Guide to Teaching Emotions

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Safer Technologies 4 Schools ASSESSED 2021

NSW EDUCATION SUPPORTING STUDENTS' WELLBEING QUALITY ASSURED EXTERNAL PROGRAM

SENTRAL integreation partner

Introduction

Welcome to the Guide to Teaching Emotions. This guide has been created with more than a decade of experience working with educators and is designed to inform, inspire and provide meaningful and actionable takeaways for educators that will help students be able to identify, communicate and manage their emotions so that they can thrive throughout their lives.

To support schools and learning communities, we at Life Skills Group work hand in hand with learning communities to provide equitable access to resources and tools for emotional literacy and regulation, stress management, and social-emotional learning.

Life Skills Group was founded in 2001 to help address the critical need for social and emotional learning in schools and their communities. Nikki's own deeply personal experience led to the creation, hand in hand with educators, of industry leading wellbeing solutions to help provide rich, holistic learner profiles that provide actionable context to traditional wellbeing areas such as attendance and behavioural issues.

Today, Life Skills Group has reached over 1,000 schools and 800,000 students worldwide and continues to address the ever growing needs surrounding emotional literacy, measurement and support for student and educator wellbeing alike, primary through it's online wellbeing platform Life Skills GO.

Our programs are based on a combination of curriculum, frameworks, strategies and psychology. Our digital platform, Life Skills GO, allows educators to provide student or teacher-led emotional literacy learning and receive real-time feedback for emotion regulation and support to set the foundations of emotional literacy or target areas of need.

We believe that educator wellbeing is key to student wellbeing and provide support to all staff through ongoing webinars, conferences and professional development.

Contents

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The importance of teaching emotions

What are emotions?

Emotional intelligence is an ability that encompasses how well we know and manages our own emotions, as well as how we recognise and respond to the emotions of others (Stepp). Emotion is a process that not only gives us the subjective sense of our feelings but also orients our attention and helps us sense that "This is important." (Siegel 2015). Emotions involve bodily sensations and the feelings that we notice inside ourselves. Emotions also link our bodies to our thoughts, our memories and our perceptions (Siegel 2015). More than simply feelings, our emotions have everything to do with who we are, where we are going, and whether we succeed in getting there together (Stepp).

The science behind emotions

In recent years, science has helped us to discover a great deal about our emotional scaffolding. The identification of emotions occurs in the prefrontal region of our brain which connects all the parts of the brain in the skull to one another and links those functions to what is going on in the body (Siegel, 2015). The human brain is a social organ and we are programmed to connect to others through emotions. From the first days of life, our relationships shape our brain structure and that our brain is changeable. Shy students can learn to feel comfortable in anxious situations; bold students can learn to read danger signals and pay attention to them. These brain changes can be brought about through experiences (especially in the context of nurturing relationships) or through the repeated practice of new thinking patterns.

Why is it important for students to learn to identify emotions?

Recognising different sensations like hunger, tiredness, excitement and grumpiness can give students a great deal of understanding and influence over their feelings - if students identify tension in their shoulders when they are nervous, they can learn to relax their shoulders and take deep breaths to calm themselves. Focusing their attention on identifying their emotions is an important skill that is required for effective self-management and self-regulation, which is crucial for learning preparedness and ultimately, academic success.

Developing the skills to identify emotions in others also unlocks the ability to build positive relationships with others, which is fundamental to thriving beyond classroom - personally and professionally.

Building emotional intelligence in these ways doesn't just impact students. It improves the whole school culture as well as teacher, caregiver and community wellbeing, by reducing disruptive or bullying behaviour inside and outside the classroom and providing opportunities to optimise and tailor support for individual students.

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Self-identifying emotions - key messages for teachers

- Teach your students that identifying emotions is a skill that can be developed with practice

- Teach your students that emotions come and go - the emotional responses of others will often differ from ours even in the same situation (Stepp)

- Use the language of identifying emotions to model self-awareness in your daily tasks and interactions

- Encourage students to focus their attention on physical sensations, and become more aware of what's going on inside their bodies. For example, students can learn to recognise stomach 'butterflies' as a marker of anxiety or nervousness, heavy shoulders as a marker of sadness or smiling/relaxed muscles as a marker of happiness.

Identifying emotions in others - key messages for teachers

- It is important that students are aware that there are many clues that can be used to identify emotions in others - verbal, non-verbal and contextual. Students must listen to what is being said as well as observe what is happening around them

- Work with students to develop their understanding of non-verbal signs that can signal a particular emotion - for example: embarrassment might be signalled by red neck/face, feeling hot, looking down or away from others or a false smile

- Teach students that while some emotions may be obvious (more universally, innately recognised), some are more subtle and can sometimes be confused with others - for example: contemplation or uncertainty is often interpreted as displeasure or disdain

Whole-school language around identifying emotions

Creating a shared understanding and common language as to what we mean by 'identifying emotions' is fundamental to teaching practice. Below is an example of some consistent language that might be used to talk about identifying emotions across the whole school community.

Identifying emotions means being able to recognise sensations and feelings within our body. This can help us to manage our emotions and respond more calmly to our classmates, friends, teachers and family members.

The importance
of self-regulation

What is self-regulation

Self-regulation is the ability to manage your emotions and behaviour in accordance with the demands of the situation (Child Mind). It is a skill within the broader social and emotional competency area of self-management.

