

School Implementation Guide

A guide to support Victorian school leaders in the implementation of mindfulness into the school teaching and learning program.

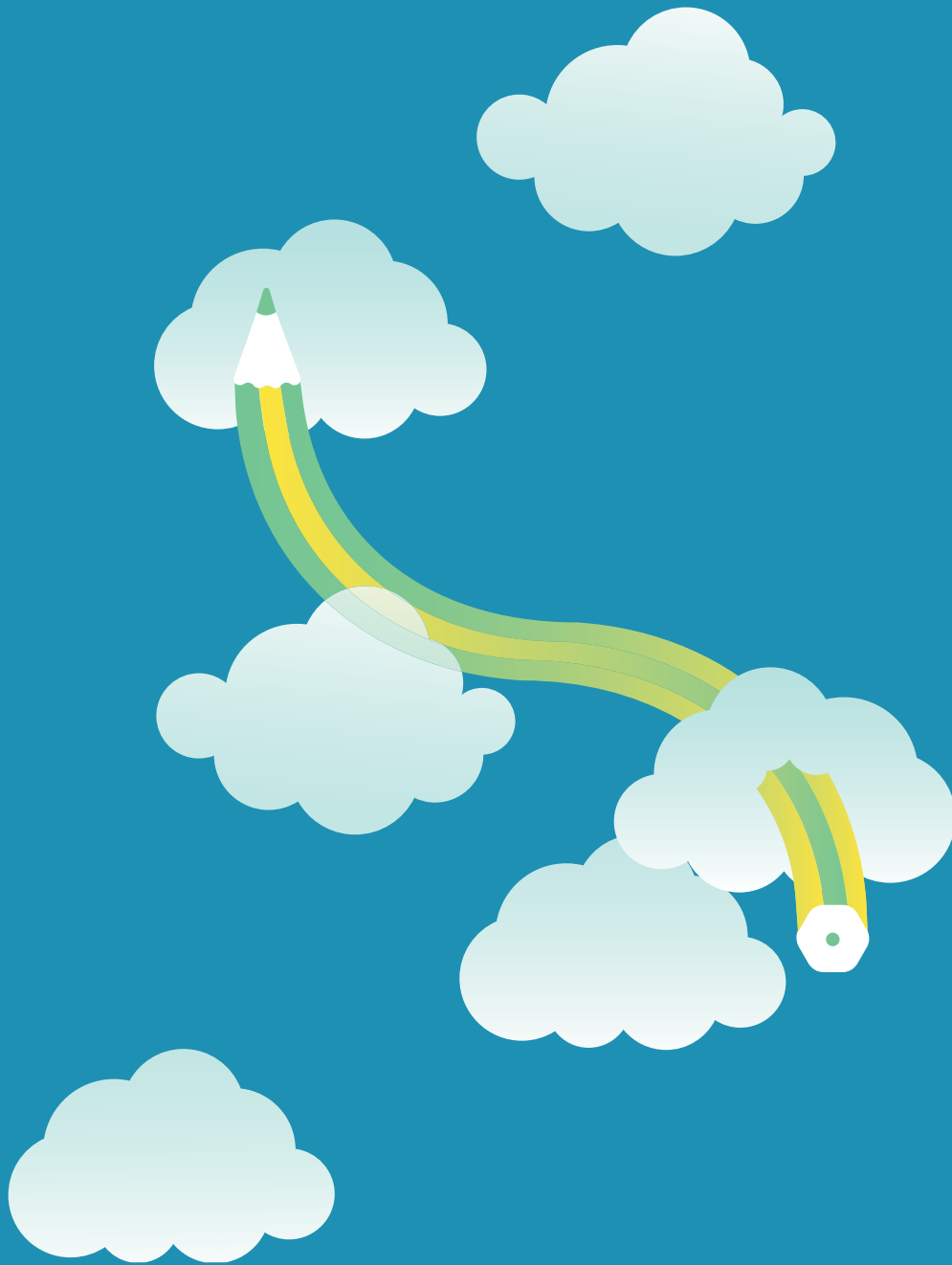




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1 — Introduction

This document is designed to help educators map mindfulness to the Victorian Curriculum. It provides a practical framework to support educators to bring mindfulness into their classrooms and across their school and to develop a strategy around school-wide mindfulness approaches.

2 — Who is Smiling Mind?

Smiling Mind is a 100% not-for-profit organisation with a vision to help every mind thrive.

Our mission is to provide accessible lifelong tools to support healthy minds.

Why we're passionate about mindfulness in education

We believe it's vital that everyone grows up learning how to look after their own mental health and wellbeing. We know it's an important life skill that will be used throughout every stage of life and that's why we believe in taking a proactive and pre-emptive approach to build these important skills at school, at home, at work and throughout our communities.

One of Smiling Mind's key focus areas is supporting young people to develop the skills they need to thrive in the modern world. We believe that every child and young person should have the opportunity to develop these skills regardless of socio-economic status, location or life situation.

Our school-based program has been designed to support wellbeing whilst at the same time developing skills to support school engagement and positive behaviour within the classroom. Additionally, our programs can also support educator wellbeing too.

In order to have the greatest impact, we work with schools to support teacher, student and school wellbeing.

