

## Year 10 Lesson Overview

**Gratitude** Lessons – 10

**Empathy** Lessons – 10

**Mindfulness** Lessons – 12

**Emotional Literacy** Lessons – 12

**Total Lessons – 44**

Lesson # Title Theme	1.1 and 1.2 “Vocabulary around emotion” and “Varying intensities of emotion” Emotional Literacy	2.1 and 2.2 “Gratitude tree” Gratitude	3.1 and 3.2 “Random acts of kindness” and “Intentional acts of kindness” Empathy
Learning Intention	<ul style="list-style-type: none"> <li>Students will learn about the eight basic emotions and how they blend together.</li> <li>Students will identify specific examples for each of the eight emotions and their varying levels of intensity.</li> </ul>	<ul style="list-style-type: none"> <li>Students will express gratitude visually as wall art.</li> <li>Students will enhance their understanding of gratitude.</li> </ul>	<ul style="list-style-type: none"> <li>Students will participate in performing acts of kindness for others, thereby developing empathy.</li> <li>Students will plan how they will enact an act of kindness for someone in their life.</li> </ul>
Activities	Lesson 1.1: Activity 1: Robert Putchik Wheel of Emotions puzzle Lesson 1.2: Activity 1: Exploring the wheel	Lesson 2.1: Activity 1: Gratitude tree Lesson 2.2: Activity 1: Gratitude tree continued	Lesson 3.1: Activity 1: Random acts of kindness Activity 2: Random acts of kindness at school Lesson 3.2: Activity 1: Your Acts of kindness Activity 2: Kindness reflection
AUS. Curriculum	<b>GENERAL CAPABILITIES</b>	<b>GENERAL CAPABILITIES</b>	<b>GENERAL CAPABILITIES</b>
	<p><b><u>Personal and social capability</u></b> <b><i>Self-awareness</i></b></p> <ul style="list-style-type: none"> <li><b>Recognise emotions – students</b> reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts.</li> <li><b>Recognise personal qualities and achievements - students</b> assess their strengths and challenges and devise personally appropriate strategies to achieve future success.</li> <li><b>Develop reflective practice – reflect</b> on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit the student’s personal and social capability.</li> </ul> <p><b><i>Self-management</i></b></p> <ul style="list-style-type: none"> <li><b>Express emotions appropriately - students</b> consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices.</li> </ul>	<p><b><u>Personal and social capability</u></b> <b><i>Self-awareness</i></b></p> <ul style="list-style-type: none"> <li><b>Recognise emotions – students</b> reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts.</li> <li><b>Develop reflective practice - reflect</b> on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit the student’s personal and social capability.</li> </ul> <p><b><i>Self-management</i></b></p> <ul style="list-style-type: none"> <li><b>Express emotions appropriately – students</b> consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices.</li> </ul> <p><b><i>Social awareness</i></b></p> <ul style="list-style-type: none"> <li><b>Appreciate diverse perspectives – students</b> articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views.</li> </ul>	<p><b><u>Personal and social capability</u></b> <b><i>Self-awareness</i></b></p> <ul style="list-style-type: none"> <li><b>Recognise emotions - students</b> reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts.</li> <li><b>Develop reflective practice - reflect</b> on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit the student’s personal and social capability.</li> </ul> <p><b><i>Self-management</i></b></p> <ul style="list-style-type: none"> <li><b>Express emotions appropriately – students</b> consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices.</li> </ul>
	<b>LEARNING AREA</b>	<b>LEARNING AREA</b>	<b>LEARNING AREA</b>
	<p><b><u>Health and physical education</u></b> <b><i>Communicating and interacting for health and wellbeing</i></b></p>		<p><b><u>Health and physical education</u></b> <b><i>Communicating and interacting for health and wellbeing</i></b></p> <ul style="list-style-type: none"> <li>Evaluate situations and propose appropriate</li> </ul>

