



NEW Program Achieve Primary (years 1-6)

A Social-Emotional Learning Curriculum



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Introduction

The NEW Program Achieve curricula (Primary) contains lessons that teach attitudes, values/character strengths and social-emotional skills for success, relationships and well-being as well as for overcoming social-emotional blockers.

This program is available online with teachers accessing digital lessons and being able to download Teacher Guides and Student Worksheets.

A scope and sequence have been developed based on this framework covering eight lessons for each of four terms across years 1 to 6 (192 lessons).

The 32 lessons at each year level are organised to be delivered across four terms and cover the following topics:

1. Achievement: Work Confidence (growth mindset), Persistence, Organisation and Teamwork
2. Relationships: Values, Character Strengths and Getting Along Skills
3. Well-being. Resilience and Happiness (awareness, self-management, ABCs of emotions, cognitive restructuring, mindfulness) and
4. Social-Emotional Blockers: awareness and management of anger, not paying attention, procrastination, worry, feeling down.

Program Achieve has been recognised by the Australian government's KidsMatter Mental Health and Wellbeing initiative as being a 'best practice' program meeting all essential criteria including evidence from research of effectiveness.

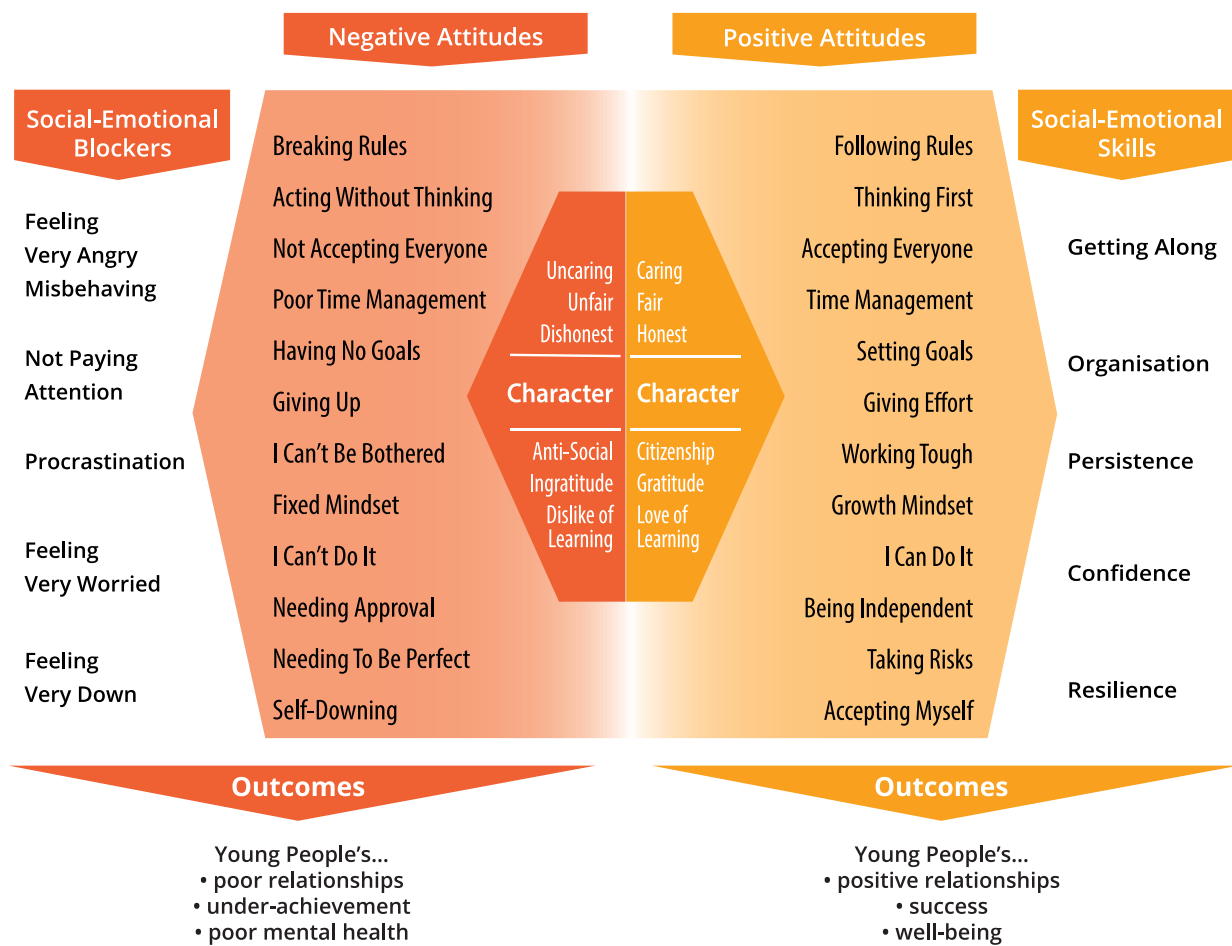
Each social-emotional learning lesson addresses one or more aspects of the ACARA national curriculum's Personal and Social Capabilities.