- We want young people to grow up with the skills they need to navigate our modern challenging world.
- We want them the ready and able to learn when they get to school and throughout their education.
- We teach children about their physical bodies and we believe it's equally important to teach young people how to look after their minds.

Our education goal, is to have Mindfulness on the National Australian Curriculum and as part of this we are working to empower teachers to bring mindfulness into the classroom. We provide professional learning and practical resources to educators, so they can bring mindfulness into their classrooms. Our programs have been successfully implemented in a wide variety of government and non-government schools with positive results.

3 — What is mindfulness?

Mindfulness is the practice of focusing awareness by paying attention to the present moment with openness, curiosity and without judgement¹.

When we talk about being ‘non-judgemental’ in mindfulness, we mean that we acknowledge thoughts and emotions without labelling them as ‘positive’, ‘negative’ or otherwise.

Is mindfulness a state or a practice?

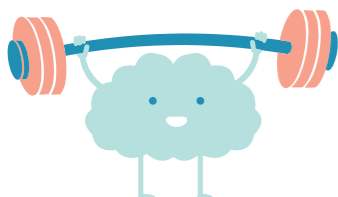
Mindfulness is a state – an awareness and a mindset that we carry through life. But this state can be developed, or enhanced through activities. These activities are often also referred to as “meditation” or as “mindfulness practice”.

Mindfulness practice can be divided into formal and informal practice.

Formal and informal mindfulness

Formal practice is mindfulness meditation where you sit, usually with the eyes closed, and focus attention on one thing, usually either your breathing or the sensations experienced within your body.

With **informal practice** you bring the same kind of improved attention that you might get from formal practice to everyday situations. This involves directing your full and non-judgemental attention to the activity you’re undertaking at a particular moment – it might be washing the dishes, brushing your teeth, chatting with a friend or studying. Reading is a great example of how we can benefit from informal mindfulness practice – where we need our full attention to really comprehend the words on the page, rather than being distracted or lost in other thoughts and not actually aware of what we are reading.



“Mindfulness is like gym for the mind”

4 — Mindfulness and learning

Students today are facing serious mental health, engagement and academic challenges.

1 in 5 students are meeting these pressures by disengaging from school². It goes without saying that reduced engagement is related to reduced academic performance and career achievement later in life^{3,4}.

School engagement

This should be concerning, although not necessarily surprising. Young people are vulnerable to mental illness and academic problems because they don’t possess the full range of emotional, behavioural

and attention regulation skills which help to overcome the many personal, social and academic challenges they’ll confront over more than a decade of education^{5,6}. These are skills that mindfulness helps to develop.

Disengagement in school

1 in 5 students are

disengaged 

from school.

Disengaged students are on average

1–2 years behind

their peers.

Mindfulness improves students’ ability to learn

How? In three main ways:

1

It improves attention, and improved attention means students are more able to focus on learning⁷. They are more capable of taking in new information without being distracted by internal reactions or preconceived perspectives⁸.

2

It improves working memory, cognitive flexibility, reasoning, planning, goal directed behaviour and self regulation⁹. These skills are essential when it comes to learning new information.

3

It reduces emotional reactivity, behavioural issues, anxiety and depression¹⁰. This means students have fewer potential obstacles standing in the way of their learning.

Some research suggests that a well implemented program of 90 minutes of mindfulness meditation per week is enough to move a student up the academic bell curve by 16% compared to their non mindful peers. 90 mins is only 6% of the school day (18 minutes) assuming no home practice². So even when only considering academic performance, the benefits of mindfulness practice more than repay their time cost, especially if this time can be integrated into the start of a lesson or throughout the school day.

“Benefits of mindfulness practice more than repay their time cost”

Mindfulness develops important meta cognitive skills

Metacognition approaches, those approaches that help students become aware of their own thinking style, help students think about their own learning more explicitly and have been shown to improve

learning across domains and are not limited to just one or a few subjects^{11,12}. Mindfulness provides this meta cognitive skills development opportunity across all ages.

