

Instruct the students to say either growth or fixed when I read out the statements from the branches.

#### EXPLAIN:

To be open to learning new things we need to get comfortable with making mistakes. From now on when I hear a fixed mindset statement, like I can't do it, or its too hard I am going to get you to point to the tree and show me where your thinking will take you. Get everyone to repeat: practice makes progress!

### RESOURCES

**F-6 GROW YOUR MIND DFT:**  
[Growth Mindset Tree Poster](#)  
[Video Lesson: Learn something new](#)  
[Take care of your mind poster](#)

**F-2 YOUTUBE CLIP:**  
 [Power of Yet Sesame Street song](#)

**3-6 GYM FREE:**  
[Worksheet: Add YET](#)  
[Worksheet: Growth Mindset Blank Tree](#)

**YOUTUBE CLIP:**  
 [You can Learn ANYTHING](#)

#### BOOK:

*My Fantastic Elastic Brain*  
JoAnn Deak

### LEARNING INTENTIONS

- F-2**
- Develop an understanding of embracing mistakes
  - Can try adding yet to their sentences
- 3-6**
- As above
  - Plus, can make a plan for embracing mistakes and learning from them

INTENTIONS MET



# LESSONS 8 - 10:

## MINDSETS

**F-2 WATCH:**

Power of Yet - Sesame Street.

**WRITE OR DRAW:**

Two simple sentences. I can't do....and then writing in capital letters YET.

**3-6 WATCH:**

You can learn anything (1.20 minutes). "What is the main message from this clip?"  
Learn something new GYM video lesson. (Get students to discuss their plans in pairs)

**WRITE:**

Six sentences on I can't do..... and then write in capital letters YET (use Grow Your Mind worksheet 'Add yet'. And/or complete the blank Growth Mindset tree with the statements you usually say to yourself or could say to yourself to face set backs and new learning opportunities.

**MAKE:**

A recipe for 'Growing Your Brain'. E.g. 1 cup of courage, a dose of mistakes, 3 mindful breaths a day, 30 minutes of exercise in the morning.

**BRAINSTORM:**

There are other helpful mindsets we can adopt - a big one that helps our mental health is the BOB mindset - Be of Benefit. [Use the Grab 5 minutes of wellbeing tool - week 10](#) to discuss this briefly with the class.

Quick partner brains storm: all the ways we could be of benefit just in the classroom (in pairs)

**LISTEN:**

[F - 6 Listen to BOB it up GYM episode](#)

Colour in while you do

Reflect your answers in the student workbooks [\(7-9\)](#) and [\(9-12\)](#)

**RESOURCES****F-6 GROW YOUR MIND DFT:**


Podcast student workbooks [\(7-9\)](#) and [\(9-12\)](#)

[Grab 5 minutes of wellbeing](#)

**GYM FREE**

[F - 6 Listen to BOB it up GYM episode](#)

**YOUTUBE CLIP:**

 [You can Learn ANYTHING](#)

**BOOK:**

*My Fantastic Elastic Brain*  
JoAnn Deak

**LEARNING INTENTIONS**

- F-2**
- Develop an understanding of embracing mistakes
  - Can try adding yet to their sentences
- 3-6**
- As above
  - Plus, can make a plan for embracing mistakes and learning from them

INTENTIONS MET





# LESSONS 8- 10:

## MINDSETS

### EXPLAIN:

The power and health benefits of being kind to others. See [FLIP](#) for more information about this. Essentially kindness is contagious and there are many long term health benefits with being kind. We wake up our Wise Owl, our Elephant that tries to remember and our Sifting Sooty when we practice being kind. We also calm our Guard Dog.

### F-2 READ:

Have you filled a bucket today? (NB older students can still be read this OR can read it to the younger students)

### ACTIVITY:

Draw ways to fill buckets at school - use the [self paced student reflection](#) journals for this

### 3-6 WATCH:

Kindness Boomerang (4 minutes)

### DISCUSS:

*Why do you think the clip is called kindness 'boomerang'?*  
*What do you think the main message is from the clip?*  
*What is something kind you could do for someone at school today?*  
*Do you think kindness could be contagious? If yes, how?*

### LISTEN:

If you have not already - now would be a good time to listen to:

[More dangerous than Smoking - episode of the GYM podcast](#)

Follow on with what makes a healthy and unhealthy friendship via student workbooks

[7-9](#)

[9-12](#)

### PRACTICE THIS WEEK:

Notice the friendships that you have, are they helpful, healthy and respectful?