	<ul style="list-style-type: none"> <li>○ Investigate how empathy and ethical decision making contribute to respectful relationships.</li> <li>○ Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses.</li> </ul>	<p><b><u>Health and physical education</u></b>  <b><i>Contributing to healthy and active communities</i></b></p> <ul style="list-style-type: none"> <li>○ Plan, implement and critique strategies to enhance health, safety and wellbeing of the student's communities.</li> </ul>	<p>emotional responses and then reflect on possible outcomes of different responses.</p> <p><b><i>Social awareness</i></b></p> <ul style="list-style-type: none"> <li>○ <b>Appreciate diverse perspectives – students</b> articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views.</li> <li>○ <b>Understand relationships</b> - explain how relationships differ between peers, parents, teachers and other adults, and identify the skills needed to manage different types of relationships.</li> </ul> <p><b><i>Social management</i></b></p> <ul style="list-style-type: none"> <li>○ <b>Communicate effectively</b> - formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks.</li> </ul> <p style="text-align: center;"><b>LEARNING AREA</b></p> <p><b><u>Health and physical education</u></b>  <b><i>Communicating and interacting for health and wellbeing</i></b></p> <ul style="list-style-type: none"> <li>○ Investigate how empathy and ethical decision making contribute to respectful relationships. Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses.</li> </ul>
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Lesson # Title Theme	4.1 and 4.2 “Look up” and “Impact of technology” Mindfulness	5.1 and 5.2 “Resilience” and “Resilience reflection” Emotional Literacy	6.1 and 6.2 “Character strengths” and “Using strengths” Emotional Literacy
Learning Intention	<ul style="list-style-type: none"> <li>Students will be more mindful and notice what is going on around them.</li> <li>Students will explore the impact technology has on their ability to be mindful.</li> </ul>	<ul style="list-style-type: none"> <li>Students will understand the concept of resilience and apply it to their own situation.</li> <li>Students will reflect on a time when they had to demonstrate resilience.</li> </ul>	<ul style="list-style-type: none"> <li>Students will identify and explore character strengths in others.</li> <li>Students will reflect on how their character +strengths has had a significant impact on their life.</li> </ul>
Activities	Lesson 4.1: Activity 1: Can I get a selfie? Lesson 4.2: Activity 1: Class debate	Lesson 5.1: Activity 1: How resilient are you? Self evaluation. Lesson 5.2: Activity 1: The Return Activity 2: Resilience reflection	Lesson 6.1: Activity 1: VIA Character Survey Lesson 6.2: Activity 1: Turia – an example of resilience Activity 2: Using strengths
AUS. Curriculum	<b>GENERAL CAPABILITIES</b>	<b>GENERAL CAPABILITIES</b>	<b>GENERAL CAPABILITIES</b>
	<u><b>Personal and social capability</b></u> <b>Self-awareness</b> <ul style="list-style-type: none"> <li><b>Recognise emotions – students</b> reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts.</li> <li><b>Develop reflective practice</b> - reflect on feedback from peers, teachers and other adults to analyse personal characteristics and skill sets that contribute to or limit the student’s personal and social capability.</li> </ul> <b>Self-management</b> <ul style="list-style-type: none"> <li><b>Express emotions appropriately – students</b> consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices.</li> </ul>	<u><b>Personal and social capability</b></u> <b>Self-awareness</b> <ul style="list-style-type: none"> <li><b>Recognise emotions - students</b> reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts.</li> <li><b>Recognise personal qualities and achievements - students</b> assess their strengths and challenges and devise personally appropriate strategies to achieve future success.</li> <li><b>Develop reflective practice</b> - reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit the student’s personal and social capability.</li> </ul> <b>Self-management</b> <ul style="list-style-type: none"> <li><b>Express emotions appropriately – students</b> consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices.</li> </ul>	<u><b>Personal and social capability</b></u> <b>Self-awareness</b> <ul style="list-style-type: none"> <li><b>Recognise emotions – students</b> reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts.</li> <li><b>Recognise personal qualities and achievements - students</b> assess their strengths and challenges and devise personally appropriate strategies to achieve future success.</li> <li><b>Develop reflective practice</b> - reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit the student’s personal and social capability.</li> </ul> <b>Self-management</b> <ul style="list-style-type: none"> <li><b>Express emotions appropriately – students</b> consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices.</li> </ul>
	<b>LEARNING AREA</b>	<b>LEARNING AREA</b>	<b>LEARNING AREA</b>
	<u><b>Health and physical education</b></u> <b>Being healthy, safe and active</b> <ul style="list-style-type: none"> <li>Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where the student’s own or others’ health, safety and wellbeing may be at</li> </ul>	<u><b>Health and physical education</b></u> <b>Communicating and interacting for health and wellbeing</b> <ul style="list-style-type: none"> <li>Investigate how empathy and ethical decision making contribute to respectful relationships.</li> </ul>	<u><b>Health and physical education</b></u> <b>Communicating and interacting for health and wellbeing</b> <ul style="list-style-type: none"> <li>Investigate how empathy and ethical decision making contribute to respectful relationships.</li> </ul>