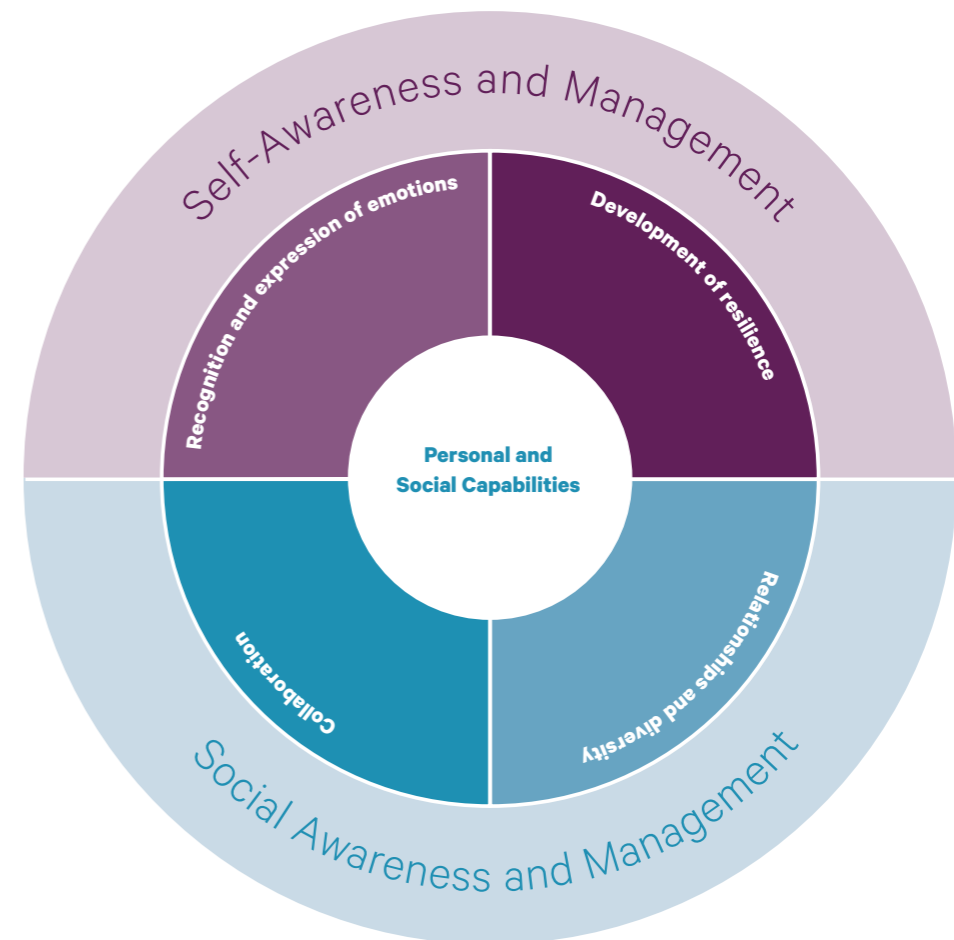
5 — Mindfulness and the Victorian Curriculum



From the Victorian Curriculum:
Personal and Social Capabilities curriculum

The Personal and Social capability curriculum focuses on the recognition and expression of emotions, the development of resilience, and the appreciation of diversity of gender, age, language, culture and religion. Students explore the importance of a range of social relationships, including within families, peer groups and the community. They are also enabled to identify and manage emotional responses in a range of contexts.

Learning in Personal and Social capability is strongly connected to many other areas of the curriculum. Health and Physical Education, in particular, enables students to develop knowledge of recognition of personal qualities, awareness of identity and establishment and maintenance of respectful relationships.



Mindfulness and the Framework for Improved Student Outcome (FISO)

The Victorian Department of Education and Training's Framework for Improved Student Outcomes (FISO), encourages schools to commit to implementing whole-school approaches to health, wellbeing, inclusion and engagement. The evidence underpinning FISO states that approaches such as Mindfulness Practices have a positive and significant impact on attitudes to learning, social relationships in school and student achievement.

In addition to supporting individual development, inclusive approaches encourage improvements in whole-school climate. These cultural influences impact a wide range of health and wellbeing outcomes, as well as students' motivation to learn and achieve.

Mindfulness addresses key aspects of the FISO model including:

1

Supporting the development of students metacognitive strategies to help them think about their own learning more explicitly

2

Explicitly teaching specific strategies to help students set goals and monitor their own progress more effectively

3

Enhance social and cognitive engagement skills designed around individual students, particularly those at risk.

6 — Developing Socially and Emotionally Aware Students

The Victorian Curriculum provides a framework for supporting the development of social and emotional awareness for all students.

Mindfulness can be used to support the development of these skills.



From the Victorian Curriculum:

Personal and Social Capabilities curriculum

The Personal and Social Capability is essential in enabling students to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The capability involves students learning to recognise and regulate emotions, develop empathy for others and understand relationships, establish and build a framework for positive relationships, work effectively in teams and develop leadership skills, and handle challenging situations constructively.

The Personal and Social Capability supports students in becoming creative and confident individuals with a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing, with a sense of hope and optimism about their lives and the future. On a social level, it helps students to form and maintain healthy relationships and prepares them for their potential life roles as family, community and workforce members.

The Personal and Social Capability encompasses students' personal/emotional and social/relational dispositions, intelligences, and sensibilities. Although it is named 'Personal and Social Capability', the words 'personal/emotional' and 'social/relational' are used interchangeably throughout the literature and within educational organisations. The term 'Social and Emotional Learning' is also often used, as is the SEL acronym.

The Personal and Social Capability curriculum aims to develop knowledge, understandings and skills to enable students to:

1. recognise, understand and evaluate the expression of emotions
2. demonstrate an awareness of their personal qualities and the factors that contribute to resilience
3. develop empathy for and understanding of others and recognise the importance of supporting diversity for a cohesive community
4. understand how relationships are developed and use interpersonal skills to establish and maintain respectful relationships
5. work effectively in teams and develop strategies to manage challenging situations constructively.

7 — Mindfulness and Personal and Social Capabilities

Mindfulness can support student learning and wellbeing in two important, and interconnected, ways.

1

As a program to support readiness for learning across all curriculum areas.

Mindfulness to support readiness for learning

Mindfulness offers a range of benefits to support student readiness and engagement with learning. It is an effective tool for settling and focusing students at the beginning of any classroom activity, and is also a practice that strengthens and develops important cognitive skills related to learning, such as attention, concentration and memory³.

“It is an effective tool for settling and focusing students at the beginning of any classroom activity”

2

As an important component of a social and emotional learning curriculum.

