

AUSTRALIAN CURRICULUM LINKS:

LSGO Box Set program recognises the importance of the General capability sub strands:

Ethical understanding learning continuum

Understanding ethical concepts and issues element

- Recognise ethical concepts
- Explore ethical concepts in context

Reasoning in decision making and actions element

- Reason and make ethical decisions
- Consider consequences
- Reflect on ethical actions

Exploring values, rights and responsibilities element

- Examine values
- Explore rights and responsibilities
- Consider points of view

Critical and creative thinking learning continuum

Inquiring - identifying, exploring and organising information and ideas element

- Pose questions
- Identify and clarify information and ideas
- Organise and process information

Generating ideas, possibilities and actions element

- Imagine possibilities and connect ideas
- Consider alternatives
- Seek solutions and put ideas into action

Reflecting on thinking processes element

- Think about thinking (metacognition)
- Reflect on processes
- Transfer knowledge into new contexts

Analysing, synthesising and evaluating reasoning and procedures elements

- Apply logic and reasoning
- Draw conclusions and design a course of action
- Evaluate procedures and outcomes

Personal and social capability learning continuum

Self awareness element

- Recognise emotions
- Recognise personal qualities and achievements
- Understand themselves as learners
- Develop reflective practice

Self management element

- Express emotions appropriately
- Develop self - discipline and set goals
- Work independently and show initiative
- Become confident, resilient and adaptable

Social awareness element

- Appreciative diverse perspectives
- Contribute to civil society
- Understand relationships

Social Management element

- Communicate effectively
- Work collaboratively
- Make decisions
- Negotiate and resolve conflict
- Develop leadership skills

SCOPE AND SEQUENCE:

LSG in a Box addresses each of the ACARA content strands and the sub-strands.

	Level 1	Level 2	Level 3	Level 4
Ethical understanding learning continuum:	Identify links between emotions and decisions. Identify values that are important to them. Express own point of view and listen to the views of others.	Describe the effects that personal feeling and dispositions have on how people behave. Discuss some agreed values in familiar contexts. Recognise that there may be many points of view when probing ethical dilemmas and identify alternative views.	Examine links between emotions, dispositions and intended and unintended consequences of their actions on others. Identify and describe shared values in familiar and unfamiliar contexts. Describe different points of view associated with ethical dilemmas and give possible reasons for these differences.	Examine values accepted and enacted within various communities. Explain the range of possible interpretations and points of view when thinking about ethical dilemmas. Evaluate the consequences of actions in familiar and hypothetical scenarios.

SCOPE AND SEQUENCE:

LSG in a Box addresses each of the ACARA content strands and the sub-strands.

<p>Skills Developed In Program</p>	<p>Values and character strengths Mindful listening Self regulation and emotions</p>	<p>Autonomy Competency Relatedness Values and Character strengths Mindfulness</p>	<p>Emotions Acceptance and commitment/ Mindfulness skills Fostering meaningful relationships</p>	<p>Community relationships Meaningful connections Mindfulness and Acceptance Values and character strengths.</p>
<p>Critical and creative thinking learning continuum</p>	<p>Use imagination to view or create things in new ways and connect two things that seem different. Suggest alternative and creative ways to approach a given situation. Describe what they are thinking and give reasons why.</p>	<p>Build on what they know to create ideas and possibilities in ways that are new to them. Identify and prepare creative ideas to think broadly about a given situation or problem. Describe the thinking strategies used in given situations and tasks.</p>	<p>Expand on known ideas to create new imaginative combinations. Explore situations using creative thinking strategies to propose a range of alternatives. Reflect on, explain and check the processes used to come to conclusions.</p>	<p>Combine ideas in a variety of ways and from a range of sources to create new possibilities. Identify situations where current approaches do not work, challenge existing ideas and generate alternative solutions. Reflect on assumptions made, consider reasonable criticism and adjust thinking as necessary.</p>

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<p>Skills Developed In Program</p>	<p>Character strengths Creative thinking Collaboration Engagement Passion and joy awareness Growth mindset/Benefit mindset</p>	<p>Creativity Character strengths Reflection Collaboration Engagement Positive relationships Goal setting Growth Mindset</p>	<p>Creativity Character strengths Critical thinking Positive relationships Motivation and self regulation Mindset</p>	<p>Flow Authenticity Character strengths Critical thinking skills Goal setting and self regulation Growth mindset Intrapersonal development skills</p>
<p>Personal and social capability learning continuum</p>	<p>Recognise and identify their own emotions. Recognise and identify how their emotions influence the ways they feel and act. Show and respond to an awareness for the feelings, need and interests of others.</p>	<p>Describe ways to express emotions to show awareness of the feelings and needs of others. Identify ways to care for others, including ways of making and keeping friends. Reflect on what they have learnt about themselves from a range of experiences at home and school</p>	<p>Describe the influence that people, situations and events have on their emotions. Identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations. Describe factors that contribute to positive relationships, including with people at school and in their community.</p>	<p>Explain how the appropriateness of emotional responses influence behaviour. Explain the influence of emotions on behaviour, learning and relationships. Identify the differences between positive and negative relationships and ways of managing these.</p>
<p>Skills Developed In Program</p>	<p>Emotional regulation Mindfulness meditation Compassion Resilience Positive emotion Gratitude</p>	<p>Positive emotions Mindful meditation Loving kindness Self compassion Authentic relationships Gratitude</p>	<p>Emotions, positive and negative Emotional regulation Mindfulness Gratitude Compassion and empathy Positive Relationships</p>	<p>Accessing of personal wellbeing toolkit Mindfulness Compassion and empathy Loving kindness Meaning and engagement Gratitude and positive emotions</p>

LSG in a Box addresses each of the ACARA PDHPE content strands and the sub-strands.

Strands	Personal, social and community health	Movement and physical activity
Sub-strands	Being healthy, safe and active Communicating and interacting for health and wellbeing Contributing to healthy and active communities	Moving our body Understanding movement Learning through movement

LINKS TO KIDS MATTER:

Target areas and associated goals	
Target areas	Goals
Effective social and emotional learning (SEL) curriculum for all students	<ul style="list-style-type: none"> a. School staff understand the inter-relationship between social, emotional and academic learning b. Teachers understand the core social and emotional competencies of: <ul style="list-style-type: none"> Self-awareness- Self-management- Social awareness- Relationship skills- Responsible decision making. c. SEL curriculum is: <ul style="list-style-type: none"> taught in ways that cover the core social and emotional competencies- underpinned by research evidence of effectiveness or by a sound theoretical framework taught effectively, formally and regularly in a co-ordinated and supported way throughout the school.
Opportunities for students to practise and transfer their social and emotional skills	<ul style="list-style-type: none"> a. School staff use their daily interactions with students to support the development of students' SEL skills, in and out of the classroom b. Students are provided with regular opportunities to practise and adapt their social and emotional skills to new situations in the classroom, school and wider community c. School staff provide information to parents about the school's social and emotional curriculum and work collaboratively with parents to assist students' development of social and emotional skills.

<https://www.kidsmatter.edu.au/primary/about-kidsmatter-primary/targets-and-goals>