	<p>short or long term risk.</p> <p><b>Contributing to healthy and active communities</b></p> <ul style="list-style-type: none"> <li>○ Plan, implement and critique strategies to enhance health, safety and wellbeing of the student's communities.</li> </ul> <p><b><i>Communicating and interacting for health and wellbeing</i></b></p> <ul style="list-style-type: none"> <li>○ Critically analyse and apply health information from a range of sources to health decisions and situations.</li> </ul> <p>Evaluate situations and propose appropriate emotional responses and then reflect on outcomes of different responses.</p>	<ul style="list-style-type: none"> <li>○ Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses.</li> </ul>	<ul style="list-style-type: none"> <li>○ Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses.</li> </ul>
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Lesson # Title Theme	7.1 and 7.2 “A walk in my shoes” and “Language choices” Gratitude	8.1 and 8.2 “My life elsewhere” and “Gratitude game” Gratitude	9.1 and 9.2 “Mindfulness and flow” Mindfulness
Learning Intention	<ul style="list-style-type: none"> <li>Students will learn to better appreciate the things they have.</li> <li>Students will practice turning complaints into gratitude statements, and understand that in some situations, they have a choice to replace negative thoughts with more positive and optimistic ones.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to express gratitude for the country we live in and the privileges it awards us.</li> <li>Students will gain perspective on their own experience of gratitude by interviewing an older person about gratitude.</li> </ul>	<ul style="list-style-type: none"> <li>Students will calm the chaos in their minds using mindfulness techniques.</li> <li>Students will experience mindfulness through ‘flow’.</li> </ul>
Activities	Lesson 7.1: Activity 1: If money was no object Activity 2: My shoes Lesson 7.2: Activity 1: Turning complaints into gratitude Activity 2: Turning complaints into gratitude Student Journal debrief	Lesson 8.1: Activity 1: My life elsewhere Activity 2: Share Activity 3: Comparing to others reflection Lesson 8.2: Activity 1: Gratitude game Activity 4: My moments of awesome	Lesson 9.1: Activity 1: Quick review Activity 2: Calm the chaos Activity 3: Treasure hunt Lesson 9.2: Activity 4: Colouring Activity 5: Flow
AUS. Curriculum	<b>GENERAL CAPABILITIES</b>	<b>GENERAL CAPABILITIES</b>	<b>GENERAL CAPABILITIES</b>
	<u><b>Personal and social capability</b></u> <b>Self-awareness</b> <ul style="list-style-type: none"> <li><b>Recognise emotions – students</b> reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts.</li> <li><b>Develop reflective practice</b> - reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit the student’s personal and social capability.</li> </ul> <b>Self-management</b> <ul style="list-style-type: none"> <li><b>Express emotions appropriately - students</b> consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices.</li> </ul> <b>Social awareness</b> <ul style="list-style-type: none"> <li><b>Appreciate diverse perspectives – students</b> articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views.</li> </ul>	<u><b>Personal and social capability</b></u> <b>Self-awareness</b> <ul style="list-style-type: none"> <li><b>Recognise emotions – students</b> reflect critically on the student’s emotional responses to challenging situations in a wide range of learning, social and work-related contexts.</li> <li><b>Develop reflective practice</b> - reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit the student’s personal and social capability.</li> </ul> <b>Self-management</b> <ul style="list-style-type: none"> <li><b>Express emotions appropriately - students</b> consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices.</li> </ul> <b>Social awareness</b> <ul style="list-style-type: none"> <li><b>Appreciate diverse perspectives – students</b> articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views.</li> </ul>	<u><b>Personal and social capability</b></u> <b>Self-awareness</b> <ul style="list-style-type: none"> <li><b>Recognise emotions – students</b> reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts</li> <li><b>Develop reflective practice</b> - reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit the student’s personal and social capability.</li> </ul>
	<b>LEARNING AREA</b>	<b>LEARNING AREA</b>	<b>LEARNING AREA</b>
	<u><b>Health and physical education</b></u> <b>Contributing to healthy and active communities</b>	<b>LEARNING AREA</b>	<u><b>Health and physical education</b></u> <b>Being healthy, safe and active</b> <ul style="list-style-type: none"> <li>Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where the student’s own or others’ health, safety and wellbeing may be at short or long term risk.</li> </ul> <b>Contributing to healthy and active communities</b> <ul style="list-style-type: none"> <li>Plan, implement and critique strategies to enhance health, safety and wellbeing of the</li> </ul>