Regulating emotions

Being overwhelmed by emotion can make it hard to focus on anything else. This can make it hard to function. (Hassed, C. and Chambers, R. 2016 p. 98). With attention and effort, students can build the skills to control their emotions and bodies (Siegel, 2012). Self-regulation enables students to monitor and manage their own emotional responses (ACARA).

Regulating attention

The ability to regulate attention is critical for learning. Children can learn that they have choices about what they focus on and where they place their attention (Siegel, 2012). Focusing on one thing at a time enables new information to be held in working memory long enough so that it can be encoded into long-term memory (Hassed, C. and Chambers, R., 2016).

Why is it important for students to build their self-regulation mindset?

Self-regulation helps students to:
- persist in completing tasks and overcome obstacles
- develop self-discipline and set goals
- work independently and show initiative
- become confident, resilient and adaptable

If students don't learn how to work with their emotions, it can impair their lives in many ways and reduce their capacity to learn, remember, be creative, function under pressure and relate to others (Hassed, C. and Chambers, R. 2016 p. 98).
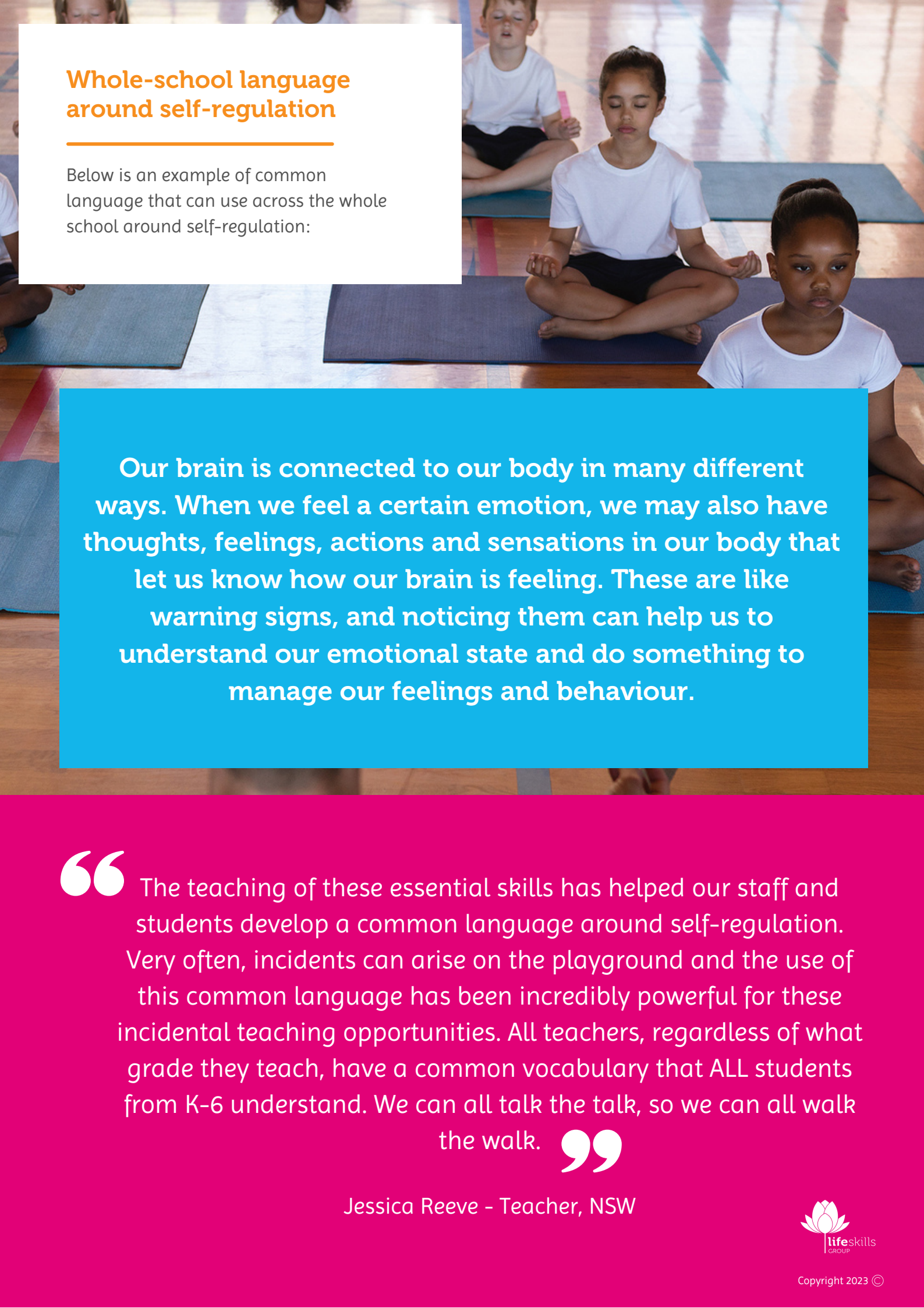
Developing self-regulation - key messages for teachers

You can help your students learn how to develop skills of self-regulation in a variety of ways:

1 Support the ability of students to become self-aware and to be able to identify their own emotions.

2 Teach students that their self-regulation mindset can be developed and grown. It is not fixed.

3 Teach children about the parts of the brain that are activated when they experience strong emotions and the parts of the brain can be strengthened to help with calming big emotions.