## RESOURCES

### GROW YOUR MIND:

[The Take Care of Your Mind Poster](#)  
[Self paced student reflection](#)  
[Flip to Flourish](#) - any kindness invitation

[7-9](#) workbook  
[9-12](#) workbook

### GYM FREE:

[More dangerous than Smoking - episode of the GYM podcast](#)

### F-2 BOOK:

*Have you filled a bucket today?*  
 Carol McCloud

### 3-6 YOUTUBE CLIP:

 [Kindness Boomerang](#)

## LEARNING INTENTIONS

- F-3** • Are able to re-tell what kindness to others can do for our own well-being
- 4-6** • Develop an awareness of the health benefits of kindness
- Can set an intention of doing something kind in the week.

INTENTIONS MET



# LESSON 11:

## SHARK AND DOLPHIN THINKING

### LEARNING INTENTION

We are learning that thoughts aren't facts. And that some thoughts are helpful and some thoughts are harmful.

#### F-6 REVISIT:

Which part of your brain helps you if hail started falling from the sky? Which part of the brain reminds you of the things you love? Which part of your brain helps you make a good decision? Which part of your brain allows you to really focus?

#### EXPLAIN:

There are always different ways to look at a situation. Introduce SHARK vs DOLPHIN thoughts with the Flip to Flourish.

#### ASK:

Which style of thinking would help you to have a growth mindset? Which would usually end up in fixed mindset thinking? The way we think determines which branch we reach. Our thoughts have great power. Shark thoughts means we are always on the lower branch or possibly not even on the tree.

Is this a dolphin thought or a shark thought?

*It is raining this is going to be the worst day ever.*

*It is raining, that's a shame but at least it will help the flowers.*

*I am so dumb because I always make spelling mistakes*

#### REASSURE STUDENTS:

There are obviously times, when things really are AWFUL or SAD but other times we can challenge our thinking. There are health benefits of DOLPHIN thinking which is known as OPTIMISTIC thinking. When we think like a dolphin our Wise Owl receives clearer information and feelings from our calm Guard Dog and therefore works better.

#### F-6 ACTIVITY REFRAME:

Give students [a set of scenarios](#) and see if they can come up with a dolphin thought and a strategy to help them. Use our [5 scenarios here](#) or create your own.

#### COMPLETE

F - complete page 14 of the [Student Self Paced Journal](#)

1-2 complete page 14 of the [Student Self Paced Journal](#)

#### 3-6 LISTEN:

To [Episode 3 Stuff Ups Take Courage](#)

Complete podcast reflection journal

[7-9 year olds](#)

[10-12 year olds](#)

#### PRACTICE:

You will have LOADS of shark thoughts this week. Notice them and try to challenge the ones that are not helping you at all!

### RESOURCES

#### F-6 GROW YOUR MIND:

[Growth Mindset Tree](#)

[Flip to Flourish - Shark and Dolphin thinking](#) (page 7)

Podcast reflection journal

[7-9 year olds](#)

[10-12 year olds](#)

Dolphin statements and Shark statements - use your own or [use examples in Grow Your Mind](#)

#### GYM FREE:

[Episode 3 Stuff Ups Take Courage](#) (podcast)

### LEARNING INTENTIONS

**F-2** • Can tell the difference between an optimistic and pessimistic sentence

**3-6** • As above

- Understands that making mistakes feels uncomfortable but that is not a reason to give up.



INTENTIONS MET



# LESSON 12:

## CHARACTER STRENGTHS.

Remember to CBC

### LEARNING INTENTION

We are learning that character strengths can help us to feel resilient  
We are learning what resilience and is not!

N.B. You may have explored character strengths earlier in the positive mental health strategies that link to animals presentation, that is fine you can focus on resilience more.