Mindfulness, wellbeing and social and emotional learning curriculum

Mindfulness can also facilitate the development of important social and emotional skills through each developmental stage of a student’s life. A comprehensive mindfulness program can be implemented as part of the Personal and Social Capability curriculum to support the development of self-awareness and management and social awareness and management.

8 — Mindfulness and the Victorian Personal and Social Capability Curriculum

The Personal and Social Capability curriculum is organised into two interrelated strands: Self-Awareness and Management and Social Awareness and Management.

Each strand contains content descriptions that are organised in sub-strands. Mindfulness can support the development of the skills desired as outlined in these sub-strands.

| Strands | Self-Awareness and Management | Social Awareness and Management |
|-------------|--|--|
| Sub-strands | Recognition and expression of emotions | Relationships and diversity |
| | Development of resilience | Collaboration |
| Mindfulness | Supports the recognition and expression of emotion | Supports positive relationships and respect for diversity |
| | Supports important skills that underpin resilience | Supports problem solving, respect and communication skills essential for collaboration |



Self-Awareness and Management: Recognition and Expression of Emotions

By mindfully paying attention, to the mind and body, we cultivate improved self awareness and awareness of the impact of our emotions on ourselves and on others. By supporting more conscious recognition of experience through both physical sensation and awareness of emotional response, mindfulness practice is able to support the development of self-awareness and self-regulation; foundational skills for emotional intelligence.



Self-Awareness and Management: Resilience

Mindfulness can support the development of values and beliefs that underpin and support resilience in the face of adversity. These values and beliefs generally help create more purposeful engagement in life, greater levels of optimism, self-esteem, compassion, confidence and determination. By practicing mindfulness learners become more able to tolerate uncertainty, cope with challenging situations and build strong and compassionate relationships; all factors that influence resilience. Learners with a stronger sense of resilience are able to make confident decisions, feel confident in their strengths and abilities and the skills needed to overcome life's challenges.



Social Awareness and Management: Relationships and Diversity

Mindful listening and sensibility is essential for effective communication and therefore in the establishment of positive relationships with others. Mindfulness practice helps to promote the appreciation of diverse perspectives and conventions leading to a more cohesive learning community. Mindfulness helps groups and individuals to be able to recognise others' feelings and know how and when to assist.



Social Awareness and Management: Collaboration

Mindful awareness can support students to develop the relevant skills and dispositions to be able to both establish and maintain positive relationships. Learning to listen mindfully, engage with others with curiosity and without judgement and empathetically support others are skills that are essential for collaboration. This approach to collaboration will support learners to positively resolve conflict and engage appropriately in teamwork. This can also lead to learners feeling more positive about themselves and the world around them.

9 — A whole school approach to mindfulness

We now have a great deal of evidence on the best way to put mindfulness programs into effect in schools (see our evidence based guidelines document for more information).

The following information offers guidance to school communities who are interested in implementing a mindfulness program.

Taking a whole school approach

In order for students and teachers to be able to access and use mindfulness programs in schools effectively principals as leaders of the school need to understand and promote the program and its use throughout the community.

In order to maximise the benefits of mindfulness programs a whole school approach to embedding mindfulness practices is recommended for a sustainable impact.

Many schools have found that engaging the whole school community in implementing and maintaining their mindfulness program results in the biggest impact. This involves school leaders, educators, support staff, students, parents and the wider community.

Engaged educators

In order to successfully implement mindfulness in the classroom educators should be engaged and committed to the program and mindfulness overall. This doesn't mean that all educators need to be the mindfulness champion, or even deliver mindfulness with their classes, but it does mean that all educators need to understand and believe in the reasons for implementing such a program and take a positive approach to the program.

“This doesn't mean that all educators need to be the mindfulness champion”

The role of a 'Mindfulness Champion' or student wellbeing and engagement team

Implementing any new program can be a challenge and experience from many schools suggest that having a 'mindfulness champion', or team responsible for leading a positive climate for learning across the school community, that is able to motivate the school community, mobilise the necessary resources and support other educators to implement the program is an important component of success of the program.

Schools working in networks that are willing and able to learn from and with each other in their mindfulness practices, can also significantly enhance the strength of the program across the culture of the organisation.

The Role of School Leadership

Although individual teachers are able to influence and have an impact on the implementation of mindfulness in their own classroom, school principals are able to improve the sustainability and long-term outcomes of mindfulness programs across the whole school. In order for students and teachers to be able to access and use mindfulness programs in schools effectively, principals, as leaders of the school, need to be promoting and accepting of the program for it be sustainable and used throughout a school environment.

Whilst the Smiling Mind mindfulness resources have been designed to provide educators with accessible, easy to use tools, we recognise that this is only one aspect of creating a mindful school. Smiling Mind recommends a whole school approach to embedding mindfulness across the learning community, and what this looks like may differ depending on the unique needs and prior experience with mindfulness of each school. We recommend exploring the best option for you and seeking advice when needed.

10 — The Smiling Mind Mindfulness Curriculum - An Overview

The Smiling Mind Mindfulness Curriculum is a practical resource which has been designed to support educators to bring mindfulness into their school or classroom.



