

**Year: Foundation**  
(10 x 30 minute lessons)



Topic	VIC. Curriculum	Learning Intentions
Resilience	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Social Awareness and Management</b>  <i>Relationships and Diversity</i> - Practise the skills required to include others and make friends with peers, teachers and other adults  <i>Collaboration</i> - Name and practise basic skills required to work collaboratively with peers</p> <p><b>VISUAL ARTS</b>  <b>Present and Perform</b>            Create and display artworks</p>	<p><b>A Good Friend</b></p> <ul style="list-style-type: none"> <li>For students to recognise qualities of a good friend</li> </ul>
Resilience	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self-Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations  <i>Development of resilience</i> - Recognise that problems or challenges are a normal part of life and that there are actions that can be undertaken to manage problems</p> <p><b>Social Awareness and Management</b>  <i>Relationships and diversity</i> - Practise the skills required to include others and make friends with peers, teachers and other adults  <i>Collaboration</i> - Name and practise basic skills required to work collaboratively with peers  <i>Collaboration</i> - Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict</p> <p><b>VISUAL ARTS</b>  <b>Present and Perform</b>            Create and display artworks</p>	<p><b>Sharing is Caring</b></p> <ul style="list-style-type: none"> <li>For students to understand the importance of sharing</li> <li>For students to recognise some strategies to use when they have a problem</li> </ul>
Emotional Literacy	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self-Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations</p>	<p><b>Feelings</b></p> <ul style="list-style-type: none"> <li>For students to develop an emotional literacy vocabulary</li> <li>For students to recognise and identify there are many different emotions</li> </ul>

Empathy	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self awareness and Management</b>  <i>Development of resilience</i> - Recognise that problems or challenges are a normal part of life and that there are actions that can be undertaken to manage problems</p> <p><b>ENGLISH</b>  <b>Speaking and listening - Literature</b>  <u>Responding to Literature</u>  <i>Expressing preferences and evaluating texts</i> - Share feelings and thoughts about the events and characters in texts</p> <p><b>Speaking and listening - Literacy</b>  <b>Interacting with others</b>  <i>Listening and speaking interactions</i> - Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak</p>	<p><b><u>Being a Helper</u></b></p> <ul style="list-style-type: none"> <li>• For students to identify text characters feelings</li> <li>• For students to discuss and listen to others opinions on text based characters</li> <li>• For students to reflect on how they have helped others</li> </ul>
Mindfulness	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Contributing to healthy and active communities</i> - Identify actions that promote health, safety and wellbeing</p> <p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self-Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations</p> <p><b>VISUAL ARTS</b>  <b>Present and Perform</b>  Create and display artworks</p>	<p><b><u>Mindful Now</u></b></p> <ul style="list-style-type: none"> <li>• For students to have an understanding of what mindfulness is</li> <li>• For students to participate in a technique used for mindfulness</li> <li>• For students to draw four pictures representing sounds they heard when being mindful</li> </ul>
Gratitude	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self-Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations</p> <p><b>Social Awareness and Management</b>  <i>Collaboration</i> - Name and practise basic skills required to work collaboratively with peers</p> <p><b>VISUAL ARTS</b>  <b>Present and Perform</b>  Create and display artworks</p>	<p><b><u>Please and Thankyou</u></b></p> <ul style="list-style-type: none"> <li>• For students to begin to have an understanding of gratitude</li> <li>• For students to watch a clip showing the importance of saying please and thankyou</li> <li>• For students to recognise something that someone has done for them and show appreciation and gratitude for it</li> </ul>
Emotional Literacy	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self-Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations</p>	<p><b><u>Changing Faces</u></b></p> <ul style="list-style-type: none"> <li>• For students to identify strong emotional reactions in different situations</li> </ul>

Empathy	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self-Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations</p> <p><b>Social Awareness and Management</b>  <i>Relationships and diversity</i> - Practise the skills required to include others and make friends with peers, teachers and other adults</p> <p><i>Collaboration</i> - Name and practise basic skills required to work collaboratively with peers</p> <p><b>ENGLISH</b>  <b>Speaking and listening - Literacy</b>  <b>Interacting with others</b>  <i>Listening and speaking interactions</i> - Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak</p>	<p><b>Help</b></p> <ul style="list-style-type: none"> <li>• For students to recognised the benefits in helping others</li> <li>• For students to practice helping others through role play</li> <li>• For students to interact with others positivity and participate in group activities</li> </ul>
Mindfulness	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Contributing to healthy and active communities</i> - Identify actions that promote health, safety and wellbeing</p> <p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self-Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations</p> <p><b>VISUAL ARTS</b>  <b>Present and Perform</b>  Create and display artworks</p>	<p><b>Mindful Breathing</b></p> <ul style="list-style-type: none"> <li>• For students to identify some of their feelings or worries</li> <li>• For students to participate in mindful practice</li> <li>• For students to compare their feelings before and after mindfulness</li> </ul>
Gratitude	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self-Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations</p> <p><b>Social Awareness and Management</b>  <i>Collaboration</i> - Name and practise basic skills required to work collaboratively with peers</p> <p><b>VISUAL ARTS</b>  <b>Present and Perform</b>  Create and display artworks</p>	<p><b>Gratitude Chain</b></p> <ul style="list-style-type: none"> <li>• For students to understand what gratitude means</li> <li>• For students to recognise some big things they are grateful for</li> <li>• For students to identify some smaller things they are grateful for today</li> </ul>

Year: 1  
18 x 30 min lessons



Topic	VIC. Curriculum	Learning Intentions
Resilience	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Being healthy, safe and active</i> - Practise strategies they can use when they need help with a task, problem or situation at home and/or at school  <i>Communicating and interacting for health and wellbeing</i> - Describe ways to include others to make them feel that they belong  <i>Communicating and interacting for health and wellbeing</i> - Identify and practise emotional responses that account for own and others' feelings</p> <p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self-Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions</p> <p><b>Social Awareness and Management</b>  <i>Relationships and diversity</i> - Listen to others' ideas, and recognise that others may see things differently</p> <p><b>DRAMA</b>  <b>Drama Practices</b>            Use voice, facial expression, movement and space to imagine and establish role and situation</p>	<p><b><u>No You Can't Play</u></b></p> <ul style="list-style-type: none"> <li>For students to use language nicely to explain their feelings and reasons</li> <li>For students to take note of 3 things they are going to try the next time someone doesn't let them play.</li> </ul>
Resilience	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Being healthy, safe and active</i> - Practise strategies they can use when they need help with a task, problem or situation at home and/or at school  <i>Communicating and interacting for health and wellbeing</i> - Identify and practise emotional responses that account for own and others' feelings</p> <p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self-Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions</p>	<p><b><u>Worry Worm</u></b></p> <ul style="list-style-type: none"> <li>For students to recognise something they have worried about</li> <li>For students begin to identify strategies to help them overcome their worry</li> </ul>
Emotional Literacy	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self-Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions</p> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Identify and practise emotional responses that account for own and others' feelings</p>	<p><b><u>Feelings Bodies</u></b></p> <ul style="list-style-type: none"> <li>For students to recognise emotions have a physical effect on the body</li> <li>For students to identify different situations which bring on strong emotions</li> </ul>

Empathy	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self-Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions</p> <p><b>Social Awareness and Management</b>  <i>Relationships and diversity</i> - Listen to others' ideas, and recognise that others may see things differently</p>	<p><b><u>Different Perspectives</u></b></p> <ul style="list-style-type: none"> <li>• For students to develop an understand of empathy</li> <li>• For students to acknowledge different perspectives</li> </ul>
Mindfulness	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Identify and practise emotional responses that account for own and others' feelings  <i>Contributing to healthy and active communities</i> - Explore actions that help make the classroom a healthy, safe and active place</p> <p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self-Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions</p>	<p><b><u>Mindful Bodies</u></b></p> <ul style="list-style-type: none"> <li>• For students to have an understanding of mindfulness</li> <li>• For students to practise some mindful techniques</li> <li>• For students maintain mindfulness for 1 minute</li> </ul>
Gratitude	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Identify and practise emotional responses that account for own and others' feelings</p> <p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self-Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions</p> <p><b>Social Awareness and Management</b>  <i>Relationships and diversity</i> - Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour</p> <p><b>VISUAL ARTS</b>  <b>Present and Perform</b>  Create and display artworks to express ideas to an audience</p>	<p><b><u>I am Thankful For</u></b></p> <ul style="list-style-type: none"> <li>• For students to understand what it means to be grateful</li> <li>• For students to recognise why bear said thanks and why his friends were grateful for him</li> <li>• For students to draw pictures to match different things they are grateful for</li> </ul>
Emotional Literacy	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self-Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions</p>	<p><b><u>Musical Emotions</u></b></p> <ul style="list-style-type: none"> <li>• For students to explore how music effects their emotions.</li> </ul>

Empathy	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Social Awareness and Management</b>  <i>Relationships and diversity</i> - Listen to others' ideas, and recognise that others may see things differently  <i>Collaboration</i> - Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks  <i>Collaboration</i> - Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict</p>	<p><b>Reactions</b></p> <ul style="list-style-type: none"> <li>For students to understand the word 'compromising'</li> <li>For student to develop strategies to resolve conflict</li> </ul>
Mindfulness	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Being healthy, safe and active</i> - Practise strategies they can use when they need help with a task, problem or situation at home and/or at school  <i>Being healthy, safe and active</i> - Recognise situations and opportunities to promote their own health, safety and wellbeing</p> <p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self-Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions</p>	<p><b>Belly Breathing</b></p> <ul style="list-style-type: none"> <li>For students to practise mindful techniques</li> <li>For students to recognise when they might use belly breathing</li> </ul>
Gratitude	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Being healthy, safe and active</i> - Recognise situations and opportunities to promote their own health, safety and wellbeing  <i>Communicating and interacting for health and wellbeing</i> - Identify and practise emotional responses that account for own and others' feelings</p> <p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self-Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions</p> <p><b>VISUAL ARTS</b>  <b>Present and Perform</b>  Create and display artworks to express ideas to an audience</p>	<p><b>Gratitude Giraffe</b></p> <ul style="list-style-type: none"> <li>For students to contribute to construction of a class definition on Gratitude</li> <li>For students to recognise 4 things they are grateful for</li> <li>For students to make a gratitude giraffe to represent their gratitude</li> </ul>
Emotional Literacy	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self-Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions  <i>Development of resilience</i> - Explain how being prepared to try new things can help identify strategies when faced with unfamiliar or challenging situations</p>	<p><b>Feeling Safe</b></p> <ul style="list-style-type: none"> <li>For students to understand why we have emotions</li> <li>For students to understand the importance of emotions</li> </ul>