4 Guide students as they practise mindful awareness and strengthen their ability to focus their attention. Use the STOP strategy to help students slow down and be able to choose an effective response instead of being impulsive.

5 Connect with students. Providing social support is an effective way to help students find their way back to a healthy emotional baseline and this can be communicated with the aid of touch, eye-gaze or through facial expressions.

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Our blended, interactive learning platform, Life Skills GO, was co-designed with schools to empower educators to put these key messages into practice - read on to understand how to put this into practice, following our detailed implementation guide!

Whole-school language around self-regulation

Below is an example of common language that can use across the whole school around self-regulation:

Our brain is connected to our body in many different ways. When we feel a certain emotion, we may also have thoughts, feelings, actions and sensations in our body that let us know how our brain is feeling. These are like warning signs, and noticing them can help us to understand our emotional state and do something to manage our feelings and behaviour.

> "The teaching of these essential skills has helped our staff and students develop a common language around self-regulation. Very often, incidents can arise on the playground and the use of this common language has been incredibly powerful for these incidental teaching opportunities. All teachers, regardless of what grade they teach, have a common vocabulary that ALL students from K-6 understand. We can all talk the talk, so we can all walk the walk."
>
> Jessica Reeve - Teacher, NSW

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RECOMMENDED APPROACH

Teaching emotions with

lifeskillsGO

Traditionally, student wellbeing has measured attendance and behavioural incidents, such as suspensions.

With Life Skills GO, teachers are provided the real-time contextual data to identify the emotional state of each student in any moment, providing opportunity to learn more about how they feel, why they feel that way and how they can manage their emotions.

Through daily Emotion Check-ins, students and educators develop a common emotion language. This daily reinforcement helps students to indentify and communicate their emotions.

The Emotion Check-in is an engaging tool that gives students a voice. It provides agency to students who would otherwise not share their feelings and helps ensure that no student is left behind.
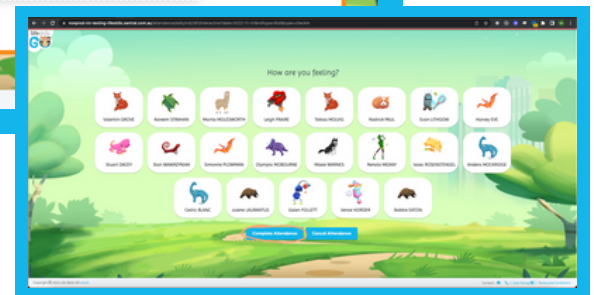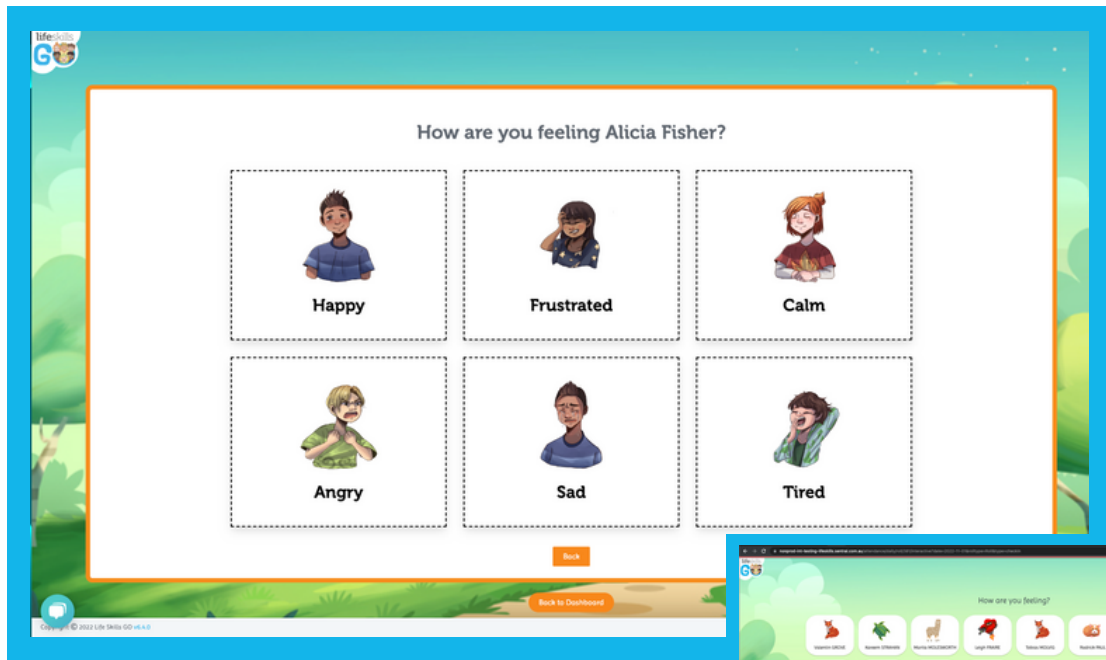
Life Skills GO supports teaching emotions

Build the foundation for emotional literacy
Establish baseline data, help students get familiar with emotional literacy and support learner needs with 6 foundational emotions.

Collect student driven data through the Emotion Check-in tool
Provide students agency to express how they are feeling and the context behind the way they feel through a student lead Emotion Check-in.