About the curriculum

The Curriculum builds on Smiling Mind's existing evidence based Mindfulness programs to incorporate elements of Positive Psychology and Positive Education principles. The curriculum provides a framework for educators to deliver a comprehensive social and emotional learning program following the detailed structure provided, or using a flexible and integrated approach to complement existing Wellbeing programs.

The curriculum has been developed for each primary school year level from 1 to 6. The program follows a consistent structure for each year level, exploring the same 20 topics each year. These topics are designed to support the development of positive mental health and wellbeing, social and emotional learning skills and engagement in the classroom.

20 topics
30 minutes
6 years
1 approach
 A lifetime
 of benefits

11 — Mapping the Mindfulness Curriculum to the Victorian Personal and Social Capability Curriculum

As the Personal and Social Capability curriculum is organised into two interrelated strands: Self-Awareness and Management and Social Awareness and Management, the Smiling Mind Mindfulness Curriculum is quite deliberately sequenced and organised against both these strands and the four associated content descriptions.



Self-Awareness and Management

This strand involves students in identifying and describing the factors that influence their emotional responses. Students develop the knowledge and skills to regulate, manage and monitor their emotions. They develop a realistic sense of their personal strengths and have a realistic assessment of their own achievements (and a sense of self-knowledge

and self-confidence. They identify personal characteristics and interpret their own emotional states, needs and perspectives.

Students develop skills to work independently and to show initiative, learning to be conscientious, delaying gratification and persevering in the face of setbacks and frustrations.

Sub-strands

Recognition and expression of emotions

Development of resilience

Social Awareness and Management

This strand involves students recognising others' feelings and knowing how and when to assist others. Students learn to show respect for and understand others' perspectives, emotional states and needs. They learn to participate in positive, safe and respectful relationships, defining and accepting individual and group roles and responsibilities. Students gain an understanding of the role of advocacy in contemporary society and build their capacity to critique societal constructs and forms of discrimination.

This strand involves students interacting effectively and respectfully with a range of adults and peers. Students learn to negotiate with others; work in teams, positively contribute to groups and collaboratively make decisions; develop leadership skills, resolve conflict and reach positive outcomes. Students develop the ability to initiate and manage successful personal relationships.

Sub-strands

Relationships and diversity

Collaboration





About the mapping

The Smiling Mind Mindfulness Curriculum has been mapped to the personal and social capability strands, and sub-strands. Each of the 20 topics explored in the Smiling Mind Mindfulness Curriculum has been mapped according to the learning outcomes to each of the relevant strands. Whilst mindfulness, more broadly, can be used to support the development of all areas of the personal and social capabilities, as detailed above, the mapping on the following

pages provides further illustration of how each mindfulness topic can be mapped to each sub-strand of the personal and social capability curriculum in more detail. We recommend educators undertake their own mapping process to ensure that a comprehensive mindfulness program is offered to students in an integrated and consistent manner in accordance with your own individual school needs.







Victorian Curriculum

Achievement Standards F–6
Personal and Social Capability

| Foundation  | Level 1 and 2  | Level 3 and 4  | Level 5 and 6  |
|--|--|--|--|
| <p>By the end of Foundation level, students identify and express a range of emotions in their interactions with others. They recognise personal qualities and achievements by describing activities they enjoy at school and home, noting their strengths. They recognise that attempting new and challenging tasks are an important part of their development.</p> <p>Students identify different types of relationships. They begin to identify and practise basic skills for including and working with others in groups.</p> | <p>By the end of Level 2, students show an awareness of the feelings and needs of others. They identify and describe personal interests, skills and achievements and reflect on how these might contribute to school or family life. They recognise the importance of persisting when faced with new and challenging tasks.</p> <p>Students recognise the diversity of families and communities. They describe similarities and differences in points of view between themselves and others. They demonstrate ways to interact with and care for others. They describe their contribution to group tasks. They practise solving simple problems, recognising there are many ways to resolve conflict</p> | <p>By the end of Level 4, students explain the consequences of emotional responses in a range of social situations. They recognise personal strengths and challenges and identify skills they would like to develop. They suggest strategies for coping with difficult situations. They persist with tasks when faced with challenges and adapt their approach when first attempts are not successful.</p> <p>Students discuss the value of diverse perspectives and through their interactions they demonstrate respect for a diverse range of people and groups. They describe factors that contribute to positive relationships with peers, other people at school and in the community. They explain characteristics of cooperative behaviours and they use criteria to identify evidence of this in group activities. They identify a range of conflict resolution strategies to negotiate positive outcomes to problems.</p> | <p>By the end of Level 6, students describe different ways to express emotions and the relationship between emotions and behaviour. They describe the influence that personal qualities and strengths have on achieving success. They undertake some extended tasks independently and describe task progress. They identify and describe personal attributes important in developing resilience.</p> <p>Students recognise and appreciate the uniqueness of all people. They are able to explain how individual, social and cultural differences may increase vulnerability to stereotypes. They identify characteristics of respectful relationships. They contribute to groups and teams suggesting improvements for methods used in group projects and investigations. They identify causes and effects of conflict and explain different strategies to diffuse or resolve conflict situations.</p> |







Self-Awareness and Management:

Recognition and Expression of Emotions

| Victorian Curriculum Content Description | | | | | | |
|--|--|--|--|---|--|--|
| | — Students will develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations VCPCSE001 | — Students will extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions VCPCSE008 | — Students will identify and explore the expression of emotions in social situations and the impact on self and others VCPCSE0016 | | — Students will explore the links between their emotions and their behaviour VCPCSE0025 | |
| Foundation | Foundation/Year 1  | Year 2  | Year 3  | Year 4  | Year 5  | Year 6  |
| <p>Awareness</p> <p>To build the foundational mindfulness skills of self-knowledge and self-perception.</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Discuss mindfulness — Practise mindful awareness of their body | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Describe mindfulness — Practise mindful awareness of their body | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Explore ideas of mindfulness — Continue to develop an awareness of their body | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Compare mindfulness and mindlessness — Practise extended mindful awareness of their body | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Compare mindfulness and mindlessness — Practise extended mindful awareness of their body | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Differentiate between mindfulness and mindlessness — Apply mindful awareness to shift from mindlessness to being mindful |
| <p>Attention</p> <p>To develop an understanding of attention and develop the skills of attention and focus.</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Practise control of their attention by focusing on their breathing | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Recognise situations in which they are distracted — Practise control of their attention by focusing on their breathing | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Discuss the importance of focused attention — Display control of their attention | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Outline how mindfulness helps to focus their attention — Display control of their attention | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Outline how mindfulness helps to focus their attention — Display greater control of their attention — Notice when they are distracted | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Explain the difference between focused and unfocused attention — Notice when they are distracted, and be able to bring themselves back to the current task |
| <p>Savouring</p> <p>To foster self-awareness and social-awareness by learning to savour experiences</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Explore the sense of taste — Practise mindful eating | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Explore the sense of taste — Practise mindful eating | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Describe what it means to savour an experience — Explore savouring through practising mindful eating | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Discuss what it means to savour an experience — Explore savouring through the sense of taste | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Explain what it means to savour an experience — Explore savouring through focussing on the finer details of an experience | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Explain what it means to savour an experience — Notice how they savour positive experiences and emotions and contrast this with their experience of a less positive experience |
| <p>Movement</p> <p>To build self-awareness and mindful attention through movement.</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Begin to build self-awareness and self-regulation through movement — Explore mindfulness through movement based mindfulness activities | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Observe how mindfulness can be practised through movement — Continue to build awareness of their bodies | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Describe how mindfulness can be practised through movement — Continue to build awareness of their bodies | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Discuss how mindfulness can be practised through movement — Continue to build awareness of their bodies through a movement meditation | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Understand how our mind and our body is connected — Continue to build awareness of their bodies through a movement meditation | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Explain how awareness of the connection between our mind and body can help us practice mindfulness — Use movement to be self-aware and in the present moment |
| <p>Recognising Emotions</p> <p>To develop the ability to recognise emotions and understand their transient nature; thereby building emotional intelligence.</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Observe the physical sensations of emotions — Identify emotions | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Recognise emotions — Identify their own emotions — Recall times when they have experienced different emotions | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Identify and recognise emotions — Discuss that, like the weather, emotions can change | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Identify and recognise emotions — Discuss how emotions, like the weather, can change | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Identify and recognise emotions in themselves and others — Explain how emotions are temporary and can change | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Identify areas of the brain that are involved in emotional regulation — Outline how mindfulness helps to regulate areas of the brain — Recognize and identify emotions in themselves and others |
| <p>Managing Emotions</p> <p>To continue to build emotional intelligence by developing emotion regulation skills.</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Discuss how emotions can be expressed — Identify emotions | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Recall one way to respond to difficult emotions — Identify helpful and unhelpful ways of managing emotions | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Outline a technique to manage difficult emotions | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Distinguish between pleasant and difficult emotions — Outline a strategy to manage difficult emotions | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Explore different ways to manage difficult emotions | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Identify and recognize when a difficult emotion arises — Utilize the skills and strategies learnt in class to manage emotions in various contexts |

Self-Awareness and Management:







Resilience

| Victorian Curriculum Content Description | | | | | | |
|--|---|--|--|---|---|---|
| | <ul style="list-style-type: none"> — Students will identify their likes and dislikes, needs and wants, abilities and strengths VCPCSE002 — Students will recognise that problems or challenges are a normal part of life and that there are actions that can be undertaken to manage problems VCPCSE003 | <ul style="list-style-type: none"> — Students will identify personal strengths and describe how these strengths are useful in school or family life VCPCSE009 — Students will explain how being prepared to try new things can help identify strategies when faced with unfamiliar or challenging situations VCPCSE010 | <ul style="list-style-type: none"> — Students will identify personal strengths and select personal qualities that could be further developed VCPCSE017 — Students will identify how persistence and adaptability can be used when faced with challenging situations and change VCPCSE018 — Students will name and describe the skills required to work independently VCPCSE019 | | <ul style="list-style-type: none"> — Students will reflect on how personal strengths have assisted in achieving success at home, at school or in the community VCPCSE0026 — Students will describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations VCPCSE0027 — Students will identify the skills for working independently and describe their performance when undertaking independent tasks VCPCSE0028 | |
| Foundation | Foundation/Year 1  | Year 2  | Year 3  | Year 4  | Year 5  | Year 6  |
| <p>Gratitude</p> <p>To develop an understanding of what it means to be grateful and to foster gratitude personally and through the community.</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Recognise examples of gratitude — Identify things that they are grateful for | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Identify things that they are grateful for — Discuss the idea of appreciation | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Explore things that they are grateful for and why | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Discuss the connection between gratitude and satisfaction | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Define gratitude — Outline the connection between gratitude and empathy | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Explain the importance of gratitude in our everyday lives — Practise gratitude in everyday life |
| <p>Optimism</p> <p>To develop an understanding of the benefits of, and the ability to cultivate an optimistic outlook.</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Identify examples of optimistic thoughts | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Discuss how optimism can help them learn and grow — Compare optimistic and pessimistic thoughts | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Discuss how optimism helps them learn and grow — Compare optimism and pessimism | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Discuss positive thoughts as a key component of optimism — Explain the importance of having positive thoughts | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Define optimism — Explain the importance of positive thoughts | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Explain how optimism can help them at school and at home — Be able to recognize when they are engaging with pessimistic thoughts to be able to change them to optimistic ones |
| <p>Strengths</p> <p>To identify and grow personal strengths, and to recognise and appreciate individual differences and strengths in others.</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Recognise strengths | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Identify their strengths — Identify strengths in others | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Explore different types of strengths | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Explore different strengths — Identify strengths in others | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Define strengths — Identify their own strengths and strengths in others — Explore different types of strengths | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Identify their own strengths — Discuss the importance of different strengths to build appreciation for individual differences |
| <p>Growth Mindset</p> <p>To develop growth mindsets and the ability to identify and change fixed mindsets.</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Begin to understand what a mindset is | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Identify and discuss examples of fixed and growth mindsets | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Distinguish between a growth and fixed mindset | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Differentiate between a fixed and growth mindset — Continue to develop their growth mindset | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Differentiate between a fixed and growth mindset — Continue to develop their growth mindset | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Define growth mindset — Explain how having a growth mindset can affect our brain — Approach school work and other experiences with a growth mindset |
| <p>Setting Goals</p> <p>To develop the skills to set and achieve goals</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Practise setting goals | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Discuss why it is important to have goals — Practise setting goals | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Recall the importance of goal setting — Discuss the role of hope and optimism in goal setting | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Define hope — Discuss the importance of hope in setting goals | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Outline the components of a SMART goal — Explain why hope is an important component of setting goal | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Outline the components of a SMART goal — Set SMART goals |
| <p>Resilience</p> <p>To develop the ability to bounce back from setbacks and learn from mistakes.</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Understand that there are many different ways to think about mistakes or setbacks | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Discuss different ways to think about mistakes or setbacks | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Begin to understand mistakes or setbacks as opportunities to learn | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Discuss what resilience is — Reflect on an experience that challenged them | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Discuss characteristics of resilience — Continue to reframe mistakes or setbacks as opportunities to learn | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Explore the skills and strengths of resilient people — Utilise skills and strategies learnt in class to bounce back |
| <p>Self-Compassion</p> <p>To foster self-compassion and develop skills to manage difficult thoughts, emotions or experiences</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Discuss the importance of compassion for others and how this might apply to themselves | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Recall the definition of self-compassion — Identify a time when they could have practised self-compassion | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Explore acts of self-compassion | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Discuss ways they can practise self-compassion | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Define self-compassion — Discuss components of self-compassion | <p>Students will be able to:</p> <ul style="list-style-type: none"> — Define self-compassion — Practise self-compassion when faced with difficult experiences and in everyday life |