Empathy	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Contributing to healthy and active communities</i> - Explore actions that help make the classroom a healthy, safe and active place</p>	<p><b><u>Encouraging</u></b></p> <ul style="list-style-type: none"> <li>For students to identify ways they can help others</li> </ul>
Mindfulness	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Being healthy, safe and active</i> - Practise strategies they can use when they need help with a task, problem or situation at home and/or at school  <i>Being healthy, safe and active</i> - Recognise situations and opportunities to promote their own health, safety and wellbeing  <i>Communicating and interacting for health and wellbeing</i> - Identify and practise emotional responses that account for own and others' feelings  <i>Contributing to healthy and active communities</i> - Explore actions that help make the classroom a healthy, safe and active place</p> <p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self-Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions</p>	<p><b><u>Calming Down</u></b></p> <ul style="list-style-type: none"> <li>For students to recognise that sometimes our minds can become full</li> <li>For students to participate in a fun game that gets their emotions running</li> <li>For students to use some mindful techniques to calm their body and free their minds</li> </ul>
Gratitude	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self-Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions</p> <p><b>Social Awareness and Management</b>  <i>Relationships and diversity</i> - Listen to others' ideas, and recognise that others may see things differently</p> <p><b>VISUAL ARTS</b>  <b>Present and Perform</b>  Create and display artworks to express ideas to an audience</p>	<p><b><u>Tree Of Gratitude</u></b></p> <ul style="list-style-type: none"> <li>For students to list 4 things they are grateful for</li> <li>For students to compare the things they are grateful for with others</li> <li>For students to contribute to the class Tree of Gratitude</li> </ul>

<b>Emotional Literacy</b>	<p><b>ENGLISH</b>  <b>Speaking and listening - Language</b>  <b>Language for Interaction</b>  <i>Evaluative language</i> - Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions</p> <p><b>DRAMA</b>  <b>Present and Perform</b>  Present drama that communicates ideas, including stories from their community, to an audience</p> <p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Social Awareness and Management</b>  <i>Relationships and diversity</i> - Listen to others' ideas, and recognise that others may see things differently  <i>Collaboration</i> - Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks  <i>Collaboration</i> - Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict</p>	<p><b>Emotional Performances</b></p> <ul style="list-style-type: none"> <li>For students to explore how emotions communicated through body language</li> </ul>
<b>Empathy</b>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Development of resilience</i> - Identify personal strengths and describe how these strengths are useful in school or family life</p> <p><b>Social Awareness and Management</b>  <i>Relationships and diversity</i> - Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour</p>	<p><b>Friendship</b></p> <ul style="list-style-type: none"> <li>For students understand what makes a good friend</li> </ul>
<b>Mindfulness</b>	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Being healthy, safe and active</i> - Practise strategies they can use when they need help with a task, problem or situation at home and/or at school  <i>Being healthy, safe and active</i> - Recognise situations and opportunities to promote their own health, safety and wellbeing  <i>Communicating and interacting for health and wellbeing</i> - Identify and practise emotional responses that account for own and others' feelings  <i>Contributing to healthy and active communities</i> - Explore actions that help make the classroom a healthy, safe and active place</p> <p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self-Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions</p> <p><b>DRAMA</b>  <b>Explore and Express Ideas</b>  Explore role and dramatic action in dramatic play, improvisation and process drama</p>	<p><b>More Mindfulness</b></p> <ul style="list-style-type: none"> <li>For students to reflect on their feelings and emotions</li> <li>For students to participate in some mindful techniques</li> <li>For students to begin to notice that mindfulness affects their feelings and emotions</li> </ul>



<b>Gratitude</b>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Social Awareness and Management</b>  <i>Collaboration</i> - Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Identify and practise emotional responses that account for own and others' feelings</p>	<p><b><u>Thankyou</u></b></p> <ul style="list-style-type: none"> <li>• For students to recognise that people can be thankful for different things</li>   <li>• For students to show that in order to do different things there are features to be grateful for</li> </ul>
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Year: 2  
18 x 40 min lessons



Topic	VIC. Curriculum	Learning Intentions
Resilience	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Being healthy, safe and active</i> - Practise strategies they can use when they need help with a task, problem or situation at home and/or at school  <i>Communicating and interacting for health and wellbeing</i> - Identify and practise emotional responses that account for own and others' feelings  <i>Contributing to healthy and active communities</i> - Explore actions that help make the classroom a healthy, safe and active place</p> <p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions  <i>Development of resilience</i> - Identify personal strengths and describe how these strengths are useful in school or family life  <i>Development of resilience</i> - Identify personal strengths and describe how these strengths are useful in school or family life</p> <p><b>Social Awareness and Management</b>  <i>Relationships and diversity</i> - Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour  <i>Collaboration</i> - Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict</p>	<p><b>Bouncing Back</b></p> <ul style="list-style-type: none"> <li>• For students to reflect on situations that haven't gone according to their expectations</li> <li>• For students to recognise how people can respond to situations differently</li> <li>• For students to identify a bounce back approach to situations</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Resilience</b></p>	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Contributing to healthy and active communities</i> - Explore actions that help make the classroom a healthy, safe and active place  <i>Communicating and interacting for health and wellbeing</i> - Describe ways to include others to make them feel that they belong</p> <p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions  <i>Development of resilience</i> - Identify personal strengths and describe how these strengths are useful in school or family life</p> <p><b>Social Awareness and Management</b>  <i>Relationships and diversity</i> - Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour  <i>Collaboration</i> - Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks  <i>Collaboration</i> - Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict</p>	<p><b><u>Together Everyone Achieves More</u></b></p> <ul style="list-style-type: none"> <li>• For students to identify teams/groups they are a part of</li> <li>• For students to work as a team to successfully complete a task</li> <li>• For students to write a key for teamwork.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Emotional Literacy</b></p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self-Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions</p> <p><b>Social Awareness and management</b>  <i>Relationships and diversity</i> - Listen to others' ideas, and recognise that others may see things differently</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Identify and practise emotional responses that account for own and others' feelings</p>	<p><b><u>Emotion Dictionary</u></b></p> <ul style="list-style-type: none"> <li>• For students to develop vocabulary around emotions</li> <li>• For students to explore facial expression associated with different emotions</li> <li>• For students to describe different emotions</li> </ul>

<p style="text-align: center;"><b>Empathy</b></p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Social Awareness and Management</b>  <i>Relationships and diversity</i> - Identify how families can have a range of relationships  <i>Relationships and diversity</i> - Listen to others' ideas, and recognise that others may see things differently  <i>Relationships and diversity</i> - Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Describe ways to include others to make them feel that they belong</p> <p><b>DRAMA</b>  <b>Drama Practices</b>  Use voice, facial expression, movement and space to imagine and establish role and situation</p> <p><b>Present and Perform</b>  Present drama that communicates ideas, including stories from their community, to an audience</p>	<p><b><u>Empathy Role Play</u></b></p> <ul style="list-style-type: none"> <li>• For students to develop an understanding of the word empathy</li> <li>• For students to act out empathy through role play</li> </ul>
<p style="text-align: center;"><b>Mindfulness</b></p>	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Being healthy, safe and active</i> - Practise strategies they can use when they need help with a task, problem or situation at home and/or at school</p> <p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions</p>	<p><b><u>Smile That Mind</u></b></p> <ul style="list-style-type: none"> <li>• For students to participate in mindful techniques</li> <li>• For students to use behave appropriately during the mindful session</li> <li>• For students to discuss how being mindful made them feel</li> </ul>
<p style="text-align: center;"><b>Gratitude</b></p>	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Describe ways to include others to make them feel that they belong  <i>Communicating and interacting for health and wellbeing</i> - Identify and practise emotional responses that account for own and others' feelings  <i>Contributing to healthy and active communities</i> - Explore actions that help make the classroom a healthy, safe and active place</p> <p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Development of resilience</i> - Identify personal strengths and describe how these strengths are useful in school or family life  <i>Recognition and expression of emotions</i> - Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions</p> <p><b>VISUAL ARTS</b>  <b>Present and Perform</b>  Create and display artworks to express ideas to an audience</p>	<p><b><u>Gratitude Cards</u></b></p> <ul style="list-style-type: none"> <li>• For students to contribute to the construction of a class definition for gratitude</li> <li>• For students to list some things they are grateful for</li> </ul>

<p style="text-align: center;"><b>Emotional Literacy</b></p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self-Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions</p> <p><b>Social Awareness and Management</b>  <i>Relationships and diversity</i> - Listen to others' ideas, and recognise that others may see things differently  <i>Relationships and diversity</i> - Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Identify and practise emotional responses that account for own and others' feelings</p>	<p><b><u>Emotional Me</u></b></p> <ul style="list-style-type: none"> <li>For students to recognise their own emotions and demonstrate positive ways to react in different situations</li> </ul>
<p style="text-align: center;"><b>Empathy</b></p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Social Awareness and Management</b>  <i>Relationships and diversity</i> - Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour  <i>Collaboration</i> - Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Describe ways to include others to make them feel that they belong  <i>Communicating and interacting for health and wellbeing</i> - Identify and practise emotional responses that account for own and others' feelings</p>	<p><b><u>Inclusion</u></b></p> <ul style="list-style-type: none"> <li>For students to explore how people feel when they are included and excluded from groups and activities</li> </ul>
<p style="text-align: center;"><b>Mindfulness</b></p>	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Being healthy, safe and active</i> - Practise strategies they can use when they need help with a task, problem or situation at home and/or at school  <i>Being healthy, safe and active</i> - Recognise situations and opportunities to promote their own health, safety and wellbeing  <i>Communicating and interacting for health and wellbeing</i> - Identify and practise emotional responses that account for own and others' feelings  <i>Contributing to healthy and active communities</i> - Explore actions that help make the classroom a healthy, safe and active place</p> <p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Development of resilience</i> - Identify personal strengths and describe how these strengths are useful in school or family life  <i>Recognition and expression of emotions</i> - Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions</p>	<p><b><u>Mindful Time</u></b></p> <ul style="list-style-type: none"> <li>For students to reflect on their feelings and emotions</li> <li>For students to participate in some mindful techniques</li> <li>For students to begin to notice that mindfulness affects their feelings and emotions</li> </ul>

<b>Gratitude</b>	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Describe ways to include others to make them feel that they belong  <i>Communicating and interacting for health and wellbeing</i> - Identify and practise emotional responses that account for own and others' feelings</p> <p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Development of resilience</i> - Identify personal strengths and describe how these strengths are useful in school or family life  <i>Recognition and expression of emotions</i> - Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions</p> <p><b>Social Awareness and Management</b>  <i>Relationships and diversity</i> - Identify how families can have a range of relationships</p> <p><b>ENGLISH</b>  <b>Writing – Literacy</b>  <b>Creating Texts</b>  Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose</p>	<p><b><u>Family Gratitude</u></b></p> <ul style="list-style-type: none"> <li>• For students to identify different things they are grateful for</li> <li>• For students to recognise the different things our parents do for us</li> <li>• For students to construct gratitude cards to their mum and dad</li> </ul>
<b>Emotional Literacy</b>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions</p> <p><b>Social Awareness and Management</b>  <i>Relationships and diversity</i> - Listen to others' ideas, and recognise that others may see things differently  <i>Relationships and diversity</i> - Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour</p>	<p><b><u>Emotional Reactions</u></b></p> <ul style="list-style-type: none"> <li>• For students to identify physical reaction to emotions</li> <li>• For students to compare different emotional responses</li> </ul>
<b>Empathy</b>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Social Awareness and Management</b>  <i>Relationships and diversity</i> - Listen to others' ideas, and recognise that others may see things differently</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Identify and practise emotional responses that account for own and others' feelings</p>	<p><b><u>In Their Shoes</u></b></p> <ul style="list-style-type: none"> <li>• For students to practice seeing things from others perspectives</li> </ul>

