

Getting Started

Read more in our [Getting Started Guide](#)

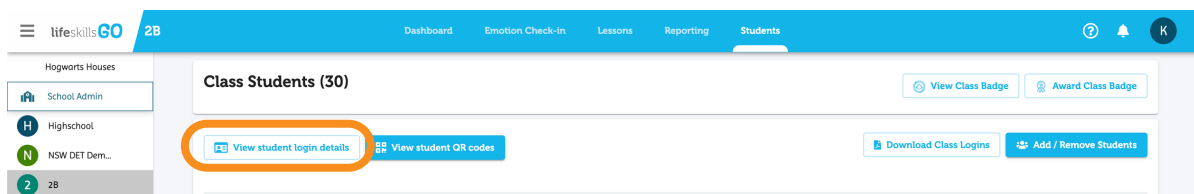
Step 1: Download and print the Foundation for Emotional Literacy Cards



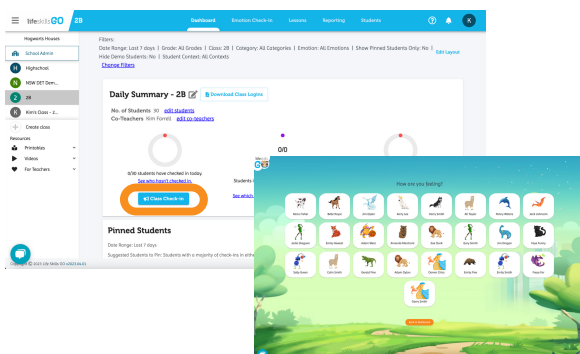
[Download the Emotion Cards here](#)



Step 2: Download, print and distribute your Student Login Cards (only if students are completing check-ins on individual devices)

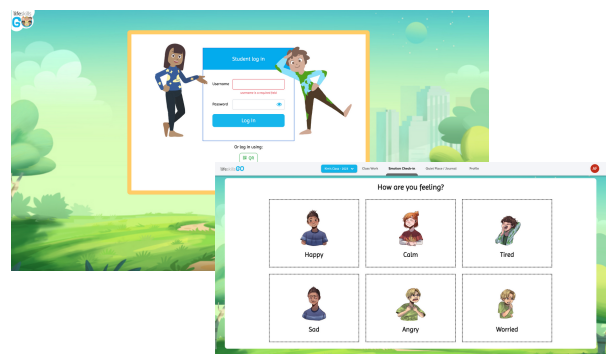


Step 3: Run a check-in on your preferred device, using the questions on the back of the emotion cards to develop students' emotional literacy



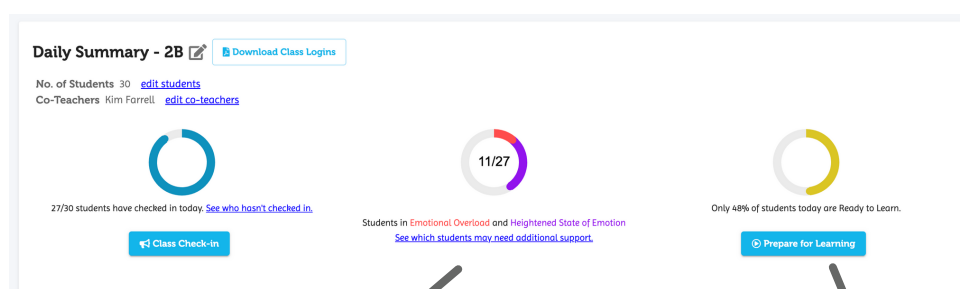
Interactive Whiteboard or Classroom Device

OR



Individual Devices

Step 4: Review Daily Summary Rings to assess learner readiness



Assess students that may need additional support

Run a prepare for learning activity by selecting an emotion that best represents how the class is feeling.

Forming a Habit



Daily

Students: Complete at least one check-in a day.

Classroom Teacher: Review the daily summary rings to identify class need and run Prepare for Learning activities when needed.

Wellbeing / Executive Teams: Review the school daily summary rings to identify if classes need any additional support.

Weekly

Students: Discuss two emotions from the check-in, covering the discussion questions on the back of the emotion cards until all emotions in the check-in have been covered. Review emotions as needed.

Classroom Teacher: Review Pinned Students, Activity Feed and Summary Graphs to identify students that may need referral or additional support.

Wellbeing / Executive Teams: Review Pinned Students to identify candidates for additional programs or learning plans.

Monthly

Wellbeing / Executive Teams: Conduct meeting to discuss the wellbeing data collected, review students of concern, pinned students, candidates of additional initiatives and compare check-in data to wellbeing incidents to surface patterns and trends.

Each term

All Staff: Discuss findings from data collected to inform future initiatives.

Roles and Responsibilities

Executive Team / School Administrators

- Oversee the implementation of the program
- Provide support to the wellbeing team where needed
- Be aware of check-in data
- Conduct term based review of data

Wellbeing Team

- Champion the implementation of Life Skills GO
- Provide support to staff and students where needed
- Analyse data and provide recommendations for initiatives and student support
- Organise regular meetings with team to review data and discuss next steps

Teachers

- Select a regular time for students to check-in
- Conduct check-in sessions for students
- Support student development of emotional intelligence
- Encourage students to take responsibility for their own emotional development

Students

- Check-in regularly
- Practice self-regulation activities

If you need any support please contact us: support@lifeskillsgroup.com.au.