	<ul style="list-style-type: none"> <li>○ Plan, implement and critique strategies to enhance health, safety and wellbeing of the student's communities.</li> </ul>	<p><b><u>Health and physical education</u></b>  <b><i>Contributing to healthy and active communities</i></b></p> <ul style="list-style-type: none"> <li>○ Plan, implement and critique strategies to enhance health, safety and wellbeing of the student's communities.</li> </ul>	<p>student's communities.</p>
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Lesson # Title Theme	10.1 and 10.2 “Expressing emotion” and “Feeling emotions” Emotional Literacy	11.1 and 11.2 “Expressing gratitude” and “Describing gratitude” Gratitude	12.1 and 12.2 “Gratitude at its core” and “The way I see it” Gratitude
Learning Intention	<ul style="list-style-type: none"> <li>Students will understand the importance of being able to express emotions.</li> <li>Students will develop skills to identify emotions in themselves.</li> </ul>	<ul style="list-style-type: none"> <li>Students will express gratitude to a staff member that they are grateful for.</li> <li>Students will understand gratitude.</li> </ul>	<ul style="list-style-type: none"> <li>Students will understand how we can rewire our brains to focus on what is great and positive in our lives.</li> <li>Student’s will reflect on someone else’s adversity and can be grateful for what they have.</li> </ul>
Activities	Lesson 10.1: Activity 1: Emotions Activity 2: Feeling feelings Lesson 10.2: Activity 1: Anger thermometer Activity 2: Emotional literacy quiz Activity 3: Feelings today Student Journal entry	Lesson 11.1: Activity 1: Gratitude letter Lesson 11.2: Activity 1: People, experiences, opportunities and objects	Lesson 12.1: Activity 1: Reticular activation system Activity 2: Gratitude stone Activity 3: What could make today better? Lesson 12.2: Activity 1: Overcoming adversity
AUS. Curriculum	<b>GENERAL CAPABILITIES</b>	<b>GENERAL CAPABILITIES</b>	<b>GENERAL CAPABILITIES</b>
	<u><b>Personal and social capability</b></u> <u><b>Self-awareness</b></u> <ul style="list-style-type: none"> <li><b>Recognise emotions – students</b> reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts.</li> </ul> <u><b>Self-management</b></u> <ul style="list-style-type: none"> <li><b>Express emotions appropriately – students</b> consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices.</li> </ul>	<u><b>Personal and social capability</b></u> <u><b>Self-awareness</b></u> <ul style="list-style-type: none"> <li><b>Recognise emotions – students</b> reflect critically on the student’s emotional responses to challenging situations in a wide range of learning, social and work-related contexts.</li> <li><b>Develop reflective practice</b> - reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit the student’s personal and social capability.</li> </ul>	<u><b>Personal and social capability</b></u> <u><b>Self-awareness</b></u> <ul style="list-style-type: none"> <li><b>Recognise emotions – students</b> reflect critically on the student’s emotional responses to challenging situations in a wide range of learning, social and work-related contexts.</li> <li><b>Develop reflective practice</b> - reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit the student’s personal and social capability.</li> </ul>
	<b>LEARNING AREA</b>	<b>LEARNING AREA</b>	<b>LEARNING AREA</b>
	<u><b>Health and physical education</b></u> <u><b>Being healthy, safe and active</b></u> <ul style="list-style-type: none"> <li>Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where the student’s own or others’ health, safety and wellbeing may be at short or long term risk.</li> </ul> <u><b>Contributing to healthy and active communities</b></u> <ul style="list-style-type: none"> <li>Plan, implement and critique strategies to enhance health, safety and wellbeing of the student’s communities.</li> </ul>	<u><b>Self-management</b></u> <ul style="list-style-type: none"> <li><b>Express emotions appropriately</b> - students consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices.</li> </ul> <u><b>Social awareness</b></u> <ul style="list-style-type: none"> <li><b>Appreciate diverse perspectives – students</b> articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views.</li> </ul>	<u><b>Self-management</b></u> <ul style="list-style-type: none"> <li><b>Express emotions appropriately</b> - students consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices.</li> </ul> <u><b>Social awareness</b></u> <ul style="list-style-type: none"> <li><b>Appreciate diverse perspectives – students</b> articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views.</li> </ul>
<b>LEARNING AREA</b>	<b>LEARNING AREA</b>	<b>LEARNING AREA</b>	
<u><b>Health and physical education</b></u>	<u><b>Health and physical education</b></u>	<u><b>Health and physical education</b></u>	