<p style="text-align: center;"><b>Mindfulness</b></p>	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Being healthy, safe and active</i> - Practise strategies they can use when they need help with a task, problem or situation at home and/or at school  <i>Being healthy, safe and active</i> - Recognise situations and opportunities to promote their own health, safety and wellbeing</p> <p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions</p>	<p><b><u>Counting Sounds</u></b></p> <ul style="list-style-type: none"> <li>• For students to identify what mindfulness is</li> <li>• For students to participate in a mindful walk focusing on listening for sounds</li> <li>• For students to recognise some sounds they can hear when being mindful</li> </ul>
<p style="text-align: center;"><b>Gratitude</b></p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Being healthy, safe and active</i> - Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities  <i>Being healthy, safe and active</i> - Recognise situations and opportunities to promote their own health, safety and wellbeing  <i>Communicating and interacting for health and wellbeing</i> - Identify and practise emotional responses that account for own and others' feelings</p>	<p><b><u>Grateful Hands</u></b></p> <ul style="list-style-type: none"> <li>• For students to reflect on times where they compare what they have to others</li> <li>• For students to recognise what they are grateful for</li> <li>• For students to use a hand to display the things they are grateful</li> </ul>
<p style="text-align: center;"><b>Emotional Literacy</b></p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self-Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions</p> <p><b>Social Awareness and Management</b>  <i>Relationships and diversity</i> - Listen to others' ideas, and recognise that others may see things differently</p> <p><b>ENGLISH</b>  <b>Writing – Literature</b>  <b>Creating literature</b>  Create events and characters using different media that develop key events and characters from literary texts</p> <p><b>DRAMA</b>  <b>Drama Practices</b>  Use voice, facial expression, movement and space to imagine and establish role and situation</p>	<p><b><u>Emotional Body</u></b></p> <ul style="list-style-type: none"> <li>• For students to show different ways the body shows emotions</li> <li>• For students to write stories/comic with emotions as the theme</li> </ul>

<p style="text-align: center;"><b>Empathy</b></p>	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Describe ways to include others to make them feel that they belong</p> <p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions</p> <p><b>Social Awareness and Management</b>  <i>Relationships and diversity</i> - Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour</p>	<p><b><u>Kindness Tree</u></b></p> <ul style="list-style-type: none"> <li>• For students to engage in positive reflections</li> <li>• For students to feel they belong</li> <li>• For students to care and support their peers</li> </ul>
<p style="text-align: center;"><b>Mindfulness</b></p>	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Being healthy, safe and active</i> - Practise strategies they can use when they need help with a task, problem or situation at home and/or at school  <i>Being healthy, safe and active</i> - Recognise situations and opportunities to promote their own health, safety and wellbeing</p> <p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions</p>	<p><b><u>Cloud Dreaming</u></b></p> <ul style="list-style-type: none"> <li>• For students to begin to recognise when their lives get busy and their emotions are out of balance</li> <li>• For students to participate in some mindful practice</li> <li>• For students to spend some time remaining in the moment</li> </ul>
<p style="text-align: center;"><b>Gratitude</b></p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions</p> <p><b>ENGLISH</b>  <b>Writing - Literacy</b>  <b>Creating Texts</b>  Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose</p>	<p><b><u>Attitude Of Gratitude</u></b></p> <ul style="list-style-type: none"> <li>• For students to contribute to a list of gratitude</li> <li>• For students to create and publish a gratitude acrostic poem using their name</li> </ul>



**Year: 3**  
(30 x 50 min lessons)



Topic	VIC. Curriculum	Learning Intentions
Character Strengths	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self-Awareness and Management</b>  <i>Development of resilience</i> - Identify personal strengths and select personal qualities that could be further developed  <i>Development of resilience</i> - Identify how persistence and adaptability can be used when faced with challenging situations and change</p>	<p><b>Introduction to Character Strengths</b></p> <ul style="list-style-type: none"> <li>For students to be able to identify and describe a character strength or quality they embody</li> </ul>
Character Strengths	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Development of resilience</i> - Identify personal strengths and select personal qualities that could be further developed  <i>Development of resilience</i> - Identify how persistence and adaptability can be used when faced with challenging situations and change  <b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Describe factors that can positively influence relationships and personal wellbeing</p>	<p><b>Spotting Strengths</b></p> <ul style="list-style-type: none"> <li>Students to develop the ability to identify and recognize character strengths in others</li> </ul>
Emotional Literacy	<p><b>PERSONAL &amp; SOCIAL CAPABILITY</b>  <b>Self-Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Identify and explore the expression of emotions in social situations and the impact on self and others  <b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Describe factors that can positively influence relationships and personal wellbeing</p>	<p><b>Introduction to Emotional Literacy</b></p> <ul style="list-style-type: none"> <li>For students to identify and describe different emotions</li> <li>For students to interpret different emotions based on body language/facial expressions</li> </ul>

Empathy	<p><b>PERSONAL &amp; SOCIAL CAPABILITY</b>  <b>Self-Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Identify and explore the expression of emotions in social situations and the impact on self and others  <i>Development of resilience</i> - Identify how persistence and adaptability can be used when faced with challenging situations and change</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Describe factors that can positively influence relationships and personal wellbeing</p>	<p><b>Introduction to Empathy</b></p> <ul style="list-style-type: none"> <li>• For students to define and investigate the concept of empathy (what is empathy?)</li> <li>• Students identify how others feel (cognitive) by noticing their body language/tone of voice</li> <li>• Students emotionally experience the feelings of others (affective)</li> </ul>
Mindfulness	<p><b>PERSONAL &amp; SOCIAL CAPABILITY</b>  <b>Self-Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Identify and explore the expression of emotions in social situations and the impact on self and others</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Describe factors that can positively influence relationships and personal wellbeing</p>	<p><b>Introduction to Mindfulness</b></p> <ul style="list-style-type: none"> <li>• Students to define what mindfulness is</li> <li>• Students to be introduced to mindfulness meditation</li> </ul>
Gratitude	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Describe factors that can positively influence relationships and personal wellbeing</p>	<p><b>What is Gratitude?</b></p> <ul style="list-style-type: none"> <li>• To define what gratitude is and why it is important</li> </ul>
Emotional Literacy	<p><b>PERSONAL &amp; SOCIAL CAPABILITY</b>  <b>Social Awareness and Management</b>  <i>Relationships and diversity</i> - Describe the ways in which similarities and differences can effect relationships  <i>Relationships and diversity</i> - Identify the importance of including others in activities, groups and games</p>	<p><b>The role of emotions</b></p> <ul style="list-style-type: none"> <li>• Students identify the role of different emotions</li> <li>• Students recognise the importance of emotions</li> </ul>
Empathy	<p><b>PERSONAL &amp; SOCIAL CAPABILITY</b>  <b>Social Awareness and Management</b>  <i>Relationships and diversity</i> - Describe the ways in which similarities and differences can effect relationships  <i>Relationships and diversity</i> - Identify the importance of including others in activities, groups and games</p>	<p><b>Identifying how others feel</b></p> <ul style="list-style-type: none"> <li>• Students identify how others feel by noticing tone of voice, body language and facial expressions.</li> <li>• Students identify and experience the feelings of others</li> </ul>

<b>Mindfulness</b>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self-Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Identify and explore the expression of emotions in social situations and the impact on self and others</p>	<p><b>The jar of emotions</b></p> <ul style="list-style-type: none"> <li>For students to develop a visual understanding of how stress can 'stir up' the mind</li> <li>For students to practice mindful meditation</li> </ul>
<b>Gratitude</b>	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Describe factors that can positively influence relationships and personal wellbeing</p>	<p><b>Moments of Gratitude</b></p> <ul style="list-style-type: none"> <li>For students to have a greater understanding of what gratitude is</li> <li>For students to practice gratitude</li> </ul>
<b>Emotional Literacy</b>	<p><b>PERSONAL &amp; SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Identify and explore the expression of emotions in social situations and the impact on self and others</p>	<p><b>Physical responses to emotions</b></p> <ul style="list-style-type: none"> <li>For students to identify the way their bodies physically respond to different emotions</li> <li>For students to describe what influences certain emotions</li> </ul>
<b>Empathy</b>	<p><b>PERSONAL &amp; SOCIAL CAPABILITY</b>  <b>Social Awareness and Management</b>  <i>Relationships and diversity</i> - Describe the ways in which similarities and differences can effect relationships  <i>Collaboration</i> - Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate</p>	<p><b>Responding to others</b></p> <ul style="list-style-type: none"> <li>Students respond to the perceived distress of another with words or actions of kindness or support (Action)</li> </ul>
<b>Mindfulness</b>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Identify and explore the expression of emotions in social situations and the impact on self and others</p>	<p><b>Mindfull vs Mindful</b></p> <ul style="list-style-type: none"> <li>Students to describe the difference between mindfull and mindful</li> <li>Students to develop their mindful meditation practice</li> </ul>
<b>Gratitude</b>	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Being healthy, safe and active</i> - Identify and practise strategies to promote health, safety and wellbeing  <i>Being healthy, safe and active</i> - Explore strategies to manage physical, social and emotional change</p>	<p><b>'How full is your bucket'</b></p> <ul style="list-style-type: none"> <li>Students to develop the ability to give other students compliments and express gratitude</li> </ul>

Emotional Literacy	<p><b>PERSONAL &amp; SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Development of resilience</i> - Identify how persistence and adaptability can be used when faced with challenging situations and change  <i>Recognition and expression of emotions</i> - Identify and explore the expression of emotions in social situations and the impact on self and others</p>	<p><b>Expressing Emotions</b></p> <ul style="list-style-type: none"> <li>• For students develop strategies to deal with strong emotions such as anger</li> <li>• For students understand the importance of expressing emotions appropriately</li> <li>• For students to understand why it important to express our emotions</li> </ul>
Empathy	<p><b>PHYSICAL EDUCATION AND HEALTH</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Describe factors that can positively influence relationships and personal wellbeing  <i>Communicating and interacting for health and wellbeing</i> - Investigate how emotional responses vary in family situations and in friendship groups</p>	<p><b>Empathy and friendship</b></p> <ul style="list-style-type: none"> <li>• Students consider the feelings and circumstances of others</li> <li>• Students consider how empathy assists in building strong relationships</li> <li>• Students consider how empathy can assist in negotiations with others</li> </ul>
Mindfulness	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Identify and explore the expression of emotions in social situations and the impact on self and others  <b>PHYSICAL EDUCATION AND HEALTH</b>  <b>Personal, Social and Community Health</b>  <i>Being healthy, safe and active</i> - Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe  <i>Being healthy, safe and active</i> - Identify and practise strategies to promote health, safety and wellbeing</p>	<p><b>Mindful Colouring In</b></p> <ul style="list-style-type: none"> <li>• Developing mindful meditation practice</li> <li>• Developing the ability to concentrate and focus on one task at a time</li> </ul>
Gratitude	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Describe factors that can positively influence relationships and personal wellbeing</p>	<p><b>Gratitude Letter</b></p> <ul style="list-style-type: none"> <li>• For students to express gratitude for a family member</li> <li>• For students to experience giving gratitude and observing the impact on others</li> </ul>
Emotional Literacy	<p><b>PERSONAL &amp; SOCIAL CAPABILITY</b>  <b>Social Awareness and Management</b>  <i>Relationships and diversity</i> - Describe the ways in which similarities and differences can effect relationships  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Identify and explore the expression of emotions in social situations and the impact on self and others</p>	<p><b>Influences on our emotions.</b></p> <ul style="list-style-type: none"> <li>• For students to understand that thoughts, situations, people affect our emotions</li> <li>• For students to understand that emotions and thoughts are connected</li> <li>• For students to understand that helpful thinking can greatly affect how we feel</li> </ul>