The New Program Achieve curriculum has been written by 10 highly experienced teachers in social and emotional learning, along with Professor Michael Bernard.

Each lesson begins with a statement of Learning Intentions and Success Criteria followed by a lesson plan that includes the following elements:

1. Engage students
2. Share learning intentions and success criteria
3. Explicit teaching
4. Student activities
5. Students demonstrate success criteria and reflect
6. Weekly goal setting challenge
7. Coaching points four week

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Target Audience	Teachers of primary age students, years 1 - 6
Delivery	Digital
Contents	<ol style="list-style-type: none">1. 192 Lessons (scope and sequence contains weekly lessons covering four terms for every year level 1 - 6)2. Online lesson plans, Teacher Guide and downloadable Student Worksheets
Price	\$950 ANNUAL LICENSE (BUY) (from date of purchase)



LESSONS HAVE BEEN CREATED BASED ON THE ABOVE FRAMEWORK

SCOPE AND SEQUENCE: YEAR 1

Part 1: ACHIEVEMENT. WORK CONFIDENCE, PERSISTENCE, ORGANISATION, TEAMWORK

Lesson 1: Everyone is Successful
Lesson 2: Meet Charlie Confidence
Lesson 3: Charlie's Confident Thinking
Lesson 4: Meet Penny Persistence
Lesson 5: Persistent Thinking
Lesson 6: Meet Olivia Organisation
Lesson 7: Olivia Thinks Like a Good Time Manager
Lesson 8: Teamwork

Part 2: RELATIONSHIPS. VALUES, CHARACTER STRENGTHS AND GETTING ALONG SKILLS

Lesson 9: Kids with Strong Values (Part 1)
Lesson 10: Kids with Strong Values (Part 2)
Lesson 11: Getting Along
Lesson 12: Self-Talk: It's Magic
Lesson 13: Accept Everyone
Lesson 14: Friendly and Unfriendly Behaviour
Lesson 15: Problems? Think First!
Lesson 16: Seeking and Giving Support

Term 3: WELLBEING. RESILIENCE AND HAPPINESS

Lesson 17: Feelings
Lesson 18: Bad Stuff Happens
Lesson 19: Emotional Thermometer
Lesson 20: Meet Rosie Resilience and Cathy Crumble
Lesson 21: My Green Light Thinking Hat
Lesson 22: How Bad is it Really?
Lesson 23: Things to Do to Stay Calm
Lesson 24: How to Be Happy

Part 4: SOCIAL-EMOTIONAL BLOCKERS. ANGER, ANXIETY, FEELING DOWN, NOT PAYING ATTENTION, PROCRASTINATION

Lesson 25: What's a Blocker?
Lesson 26: Getting a Blocker Off the Road
Lesson 27: Meet Sad Sally
Lesson 28: Meet Worried William
Lesson 29: Meet Lazy Larry
Lesson 30: Meet Nathan Nuisance
Lesson 31: Meet Angry Annie
Lesson 32: Taking Stock of Our Blockers

SCOPE AND SEQUENCE: YEAR 2

Part 1:

ACHIEVEMENT. WORK CONFIDENCE, PERSISTENCE, ORGANISATION, TEAMWORK

Lesson 1: Keys to Doing Your Best: Personal Strengths
Lesson 2: Confidence Counts
Lesson 3: Growth Mindset
Lesson 4: Persistence: How Hard Is It Really?
Lesson 5: Task Persistence
Lesson 6: Set Goals
Lesson 7: Be a Good Time Manager
Lesson 8: Collaboration