Assess learner readiness and identify students that may need support
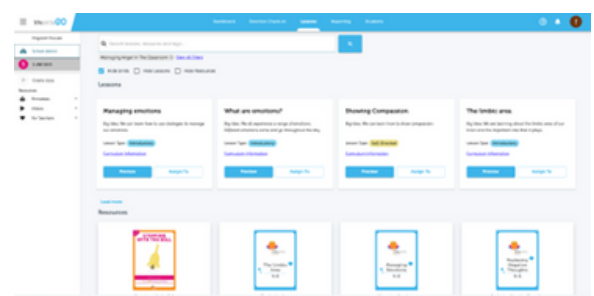Surface trends in the responses of the class/cohort/whole school and instantly identify students that may need additional support.

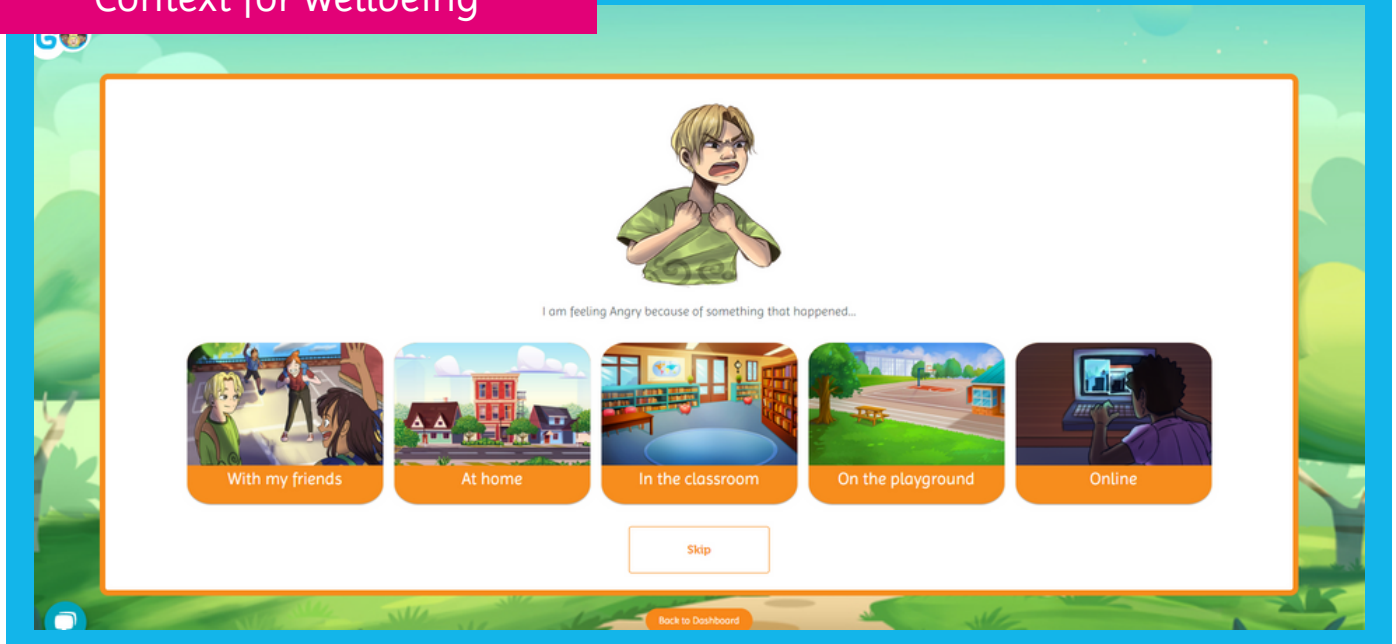## Respond to student, class or school needs with a range of content
Easily find evidence based, curriculum aligned resources to create ILP/PLP's or assign units and lessons to the class.

Flexible access modes
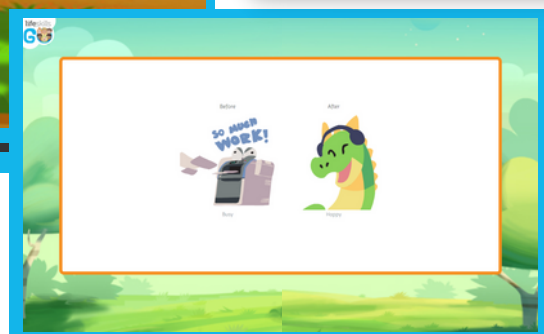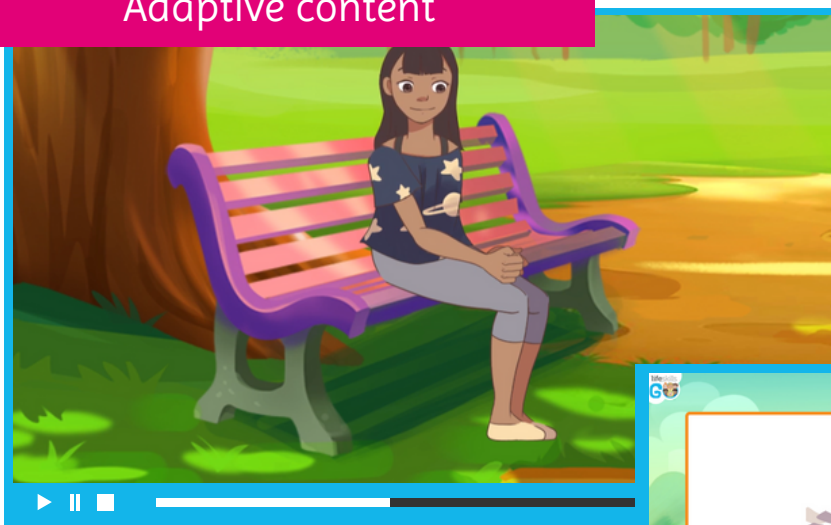Students can check-in through the class IWB or individual devices.

