Domain and Key Statements	Timeline	Week Description	Desired Outcomes for Children	Session content
Staged Children's brains need support to grow and learn My brain grows upwards step by step.	Week 1.	The Brain Week	I know about my brain house. Key Outputs Brain House models and photos stuck in scrapbook Information collected about ideas children preferred when it came to strengthening parts of their brain house.	Day 1. Triune Brain metaphor- Brain House- Intro concept with song and gestures Brain House template to be used as days progress Day 2. Foundation- brain stem – ideas for strengthening our brain stem floor Day 3. Feeling Walls- limbic system – ideas for strengthening our limbic system walls Day 4. Thinking Cap Roof- frontal cortex- ideas for strengthening our thinking cap roof Day 5. Build your own Brain House- inside or outside building activity
Adaptive Children need support to grow up healthy and strong There are things I need to grow up healthy and strong	Week 2.	The healthy body, mind, heart, and spirit week	I know more about what I need to grow Key Outputs Body Art pieces photographed and stuck in scrapbooks	Day 1. Draw around each child on butchers paper and introduce theme for the week- what helps us grow up healthy and strong? Students can write their name on their butchers paper. Following days- children use art materials to represent things that help us grow 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. 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. Day 4. My mind- Children and educators brainstorm things that make their minds healthy and strong and draw it on their body outline.

				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.
Predictable Children need to know what they can count on I feel better when I know what is coming next.	Week. 3.	The things we can count on, hand week	I know more about what I can count on. Key Output Hand tree	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. Day 2. Hand breathing- Students trace an outline of their hand or a hand print 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. Day 3. People I can Count on Hand- Students trace around their hand or make a hand print and are then encouraged to identify 5 people that they can count on to help them out if they needed it. 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. Day 5. Hand Tree Reflection- Educators have pre-assembled a tree trunk with 3 bare branches. Children and educators reflect on the week of hands and talk about what they learned. Children add their hands to the hand tree- each day is a different branch.
Connected Children need to feel like they are connected. I need to feel like I am connected.	Week 4.	The Connection Week	I know more about how I am connected	Day 1. Teacher reads a story about connections and brainstorm different connections in their lives- with people, animals, plants, the land, stories, etc. Day 2. Eco-map 'my connections' with craft materials or paint or textas Day 3. Represent kinds of connections on eco map with craft materials. 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

			Key Output Eco-map	are 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.
Connected Children need to feel safe. I need to feel safe. Children need to know about what makes a safe connection. I need safe connections in my life.	Week 5.	The Feeling Safe Week	I know more about what feeling safe means to me	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. Ask students about the animals in their lives and what they have noticed about what they do when they feel safe. Day 2. Brainstorm on the board what are some things you do when you feel safe? Look for themes like, rest and recover, play, be curious, share time with loved ones, be in nature.
			Key Outputs Class feeling safe booklet	Day 3. Make a class 'Feeling Safe' book. Each child contributes a picture of themselves feeling safe. Day 4. Continue with the class feeling safe book compilation. Day 5. Movement Activity – Children are guided to consider and share where and how they feel the safest at school. Refer to activity sheet guidance.
Enabled Children need to know more about what makes them who they are.	Week 6.	The Feelings Week with special guest Morty Monster	I know more about my feelings.	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 – (developmental stage dependant) Day 2. Play Morty's Feeling Face Bingo Day 3. A4 paper based Morty- with lots of facial features for children to create their own feeling face Morty. Stick a face on Morty. Sit in a circle and share with the class what feeling your Morty Monster is feeling. Can you think of a time you felt like that?

I grow stronger as I learn more about what makes me, me.			Key Outputs Feeling Faces poster Morty Paper faces	Day 4. Create a Classroom feelings faces poster by taking photos of children making feeling faces like Morty Monster. Day 5. Feelings thermometers Movement Activity – Scaling activity supporting students to explore the varied intensities of feelings.
Enabled Children need to know more about what makes them who they are. I grow stronger as I learn more about what makes me, me.	Week 7.	The 'Me' week	Key Outputs Self Portraits with descriptions Written warm fuzzies	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. Someone chooses a sentence starter and then everyone responds to it, before another person chooses the next sentence starter and everyone responds to it. Day 2. Self Portraits or collages Day 3. Self Portraits cont Day 4. Brief description/paragraph about self to go with the portrait Day 5. Warm fuzzies Option 1- Writing warm fuzzies Teachers prepare a blank A4 page per child. On the page they write a positive comment about the student leaving room for many more comments to be added. As the session begins each student gets their page with the teachers comment stuck on the back of their top. The students move around the space with a texta and write one positive comment about the student whose sheet they are contributing to. After everyone has had the chance to contribute the children can pull off the sheets on their backs and read the comments. This can then be stuck in their scrapbook. Option 2- Saying warm fuzzies Morty Monster is warm and fuzzy. He would like to help us share some warm fuzzies with each other. Let's sit in a circle. The educator hands Morty around the circle. When Morty is with a child the educator leads by sharing something positive they have noticed about the child. Other children are encouraged to add positive comments about the child. Other children are encouraged to emerge about each child as Morty is passed around.

Bringing things together & sharing	Week 8.	The Reflective Week	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. Day 2. Program Evaluation session with students Day 3. Share and Yarn session preparations
			Day 4. Program Closure activity / continued share and yarn session preparation 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.