		<p><b><i>Contributing to healthy and active communities</i></b></p> <ul style="list-style-type: none"><li>○ Plan, implement and critique strategies to enhance health, safety and wellbeing of the student's communities.</li></ul>	<p><b><i>Contributing to healthy and active communities</i></b></p> <ul style="list-style-type: none"><li>○ Plan, implement and critique strategies to enhance health, safety and wellbeing of the student's communities.</li></ul>
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Lesson # Title Theme	10.1 and 10.2 "Expressing emotion" and "Feeling emotions" Emotional Literacy	11.1 and 11.2 "Expressing gratitude" and "Describing gratitude" Gratitude	12.1 and 12.2 "Gratitude at its core" and "The way I see it" Gratitude
<b>Learning Intention</b>	<ul style="list-style-type: none"> <li>Students will understand the importance of being able to express emotions.</li> <li>Students will develop skills to identify emotions in themselves.</li> </ul>	<ul style="list-style-type: none"> <li>Students will express gratitude to a staff member that they are grateful for.</li> <li>Students will understand gratitude.</li> </ul>	<ul style="list-style-type: none"> <li>Students will understand how we can rewire our brains to focus on what is great and positive in our lives.</li> <li>Student's will reflect on someone else's adversity and can be grateful for what they have.</li> </ul>
<b>Activities</b>	Lesson 10.1: Activity 1: Emotions Activity 2: Feeling feelings Lesson 10.2: Activity 1: Anger thermometer Activity 2: Emotional literacy quiz Activity 3: Feelings today Student Journal entry	Lesson 11.1: Activity 1: Gratitude letter Lesson 11.2: Activity 1: People, experiences, opportunities and objects	Lesson 12.1: Activity 1: Reticular activation system Activity 2: Gratitude stone Activity 3: What could make today better? Lesson 12.2: Activity 1: Overcoming adversity
<b>AUS. Curriculum</b>	<b>GENERAL CAPABILITIES</b>	<b>GENERAL CAPABILITIES</b>	<b>GENERAL CAPABILITIES</b>
	<u><b>Personal and social capability</b></u> <b>Self-awareness</b> <ul style="list-style-type: none"> <li><b>Recognise emotions</b> – students reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts.</li> <li><b>Develop reflective practice</b> - reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit the student's personal and social capability.</li> </ul> <b>Self-management</b> <ul style="list-style-type: none"> <li><b>Express emotions appropriately</b> – students consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices.</li> </ul>	<u><b>Personal and social capability</b></u> <b>Self-awareness</b> <ul style="list-style-type: none"> <li><b>Recognise emotions</b> – students reflect critically on the student's emotional responses to challenging situations in a wide range of learning, social and work-related contexts.</li> <li><b>Develop reflective practice</b> - reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit the student's personal and social capability.</li> </ul> <b>Self-management</b> <ul style="list-style-type: none"> <li><b>Express emotions appropriately</b> - students consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices.</li> </ul>	<u><b>Personal and social capability</b></u> <b>Self-awareness</b> <ul style="list-style-type: none"> <li><b>Recognise emotions</b> – students reflect critically on the student's emotional responses to challenging situations in a wide range of learning, social and work-related contexts.</li> <li><b>Develop reflective practice</b> - reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit the student's personal and social capability.</li> </ul> <b>Self-management</b> <ul style="list-style-type: none"> <li><b>Express emotions appropriately</b> - students consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices.</li> </ul>
	<b>LEARNING AREA</b>	<b>LEARNING AREA</b>	<b>LEARNING AREA</b>
	<u><b>Health and physical education</b></u> <b>Communicating and interacting for health and wellbeing</b> <ul style="list-style-type: none"> <li>Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses.</li> </ul>	<u><b>Social awareness</b></u> <ul style="list-style-type: none"> <li><b>Appreciate diverse perspectives</b> – students articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views.</li> </ul> <u><b>Health and physical education</b></u> <b>Contributing to healthy and active communities</b>	<u><b>Social awareness</b></u> <ul style="list-style-type: none"> <li><b>Appreciate diverse perspectives</b> – students articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views.</li> </ul> <u><b>Health and physical education</b></u> <b>Contributing to healthy and active communities</b>