Students are then given agency to share why they have selected a particular emotion. This provides educators with the context to have meaningful conversations about students' emotional states and helps students understand their emotional responses to different situations. This context is also available in the student and whole school reporting.

Adaptive content

Students are asked to identify an emotion, and a cognitive behaviour therapy focused attention or mindfulness video is automatically selected to reinforce understanding of how that emotion looks and feels, as well as providing students with explicit self-regulation tools. Teachers can also use this content with the whole class to quickly and effectively improve learner readiness.

Students then have another opportunity to identify their emotional state, with before and after results displayed reinforcing the learnings. Teachers can also use the included emotion cards as prompts to teach new emotions week by week.

Life Skills GO provides comprehensive resources to teach key SEL topics. This includes 44 units of lessons. Units can also be custom designed from our library of over 324 evidence-based, curriculum-aligned digital lessons which can be set for individual students, classes or whole school.

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

THE ROAD TO RESILIENCE

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

FUTURE FOCUSED LEARNERS

Develop skills needed as 21st century citizens, including the need to think deeply about issues, solve problems creatively, work in teams, communicate clearly and learn ever-changing technologies.

IDENTIFYING, COMMUNICATING & MANAGING EMOTIONS

Develop students' abilities to identify their emotions and introduce strategies to help them name, understand, express and manage them. This provides teachers with the tools to create an optimal learning environment and ensures that the wellbeing data collected is accurate, reliable and informative.

BUILDING POSITIVE RELATIONSHIPS

Equip students with the necessary skills to develop and manage respectful relationships. It introduces specific social skills such as effective listening, mindful communications, negotiation, compassion and forgiveness - all of which are fundamental skills for getting along with others.

STUDENT EMOTION
DATA AND REPORTING

Data and reporting to truly understand your students

Real-time feedback of emotional/mental state and learner readiness
See an instant snapshot of students' readiness to learn and students in need. Move into a preventative/proactive space by quickly identifying student emotions before they start the day or identify longitudinal patterns.

Filter reports by selected fields
This enables teachers to clearly view reports and data based on the most relevant information.
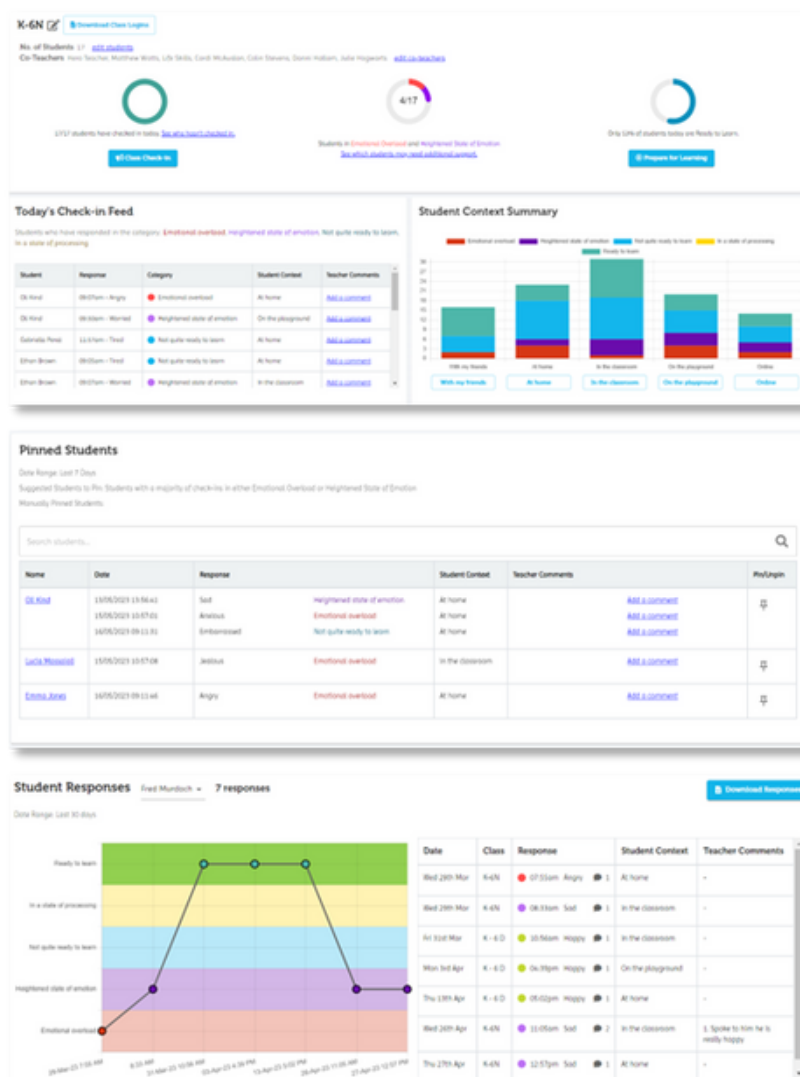
Student context summary
Shows an overview of the context each student selects as part of their check-in indicating where these feelings are originating, such as at home or in the playground.

