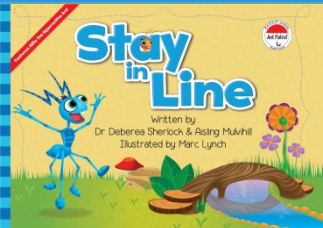
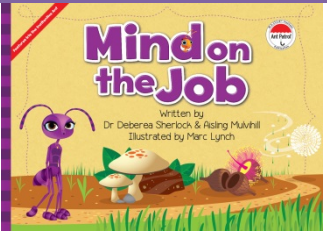
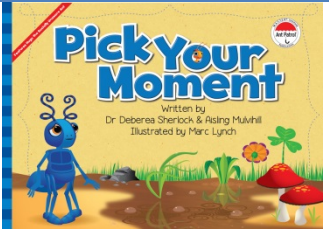


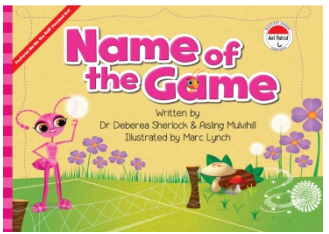
How the Ant Patrol® Children’s Stories correlate with the Australian Curriculum

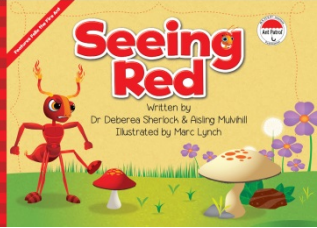
The Ant Patrol® Children’s Stories correlate with the *General Capabilities in the Australian Curriculum – Personal and Social Capability*. The Melbourne Declaration on the Educational Goals for Young Australians (MCEETYA 2008) recognises that personal and social capability assists students to become successful learners. The Ant Patrol® Children’s Stories offer the ‘how to’ in supporting this goal.

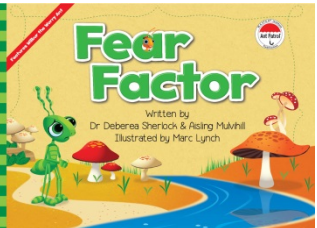
Title: Stay In Line	The Skill	The Goal	Correlation with the Australian Curriculum
	Tune in to your Self-Talk	<i>Self-talk</i> is the silent talk that takes place privately in the mind. It is “inner speech” that guides and directs action. In this story, the central character uses <i>self-talk</i> to control his impulsive behaviour (e.g. “Stop and think before I act” and “I can wait”).	Self-Management Self-Awareness
	Tune in to your Bounce	<i>Bounce</i> is a child friendly concept that refers to physical activity level and brain energy. When children self-monitor physical activity and brain energy they engage more effectively in learning and social contexts.	Self-Management
	Tune in to Notice	<i>Tune in to Notice</i> encourages focused listening. It directs the child to narrow his/her focus intentionally, only on the speaker. It allows children to take meaning from the spoken message and follow instructions.	Self-Management
	The Waiting Script	<i>The Waiting Script</i> steps out an action-based sequence for children to use when having to wait. It pairs <i>self-talk</i> and actions to encourage intentional rather than impulsive behaviour.	Self-Management
	Belly Breathing	<i>Belly Breathing</i> is used to lower energy levels and assist in waiting patiently.	Self-Management

Title: Mind on the Job	The Skill	The Goal	Correlation with the Australian Curriculum
	Tune in to your Self-Talk	<p><i>Self-talk</i> is our “inner speech” that deliberately directs action. Raising awareness of “inner speech” aids in the control of behaviour. In this story, the central character uses <i>self-instructional talk</i> to help her ignore distractions and keep her mind on the job (e.g. “Stop. Listen. Focus on what I should be doing”).</p>	<p>Self-Management Self-Awareness</p>
	Tune in to Notice	<p><i>Tune in to Notice</i> encourages focused listening. It directs the child to narrow his/her focus intentionally, only on the speaker. It allows children to take meaning from the spoken message and follow instructions.</p>	<p>Self-Management</p>
	Tune in to Thinking	<p><i>Tune in to Thinking</i> requires the child to check thoughts intentionally in developing an understanding that thoughts direct feelings and actions. Helpful thinking supports active engagement in both learning and social contexts. In this story, the central character uses helpful thinking to manage motivation for difficult and tedious work.</p>	<p>Self-Management Self-Awareness</p>
	Tune in to Focus	<p><i>Tune in to Focus</i> explicitly teaches the concepts of <i>working to a plan to complete a task, resisting distraction, persistence</i> and <i>self-monitoring</i>. It promotes the development of organised and productive work habits.</p>	<p>Self-Management Self-Awareness</p>

Title: Pick Your Moment	The Skill	The Goal	Correlation with the Australian Curriculum
	Tune in to Others	<p><i>Tune in to Others</i> encourages the child to be socially aware. It helps children direct attention to the most important information in the social context (i.e. the situation, facial expression, body language, tone of voice). In this story, the central character uses this skill to put the pieces of the social puzzle together to avoid social confusion.</p>	Social Awareness

Title: Name of the Game	The Skill	The Goal	Correlation with the Australian Curriculum
	Tune in to Thinking	<p><i>Tune in to Thinking</i> requires the child to check thoughts intentionally in developing an understanding that thoughts direct feelings and actions. Helpful thinking supports active engagement in both learning and social contexts. In this story, the central character uses helpful thinking to move beyond her 'own agenda' and consider her friends' interests.</p>	Social-Management Social-Awareness
	Tune in to Others	<p><i>Tune in to Others</i> encourages the child to be socially aware. It helps children direct attention to the most important information in the social context (i.e. the situation, facial expression, body language, tone of voice). In this story, the central character uses this skill to read the social context.</p>	Social-Awareness
	Tune in Socially	<p><i>Tune in Socially</i> encourages a child to think intentionally about another person's point of view. The child is encouraged to think about the thoughts, feelings, intentions and actions of others. This allows a child to consider another's point of view – an essential skill in developing meaningful friendships.</p>	Social-Management Social-Awareness

Title: Seeing Red	The Skill	The Goal	Correlation with the Australian Curriculum
	The Calming Routine for Anger	<p><i>The Calming Routine</i> is a strategy. It is composed of a number of skills that are used to achieve the goal of helping children control anger. These skills include disengaging from ‘the heat of the moment’, belly breathing, getting rid of angry energy, helpful thinking that supports wise decisions, and visual imagery. The calming routine for anger provides children with concrete skills to promote self-management of strong emotion.</p>	Self-Awareness Self-Management Social-Management

Title: Fear Factor	The Skill	The Goal	Correlation with the Australian Curriculum
	The Calming Routine for Worry	<p><i>The Calming Routine</i> is a strategy. It is composed of a number of skills that are used to achieve the goal of helping children become the ‘boss’ of their worry. These skills include belly breathing, helpful thinking that encourages brave behaviours, ‘taking action’ (i.e. facing fears) and rewarding resilience in facing fears. The skills in this story guide children in learning coping ways to think about and manage their worry.</p>	Self-Awareness Self-Management Social-Management