		<ul style="list-style-type: none"><li>○ Plan, implement and critique strategies to enhance health, safety and wellbeing of the student's communities.</li></ul>	<ul style="list-style-type: none"><li>○ Plan, implement and critique strategies to enhance health, safety and wellbeing of the student's communities.</li></ul>
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Lesson # Title Theme	Lesson 13.1 and 13.2 “Active constructing responding” and “Scenarios” Empathy	Lesson 14.1 and 14.2 “Empathy and compassion” and “Learning about others” Empathy	15.1 and 15.2 “Catastrophising” and “Signs of catastrophising” Mindfulness
<b>Learning Intention</b>	<ul style="list-style-type: none"> <li>Students will understand the four different types of listening and the impact active listening has on those around them.</li> <li>Students will respond to scenarios with the different listening techniques, emphasising the importance of active listening.</li> </ul>	<ul style="list-style-type: none"> <li>Students will understand how our actions lead to showing compassion.</li> <li>Students will discuss the complicated intersections of privileges in a less confrontational and more reflective way.</li> </ul>	<ul style="list-style-type: none"> <li>Students will examine the concept of ‘catastrophising’.</li> <li>Students will be able to acknowledge negative thoughts and begin to develop perspective.</li> </ul>
<b>Activities</b>	Lesson 13.1: Activity 1: The big bang theory Activity 2: The active construction model Lesson 13.2: Activity 1: Scenarios	Lesson 14.1: Activity 1: Compassion Activity 2: Another person’s shoes Lesson 14.2: Activity 1: Walk the line Activity 2: Walk the line debrief	Lesson 15.1: Activity 1: Disasters Activity 2: Notice the signs Lesson 15.2: Activity 1: Beating catastrophes Activity 2: Hands metaphor
<b>AUS. Curriculum</b>	<b>GENERAL CAPABILITIES</b>	<b>GENERAL CAPABILITIES</b>	<b>GENERAL CAPABILITIES</b>
	<p><b>Personal and social capability</b></p> <p><b>Self-awareness</b></p> <ul style="list-style-type: none"> <li><b>Recognise emotions – students</b> reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts.</li> <li><b>Develop reflective practice-</b> reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit the student’s personal and social capability.</li> </ul> <p><b>Self-management</b></p> <ul style="list-style-type: none"> <li><b>Express emotions appropriately -students</b> consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices.</li> </ul> <p><b>Social awareness</b></p> <ul style="list-style-type: none"> <li><b>Appreciate diverse perspectives – students</b> articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views.</li> <li><b>Understand relationships -</b> explain how relationships differ between peers, parents, teachers and other adults, and identify the skills</li> </ul>	<p><b>Personal and social capability</b></p> <p><b>Self-awareness</b></p> <ul style="list-style-type: none"> <li><b>Recognise emotions – students</b> reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts.</li> <li><b>Develop reflective practice-</b> reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit the student’s personal and social capability.</li> </ul> <p><b>Self-management</b></p> <ul style="list-style-type: none"> <li><b>Express emotions appropriately -students</b> consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices.</li> </ul> <p><b>Social awareness</b></p> <ul style="list-style-type: none"> <li><b>Appreciate diverse perspectives – students</b> articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views.</li> <li><b>Understand relationships -</b> explain how relationships differ between peers, parents, teachers and other adults, and identify the skills</li> </ul>	<p><b>Personal and social capability</b></p> <p><b>Self-awareness</b></p> <ul style="list-style-type: none"> <li><b>Recognise emotions – students</b> reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts.</li> <li><b>Develop reflective practice -</b> reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit the student’s personal and social capability.</li> </ul>
	<b>LEARNING AREA</b>		
<p><b>Health and physical education</b></p> <p><b>Being healthy, safe and active</b></p> <ul style="list-style-type: none"> <li>Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where the student’s own or others’ health, safety and wellbeing may be at short or long term risk.</li> </ul> <p><b>Contributing to healthy and active communities</b></p> <ul style="list-style-type: none"> <li>Plan, implement and critique strategies to enhance health, safety and wellbeing of the</li> </ul>			

	<p>needed to manage different types of relationships.</p> <p><b>Social management</b></p> <ul style="list-style-type: none"> <li>○ <b>Communicate effectively</b> - formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks.</li> </ul>	<p>needed to manage different types of relationships.</p> <p><b>Social management</b></p> <ul style="list-style-type: none"> <li>○ <b>Communicate effectively</b> - formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks.</li> </ul>	<p>student's communities.</p> <p><b>Communicating and interacting for health and wellbeing</b></p> <ul style="list-style-type: none"> <li>○ Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses.</li> </ul>
	<b>LEARNING AREA</b>	<b>LEARNING AREA</b>	
	<p><b>Health and physical education</b></p> <p><b>Communicating and interacting for health and wellbeing</b></p> <ul style="list-style-type: none"> <li>○ Investigate how empathy and ethical decision making contribute to respectful relationships.</li> <li>○ Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses.</li> </ul>	<p><b>Health and physical education</b></p> <p><b>Communicating and interacting for health and wellbeing</b></p> <ul style="list-style-type: none"> <li>○ Investigate how empathy and ethical decision making contribute to respectful relationships.</li> <li>○ Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses.</li> </ul>	