Pinned students
Maintain visibility over students who are register negative emotions for more than 50% of their check-ins. Students can be added, removed or filtered by date.

Individual learning pathways
ILP's and PLP's can be quickly created and instantly assigned to individual students for behavioural intervention.

Real time reporting for Principals, administration, stage and wellbeing staff

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MORE ABOUT **life**skills **GO**

Life Skills GO Resources

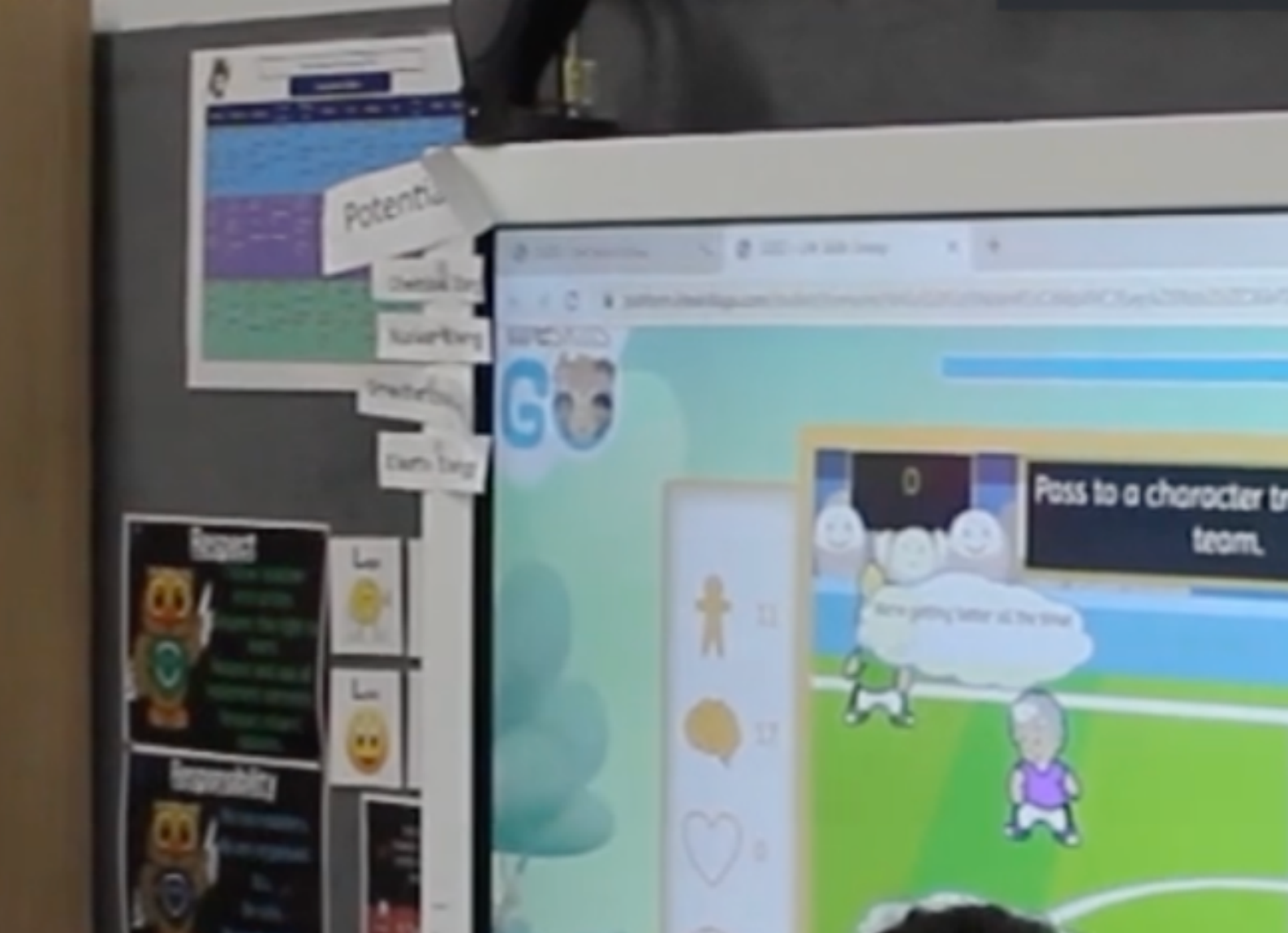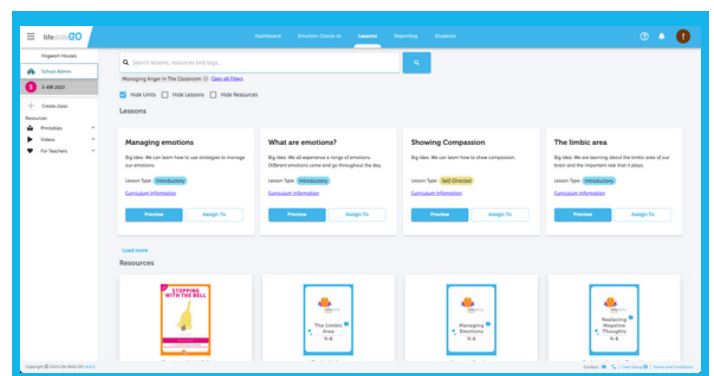The digital lessons include explicit instructions, animated video, formative assessment, quizzes, open-ended responses, problem/solution based interactive games, extension activities: journal and interactive game.