#### F-6 EXPLAIN:

Resilience is like a muscle that we can build upon and strengthen. Resilience means that we can get through hard times, mistakes, setbacks, sadness. But we don't do resilience alone. We need good people around us we can trust. We also need to know what strengths we have within us that can help us. Let's look at the strength balloon, which character strength do you think you have a lot of? How do you know?

#### REMIND:

Students that we are all capable of being resilient, and in fact, humans are made to be resilient. History shows us examples of this.

#### WATCH:

[A Guess Who character strength lesson](#), if you don't have a digital account use one of the lessons on our youtube account. If you do, choose from a vast array of incredible people

#### F-2 WRITE:

I am \_\_\_\_\_ I am growing \_\_\_\_\_

#### 3-6 EXPLAIN:

Use the analogy of the LOTUS to reaffirm that sometimes going through hard times can actually make us stronger. No Mud, no Lotus. (the lotus only grows from the mud). Knowing our character strengths can help us be more resilient when times are tough. Even if they are not your character strengths – e.g. you may not be forgiving yet...perhaps you could try growing forgiveness to allow you to move on from whatever you have been going through.

Complete either the Strengths worksheet and/or the No Mud No lotus worksheet

#### 1-6 LISTEN:

[You can't grow it alone GYM podcast episode](#)

Invite students to learn the resilience rap! (towards the end of the episode)

Practice: Learn the 4 steps to growing resilience featured at the end of the podcast episode.

### RESOURCES

#### GROW YOUR MIND DFT:

[Strengths poster](#) and [discussion pointers](#)

[Guess Who Video Series](#)

5-6 Sam Bloom

3-4 Anh Do

1-2 - Eddie Woo

F - Florence Nightingale

#### GYM FREE:

[You can't grow it alone GYM podcast episode](#)

#### 3-6

[Knowing and growing your strengths worksheet](#)

[Strengths word search](#)

[No mud no lotus worksheet](#)

### LEARNING INTENTIONS

- F-2**
  - Can verbalise that setbacks are a part of life
  - Can name one strength that might help them the next time they go through a tricky moment
- 3-6**
  - Can identify setbacks in real people and how these tricky moments helped them to flourish
  - Can identify a strength they hold and a strength they will grow



INTENTIONS MET



# EXTRA LESSONS:

**NB IF YOU HAVE NOT USED THE POSITIVE MENTAL HEALTH PRESENTATION FOLLOW THESE EXTRA LESSONS**

## GRATITUDE (F-2)

### CONNECT BEFORE CONTENT

#### LEARNING INTENTION:

We are learning to notice the good things in our life. This is called gratitude.

#### INTRODUCE:STUDENTS TO GRATITUDE INVITATION

Highlight the 'think of what you are thankful for' invitation in the take care of your mind poster (use teacher notes below this invitation to further explain it). Tell the students that when they thought about someone they cared about, that was practicing a thing called gratitude. Gratitude means you are thankful and aware of the good things in your life.

#### ASK:

Why do you think gratitude might be good for our mental health? Why is knowing what is good in our lives helpful? (Reminds us that even when things are terrible, there are still reasons to feel thankful, and to participate in life. It can also help us deal with disappointment, because despite those uncomfortable feelings we can still see we have things to be thankful for.)

#### READ:

Three by Stephen king. Discuss, what things was three the dog thankful for? How did being thankful help three?

#### BRAINSTORM:

There are so many ways to feel thankful about. food, clean water, clothes, school, chocolate! Lets come up with as many things as we can think of now.

#### LOOK AT YOUR HAND:

Instruct each student to look at one of their hands. Can they name something they are thankful for on each finger? Invite students to touch their thumb and each finger and silently name someone or something they are thankful for. Explain that this is their secret super power. When they next feel sad, or that something is unfair, or they are frustrated, they can look at their hand and remember they still have things that re good in their life. [See page 12 of self paced journals](#) and/or [complete podcast journal on gratitude](#)

#### PRACTICE:

There are many ways to practice gratitude, because it does take practice! We could start a gratitude journal, a gratitude jar etc. We could also mindfully eat our food every now and then at school.