Part 2: RELATIONSHIPS. VALUES, CHARACTER STRENGTHS AND GETTING ALONG SKILLS

Lesson 9: Values that Help Us Get Along
Lesson 10: Values in Action
Lesson 11: Getting Along with People who are Different
Lesson 12: Ways to Make Friends
Lesson 13: Good Communication
Lesson 14: Solving Problems, Finding Solutions
Lesson 15: Volunteering
Lesson 16: Being a Bucket Filler

Term 3:

WELLBEING. RESILIENCE AND HAPPINESS

Lesson 17: Hot Feeling, Cool Feelings
Lesson 18: We have a Lot to Learn from Rosie Resilience
Lesson 19: It's Not as Bad as You Think It Is
Lesson 20: Coping Skills to Stay Calm
Lesson 21: Mindfulness
Lesson 22: Being Resilient with Positive Self-Talk
Lesson 23: Bounce Back and Keep Going
Lesson 24: Gratitude

Part 4: SOCIAL-EMOTIONAL BLOCKERS. ANGER, ANXIETY, FEELING DOWN, NOT PAYING ATTENTION, PROCRASTINATION

Lesson 25: Introducing the Blockers
Lesson 26: A Calm Brain
Lesson 27: Getting Up when Feeling Down
Lesson 28: Feeling Worried
Lesson 29: Feeling Angry
Lesson 30: Feeling Lazy
Lesson 31: Not Paying Attention
Lesson 32: What have I Learned about My Blockers

SCOPE AND SEQUENCE: YEAR 3

Part 1:

ACHIEVEMENT. WORK CONFIDENCE, PERSISTENCE, ORGANISATION, TEAMWORK

Lesson 1: Personal Best is Success
Lesson 2: Being Confident at Work
Lesson 3: Growth Mindset at Work
Lesson 4: Persistence Pays Off!
Lesson 5: How Hard is it Really?
Lesson 6: The Goal is to be Organised
Lesson 7: Managing Time
Lesson 8: Teamwork

Part 2:

RELATIONSHIPS. VALUES, CHARACTER STRENGTHS AND GETTING ALONG SKILLS

Lesson 9: The Values of Good Character
Lesson 10: Putting Values into Action
Lesson 11: Let's Get Along
Lesson 12: Getting Along Thinking
Lesson 13: Making Friends
Lesson 14: Understanding How Others Feel
Lesson 15: Problems
Lesson 16: Solving People Problems

Term 3:

WELLBEING. RESILIENCE AND HAPPINESS

Lesson 17: Emotional Buttons
Lesson 18: Emotional Temperature
Lesson 19: Calming Your Emotional Brain
Lesson 20: Brilliant Resilience
Lesson 21: My Head Makes it So
Lesson 22: Resilient Skills at Work
Lesson 23: Don't Make Mountains out of Molehills
Lesson 24: Be Grateful, Be Happy

Part 4: SOCIAL-EMOTIONAL BLOCKERS. ANGER, ANXIETY, FEELING DOWN, NOT PAYING ATTENTION, PROCRASTINATION

Lesson 25: Blockers on the Road
Lesson 26: Getting Rid of Blocker Thinking
Lesson 27: Mindful Breathing
Lesson 28: What to Do When You are Feeling Down
Lesson 29: How to Worry Less
Lesson 30: How to Be Less Angry
Lesson 31: You Cannot Afford to be Lazy
Lesson 32: Paying Attention Pays Off

SCOPE AND SEQUENCE: YEAR 4

Part 1: ACHIEVEMENT. WORK CONFIDENCE, PERSISTENCE, ORGANISATION, TEAMWORK

Lesson 1: Be Confident. Accept Yourself
Lesson 2: Steps to Being Confident
Lesson 3: Persisting when it's Hard Yakka
Lesson 4: Be Confident in Your Mistakes
Lesson 5: Achieving Goals
Lesson 6: Time Management Checklists
Lesson 7: Managing My Tasks: Where Should I Start?
Lesson 8: Working Together

Part 2: RELATIONSHIPS. VALUES, CHARACTER STRENGTHS AND GETTING ALONG SKILLS

Lesson 9: My Values
Lesson 10: Strengthening My Values
Lesson 11: Getting Along with People who are Different
Lesson 12: Handling Peer Group Pressure
Lesson 13: Understanding How People Feel
Lesson 14: Solving Problems and Conflicts
Lesson 15: Leadership
Lesson 16: Volunteering and Seeking Support