Empathy	<p><b>PERSONAL &amp; SOCIAL CAPABILITY</b>  <b>Social Awareness and Management</b>  <i>Relationships and diversity</i> - Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion  <i>Relationships and diversity</i> - Describe the ways in which similarities and differences can effect relationships  <i>Collaboration</i> - Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate</p>	<p><b>Walking in the shoes of others</b></p> <ul style="list-style-type: none"> <li>• Students consider the feelings of others</li> <li>• Students think about what it would feel like to 'walk in the shoes of another person'</li> </ul>
Mindfulness	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Identify and explore the expression of emotions in social situations and the impact on self and others</p>	<p><b>Rock the Boat</b></p> <ul style="list-style-type: none"> <li>• Students to use an object to focus their attention on in order to develop their mindfulness practice</li> <li>• Students to develop ability in using their breath as a strategy to help them relax</li> </ul>
Gratitude	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Describe factors that can positively influence relationships and personal wellbeing</p>	<p><b>Gratitude Journal</b></p> <ul style="list-style-type: none"> <li>• Students to develop their ability to reflect on grateful moments by writing a journal</li> </ul>
Emotional Literacy	<p><b>PERSONAL &amp; SOCIAL CAPABILITY</b>  <b>Social Awareness and Management</b>  <i>Relationships and diversity</i> - Describe the ways in which similarities and differences can effect relationships</p>	<p><b>Emotional vocabulary</b></p> <ul style="list-style-type: none"> <li>• Students develop a more comprehensive vocabulary to describe and identify their emotions</li> <li>• The explore how different emotion look, feel and sound</li> </ul>
Empathy	<p><b>PERSONAL &amp; SOCIAL CAPABILITY</b>  <b>Social Awareness and Management</b>  <i>Relationships and diversity</i> - Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion  <i>Relationships and diversity</i> - Describe the ways in which similarities and differences can effect relationships  <i>Relationships and diversity</i> - Identify the importance of including others in activities, groups and games</p>	<p><b>Observing Empathy</b></p> <ul style="list-style-type: none"> <li>• Students explore the concept of 'putting others first'</li> <li>• Students explore strategies to help others in need</li> </ul>

Mindfulness	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Identify and explore the expression of emotions in social situations and the impact on self and others</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Contributing to healthy and active communities</i> - Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing</p>	<p><b>Mindful Safari</b></p> <ul style="list-style-type: none"> <li>• Students to develop a sense of connection to nature through observe and being present outdoors</li> </ul>
Gratitude	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Being healthy, safe and active</i> - Examine how success, challenge and failure strengthen personal identities</p>	<p><b>'I Spy Gratitude Game'</b></p> <ul style="list-style-type: none"> <li>• Students to develop the ability to spot acts of gratitude in their peers</li> </ul>
Emotional Literacy	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Identify and explore the expression of emotions in social situations and the impact on self and others</p>	<p><b>Expressing Emotions Appropriately</b></p> <ul style="list-style-type: none"> <li>• Students identify and describe emotions</li> <li>• Students develop their 'emotional' vocabulary</li> <li>• Students explore strategies to express emotions</li> </ul>
Empathy	<p><b>PERSONAL &amp; SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Development of resilience</i> - Identify personal strengths and select personal qualities that could be further developed  <i>Development of resilience</i> - Identify how persistence and adaptability can be used when faced with challenging situations and change</p>	<p><b>Empathy and Happiness</b></p> <ul style="list-style-type: none"> <li>• Students explore the connection between empathy and happiness</li> </ul>
Mindfulness	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Identify and explore the expression of emotions in social situations and the impact on self and others</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Being healthy, safe and active</i> - Identify and practise strategies to promote health, safety and wellbeing</p>	<p><b>Mindful Reflection</b></p> <ul style="list-style-type: none"> <li>• Students to demonstrate their understanding of what mindfulness is</li> <li>• Students to continue to develop their mindful practice</li> </ul>
Gratitude	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Being healthy, safe and active</i> - Identify and practise strategies to promote health, safety and wellbeing</p>	<p><b>Taking Things For Granted</b></p> <ul style="list-style-type: none"> <li>• Students to develop gratitude and a positive classroom culture by doing acts of kindness for each other</li> </ul>

Year: 4  
(30 x 50 min lessons)



Topic	VIC. Curriculum	Learning Intentions
Character Strengths	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Identify and explore the expression of emotions in social situations and the impact on self and others  <i>Development of resilience</i> - Identify personal strengths and select personal qualities that could be further developed</p>	<p><b><u>Introduction to Character Strengths</u></b></p> <ul style="list-style-type: none"> <li>For student to <b>develop</b> an understanding of what character strengths are</li> <li>For students to <b>identify</b> character strengths in people</li> </ul>
Character Strengths	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Identify and explore the expression of emotions in social situations and the impact on self and others  <i>Development of resilience</i> - Identify personal strengths and select personal qualities that could be further developed</p>	<p><b><u>Strength Spotting</u></b></p> <ul style="list-style-type: none"> <li>For student to <b>develop</b> an understanding of what character strengths are</li> <li>For students to <b>identify</b> character strengths in themselves</li> </ul>
Emotional Literacy	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Identify and explore the expression of emotions in social situations and the impact on self and others  <i>Development of resilience</i> - Identify how persistence and adaptability can be used when faced with challenging situations and change  <b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Investigate how emotional responses vary in family situations and in friendship groups</p>	<p><b><u>Introduction to Emotional Literacy</u></b></p> <ul style="list-style-type: none"> <li>For students to <b>identify</b> and <b>describe</b> different emotions</li> <li>For students to <b>interpret</b> different emotions based on body language and facial expressions</li> <li>For students to <b>build</b> emotional language</li> </ul>
Empathy	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Identify and explore the expression of emotions in social situations and the impact on self and others  <b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Describe factors that can positively influence relationships and personal wellbeing  <i>Communicating and interacting for health and wellbeing</i> - Investigate how emotional responses vary in family situations and in friendship groups</p>	<p><b><u>What is Empathy?</u></b></p> <ul style="list-style-type: none"> <li>For students <b>understand</b> the meaning of empathy</li> <li>For students to <b>explore</b> the importance of empathy</li> </ul>

<p style="text-align: center;"><b>Gratitude</b></p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Identify and explore the expression of emotions in social situations and the impact on self and others  <b>Social Awareness and Management</b>  <i>Relationships and diversity</i> - Describe the ways in which similarities and differences can effect relationships  <i>Relationships and diversity</i> - Identify the importance of including others in activities, groups and games  <i>Collaboration</i> - Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate  <b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Describe factors that can positively influence relationships and personal wellbeing  <i>Communicating and interacting for health and wellbeing</i> - Investigate how emotional responses vary in family situations and in friendship groups</p>	<p><b><u>Introduction to Gratitude</u></b></p> <ul style="list-style-type: none"> <li>For student to <b>develop</b> an understanding for what gratitude is</li> </ul>
<p style="text-align: center;"><b>Mindfulness</b></p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Identify and explore the expression of emotions in social situations and the impact on self and others</p>	<p><b><u>What is Mindfulness?</u></b></p> <ul style="list-style-type: none"> <li>For student to <b>develop</b> an understanding of what mindfulness is</li> <li>For students to <b>practice</b> mindfulness through observation</li> </ul>
<p style="text-align: center;"><b>Emotional Literacy</b></p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Identify and explore the expression of emotions in social situations and the impact on self and others  <b>Social Awareness and Management</b>  <i>Collaboration</i> - Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate  <b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Describe factors that can positively influence relationships and personal wellbeing  <i>Communicating and interacting for health and wellbeing</i> - Investigate how emotional responses vary in family situations and in friendship groups</p>	<p><b><u>Building Emotional Word Bank Learning Intention:</u></b></p> <ul style="list-style-type: none"> <li>For students to <b>develop</b> comprehensive emotional vocabulary</li> <li>For students in <b>feel</b> confident in identifying emotions</li> <li>For students to <b>build</b> an understanding of how emotions overlap and change.</li> </ul>



Empathy	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Identify and explore the expression of emotions in social situations and the impact on self and others  <i>Development of resilience</i> - Identify how persistence and adaptability can be used when faced with challenging situations and change</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Describe factors that can positively influence relationships and personal wellbeing  <i>Communicating and interacting for health and wellbeing</i> - Investigate how emotional responses vary in family situations and in friendship groups</p>	<p><b><u>Feeling Empathetic</u></b></p> <ul style="list-style-type: none"> <li>• For student to <b>further develop</b> understanding of empathy</li> <li>• For students to <b>identify</b> empathetic gestures</li> <li>• For students to <b>explore</b> the effects of empathy</li> </ul>
Gratitude	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Identify and explore the expression of emotions in social situations and the impact on self and others</p> <p><b>Social Awareness and Management</b>  <i>Relationships and diversity</i> - Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Describe factors that can positively influence relationships and personal wellbeing</p>	<p><b><u>I'm so lucky!</u></b></p> <ul style="list-style-type: none"> <li>• For student to <b>develop</b> an understanding for what gratitude is</li> <li>• For students to <b>inquire</b> into what gratitude is</li> </ul>
Mindfulness	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and management</b>  <i>Recognition and expression of emotions</i> - Identify and explore the expression of emotions in social situations and the impact on self and others</p>	<p><b><u>Mindfulness - 5 Count Belly Breathing</u></b></p> <ul style="list-style-type: none"> <li>• For students to <b>practise</b> mindful meditation</li> </ul>
Emotional Literacy	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Identify and explore the expression of emotions in social situations and the impact on self and others  <i>Development of resilience</i> - Identify personal strengths and select personal qualities that could be further developed</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Being healthy, safe and active</i> - Explore strategies to manage physical, social and emotional change</p>	<p><b><u>Emotions Influencing Our Behaviour</u></b></p> <ul style="list-style-type: none"> <li>• For students to <b>be aware</b> of emotions affecting behaviour</li> <li>• For students to <b>develop</b> strategies to cope with emotions in unfamiliar situations.</li> <li>• For students to <b>understand</b> emotions can be linked</li> </ul>