324 Digital Lessons and 44 Units of Lessons

The Units of lessons include a series of 8-10 digital lessons which can be used to create scope and sequences of learning across the Term and Terms across the Stage (odd and even years).

All resources are instantly discoverable through the search bar. SImply type a topic or curriculum code to find related videos, units, lessons and more.

Digital workbooks, lessons and sheets – online and printable resources

Includes 200+ existing Downloadable PDF resources including posters, mindful practice cards, character strength cards, fundamental movement skills activities and non-competitive games.

Each resource is a learning plan including an activity guide, instructions, diagrams, formative assessment, and reflection questions.

Sequential sets of PDFs to be used as Physical Lesson Plans including activities for warm up games, mindful practice, fundamental movement skills, non-competitive physical education games and relaxation stories.

Downloadable and printable Workbooks to take the learning off the screen.

Video content

The GO video content includes: 100+ video resources including animated video with voiceover instructions.

Brain break activities, guided breathing, guided visualisations, mindful exercises, and relaxation stories.

Adaptive content contextualised to the emotional state and learner readiness of individuals or groups.
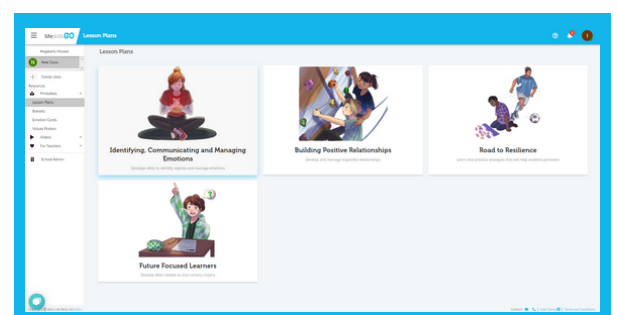

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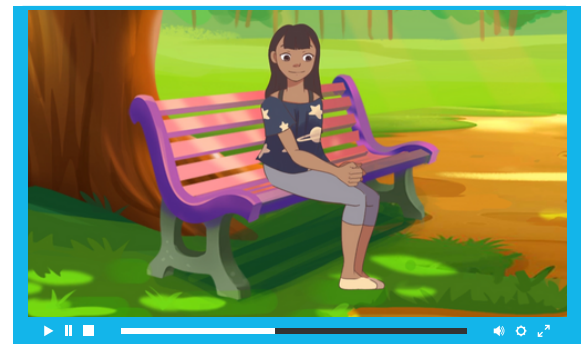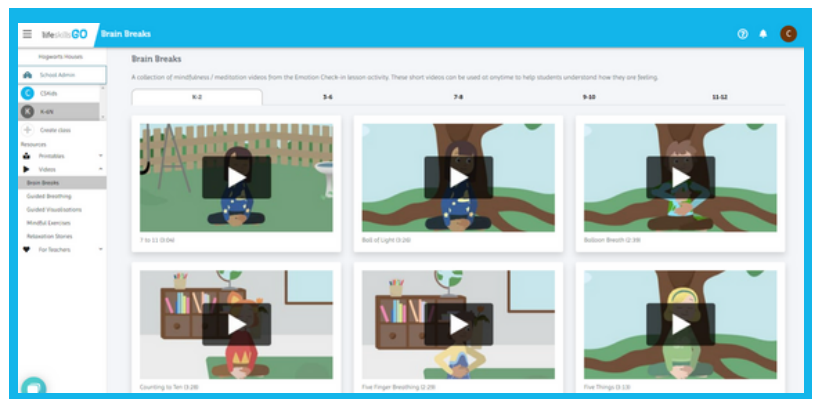Downloadable and printable Workbooks to take the learning off the screen.

Life Skills GO resources
Print your staffroom posters

Print these staffroom posters to switch out weekly as a reminder for you and fellow teachers of the priority emotions for each week.

Lessons to teach emotions

Teach your students to identify, recognise and name emotions with three simple steps. Repeat this each week, changing the emotions.

HAPPY

ANGRY

CALM

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© 2021 L

NERVOUS

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☑ Run a Daily Emotion Check-in

☑ Use the emotion cards to introduce emotions, such as Happy, Angry , Calm and Nervous

☑ Run a Quick Emotion Check-in report based on the needs of your class to prepare students for learning

Physical Lesson Plans

ons for the Weather Report

The Limbi Area

Weather Report Un

Limbic Area physical activit
Weather Report Unit digita

ommunicating Feelings

er Report Unit Week 4

ngs physical activites to a

Replacing Negative Thoughts

Weather Report Un

placing Negative Thoughts

HOW TO USE

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

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

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

CHANGING SPOTS

GAMES

AGE 2-110

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

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

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

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

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

Focused attention.

I am resilient.

Come to sitting in a circle.
- Go around the circle and number each person one through to six, then start again at one.
- One person can volunteer to be the tagger.

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

The gauge indicates the physical intensity of the activity.

Physical Benefits

Cognitive Benefits

Emotional Benefits

The cards give you the flexibility and freedom to select strategies that best suit the diverse needs of your students.
The strategies can be easily integrated into everyday classroom and school activities.

Most of all

Have Fun!