Lesson # Title Theme	16.1 and 16.2 "The show about nothing!" and "Calm the mind" Mindfulness	17.1 and 17.2 "Mood-changers – become the expert" Emotional Literacy	18.1 and 18.2 "Experiencing success" and "Success stories" Emotional Literacy
Learning Intention	<ul style="list-style-type: none"> <li>Students will look for small details and notice things they may not have noticed before.</li> <li>Students will still their mind through practicing meditation</li> </ul>	<ul style="list-style-type: none"> <li>Students will identify how to enhance their mood.</li> <li>Students will learn how to apply positive strategies to stressful situations.</li> </ul>	<ul style="list-style-type: none"> <li>Students will persevere at a challenge and be self-reflective about success and excuses.</li> <li>Students will experience positive emotion through success.</li> </ul>
Activities	Lesson 16.1: Activity 1: A show about nothing Activity 2: Advertising Lesson 16.2: Activity 1: Meditation Activity 2: Meditation debrief	Lesson 17.1: Activity 1: Mood – changers brainstorm Activity 2: Become the expert Lesson 17.2: Activity 1: Positive refocussing Activity 2: Positive strategy	Lesson 18.1: Activity 1: The challenge Activity 2: The challenge debrief Lesson 18.2: Activity 1: Oprah’s 5 minutes for 50 years
AUS. Curriculum	<b>GENERAL CAPABILITIES</b>	<b>GENERAL CAPABILITIES</b>	<b>GENERAL CAPABILITIES</b>
	<u>Personal and social capability</u> <b>Self-awareness</b> <ul style="list-style-type: none"> <li><b>Recognise emotions – students</b> reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts.</li> </ul> <b>Self-management</b> <ul style="list-style-type: none"> <li><b>Express emotions appropriately – students</b> consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices.</li> </ul>	<u>Personal and social capability</u> <b>Self-awareness</b> <ul style="list-style-type: none"> <li><b>Develop reflective practice</b> - reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit the student’s personal and social capability.</li> </ul> <b>Social awareness</b> <ul style="list-style-type: none"> <li><b>Appreciate diverse perspectives – students</b> articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views.</li> </ul> <b>Social management</b> <ul style="list-style-type: none"> <li><b>Communicate effectively</b> - formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks.</li> </ul>	<u>Personal and social capability</u> <b>Self-awareness</b> <ul style="list-style-type: none"> <li><b>Recognise emotions – students</b> reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts.</li> <li><b>Develop reflective practice</b> - reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit the student’s personal and social capability.</li> </ul> <b>Self-management</b> <ul style="list-style-type: none"> <li><b>Express emotions appropriately – students</b> consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices.</li> </ul>
	<b>LEARNING AREA</b>	<b>LEARNING AREA</b>	<b>LEARNING AREA</b>
	<u>Health and physical education</u> <b>Being healthy, safe and active</b> <ul style="list-style-type: none"> <li>Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where the student’s own or others’ health, safety and wellbeing may be at short or long term risk.</li> </ul> <b>Contributing to healthy and active communities</b> <ul style="list-style-type: none"> <li>Plan, implement and critique strategies to enhance health, safety and wellbeing of the</li> </ul>	<u>Health and physical education</u> <b>Being healthy, safe and active</b> <ul style="list-style-type: none"> <li>Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where the student’s own or others’ health, safety and wellbeing may be at short or long term risk.</li> </ul>	<b>Social management</b> <ul style="list-style-type: none"> <li><b>Communicate effectively</b> - formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks.</li> </ul> <b>LEARNING AREA</b> <u>Health and physical education</u>

	<p>student's communities.</p>	<p><b>Communicating and interacting for health and wellbeing</b></p> <ul style="list-style-type: none"> <li>○ Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses.</li> <li>○ Critically analyse and apply health information from a range of sources to health decisions and situations.</li> </ul> <p><b>Contributing to healthy and active communities</b> Plan, implement and critique strategies to enhance health, safety and wellbeing of the student's communities.</p>	<p><b>Communicating and interacting for health and wellbeing</b></p> <ul style="list-style-type: none"> <li>○ Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses.</li> <li>○ Critically analyse and apply health information from a range of sources to health decisions and situations.</li> </ul> <p><b>Contributing to healthy and active communities</b> Plan, implement and critique strategies to enhance health, safety and wellbeing of the student's communities.</p>
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Lesson # Title Theme	Lesson 19.1 and 19.2 “Social interaction” and “The power of words” Empathy	Lesson 20.1 and 20.2 “Are you empathetic?” and “Someone else’s shoes” Empathy	Lesson 21.1 and 21.2 “Mindfulness writing” and “The rose that grew from concrete” Mindfulness
Learning Intention	<ul style="list-style-type: none"> <li>Students will learn the right and wrong reasons to give feedback and how to give constructive feedback.</li> <li>Students will learn to apply what they have learnt about constructive feedback to specific scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>Students will learn how empathetic they are and how they can be more empathetic.</li> <li>Students will practice ways to be more understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Students will think and reflect on their day so far.</li> <li>Students will learn about perseverance from nature and reflect on their own obstacles in life.</li> </ul>
Activities	Lesson 19.1: Activity 1: Constructive criticism Activity 2: How to give feedback Lesson 19.2: Activity 1: Another person’s behaviour  Activity 2: Assertive response	Lesson 20.1: Activity 1: One small act Activity 2: Take the quiz Activity 3: How can we be more empathetic? Lesson 20.2: Activity 1: Help a friend out	Lesson 21.1: Activity 1: A detailed account Activity 2: Debrief Lesson 21.2: Activity 1: Tupac Shakur
AUS. Curriculum	<b>GENERAL CAPABILITIES</b>	<b>GENERAL CAPABILITIES</b>	<b>GENERAL CAPABILITIES</b>
	<u>Personal and social capability</u> <b>Self-awareness</b> <ul style="list-style-type: none"> <li><b>Recognise emotions – students</b> reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts.</li> <li><b>Develop reflective practice-</b> reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit the student’s personal and social capability.</li> </ul> <b>Self-management</b> <ul style="list-style-type: none"> <li><b>Express emotions appropriately -students</b> consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices.</li> </ul> <b>Social awareness</b> <ul style="list-style-type: none"> <li><b>Appreciate diverse perspectives – students</b> articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views.</li> </ul>	<u>Personal and social capability</u> <b>Self-awareness</b> <ul style="list-style-type: none"> <li><b>Recognise emotions – students</b> reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts.</li> <li><b>Develop reflective practice-</b> reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit the student’s personal and social capability.</li> </ul> <b>Self-management</b> <ul style="list-style-type: none"> <li><b>Express emotions appropriately -students</b> consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices.</li> </ul> <b>Social awareness</b> <ul style="list-style-type: none"> <li><b>Appreciate diverse perspectives – students</b> articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views.</li> <li><b>Understand relationships -</b> explain how</li> </ul>	<u>Personal and social capability</u> <b>Self-awareness</b> <ul style="list-style-type: none"> <li><b>Recognise emotions – students</b> reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts.</li> </ul> <b>Self-management</b> <ul style="list-style-type: none"> <li><b>Express emotions appropriately – students</b> consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices.</li> </ul>
			<p style="text-align: center;"><b>LEARNING AREA</b></p> <u>Health and physical education</u> <b>Being healthy, safe and active</b> <ul style="list-style-type: none"> <li>Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where the student’s own or others’ health, safety and wellbeing may be at short or long term risk.</li> </ul> <b>Contributing to healthy and active communities</b>