<p style="text-align: center;"><b>Empathy</b></p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Social Awareness and Management</b>  <i>Collaboration</i> - Identify conflicts that may occur in peer groups and suggest possible causes and resolutions</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Describe factors that can positively influence relationships and personal wellbeing  <i>Communicating and interacting for health and wellbeing</i> - Investigate how emotional responses vary in family situations and in friendship groups</p>	<p><b><u>Different Perspectives</u></b></p> <ul style="list-style-type: none"> <li>For students to <b>think</b> about other perspectives</li> <li>For students to <b>understand</b> emotional responses vary in depth and strength for others and themselves.</li> </ul>
<p style="text-align: center;"><b>Gratitude</b></p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Identify and explore the expression of emotions in social situations and the impact on self and others</p> <p><b>Social Awareness and Management</b>  <i>Relationships and diversity</i> - Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion  <i>Relationships and diversity</i> - Describe the ways in which similarities and differences can effect relationships</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Describe factors that can positively influence relationships and personal wellbeing</p>	<p><b><u>Thank you Poster Part 1</u></b></p> <ul style="list-style-type: none"> <li>For students to <b>show/express</b> gratitude for a family member</li> <li>For students to <b>develop</b> their understanding of what gratitude is</li> </ul>
<p style="text-align: center;"><b>Mindfulness</b></p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Identify and explore the expression of emotions in social situations and the impact on self and others</p>	<p><b><u>Mindful Eating</u></b></p> <ul style="list-style-type: none"> <li>For students to <b>practise</b> mindful meditation</li> <li>For students to <b>develop</b> their practise through mindful eating</li> </ul>
<p style="text-align: center;"><b>Emotions</b></p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Identify and explore the expression of emotions in social situations and the impact on self and others  <i>Development of resilience</i> - Identify personal strengths and select personal qualities that could be further developed</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Being healthy, safe and active</i> - Explore strategies to manage physical, social and emotional change</p>	<p><b><u>Emotions influencing our learning.</u></b></p> <ul style="list-style-type: none"> <li>For students to <b>be aware</b> of emotions affecting their own and others learning.</li> <li>For students to <b>develop</b> strategies to cope with different emotions in unfamiliar situations.</li> </ul>

Empathy	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Social Awareness and Management</b>  <i>Collaboration</i> - Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Describe factors that can positively influence relationships and personal wellbeing</p>	<p><b><u>Small Gestures</u></b></p> <ul style="list-style-type: none"> <li>For students to <b>recognise/understand</b> the positive effects of small gestures have on others and themselves.</li> </ul>
Gratitude	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Identify and explore the expression of emotions in social situations and the impact on self and others</p> <p><b>Social Awareness and Management</b>  <i>Relationships and diversity</i> - Describe the ways in which similarities and differences can effect relationships</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Describe factors that can positively influence relationships and personal wellbeing  <i>Communicating and interacting for health and wellbeing</i> - Investigate how emotional responses vary in family situations and in friendship groups</p>	<p><b><u>Thank you Poster Part 2</u></b></p> <ul style="list-style-type: none"> <li>For students to <b>show/express</b> gratitude for a family member</li> <li>For students to <b>develop</b> their understanding of what gratitude is</li> </ul>
Mindfulness	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Identify and explore the expression of emotions in social situations and the impact on self and others</p>	<p><b><u>Mindful Outdoors</u></b></p> <ul style="list-style-type: none"> <li>For students to <b>practise</b> mindful meditation</li> <li>For students to <b>develop</b> connection to nature and their surroundings</li> </ul>
Emotions	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Identify and explore the expression of emotions in social situations and the impact on self and others</p> <p><b>Social Awareness and Management</b>  <i>Relationships and diversity</i> - Describe the ways in which similarities and differences can effect relationships  <i>Collaboration</i> - Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate  <i>Collaboration</i> - Identify conflicts that may occur in peer groups and suggest possible causes and resolutions</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Being healthy, safe and active</i> - Explore strategies to manage physical, social and emotional change</p>	<p><b><u>Emotions Influencing Friendship</u></b></p> <ul style="list-style-type: none"> <li>For students to <b>identify</b> where emotions have effected their relationships</li> <li>For students to <b>develop</b> a strong sense of self to deal with unfamiliar and uncomfortable emotions</li> </ul>

<p style="text-align: center;"><b>Empathy</b></p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Social Awareness and Management</b>  <i>Relationships and diversity</i> - Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion  <i>Collaboration</i> - Identify conflicts that may occur in peer groups and suggest possible causes and resolutions</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Describe factors that can positively influence relationships and personal wellbeing  <i>Communicating and interacting for health and wellbeing</i> - Investigate how emotional responses vary in family situations and in friendship groups</p>	<p><b>Empathy and Family</b></p> <ul style="list-style-type: none"> <li>• For students to <b>identify</b> empathetic behaviours</li> <li>• For students to <b>explore</b> empathy in relationships</li> <li>• For students to <b>understand</b> empathy can sometimes be a gut instinct</li> </ul>
<p style="text-align: center;"><b>Gratitude</b></p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Identify and explore the expression of emotions in social situations and the impact on self and others</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Describe factors that can positively influence relationships and personal wellbeing</p> <p><b>MATHEMATICS</b>  <b>Statistics and Probability</b>  <i>Data representation and interpretation</i> - Construct suitable data displays, with and without the use of digital technologies, from given or collected data. Include tables, column graphs and picture graphs where one picture can represent many data values</p>	<p><b><u>Gratitude Graph</u></b></p> <ul style="list-style-type: none"> <li>• For students to <b>identify</b> things they are most grateful for</li> <li>• For students to <b>develop</b> their ability to represent/identify/interpret and describe data</li> </ul>
<p style="text-align: center;"><b>Mindfulness</b></p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Identify and explore the expression of emotions in social situations and the impact on self and others</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Describe factors that can positively influence relationships and personal wellbeing</p>	<p><b><u>Yoga</u></b></p> <ul style="list-style-type: none"> <li>• For students to <b>practise</b> mindful meditation</li> <li>• For students to <b>understand</b> how mindfulness can help manage relationships</li> </ul>
<p style="text-align: center;"><b>Emotion</b></p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Identify and explore the expression of emotions in social situations and the impact on self and others  <i>Development of resilience</i> - Identify personal strengths and select personal qualities that could be further developed  <i>Development of resilience</i> - Identify how persistence and adaptability can be used when faced with challenging situations and change</p>	<p><b><u>Positive Self-talk</u></b></p> <ul style="list-style-type: none"> <li>• For students to <b>understand</b> positive self-talk</li> <li>• For student to <b>identify</b> how positive self-talk affects their emotions, relationships and behaviours.</li> </ul>

Empathy	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Social Awareness and Management</b>  <i>Relationships and diversity</i> - Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion  <i>Relationships and diversity</i> - Describe the ways in which similarities and differences can effect relationships</p>	<p><b><u>Building Strong Communities</u></b></p> <ul style="list-style-type: none"> <li>For students to <b>recognise</b> it is the responsibility of everyone to support and look after each other in the community</li> <li>For students to <b>understand</b> the importance of belonging</li> </ul>
Gratitude	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Identify and explore the expression of emotions in social situations and the impact on self and others  <b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Describe factors that can positively influence relationships and personal wellbeing  <i>Communicating and interacting for health and wellbeing</i> - Investigate how emotional responses vary in family situations and in friendship groups</p>	<p><b><u>Gratitude Wall</u></b></p> <ul style="list-style-type: none"> <li>For students to <b>identify</b> things they are most grateful for</li> <li>For students to <b>celebrate</b> and <b>acknowledge</b> things that are important to them</li> </ul>
Mindfulness	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Identify and explore the expression of emotions in social situations and the impact on self and others</p>	<p><b><u>Mindful Colouring In</u></b></p> <ul style="list-style-type: none"> <li>For students to develop their mindful practice by colouring in</li> </ul>
Emotion	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Identify and explore the expression of emotions in social situations and the impact on self and others  <i>Development of resilience</i> - Identify how persistence and adaptability can be used when faced with challenging situations and change</p>	<p><b><u>Pep Talks</u></b></p> <ul style="list-style-type: none"> <li>For students to <b>engage</b> in positive self-talk</li> <li>For students to <b>identify</b> their own strengths and share with others</li> </ul>
Empathy	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Social Awareness and Management</b>  <i>Collaboration</i> - Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate  <i>Collaboration</i> - Identify conflicts that may occur in peer groups and suggest possible causes and resolutions  <b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Describe factors that can positively influence relationships and personal wellbeing  <i>Communicating and interacting for health and wellbeing</i> - Investigate how emotional responses vary in family situations and in friendship groups</p>	<p><b><u>Small acts of kindness</u></b></p> <ul style="list-style-type: none"> <li>For students to <b>understand</b> the impacts of kindness</li> <li>For student to <b>share</b> acts of kindness with their peers</li> </ul>

Gratitude	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Social Awareness and Management</b>  <i>Relationships and diversity</i> - Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion  <i>Relationships and diversity</i> - Describe the ways in which similarities and differences can effect relationships</p>	<p><b><u>Taking Action</u></b></p> <ul style="list-style-type: none"> <li>• For students to <b>take action</b> based on their understanding of what gratitude is</li> <li>• For students to <b>express</b> gratitude for people in their school community</li> </ul>
s Mindfulness	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Identify and explore the expression of emotions in social situations and the impact on self and others</p>	<p><b><u>Hopes for the Future:</u></b></p> <ul style="list-style-type: none"> <li>• For students to practice mindfulness and think about what they wish for the future</li> </ul>

Year: 5  
(30 x 50 min lessons)



Topic	VIC. Curriculum	Learning Intentions
Character Strengths	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour  <i>Development of resilience</i> - Reflect on how personal strengths have assisted in achieving success at home, at school or in the community  <i>Development of resilience</i> - Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations</p>	<p><b>Character Strengths</b></p> <ul style="list-style-type: none"> <li>For students to begin to explore character strengths</li> <li>For students to discover their own character strengths</li> </ul>
Character Strengths	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour  <i>Development of resilience</i> - Reflect on how personal strengths have assisted in achieving success at home, at school or in the community  <i>Development of resilience</i> - Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations</p>	<p><b>Character Strengths</b></p> <ul style="list-style-type: none"> <li>For students to explore their own character strengths</li> <li>For students to identify theirs and others strengths in action</li> </ul>
Emotional Literacy	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour  <i>Development of resilience</i> - Reflect on how personal strengths have assisted in achieving success at home, at school or in the community</p>	<p><b>Getting In Touch With Your Emotions</b></p> <ul style="list-style-type: none"> <li>For students to <b>build</b> emotional vocabulary</li> <li>For students to <b>consolidate</b> understanding of emotional literacy</li> </ul>
Empathy	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Social Awareness and Management</b>  <i>Relationships and diversity</i> - Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences</p>	<p><b>Empathy Is ...</b></p> <ul style="list-style-type: none"> <li>For students to <b>have</b> a clear <b>understanding</b> of empathy</li> <li>For student to <b>observe</b> and <b>identify</b> empathy in their everyday life</li> </ul>
Mindfulness	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Practise skills to establish and manage relationships  <b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour</p>	<p><b>Introduction to Mindful Bodies</b></p> <ul style="list-style-type: none"> <li>For students to <b>reflect</b> on their own mindfulness</li> <li>For students to <b>explore</b> mindful techniques</li> <li>For students to <b>create</b> a definition of the term Mindfulness</li> </ul>

