

Program Planner

Domains and Key Statements	Timeline	Week Description	Desired Outcomes for Children	Session content
<p style="text-align: center;">Staged</p> <p>Children's brains need support to grow and learn</p> <p style="text-align: center;"><i>My brain grows upwards step by step.</i></p>	Week 1.	The Brain Week	<p>I know about my brain house.</p> <p>Key Outputs Brain House models and photos stuck in scrapbook</p> <p>Information collected about ideas children preferred when it came to strengthening parts of their brain house.</p>	<p>Day 1. Triune Brain metaphor- Brain House- Intro concept with song and gestures and images.</p> <p>Day 2. Foundation or Floor- Brain stem – ideas for strengthening our brain stem foundation</p> <p>Day 3. Feeling Walls- limbic system – ideas for strengthening our limbic system walls</p> <p>Day 4. Thinking Cap Roof- frontal cortex- ideas for strengthening our thinking cap roof</p> <p>Day 5. Build your own Brain House- inside or outside building activity</p>
<p style="text-align: center;">Adaptive</p> <p>Children need support to grow up healthy and strong</p> <p style="text-align: center;"><i>There are things I need to grow up healthy and strong</i></p>	Week 2.	The healthy body, mind, heart, and spirit week	<p>I know more about what I need to grow up healthy and strong.</p> <p>Key Outputs Body Art pieces photographed and stuck in scrapbooks</p>	<p>Day 1. Draw around each child on butchers paper and introduce theme for the week- what helps us grow up healthy and strong?</p> <p>Day 2. My body- Children and educators brainstorm ideas about what helps our bodies grow up healthy and strong and children draw in the outline what makes their body strong and healthy.</p> <p>Day 3. My feeling heart- Children cut out or a given a heart shape and they draw in the shape the colours of their heart today.</p> <p>Day 4. My mind- Children and educators brainstorm things that make their minds healthy and strong and draw it on their body outline.</p>

				<p>Day 5. My spirit- Children and educators brainstorm things that make their spirit healthy and strong and draw it on or around their body outline.</p>
<p>Predictable</p> <p>Children need to know what they can count on</p> <p><i>I feel better when I know what is coming next.</i></p>	<p>Week. 3.</p>	<p>The things we can count on, hand week</p>	<p>I know more about what I can count on.</p> <p>Key Output Hand tree</p>	<p>Day 1. Five Senses Hand- Children trace an outline of their hand on a page and engage in a brief and rough sensory profile based on the five senses, represented by 5 fingers.</p> <p>Day 2. Hand breathing- Students trace an outline of their hand or make a handprint and then engage in a breathing technique where they trace around their fingers drawn on the page with a pencil and/or they can practice holding up their fingers and tracing around their fingers to achieve the breathing technique.</p> <p>Day 3. People I can Count on Hand- Students trace around their hand or make a handprint and are then encouraged to identify 5 people that they could count on to help them out if they needed it.</p> <p>Day 4. Hand to Hand Attunement Movement Activity- Children pair up to explore the feeling of counting on each other as they hold up an object between their hands and move it around the space.</p> <p>Day 5. Hand Tree Reflection- Educators have pre-assembled a representation of a tree trunk with 3 bare branches. Children and educators reflect on the week of hands and talk about what they learned. Children add the hands they have made over the week to the hand tree.</p>
<p>Connected</p> <p>Children need to feel like they are connected.</p> <p><i>I need to feel like I am connected.</i></p>	<p>Week 4.</p>	<p>The Connection Week</p>	<p>I know more about how I am connected</p>	<p>Day 1. Teacher and class brainstorm about the connections we have in life. Teacher introduces the idea of eco-mapping by mocking one up on the board.</p> <p>Day 2. Eco-map ‘my connections’ with craft materials or paint or textas</p> <p>Day 3. Represent kinds of connections on eco map with craft materials.</p> <p>Day 4. Provide post it notes to be stuck on eco map for what elements of the eco map might like to say to each other. Give out little torches and ask if there are</p>