Introduce concept of mindful eating. Take a moment to notice the colour, smell and texture of your food. Invite students to practice it by savouring different foods there and then.Invite students to get their crunch and sip and mindfully eat their food. (smell it, notice if the food has a colour, a texture, chew it super slowly before eating it)

#### LISTEN:

[Episode 5: This too shall pass](#)

## RESOURCES

### GROW YOUR MIND DFT: \_

[The Take Care of Your Mind Poster](#)  
[Student Reflection Journals](#)

Podcast reflection journals

[7-9](#)

[10-12](#)

Book: Three by Stephen King

### LEARNING INTENTIONS

- F-3** • Can describe what gratitude is
- Can identify 3 things they feel thankful or
- 4-6** • As above AND can understand why gratitude is good for our mental health



INTENTIONS MET



# EXTRA LESSONS:

## D.O.S.E OF WELLBEING + GRATITUDE (3-6)

### LEARNING INTENTION:

We are learning to notice the activities and behaviours that bring us joy and other positive emotions and try and make more of these happen.

### INTRODUCE: STUDENTS TO DOSE POSTER:

Show students the DOSE poster. Read the words, get your DOSE of wellbeing. Explain that part of taking care of your mental health is making sure every day you get some positive emotions. Remember that we discussed all feelings are welcome, this is true! However, we should still aim to feel positive emotions during the day as it helps us learn, be a better friend and think more creatively.

### NAME OR WRITE:

Three things that bring them joy – explain that just like we brush our teeth and eat our vegetables doing things that bring us joy, makes us feel better.

Introduce students to neurotransmitters. Explain that we have billions of neurons in our brain that are chemical messengers. These neurons pass messages at lightening speed. However there is a gap between them and neurotransmitter fill this gap and make communication even better. There are lots of neurotransmitters and our poster focuses on 4 of them: dopamine, oxytocin serotonin and endorphins

### GUESS:

Based on the pictures under each neurotransmitter, how do you think you can get these into your body? In pairs students are to complete the [DOSE worksheet](#).

### A SUPER POWER FOR POSITIVE EMOTIONS

Ask students to guess what they think one of the super powers of positive emotions is? Give them a hint that this particular thing also makes us more resilient AND it is on our Take Care of Your Mind poster and the character strength poster: gratitude

### EXPLAIN:

Gratitude means we are aware of the good things in life. There are loads of ways to practice gratitude. And the only way for gratitude to work is for it to be authentic. We can't pretend to be thankful! Also, humans are not necessarily wired for being thankful, however by challenging shark thoughts AND by practicing it we can get better at it. When we have an attitude of gratitude we appreciate what is good in our life, and being able to do that is a super power of positive emotions.

### INVITE:

Students to create their own DOSE poster, next to each letter write the correct word and a way they plan on getting it.

E.g. D – Dopamine, you can get this by practising gratitude.

### LISTEN:

[Episode 5: This too shall pass](#)

### COMPLETE PODCAST REFLECTION JOURNALS

[7-9](#)

[10-12](#)

### AND/OR COMPLETE GRATITUDE EXERCISES IN SELF PACED JOURNALS

[Page 12 and 13](#)

OR as practice or part of this lesson: Listen to the final episode of Seasons 2: Get your daily D.O.S.E. it breaks down each letter and it can apply to an 11 year old's life.

## RESOURCES

### GROW YOUR MIND DFT: \_

[The Take Care of Your Mind Poster](#)

[DOSE poster](#)

[DOSE worksheet](#).

[Student Reflection Journals](#)

Podcast reflection journals

[7-9](#)

[10-12](#)

### LEARNING INTENTIONS

Students can understand the positive impact JOY on their body and the basics of neurotransmitters

- Can explain what things they are thankful for



### INTENTIONS MET



# APPENDIX

## CONNECT BEFORE CONTENT

Start with everyone sitting down.