<b>Gratitude</b>	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Being healthy, safe and active</i> - Plan and practise strategies to promote health, safety and wellbeing</p> <p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour</p>	<p><b><u>What Is Gratitude</u></b></p> <ul style="list-style-type: none"> <li>• For students to <b>understand</b> what gratefulness is</li> <li>• For students to <b>define</b> gratitude</li> <li>• For students to <b>list</b> some of the things they are grateful for</li> </ul>
<b>Emotional Literacy</b>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour  <i>Development of resilience</i> - Reflect on how personal strengths have assisted in achieving success at home, at school or in the community  <i>Development of resilience</i> - Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations</p>	<p><b><u>Brain Business (Understanding emotions from a scientific point of view)</u></b></p> <ul style="list-style-type: none"> <li>• For students to <b>understand</b> the brain releases certain chemicals resulting in us feeling certain emotions</li> <li>• For students to <b>understand</b> emotions can drive our behaviour</li> <li>• For students to <b>develop</b> strategies to encourage positive emotions</li> </ul>
<b>Empathy</b>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Social Awareness and Management</b>  <i>Collaboration</i> - Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and describe both their own and their team's performance when undertaking various roles</p>	<p><b><u>Supporting Others</u></b></p> <ul style="list-style-type: none"> <li>• For students to <b>understand</b> the benefits of empathy</li> <li>• For students to <b>recognise</b> empathy helps both the giver and receiver</li> </ul>
<b>Mindfulness</b>	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Being healthy, safe and active</i> - Plan and practise strategies to promote health, safety and wellbeing</p> <p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour</p>	<p><b><u>Human Camera</u></b></p> <ul style="list-style-type: none"> <li>• For students to <b>focus</b> on the present</li> <li>• For students to <b>capture</b> a moment</li> <li>• For students to <b>keep</b> their mind in the present</li> </ul>



<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Gratitude</b></p>	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Being healthy, safe and active</i> - Plan and practise strategies to promote health, safety and wellbeing  <i>Communicating and interacting for health and wellbeing</i> - Examine the influence of emotional responses on behaviour, relationships and health and wellbeing</p> <p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour  <i>Development of resilience</i> - Reflect on how personal strengths have assisted in achieving success at home, at school or in the community</p> <p><b>ENGLISH</b>  <b>Writing - Literacy</b>  <b>Creating Texts</b>  Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience</p> <p><b>VISUAL ARTS</b>  <b>Present and Perform</b>  Create and display art work considering how ideas can be expressed to an audience</p>	<p><b><u>Book Of “Awesome”</u></b></p> <ul style="list-style-type: none"> <li>• For students to <b>recognise</b> small things that are wonderful</li> <li>• For students to <b>list</b> their own awesome moment</li> <li>• For students to <b>design</b> and <b>illustrate</b> their moments of awesome</li> <li>• For students to <b>contribute</b> to a class ‘Book of Awesome’</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Emotional Literacy</b></p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour  <i>Development of resilience</i> - Reflect on how personal strengths have assisted in achieving success at home, at school or in the community  <i>Development of resilience</i> - Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations</p>	<p><b><u>Regulating Emotions</u></b></p> <ul style="list-style-type: none"> <li>• For students to <b>recognise</b> and <b>manage</b> negative emotions such as anger, sadness worry disappointment and embarrassment</li> <li>• For students to <b>develop</b> strategies to deal with negative emotions</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Empathy</b></p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour  <i>Development of resilience</i> - Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations</p> <p><b>Social Awareness and Management</b>  <i>Relationships and diversity</i> - Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences</p>	<p><b><u>Responding With Empathy</u></b></p> <ul style="list-style-type: none"> <li>• For students to <b>understand</b> the difference between positive and negative feedback.</li> <li>• For students to <b>engage</b> and <b>practice</b> positive feedback with their peers</li> </ul>

<p style="text-align: center;"><b>Mindfulness</b></p>	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Practise skills to establish and manage relationships</p> <p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour  <i>Development of resilience</i> - Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations</p> <p><b>VISUAL ARTS</b>  <b>Explore and Express Ideas</b>  Explore visual arts practices as inspiration to create artworks that express different ideas and beliefs</p>	<p><b><u>Mindful Glitter Jars</u></b></p> <ul style="list-style-type: none"> <li>• For students to <b>understand</b> how their brain reacts to different feelings and situations</li> <li>• For students to <b>identify</b> some triggers that make them feel stressed</li> <li>• For students to <b>recognise</b> feelings/techniques/strategies that make them feel calm</li> </ul>
<p style="text-align: center;"><b>Gratitude</b></p>	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Being healthy, safe and active</i> - Explore how identities are influenced by people and places  <i>Being healthy, safe and active</i> - Plan and practise strategies to promote health, safety and wellbeing  <i>Communicating and interacting for health and wellbeing</i> - Examine the influence of emotional responses on behaviour, relationships and health and wellbeing</p> <p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour</p> <p><b>CRITICAL AND CREATIVE THINKING</b>  <b>Questions and Possibilities</b>  Examine how different kinds of questions can be used to identify and clarify information, ideas and possibilities  Experiment with alternative ideas and actions by setting preconceptions to one side</p>	<p><b><u>This Moment</u></b></p> <ul style="list-style-type: none"> <li>• For students to <b>list</b> 3 things they are grateful for at this moment</li> <li>• For students to <b>reflect</b> on a recent moment that wasn't positive</li> <li>• For students to <b>find</b> 3 aspects of their negative experience and <b>turn</b> them into moments of gratitude</li> </ul>
<p style="text-align: center;"><b>Emotional Literacy</b></p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour  <i>Development of resilience</i> - Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Examine the influence of emotional responses on behaviour, relationships and health and wellbeing</p>	<p><b><u>Influencing Our Emotions</u></b></p> <ul style="list-style-type: none"> <li>• For students to <b>develop</b> strategies to encourage positive emotions and thinking</li> <li>• For students to <b>regulate</b> behaviours and responses</li> </ul>

<p style="text-align: center;"><b>Empathy</b></p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour  <i>Development of resilience</i> - Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations  <b>Social Awareness and Management</b>  <i>Collaboration</i> - Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and describe both their own and their team’s performance when undertaking various roles  <i>Collaboration</i> - Describe the various causes of conflict and evaluate possible strategies to address conflict</p>	<p><b><u>Causes Of Conflict</u></b></p> <ul style="list-style-type: none"> <li>• For students to <b>develop</b> an <b>understanding</b> of why conflicts arise amongst friends</li> <li>• For student to <b>know</b> they have control of the actions and a choice on their reactions.</li> <li>• For students to <b>develop</b> strategies cope with conflict.</li> </ul>
<p style="text-align: center;"><b>Mindfulness</b></p>	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Being healthy, safe and active</i> - Plan and practise strategies to promote health, safety and wellbeing  <i>Communicating and interacting for health and wellbeing</i> - Practise skills to establish and manage relationships  <b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour</p>	<p><b><u>Deep Belly Breathing</u></b></p> <ul style="list-style-type: none"> <li>• For students to <b>reflect</b> on different feelings</li> <li>• For students to <b>participate</b> in relaxing techniques</li> <li>• For students to <b>keep</b> their mind in the present</li> <li>• For students to <b>understand</b> how deep belly breathing can help calm the body and mind</li> </ul>
<p style="text-align: center;"><b>Gratitude</b></p>	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Being healthy, safe and active</i> - Explore how identities are influenced by people and places  <i>Being healthy, safe and active</i> - Plan and practise strategies to promote health, safety and wellbeing  <i>Communicating and interacting for health and wellbeing</i> - Practise skills to establish and manage relationships  <i>Communicating and interacting for health and wellbeing</i> - Examine the influence of emotional responses on behaviour, relationships and health and wellbeing  <b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Social Awareness and Management</b>  <i>Relationships and diversity</i> - Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved  <b>ENGLISH</b>  <b>Speaking and Listening - Language</b>  <b>Language for Interacting</b>  <i>Language for social interactions</i> - Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships  <b>Writing – Literature</b>  <b>Creating Literature</b>  <i>Experimentation and adaptation</i> - Create literary texts that experiment with structures, ideas and stylistic features of selected authors</p>	<p><b><u>Card Of Compliments</u></b></p> <ul style="list-style-type: none"> <li>• For students to <b>follow</b> guidelines to give a compliment</li> <li>• For students to <b>create</b> a compliment card for a classmate</li> <li>• For students to <b>receive</b> a compliment appropriately</li> </ul>

Emotional Literacy	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour  <i>Development of resilience</i> - Reflect on how personal strengths have assisted in achieving success at home, at school or in the community  <b>Social Awareness and Management</b>  <i>Collaboration</i> - Describe the various causes of conflict and evaluate possible strategies to address conflict</p>	<p><b><u>Emotions And Friendship</u></b></p> <ul style="list-style-type: none"> <li>• For students to <b>understand</b> what makes a good friend</li> <li>• For students to <b>reflect</b> on themselves as a friend</li> </ul>
Empathy	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour  <i>Development of resilience</i> - Reflect on how personal strengths have assisted in achieving success at home, at school or in the community  <b>Social Awareness and Management</b>  <i>Collaboration</i> - Describe the various causes of conflict and evaluate possible strategies to address conflict</p>	<p><b><u>Cause And Effect In Conflict</u></b></p> <ul style="list-style-type: none"> <li>• For student to <b>know</b> they have control of the actions and a choice on their reactions.</li> <li>• For students to continue to <b>develop</b> strategies to cope with conflict.</li> </ul>
Mindfulness	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Practise skills to establish and manage relationships  <i>Communicating and interacting for health and wellbeing</i> - Examine the influence of emotional responses on behaviour, relationships and health and wellbeing  <b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour  <b>DRAMA</b>  <b>Explore and Express Ideas</b>  Explore dramatic action, empathy and space in improvisations, play building and scripted drama to develop characters and situations</p>	<p><b><u>T.H.I.N.K Before You Speak</u></b></p> <ul style="list-style-type: none"> <li>• For students to <b>become</b> aware of mindful speech</li> <li>• For students to <b>recognise</b> when words can be unhelpful</li> <li>• For students to <b>use</b> mindful speech in appropriate situations</li> </ul>