Social Awareness and Management:
Relationships and Diversity

| Victorian Curriculum Content Description | | | | | | |
|---|---|---|--|---|--|--|
| | <ul style="list-style-type: none"> Students will identify a range of groups to which they, their family and members of their class belong VCPCSE004 Practise the skills required to include others and make friends with peers, teachers and other adults VCPCSE005 | <ul style="list-style-type: none"> Students will identify how families can have a range of relationships VCPCSE011 Students will listen to others' ideas, and recognise that others may see things differently VCPCSE012 Students will describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour VCPCSE013 | <ul style="list-style-type: none"> Students will examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion VCPCSE020 Students will describe the ways in which similarities and differences can affect relationships VCPCSO021 Students will identify the importance of including others in activities, groups and games VCPCSO022 | <ul style="list-style-type: none"> Students will explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences VCPCSE0029 Students will define and recognise examples of stereotypes, discrimination and prejudice and discuss how they impact on the individual VCPCSE0030 Students will describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved VCPCSE0031 | | |
| Foundation | Foundation/Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>Positive Relationships To develop listening skills to promote prosocial behaviour and build positive relationships.</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> Practise mindful listening | <p>Students will be able to:</p> <ul style="list-style-type: none"> Discuss why listening skills are important for mindful communication | <p>Students will be able to:</p> <ul style="list-style-type: none"> Distinguish between mindful and unmindful communication Practise mindful listening | <p>Students will be able to:</p> <ul style="list-style-type: none"> Outline what it means to communicate mindfully Practise mindful listening | <p>Students will be able to:</p> <ul style="list-style-type: none"> Differentiate between mindful and unmindful communication Outline different forms of communication | <p>Students will be able to:</p> <ul style="list-style-type: none"> Explain the importance of mindful communication Differentiate between different forms of communication, including verbal, written and nonverbal Listen mindfully when communicating in different contexts |
| <p>Empathy To cultivate empathy and develop prosocial values that underpin positive relationships.</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> Explore what it means to put yourself in someone else's shoes in order to build empathy | <p>Students will be able to:</p> <ul style="list-style-type: none"> Discuss what empathy is important Recognize emotions in others | <p>Students will be able to:</p> <ul style="list-style-type: none"> Discuss how they can practise empathy | <p>Students will be able to:</p> <ul style="list-style-type: none"> Define empathy Explore examples of empathy | <p>Students will be able to:</p> <ul style="list-style-type: none"> Define empathy Outline examples of empathy | <p>Students will be able to:</p> <ul style="list-style-type: none"> Define empathy Explain the importance of empathy in building relationships Demonstrate empathy to themselves and others |
| <p>Acts of Kindness To understand and experience the benefits of kindness personally and with others.</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> Recognise examples of acts of kindness | <p>Students will be able to:</p> <ul style="list-style-type: none"> Discuss the importance of kindness List examples of acts of kindness | <p>Students will be able to:</p> <ul style="list-style-type: none"> Discuss acts of kindness Recall the importance of acts of kindness | <p>Students will be able to:</p> <ul style="list-style-type: none"> Discuss what it feels like after we perform an act of kindness Discuss the importance of kindness in our everyday lives | <p>Students will be able to:</p> <ul style="list-style-type: none"> Discuss the importance of being kind Explore how being kind to others affects how we feel | <p>Students will be able to:</p> <ul style="list-style-type: none"> Explain the importance of being kind Identify acts of kindness they can perform Perform acts of kindness within their communities |
| <p>The Senses To foster social and self-awareness by increasing sensory awareness.</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> Identify the five senses Practise mindful listening | <p>Students will be able to:</p> <ul style="list-style-type: none"> Identify the five senses Practise focused attention through exploring the sense of hearing | <p>Students will be able to:</p> <ul style="list-style-type: none"> Continue to practise focused attention through exploring the sense of hearing | <p>Students will be able to:</p> <ul style="list-style-type: none"> Explore how we can tune into our senses to practise mindfulness | <p>Students will be able to:</p> <ul style="list-style-type: none"> Explain how we can tune into our senses to practice mindfulness Practise mindfulness by engaging with their sense of hearing | <p>Students will be able to:</p> <ul style="list-style-type: none"> Define sensory processing Use their senses to be in the present moment |

Social Awareness and Management:
Collaboration

| Victorian Curriculum Content Description | | | | | | |
|---|---|---|--|---|---|---|
| | <ul style="list-style-type: none"> Identify a range of groups to which they, their family and members of their class belong VCPCSE004 Practise the skills required to include others and make friends with peers, teachers and other adults VCPCSE005 | <ul style="list-style-type: none"> Identify how families can have a range of relationships VCPCSE011 Listen to others' ideas, and recognise that others may see things differently VCPCSE012 Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour VCPCSE013 | <ul style="list-style-type: none"> Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion VCPCSE020 Describe the ways in which similarities and differences can affect relationships VCPCSO021 Identify the importance of including others in activities, groups and games VCPCSO022 | | <ul style="list-style-type: none"> Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences VCPCSE0029 Define and recognise examples of stereotypes, discrimination and prejudice and discuss how they impact on the individual VCPCSE0030 Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved VCPCSE0031 | |
| Foundation | Foundation/Year 1  | Year 2  | Year 3  | Year 4  | Year 5  | Year 6  |
| <p>Making Decisions</p> <p>To learn and develop decision-making skills through mindful awareness of personal values</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> Discuss how mindfulness can help with decision making | <p>Students will be able to:</p> <ul style="list-style-type: none"> Outline the steps to making a good decision Utilise the steps to make a good decision in a given scenario | <p>Students will be able to:</p> <ul style="list-style-type: none"> Outline the steps to making a good decision As a class, practise using steps to making a good decision in a given scenario | <p>Students will be able to:</p> <ul style="list-style-type: none"> Describe the physical sensations that come with making a difficult decision Outline how mindfulness can help us to make difficult decisions | <p>Students will be able to:</p> <ul style="list-style-type: none"> Explain how decisions can be guided by values Explore different values | <p>Students will be able to:</p> <ul style="list-style-type: none"> Explain the role of our values in making a decision Make decisions based on values |
| <p>Positive Communication</p> <p>To develop communication skills to promote prosocial behaviour and build positive relationships</p> | <p>Students will be able to:</p> <ul style="list-style-type: none"> Explore what it means to speak and listen mindfully | <p>Students will be able to:</p> <ul style="list-style-type: none"> Practise mindful communication by taking turns speaking and listening mindfully | <p>Students will be able to:</p> <ul style="list-style-type: none"> Discuss what mindful communication looks like | <p>Students will be able to:</p> <ul style="list-style-type: none"> Explain why it is important to speak and listen mindfully | <p>Students will be able to:</p> <ul style="list-style-type: none"> Compare mindful and unmindful communication | <p>Students will be able to:</p> <ul style="list-style-type: none"> Outline what good social skills are Explain the importance of social skills in developing relationships Speak mindfully when communicating in different contexts |

12 — References

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These guidelines have been produced with funding
support from Helen Macpherson Smith Trust.

Smiling Mind

✉ info@smilingmind.com.au

smilingmind.com.au

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