Part 3:

WELLBEING. RESILIENCE AND HAPPINESS

Lesson 17: Resilience Review
Lesson 18: The Magic of Mindfulness
Lesson 19: Bouncing Back to Go One Better
Lesson 20: It's Great to be Me!
Lesson 21: Be a Positive Thinker
Lesson 22: Resilience to Cope with Bullying
Lesson 23: Gratitude and Kindness
Lesson 24: Happiness: A Bucket Filling Classroom

Part 4: SOCIAL-EMOTIONAL BLOCKERS. ANGER, ANXIETY, FEELING DOWN, NOT PAYING ATTENTION, PROCRASTINATION

Lesson 25: The Big Secret: What Blocks You from
Success and Happiness
Lesson 26: The Calm Brain
Lesson 27: Getting Up When Feeling Down
Lesson 28: Mistake-Making: Nothing to Worry Too
Much About
Lesson 29: Be Tease Tough: No Worries!
Lesson 30: Anger Management
Lesson 31: Procrastination
Lesson 32: How to Pay Attention

SCOPE AND SEQUENCE: YEAR 5

Part 1: ACHIEVEMENT. WORK CONFIDENCE, PERSISTENCE, ORGANISATION, TEAMWORK

Lesson 1: Growth Mindset Thinking and Confident
Behaviour
Lesson 2: Confidence at Work
Lesson 3: Be a More Confident Speaker
Lesson 4: The Persistent Payout – Success!
Lesson 5: Hard Yakka – Getting It Done
Lesson 6: Kicking Goals with Goal Setting
Lesson 7: Managing Time
Lesson 8: Working Together as a Team

Part 2: RELATIONSHIPS. VALUES, CHARACTER STRENGTHS AND GETTING ALONG SKILLS

Lesson 9: Spot Your Character Strengths
Lesson 10: Character Strengths in Action
Lesson 11: Why It's Good to Get Along
Lesson 12: Thinking Hat for Getting Along
Lesson 13: Friendly Behaviour
Lesson 14: Communication
Lesson 15: People Problems
Lesson 16: Problem-Solving Steps

Part 3:

WELLBEING. RESILIENCE AND HAPPINESS

Lesson 17: Let's Discover Emotions
Lesson 18: Stressful Events
Lesson 19: Brilliant Resilience
Lesson 20: Thinking Hat for Resilience
Lesson 21: Strengthening Resilience. Action Strategies
Lesson 22: Calming Your Emotional Brain
Lesson 23: The Great Wall of Happiness
Lesson 24: Habits of Happy Children

Part 4: SOCIAL-EMOTIONAL BLOCKERS. ANGER, ANXIETY, FEELING DOWN, NOT PAYING ATTENTION, PROCRASTINATION

Lesson 25: Blockers to Success and Happiness
Lesson 26: Blocker Exploration
Lesson 27: Getting Blocker Thinking Off the Road
Lesson 28: Look Up at the Good Stuff So Your Don't
Feel So Down
Lesson 29: No Worries
Lesson 30: Living about Anger
Lesson 31: Procrastination
Lesson 32: Paying Attention

SCOPE AND SEQUENCE: YEAR 6

Part 1: ACHIEVEMENT. WORK CONFIDENCE, PERSISTENCE, ORGANISATION, TEAMWORK

Lesson 1: Daily Confidence to Achieve Personal Best
Lesson 2: I Accept Myself No Matter What
Lesson 3: Down with Perfectionism
Lesson 4: Packing Yourself with Persistence
Lesson 5: Self-Motivation for Doing What You Don't
Feel Like Doing
Lesson 6: Goals: Get Committed
Lesson 7: Be an Effective Time Manager – Task
Analysis
Lesson 8: Teamwork and Support

Part 2: RELATIONSHIPS. VALUES, CHARACTER STRENGTHS AND GETTING ALONG SKILLS

Lesson 9: Exploring Character Strengths
Lesson 10: Building New Character Strengths
Lesson 11: Accepting Everyone
Lesson 12: Empathy
Lesson 13: Friendly Conversations
Lesson 14: Assertive, Aggressive, Passive
Lesson 15: How to Be an Effective School Leader
Lesson 16: Seeking Support and Volunteering

Part 3:

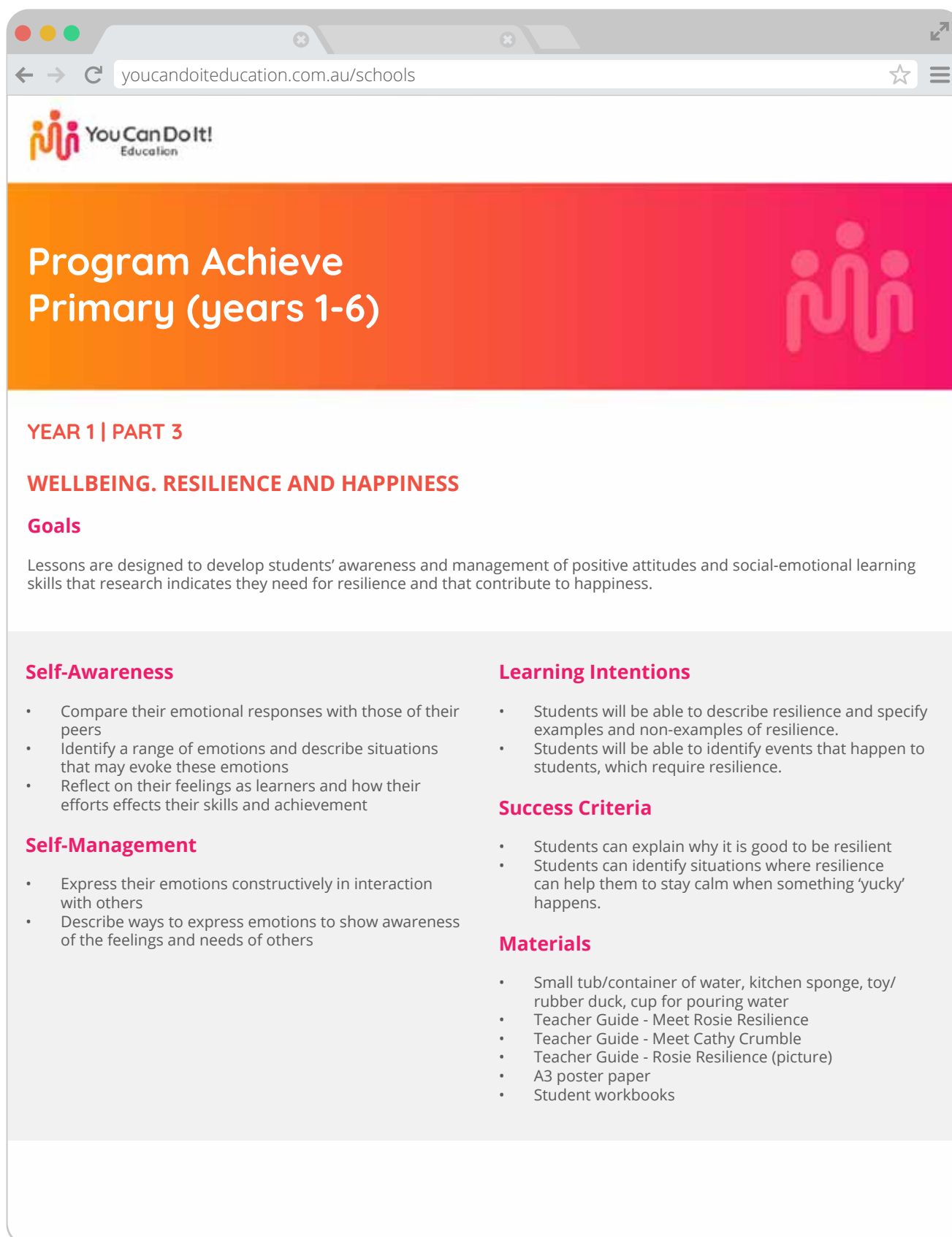
WELLBEING. RESILIENCE AND HAPPINESS

Lesson 17: Resilience Review
Lesson 18: Emotions have Consequences
Lesson 19: Strengthening Resilience: The Power
of Self-Talk
Lesson 20: Catastrophising
Lesson 21: Breathe
Lesson 22: Resilience Skills
Lesson 23: Random Acts of Kindness
Lesson 24: Attitude of Gratitude