<p style="text-align: center;"><b>Gratitude</b></p>	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Being healthy, safe and active</i> - Explore how identities are influenced by people and places  <i>Communicating and interacting for health and wellbeing</i> - Examine the influence of emotional responses on behaviour, relationships and health and wellbeing</p> <p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour</p> <p><b>Social Awareness and Management</b>  <i>Relationships and diversity</i> - Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences</p> <p><b>CRITICAL AND CREATIVE THINKING</b>  <b>Reasoning</b>  Consider the importance of giving reasons and evidence and how the strength of these can be evaluated</p> <p><b>ENGLISH</b>  <b>Writing - Creating Literature</b>  <i>Experimentation and adaptation</i> - Create literary texts that experiment with structures, ideas and stylistic features of selected authors</p>	<p><b><u>Thanks Mum and Dad</u></b></p> <ul style="list-style-type: none"> <li>For students to <b>recall</b> a significant story or memory with their parents that impacted their lives</li> <li>For students to <b>reflect</b> on their mother and father and what they mean to them</li> <li>For students to <b>compose</b> a letter to their mother and father showing gratitude</li> </ul>
<p style="text-align: center;"><b>Emotional Literacy</b></p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour  <i>Development of resilience</i> - Reflect on how personal strengths have assisted in achieving success at home, at school or in the community</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Being healthy, safe and active</i> - Plan and practise strategies to promote health, safety and wellbeing</p>	<p><b><u>Recognising And Recalling Positive Emotions</u></b></p> <ul style="list-style-type: none"> <li>For students to <b>reflect</b> on their own emotions</li> <li>For students to <b>understand</b> happiness and its benefits on our learning, health, relationships and behaviour.</li> </ul>
<p style="text-align: center;"><b>Empathy</b></p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour  <i>Development of resilience</i> - Reflect on how personal strengths have assisted in achieving success at home, at school or in the community  <i>Development of resilience</i> - Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations</p>	<p><b><u>Positive Self-Talk</u></b></p> <ul style="list-style-type: none"> <li>For students to <b>understand</b> the importance of self-talk</li> <li>For students to <b>engage</b> in positive self-talk</li> </ul>
<p style="text-align: center;"><b>Mindfulness</b></p>	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Being healthy, safe and active</i> - Plan and practise strategies to promote health, safety and wellbeing</p> <p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour</p>	<p><b><u>Mindful Meditation</u></b></p> <ul style="list-style-type: none"> <li>For students to <b>use</b> meditation as a technique for being mindful</li> <li>For students to <b>relax</b> and unwind as mindful practice</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Gratitude</b></p>	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Being healthy, safe and active</i> - Explore how identities are influenced by people and places</p> <p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour</p> <p><b>Social Awareness and Management</b>  <i>Relationships and diversity</i> - Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved</p> <p><b>CRITICAL AND CREATIVE THINKING</b>  <b>Reasoning</b>  Consider the importance of giving reasons and evidence and how the strength of these can be evaluated</p> <p><b>ENGLISH</b>  <b>Writing - Creating Literature</b>  <i>Experimentation and adaptation</i> - Create literary texts that experiment with structures, ideas and stylistic features of selected authors</p>	<p><b><u>The Important Book</u></b></p> <ul style="list-style-type: none"> <li>• For students to <b>reflect</b> on different things that are important</li> <li>• For students to <b>give reasons</b> for why things are important</li> <li>• For students to <b>show</b> gratitude and see the positives in things</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Emotional Literacy</b></p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Social Awareness and Management</b>  <i>Collaboration</i> - Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and describe both their own and their team's performance when undertaking various roles</p>	<p><b><u>Everyone Experiences Emotions Differently</u></b></p> <ul style="list-style-type: none"> <li>• For students to <b>understand</b> how individuals show and express emotions differently</li> <li>• For students to be able to <b>read</b> other behaviours and identify emotions</li> <li>• For students to <b>develop</b> appropriate reactions to different emotions</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Empathy</b></p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour  <i>Development of resilience</i> - Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations</p> <p><b>Social Awareness and Management</b>  <i>Collaboration</i> - Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and describe both their own and their team's performance when undertaking various roles</p>	<p><b><u>Teaching Others Positive Self-Talk</u></b></p> <ul style="list-style-type: none"> <li>• For students to <b>share</b> their understanding of positive self-talk</li> <li>• For students to <b>communicate</b> effectively to their peers, sharing knowledge and solving problems</li> <li>• For students to <b>learn</b> of one and other and take part in teamwork collaborations.</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Mindfulness</b></p>	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Being healthy, safe and active</i> - Plan and practise strategies to promote health, safety and wellbeing</p> <p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour</p> <p><b>MUSIC</b>  <b>Respond and Interpret</b>          Explain how aspects of the elements of music are combined to communicate ideas, concepts and feelings by comparing music from different cultures, times and locations</p> <p><b>VISUAL ARTS</b>  <b>Explore and Express Ideas</b>          Explore visual arts practices as inspiration to create artworks that express different ideas and beliefs</p>	<p><b><u>Mindful Through Music</u></b></p> <ul style="list-style-type: none"> <li>• For students to <b>understand</b> that different events can affect our mindfulness</li> <li>• For students to <b>listen</b> to music and <b>express</b> feelings and emotions</li> <li>• For students to <b>list</b> songs that may benefit mindfulness</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Gratitude</b></p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour</p> <p><b>Social Awareness and Management</b>  <i>Relationships and diversity</i> - Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Being healthy, safe and active</i> - Plan and practise strategies to promote health, safety and wellbeing  <i>Communicating and interacting for health and wellbeing</i> - Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours</p> <p><b>CRITICAL AND CREATIVE THINKING</b>  <b>Reasoning</b>          Consider when analogies might be used in expressing a point of view and how they should be expressed and evaluated</p> <p><b>ENGLISH</b>  <b>Speaking and Listening - Literacy</b>  <b>Interacting with Others</b>  <i>Listening and speaking interactions</i> - Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences, and present and justify a point of view or recount an experience using interaction skills</p> <p><b>VISUAL ARTS</b>  <b>Present and Perform</b>          Create and display art work considering how ideas can be expressed to an audience</p>	<p><b><u>Gratitude Quote</u></b></p> <ul style="list-style-type: none"> <li>• For students to <b>list</b> 3 things they are grateful for at this moment</li> <li>• For students to <b>unpack</b> a gratitude quote and find its meaning</li> <li>• For students to <b>work</b> collaboratively in pairs to <b>produce</b> a poster representing a gratitude quote</li> </ul>

Year: 6  
(30 x 50 min lessons)



Topic	VIC. Curriculum	Learning Intentions
Emotional Literacy	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Practise skills to establish and manage relationships  <i>Communicating and interacting for health and wellbeing</i> - Examine the influence of emotional responses on behaviour, relationships and health and wellbeing</p> <p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour</p>	<p><b>Emotions are essential</b></p> <ul style="list-style-type: none"> <li>• For students to understand all emotions are important and natural.</li> <li>• For students to understand and identify their emotions.</li> <li>• For students to share their knowledge of emotional literacy and work collaboratively.</li> </ul>
Mindfulness	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Practise skills to establish and manage relationships  <i>Communicating and interacting for health and wellbeing</i> - Examine the influence of emotional responses on behaviour, relationships and health and wellbeing</p> <p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour</p> <p><b>DRAMA</b>  <b>Explore and Express Ideas</b>            Explore dramatic action, empathy and space in improvisations, play building and scripted drama to develop characters and situations</p>	<ul style="list-style-type: none"> <li>• To <b>reflect</b> on their own mindful behaviour</li> <li>• To <b>demonstrate</b> a tool for being mindful</li> <li>• To <b>nominate</b> a tool for mindfulness they will try</li> </ul>
Gratitude	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Being healthy, safe and active</i> - Explore how identities are influenced by people and places  <i>Being healthy, safe and active</i> - Plan and practise strategies to promote health, safety and wellbeing</p> <p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour</p> <p><b>CRITICAL AND CREATIVE THINKING</b>  <b>Questions and Possibilities</b>            Identify and form links and patterns from multiple information sources to generate non-routine ideas and possibilities</p>	<ul style="list-style-type: none"> <li>• To <b>understand</b> what gratefulness is</li> <li>• To <b>recognise</b> aspects of their lives they are grateful for</li> </ul>



Empathy	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Practise skills to establish and manage relationships  <i>Communicating and interacting for health and wellbeing</i> - Examine the influence of emotional responses on behaviour, relationships and health and wellbeing</p> <p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour</p>	<p><b><u>Empathy 101</u></b></p> <ul style="list-style-type: none"> <li>• For students to understand what empathy is</li> <li>• For students to identify what stops us from being empathetic</li> </ul>
Emotional Literacy	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour  <i>Development of resilience</i> - Reflect on how personal strengths have assisted in achieving success at home, at school or in the community  <i>Development of resilience</i> - Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations</p>	<p><b><u>Understanding chemical response of emotions</u></b></p> <ul style="list-style-type: none"> <li>• For students to understand emotions come from chemicals released in the body.</li> <li>• For students to build their vocabulary on emotions</li> <li>• For students to express their emotions appropriately</li> </ul>
Mindfulness	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Being healthy, safe and active</i> - Plan and practise strategies to promote health, safety and wellbeing</p> <p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour</p>	<ul style="list-style-type: none"> <li>• To <b>recognise</b> the 5 senses</li> <li>• To <b>use</b> the senses in being mindful</li> <li>• To <b>reflect</b> on different activities using the senses</li> </ul>
Gratitude	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Being healthy, safe and active</i> - Explore how identities are influenced by people and places  <i>Being healthy, safe and active</i> - Plan and practise strategies to promote health, safety and wellbeing</p> <p><b>CRITICAL AND CREATIVE THINKING</b>  <b>Questions and Possibilities</b>  Identify and form links and patterns from multiple information sources to generate non-routine ideas and possibilities</p> <p><b>ENGLISH</b>  <b>Reading and Viewing - Literacy</b>  <i>Interpreting, Analysing and Evaluating</i> - Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts</p>	<ul style="list-style-type: none"> <li>• To <b>explore</b> the notion of gratitude</li> <li>• To <b>create</b> a display about gratitude using quotes and sayings</li> <li>• To <b>find</b> a quote or saying that connects with them</li> </ul>

Empathy	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour</p> <p><b>ENGLISH</b>  <b>Speaking and Listening - Literacy</b>  <i>Interacting with others</i> - Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience</p>	<p><b><u>Empathy vs sympathy</u></b></p> <ul style="list-style-type: none"> <li>• For students to understand the different between empathy and sympathy</li> <li>• For students to reflect on past experiences and responses to empathy.</li> </ul>
Emotional Literacy	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour  <i>Development of resilience</i> - Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations  <i>Development of resilience</i> - Reflect on how personal strengths have assisted in achieving success at home, at school or in the community</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, social and community health</b>  <i>Being healthy, safe and active</i> - Investigate resources to manage changes and transitions associated with puberty</p>	<p><b><u>Managing physical changes</u></b></p> <ul style="list-style-type: none"> <li>• For students to understand puberty happens to everyone and is natural</li> <li>• For students to develop positive behaviours around puberty</li> <li>• For students to have strategies to manage with physical changes during puberty.</li> </ul>
Mindfulness	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Being healthy, safe and active</i> - Plan and practise strategies to promote health, safety and wellbeing</p> <p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour</p> <p><b>DIGITAL TECHNOLOGIES</b>  <b>Data and Information</b>  Acquire, store and validate different types of data, and use a range of software to interpret and visualise data to create information</p>	<ul style="list-style-type: none"> <li>• To <b>use</b> colour to appreciate the world around us</li> <li>• To <b>show</b> photos of colours in the moment</li> <li>• To <b>rest</b> the mind and see our surrounds</li> </ul>
Gratitude	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Being healthy, safe and active</i> - Plan and practise strategies to promote health, safety and wellbeing  <i>Communicating and interacting for health and wellbeing</i> - Practise skills to establish and manage relationships  <i>Communicating and interacting for health and wellbeing</i> - Examine the influence of emotional responses on behaviour, relationships and health and wellbeing</p> <p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour</p> <p><b>Social Awareness and Management</b>  <i>Relationships and diversity</i> - Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved</p>	<ul style="list-style-type: none"> <li>• To <b>have</b> gratitude for our class mates</li> <li>• To <b>express</b> gratitude to others</li> <li>• To <b>receive</b> gratitude from others</li> </ul>