Stand up if you have moved your body today? (sit back down)

Stand up if you have learnt something new? (sit back down)

Stand up if you have shown kindness to someone today? (sit back down)

Stand up if you had to calm your guard dog down already today? (sit back down)

## CONNECT BEFORE CONTENT

Walk Sit Stand Say HELLO

Teacher invites students to follow their commands. Sit, everyone sits on the floor. Walk. - everyone walks! Stand - everyone stands still and Say HELLO everyone says hello to a person near them. Do a few rounds of this then mix up the instructions. SIT (they stand), walk (they sa

## CONNECT BEFORE CONTENT

Simon says: Find your anchor spot

Simon says: Hop on one foot

STOP

Simon says: Make the noise of the animal that keeps you safe

Simon Says: Make the noise of the animal that helps you make good decisions

Make the noise of the animal that helps you remember things

Simon Says: Smile

LAUGH

## CONNECT BEFORE CONTENT

Close your eyes, take a big mindful breath in and out.

Keep your eyes closed and imagine doing something you love outside.

Open your eyes and share with a partner.

## CONNECT BEFORE CONTENT

Play whole body scissors paper rock (come up with your own body representations for each). Divide 3 sections of the room, bronze, silver and gold. If you beat your partner you go to silver, then to gold.

## CONNECT BEFORE CONTENT

Close your eyes, take a big mindful breath in and out.

Think about an animal you love or a person you love. Take another big mindful breath in and out. Open your eyes and share your person or animal with the person next to you.

## CONNECT BEFORE CONTENT

Close your eyes, take a big mindful breath in and out. Keep your eyes closed and imagine doing something you love outside.

Open your eyes and share with a partner.

## CONNECT BEFORE CONTENT

Close your eyes, take a big mindful breath in and out. Think about an animal you love or a person you love. Take another big mindful breath in and out. Open your eyes and share your person or animal with the person next to you.

## CONNECT BEFORE CONTENT

Find a partner who ate a different breakfast to you. Share a mistake you made lately, how did it help you to learn?

## CONNECT BEFORE CONTENT

Find someone in the room who has different coloured hair to you or different eye colour. Share with your partner what you have done this week to look after your mental health (refer to Take Care of Your Mind poster).

## CONNECT BEFORE CONTENT

Stand up if you brushed your teeth this morning. Sit down. Stand up if you put sunscreen on. Sit down. Stand up if you drank water. Sit down. Stand up if you had a healthy breakfast. Sit down Stand up if you did something for your mental health before coming to school?

## CONNECT BEFORE CONTENT

Stand in a circle, invite each person to say their name and come up with a funny or creative gesture to go with it. Depending on the size of the class get students to try and remember the student before them with their gesture. F-1 don't need to remember

## CONNECT BEFORE CONTENT

Find someone in the room who is born in the same month of you. Once you find them with your partner come up with your own creative way to mindfully breathe and share with the class Play whole body scissors paper rock (come up with your own body representations for each). Divide 3 sections of the room, bronze, silver and gold. If you beat your partner you go to silver, then to gold.

## CONNECT BEFORE CONTENT

Find someone in the room who you have never spoken to! Once you find them share 1 truth and 1 lie. They need to guess your truth and lie.



# APPENDIX



Preston Public created a scavenger hunt as a way to playfully introduce the program. They had an official launch day!







## GROW YOUR MIND SUPPORTS THE FOLLOWING SEQUENCE OF ACHIEVEMENT ACCORDING TO THE AUSTRALIAN CURRICULUM

### FOUNDATION YEAR

By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active.

### YEAR 1 AND 2:

By the end of Year 2, students recognise how strengths and achievements contribute to identities. They identify how emotional responses impact on others' feelings. They examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities.

### YEAR 3 AND 4:

By the end of Year 4, students recognise strategies for managing change. They identify influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in a variety of situations. They understand the benefits of being healthy and physically active. They describe the connections they have to their community and identify local resources to support their health, well-being, safety and physical activity.

### YEAR 5 AND 6:

By the end of Year 6, students recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and well-being. They describe the key features of health-related fitness and the significance of physical activity participation to health and well-being. They examine how physical activity, celebrating diversity and connecting to the environment support community well-being and cultural understanding.