Part 4: SOCIAL-EMOTIONAL BLOCKERS. ANGER, ANXIETY, FEELING DOWN, NOT PAYING ATTENTION, PROCRASTINATION

Lesson 25: Transition: Blockers Makes it Harder
Lesson 26: Calming Your Monkey Brain
Lesson 27: Emotional Awareness and Regulation
Lesson 28: Feeling Out of It? Accept Yourself No
Matter What
Lesson 29: Managing Anxiety
Lesson 30: Managing Anger when People Do the
Wrong Thing
Lesson 31: No More Excuses for Procrastination
Lesson 32: Self-Control for Paying Attention

Sample: Lesson



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Program Achieve Primary (years 1-6)

YEAR 1 | PART 3

WELLBEING. RESILIENCE AND HAPPINESS

Goals

Lessons are designed to develop students' awareness and management of positive attitudes and social-emotional learning skills that research indicates they need for resilience and that contribute to happiness.

Self-Awareness

- Compare their emotional responses with those of their peers
- Identify a range of emotions and describe situations that may evoke these emotions
- Reflect on their feelings as learners and how their efforts effects their skills and achievement

Self-Management

- Express their emotions constructively in interaction with others
- Describe ways to express emotions to show awareness of the feelings and needs of others

Learning Intentions

- Students will be able to describe resilience and specify examples and non-examples of resilience.
- Students will be able to identify events that happen to students, which require resilience.