			Key Output Eco-map	any parts of the eco map that children would like to learn more about- shine their torch on it if they can. Day 5. Pair up and tell a story about your eco map to each other or share as a broader group.
<p>Connected</p> <p>Children need to feel safe. <i>I need to feel safe.</i></p> <p>Children need to know about what makes a safe connection. <i>I need safe connections in my life.</i></p>	Week 5.	The Feeling Safe Week	<p>I know more about what feeling safe means to me</p> <p>Key Outputs Class feeling safe booklet</p>	<p>Day 1. Read Feeling Safe booklet. Distribute either ‘Feeling Safe’ colouring book and/or A3 colouring page for older kids. Talk about animals the kids know and what they do when they feel safe. Encourage the students to colour in the animal doing the thing closest to what they like to do when they feel safe.</p> <p>Day 2. Brainstorm on the board what are some things you do when you feel safe? Look for themes like, rest and recovering, playing, being curious, sharing time with loved ones, or being in nature.</p> <p>Day 3. Make a class ‘Feeling Safe’ book. Each child contributes a picture of themselves feeling safe.</p> <p>Day 4. Continue with the class ‘feeling safe’ book compilation.</p> <p>Day 5. School Sensory Audit Game – Children are guided through a movement-based game that helps them demonstrate where and how they like to be and don’t like to be at school.</p>
<p>Enabled</p> <p>Children need to know more about what makes them who they are.</p>	Week 6.	The Feelings Week with special guest Morty Monster	<p>I know more about my feelings.</p>	<p>Day 1. Introduce Morty Monster and read a Morty story. Read Morty’s ‘The day Morty’s Face fell off’ or Morty’s Feeling Faces World Championship – (dependent upon student’s learning needs)</p> <p>Day 2. Play Morty’s Feeling Face Bingo</p> <p>Day 3. Create your own Paper Morty- choose from lots of facial features or draw your own, to create a paper Morty. Some students might like to make their paper Morty into a puppet.</p> <p>Day 4. Create a classroom feelings faces poster by taking photos of children making feeling faces like Morty Monster.</p>

<p><i>I grow stronger as I learn more about what makes me, me.</i></p>			<p>Key Outputs Feeling Faces poster Morty Paper faces</p>	<p>Day 5. Feelings thermometers Movement Activity – Scaling activity supporting children to explore the varied intensities of feelings.</p>
<p>Enabled</p> <p>Children need to know more about what makes them who they are.</p> <p><i>I grow stronger as I learn more about what makes me, me.</i></p>	<p>Week 7.</p>	<p>The 'Me' week</p>	<p>I know more about my own special story</p> <p>Key Outputs Self Portraits with descriptions Written warm fuzzies</p>	<p>Day 1. Ball toss around (write sentence starters on ball segments) Eg. I am..... I like.....I don't like.....I know.....I am feeling..... I would like to go to....I hope that.... Toss the ball around and respond to the sentence starters. We can learn about each other and practice expressing things about who we are as individuals.</p> <p>Day 2. Create a Self Portrait</p> <p>Day 3. Self Portraits cont...</p> <p>Day 4. Form a brief description/paragraph to go with the portrait</p> <p>Day 5. Warm fuzzies- Sharing positive things you know about each of your classmates and learning about positive things they know about you.</p>
<p>Bringing things together & sharing</p>	<p>Week 8.</p>	<p>The Reflective Week</p>		<p>Day 1. Remembering and reflecting together on what we have achieved together over the course of the program. Teachers to provide individualised verbal feedback for each student in the group.</p> <p>Day 2. Program Evaluation session with students</p> <p>Day 3. Share and Yarn session preparations</p> <p>Day 4. Program Closure activity / continued share and yarn session preparation</p> <p>Day 5. Share and Yarn Session and Celebration involving a significant adult or adults in the lives of the students- eg. Community Elder/s, A member of the School Leadership team, or students' parents/carers.</p>