<p style="text-align: center;"><b>Empathy</b></p>	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Being healthy, safe and active</i> - Plan and practise strategies to promote health, safety and wellbeing</p> <p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour</p> <p><b>Social Awareness and Management</b>  <i>Collaboration</i> - Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and describe both their own and their team’s performance when undertaking various roles</p> <p><i>Collaboration</i> - Describe the various causes of conflict and evaluate possible strategies to address conflict</p>	<p><b><u>Sharing your knowledge</u></b></p> <ul style="list-style-type: none"> <li>• For students to find examples of empathy around the world.</li> <li>• For students to share their understanding of empathy.</li> </ul>
<p style="text-align: center;"><b>Emotional Literacy</b></p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Practise skills to establish and manage relationships</p> <p><i>Being healthy, safe and active</i> - Investigate resources to manage changes and transitions associated with puberty</p>	<p><b><u>Managing emotional changes</u></b></p> <ul style="list-style-type: none"> <li>• For students to identify, locate and release strong emotions.</li> <li>• For students to recognise emotional changes during puberty.</li> <li>• For students to develop positive strategies to reduce stress.</li> </ul>
<p style="text-align: center;"><b>Mindfulness</b></p>	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Being healthy, safe and active</i> - Plan and practise strategies to promote health, safety and wellbeing</p> <p><i>Communicating and interacting for health and wellbeing</i> - Practise skills to establish and manage relationships</p> <p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour</p> <p><i>Development of resilience</i> - Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations</p> <p><i>Relationships and diversity</i> - Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences</p> <p><b>DRAMA</b>  <b>Explore and Express Ideas</b>  Explore dramatic action, empathy and space in improvisations, play building and scripted drama to develop characters and situations</p>	<ul style="list-style-type: none"> <li>• To <b>reflect</b> on their current responses to emotions</li> <li>• To <b>perform</b> short skits showing mindful responses to emotions</li> <li>• To <b>devise</b> a script they are going to try the next time they are feeling annoyed</li> </ul>

<p style="text-align: center;"><b>Gratitude</b></p>	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Being healthy, safe and active</i> - Plan and practise strategies to promote health, safety and wellbeing  <i>Communicating and interacting for health and wellbeing</i> - Practise skills to establish and manage relationships  <i>Communicating and interacting for health and wellbeing</i> - Examine the influence of emotional responses on behaviour, relationships and health and wellbeing  <b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour  <b>Social Awareness and Management</b>  <i>Relationships and diversity</i> - Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences</p>	<p>Random Acts of Kindness</p> <ul style="list-style-type: none"> <li>• To <b>make</b> connections between gratitude and random acts of kindness.</li> <li>• To <b>create</b> a list of ways they can perform random acts of kindness.</li> <li>• To <b>see</b> how expressing gratitude through random acts of kindness can impact someone else's day.</li> </ul>
<p style="text-align: center;"><b>Empathy</b></p>	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Practise skills to establish and manage relationships  <i>Communicating and interacting for health and wellbeing</i> - Examine the influence of emotional responses on behaviour, relationships and health and wellbeing  <b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour</p>	<p><u><b>Small acts of kindness</b></u></p> <ul style="list-style-type: none"> <li>• For students to engage in small acts of kindness</li> <li>• For students to recognise the benefits on others and themselves through small acts of kindness</li> </ul>
<p style="text-align: center;"><b>Emotional Literacy</b></p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour  <b>Social Awareness and Management</b>  <i>Relationships and diversity</i> - Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences  <b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Practise skills to establish and manage relationships  <b>ENGLISH</b>  <b>Speaking and Listening – Literacy</b>  <i>Interacting with others</i> - Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience</p>	<p><u><b>Managing social changes</b></u></p> <ul style="list-style-type: none"> <li>• For students to build strong relationships with peers.</li> <li>• For students to reflect on themselves as a friend.</li> <li>• For students to have strategies to deal with conflict or negative relationships.</li> </ul>

Mindfulness	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Being healthy, safe and active</i> - Plan and practise strategies to promote health, safety and wellbeing</p> <p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour</p>	<ul style="list-style-type: none"> <li>• To <b>use</b> meditation as a technique for being mindful</li> <li>• To <b>relax</b> and <b>unwind</b> as mindful practice</li> </ul>
Gratitude	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Being healthy, safe and active</i> - Explore how identities are influenced by people and places  <i>Communicating and interacting for health and wellbeing</i> - Examine the influence of emotional responses on behaviour, relationships and health and wellbeing</p> <p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour  <i>Development of resilience</i> - Reflect on how personal strengths have assisted in achieving success at home, at school or in the community</p> <p><b>Social Awareness and Management</b>  <i>Relationships and diversity</i> - Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved</p> <p><b>ENGLISH</b>  <b>Writing - Literature</b>  <i>Creating Literature</i> - Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways</p>	<ul style="list-style-type: none"> <li>• To <b>reflect</b> on a teacher that made a positive impact on their lives</li> <li>• To <b>construct</b> a letter to that teacher showing gratitude.</li> </ul>
Empathy	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Social Awareness and Management</b>  <i>Collaboration</i> - Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and describe both their own and their team's performance when undertaking various roles  <i>Collaboration</i> – Describe the various causes of conflict and evaluate possible strategies to address conflict</p>	<p><b><u>Encouraging change</u></b></p> <ul style="list-style-type: none"> <li>• For students to see empathy is contagious</li> <li>• For students to promote change through acts of empathy and kindness.</li> <li>• For students to work collaboratively with peers</li> <li>• For students to communicate effectively to their peers and others.</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Emotional Literacy</b></p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour</p> <p><b>Social Awareness and Management</b>  <i>Relationships and diversity</i> - Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences</p> <p><b>ENGLISH</b>  <b>Speaking and Listening - Literacy</b>  <i>Interacting with others</i> - Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions</p> <p><b>MATHEMATICS</b>  <b>Statistics and Probability – Data Representation and Interpretation</b>  Construct, interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables</p>	<p><b><u>Emotions vary in depth and strength</u></b></p> <ul style="list-style-type: none"> <li>• For students to recognise emotions vary in depth and strength</li> <li>• For students to reflect on their own emotional experiences</li> <li>• For students to work in team to collect and analyse data</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Mindfulness</b></p>	<p><b>ENGLISH</b>  <b>Reading – Literacy</b>  <i>Interpreting, analysing and evaluation</i> - Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Being healthy, safe and active</i> - Plan and practise strategies to promote health, safety and wellbeing</p> <p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour</p>	<ul style="list-style-type: none"> <li>• To <b>read/listen</b> to the story 'The Three Questions' by Jon Muth</li> <li>• To <b>recognise</b> what concept Nikolai was seeking with his three questions</li> <li>• To <b>reflect</b> on a time when they were helpful</li> <li>• To <b>understand</b> the conclusions Nikolai came to</li> <li>• To <b>question</b> what makes a good person</li> <li>• To <b>create</b> a recipe for a good person</li> </ul>

Gratitude	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Being healthy, safe and active</i> - Explore how identities are influenced by people and places  <i>Being healthy, safe and active</i> - Investigate community resources and strategies to seek help about health, safety and wellbeing  <i>Contributing to healthy and active communities</i> - Investigate how celebrating similarities and differences can strengthen communities</p> <p><b>ENGLISH</b>  <b>Reading – Literacy</b>  <i>Interpreting, analysing and evaluation</i> - Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts</p> <p><b>Writing - Literature</b>  <i>Creating Literature</i> - Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways</p>	<ul style="list-style-type: none"> <li>• To <b>reflect</b> on facilities in other countries</li> <li>• To <b>recognise</b> the facilities at our school</li> <li>• To <b>compare</b> the facilities between our school and other countries</li> <li>• To <b>construct</b> a poster showing gratitude for what we have</li> </ul>
Empathy	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour</p> <p><b>ENGLISH</b>  <b>Speaking and Listening - Literature</b>  <i>Literature and context</i> - Make connections between own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts</p>	<p><b>Positive self-talk</b></p> <ul style="list-style-type: none"> <li>• For students to understand the benefits of positive self-talk</li> <li>• For students to engage in positive self-talk and recognise their own and others achievements/strengths</li> </ul>
Emotional Literacy	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour</p> <p><b>Social Awareness and Management</b>  <i>Relationships and diversity</i> - Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Practise skills to establish and manage relationships  <i>Being healthy, safe and active</i> - Investigate community resources and strategies to seek help about health, safety and wellbeing</p>	<p><b><u>Who can help?</u></b></p> <ul style="list-style-type: none"> <li>• For students to recognise there is help available</li> <li>• For students to feel confident in sharing and communicating their emotions with others</li> <li>• For students to identify people/organisations they can seek support from</li> </ul>
Mindfulness	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Being healthy, safe and active</i> - Plan and practise strategies to promote health, safety and wellbeing</p> <p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Recognition and expression of emotions</i> - Explore the links between their emotions and their behaviour</p>	<ul style="list-style-type: none"> <li>• To <b>reflect</b> on their feelings and emotions</li> <li>• To practice being ‘in the moment’</li> <li>• To <b>record</b> how mindful walking can assist with feelings and emotions</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Gratitude</b></p>	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Being healthy, safe and active</i> - Explore how identities are influenced by people and places  <i>Being healthy, safe and active</i> - Plan and practise strategies to promote health, safety and wellbeing</p> <p><b>DRAMA</b>  <b>Explore and Express Ideas</b>  Explore dramatic action, empathy and space in improvisations, play building and scripted drama to develop characters and situations</p> <p><b>ENGLISH</b>  <b>Speaking and Listening - Literacy</b>  <i>Interacting with Others</i> - Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience</p>	<ul style="list-style-type: none"> <li>• To <b>recognise</b> the power of words and how they make people feel</li>   <li>• To <b>create</b> a presentation of things we should say more often</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Empathy</b></p>	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <i>Communicating and interacting for health and wellbeing</i> - Practise skills to establish and manage relationships  <i>Communicating and interacting for health and wellbeing</i> - Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours</p> <p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Self Awareness and Management</b>  <i>Development of resilience</i> - Reflect on how personal strengths have assisted in achieving success at home, at school or in the community</p>	<p><b>All unique, all different</b></p> <ul style="list-style-type: none"> <li>• For students know their own strengths and weakness</li> <li>• For students to understand the negative effects of comparing ourselves to others</li> <li>• For students to understand the effects media has on self esteem</li> </ul>