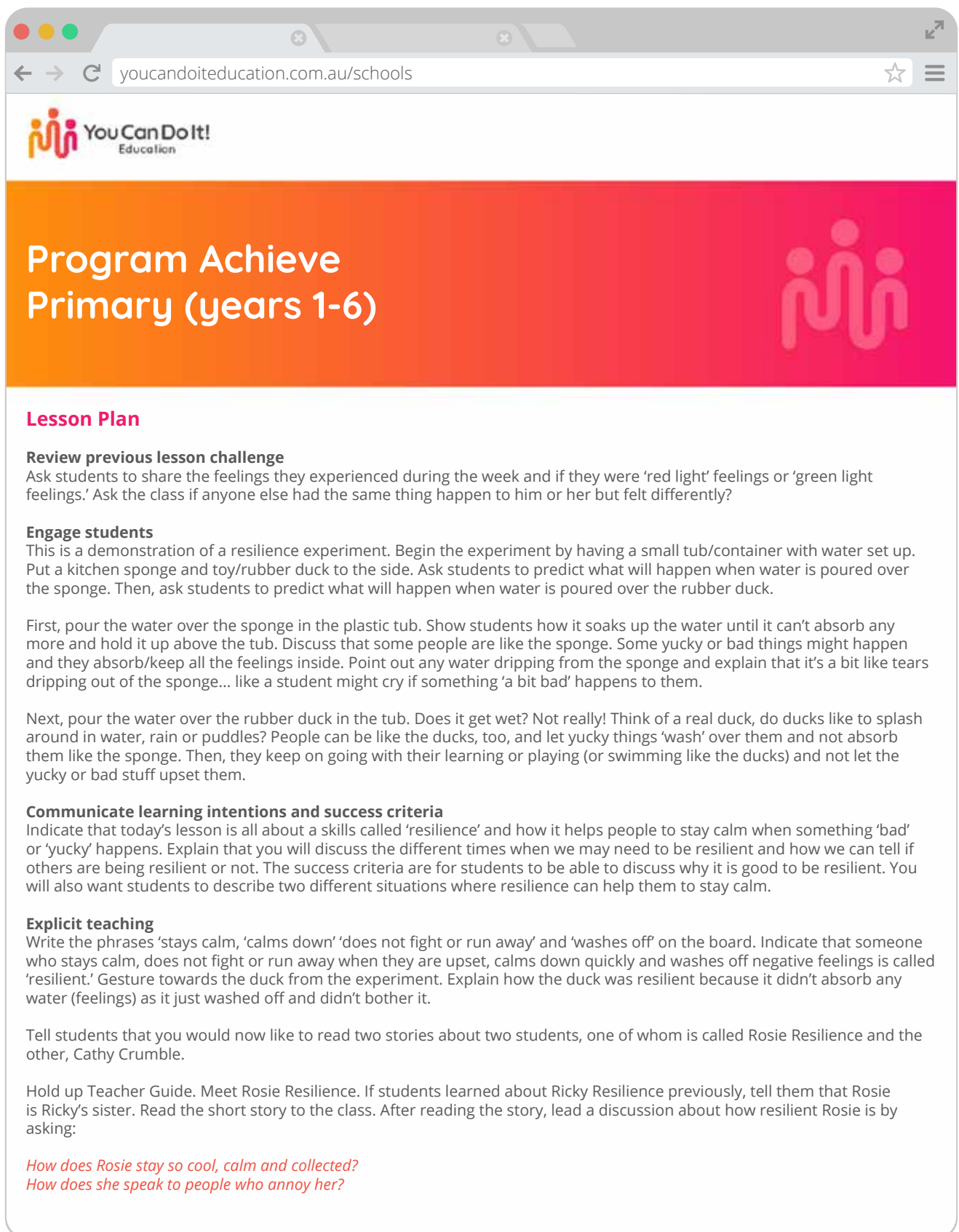
Success Criteria

- Students can explain why it is good to be resilient
- Students can identify situations where resilience can help them to stay calm when something 'yucky' happens.

Materials

- Small tub/container of water, kitchen sponge, toy/ rubber duck, cup for pouring water
- Teacher Guide - Meet Rosie Resilience
- Teacher Guide - Meet Cathy Crumble
- Teacher Guide - Rosie Resilience (picture)
- A3 poster paper
- Student workbooks

Sample: Lesson



Lesson Plan

Review previous lesson challenge
Ask students to share the feelings they experienced during the week and if they were 'red light' feelings or 'green light feelings.' Ask the class if anyone else had the same thing happen to him or her but felt differently?

Engage students
This is a demonstration of a resilience experiment. Begin the experiment by having a small tub/container with water set up. Put a kitchen sponge and toy/rubber duck to the side. Ask students to predict what will happen when water is poured over the sponge. Then, ask students to predict what will happen when water is poured over the rubber duck.

First, pour the water over the sponge in the plastic tub. Show students how it soaks up the water until it can't absorb any more and hold it up above the tub. Discuss that some people are like the sponge. Some yucky or bad things might happen and they absorb/keep all the feelings inside. Point out any water dripping from the sponge and explain that it's a bit like tears dripping out of the sponge... like a student might cry if something 'a bit bad' happens to them.

Next, pour the water over the rubber duck in the tub. Does it get wet? Not really! Think of a real duck, do ducks like to splash around in water, rain or puddles? People can be like the ducks, too, and let yucky things 'wash' over them and not absorb them like the sponge. Then, they keep on going with their learning or playing (or swimming like the ducks) and not let the yucky or bad stuff upset them.

Communicate learning intentions and success criteria
Indicate that today's lesson is all about a skills called 'resilience' and how it helps people to stay calm when something 'bad' or 'yucky' happens. Explain that you will discuss the different times when we may need to be resilient and how we can tell if others are being resilient or not. The success criteria are for students to be able to discuss why it is good to be resilient. You will also want students to describe two different situations where resilience can help them to stay calm.

Explicit teaching
Write the phrases 'stays calm, 'calms down' 'does not fight or run away' and 'washes off' on the board. Indicate that someone who stays calm, does not fight or run away when they are upset, calms down quickly and washes off negative feelings is called 'resilient.' Gesture towards the duck from the experiment. Explain how the duck was resilient because it didn't absorb any water (feelings) as it just washed off and didn't bother it.

Tell students that you would now like to read two stories about two students, one of whom is called Rosie Resilience and the other, Cathy Crumble.

Hold up Teacher Guide. Meet Rosie Resilience. If students learned about Ricky Resilience previously, tell them that Rosie is Ricky's sister. Read the short story to the class. After reading the story, lead a discussion about how resilient Rosie is by asking:

*How does Rosie stay so cool, calm and collected?
How does she speak to people who annoy her?*

Sample: Teacher Guide

TEACHER GUIDE

Meet Cathy Crumble



Cathy Crumble is not very resilient. When something happens to Cathy like not being chosen to be the leader or making lots of mistake in her writing, she can get very, very angry or very, very upset. Her face goes bright red and she yells, or she bursts into tears or she just covers her face and sulks in the corner. Sometimes when she has a test at school she gets very, very anxious and worried and this stops her from doing her best. Cathy Crumble uses "red light" ways of thinking like "I can't stand this" and "I am so stupid" and "Everyone is mean to me!" and "I can't do this!"

Sample: Student Worksheet

STUDENT WORKSHEET

Rosie Resilience





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