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All digital lessons are curriculum-aligned

Identifying emotions
6 activities, 20 minutes

F/K-2

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

3-4

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

5-6

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

What are emotions?
6 activities, 20 minutes

F/K-2

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

3-4

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

5-6

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

The limbic area
6 activities, 20 minutes

F/K-2

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

3-4

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

5-6

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

Communicating feelings
6 activities, 20 minutes

F/K-2

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

3-4

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

5-6

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

All digital lessons are curriculum-aligned

Sharing thoughts and feelings (with confidence)

6 activities, 20 minutes

F/K–2

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

3–4

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

5–6

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

Managing emotions

6 activities, 20 minutes

F/K–2

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

3–4

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

5–6

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

Replacing negative thoughts

6 activities, 20 minutes

F/K–2

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

3–4

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

5–6

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

Calming emotions

6 activities, 20 minutes

F/K–2

- **ACPPS018:** Recognise situations and opportunities to promote health, safety and wellbeing.
- **PD1-6:** Understands contextual factors that influence themselves and others health, safety, wellbeing and participation in physical activity
- **PD1-7:** Explores actions that help make home and school healthy, safe and physically active spaces
- **PD1-9:** Demonstrates self-management skills in taking responsibility for their own actions
- **PDe-6:** explores contextual factors that influence an individual's health, safety, wellbeing and participation in physical activity
- **PDe-7:** Identifies actions that promote health, safety, wellbeing and physically active spacesPDe-9: Practises self-management skills in familiar and unfamiliar scenarios
- **PSC005:** Recognise and identify how their emotions influence the way they feel and act.
- **PSC016:** Express their emotions constructively in interactions with others.

3–4

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

5–6

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

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

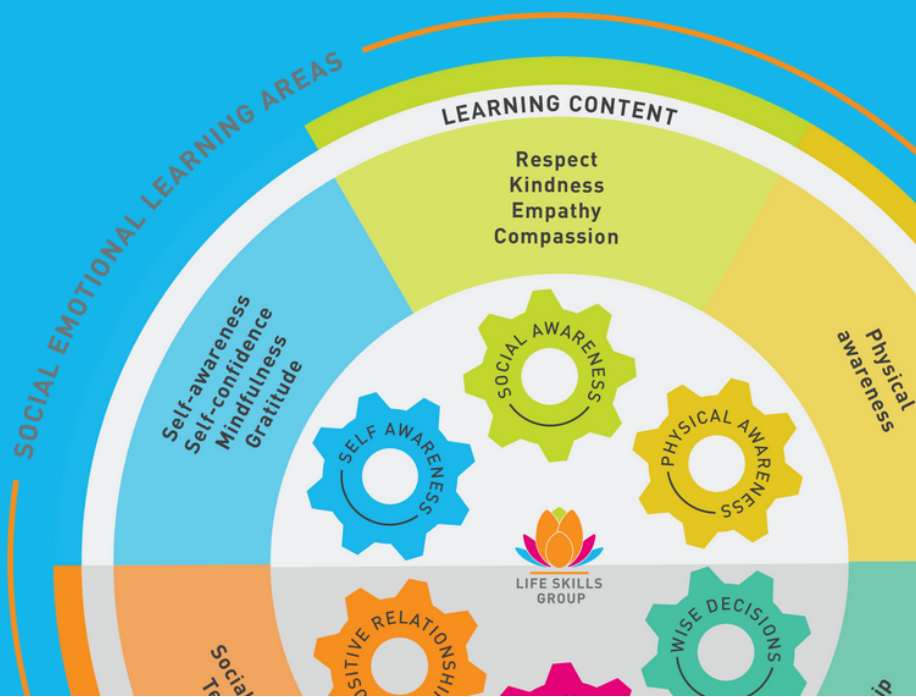| lifeskills GO	CASEL	ACARA and related syllabus documents for each state	21st Century Skills
		Health and Physical Education (HPE) General Capabilities: • Personal and Social Capability • Critical and creative thinking • Intercultural understanding	
	Self Awareness: Recognising emotions, thoughts and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

What does Life Skills GO provide?

INCLUDED IN THE WHOLE SCHOOL WELLBEING LICENCE:

- Provides full platform access to staff and students.
- Emotion Check-in and tracking
- Class Reporting
- Teacher Dashboards
- Executive Dashboards
- Whole school continuous reporting and visibility of lessons delivered
- ILP / PLP creation
- Executive reporting in Emotion Check-in
- 287+ aged-based, online SEL lessons, curriculum-aligned and evidence-based, teacher lesson plans
- 200+ printable resources
- 100+ video age-appropriate resources
- All measurement & reporting tools for individual student and whole school
- Wellbeing videos - brain breaks, guided breathing, visualisations, mindful exercises and more

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GO

be you | Beyond Blue

Independently reviewed by the Be You Programs Directory

SOCIAL EMOTIONAL LEARNING AREAS

LEARNING CONTENT

Respect
Kindness
Empathy
Compassion

Self-awareness
Self-confidence
Mindfulness
Gratitude

Physical awareness

SELF AWARENESS

SOCIAL AWARENESS

PHYSICAL AWARENESS

LIFE SKILLS GROUP

POSITIVE RELATIONSHIPS

WISE DECISIONS

Track, measure, support and report your students' emotional state with

lifeskills**GO**

Register for your
FREE 14 Day Trial
at www.lifeskillsgroup.com.au/go

References and Further Reading

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Changing Minds, Emotional Body Language

Child Mind Institute

Evidence for Learning: The Teaching & Learning Toolkit

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Contact
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Our education team is on hand to support you, your staff and students on your emotional literacy journey.

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