	<ul style="list-style-type: none"> <li>○ <b>Understand relationships</b> - explain how relationships differ between peers, parents, teachers and other adults, and identify the skills needed to manage different types of relationships.</li> </ul> <p><b>Social management</b></p> <ul style="list-style-type: none"> <li>○ <b>Communicate effectively</b> - formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks.</li> </ul>	<p>relationships differ between peers, parents, teachers and other adults, and identify the skills needed to manage different types of relationships.</p> <p><b>Social management</b></p> <ul style="list-style-type: none"> <li>○ <b>Communicate effectively</b> - formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks.</li> </ul>	<ul style="list-style-type: none"> <li>○ Plan, implement and critique strategies to enhance health, safety and wellbeing of the student's communities.</li> </ul>
	<p style="text-align: center;"><b>LEARNING AREA</b></p> <p><b>Health and physical education</b> <i>Communicating and interacting for health and wellbeing</i></p> <ul style="list-style-type: none"> <li>○ Investigate how empathy and ethical decision making contribute to respectful relationships.</li> <li>○ Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses.</li> </ul>	<p style="text-align: center;"><b>LEARNING AREA</b></p> <p><b>Health and physical education</b> <i>Communicating and interacting for health and wellbeing</i></p> <ul style="list-style-type: none"> <li>○ Investigate how empathy and ethical decision making contribute to respectful relationships.</li> </ul> <p>Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses.</p>	

Lesson # Title Theme	22.1 and 22.2 "Mindful walk" and "Mindful colouring" Mindfulness	23.1 and 23.2 "Abstract feelings" and "Your tool box" Emotional Literacy	Lesson 24.1 and 24.2 "Gratitude challenge" and "Thankful for each other" Gratitude
Learning Intention	<ul style="list-style-type: none"> <li>Students will practice mindfulness by completing a mindful walk and colouring.</li> <li>Students will experience mindfulness activities by becoming more in tune with their senses.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to connect emotions with personal experience.</li> <li>Students will use cues to understand what they're feeling and what others are feeling.</li> </ul>	<ul style="list-style-type: none"> <li>Students will express gratitude for a variety of things in their life.</li> <li>Students will learn about each other through a game of human bingo.</li> </ul>
Activities	Lesson 22.1: Activity 1: Mindful walking Activity 2: Listen Activity 3: Journal reflection Lesson 22.2: Activity 1: Colouring Activity 2: The things I noticed	Lesson 23.1: Activity 1: Abstract shapes Lesson 23.2: Activity 1: Impacts on your day Activity 2: Taking control	Lesson 24.1: Activity 1: Write it out Lesson 24.2: Activity 1: Human bingo
AUS. Curriculum	<b>GENERAL CAPABILITIES</b>	<b>GENERAL CAPABILITIES</b>	<b>GENERAL CAPABILITIES</b>
	<u>Personal and social capability</u> <b>Self-awareness</b> <ul style="list-style-type: none"> <li><b>Recognise emotions – students</b> reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts.</li> <li><b>Recognise personal qualities and achievements - students</b> assess their strengths and challenges and devise personally appropriate strategies to achieve future success.</li> </ul>	<u>Personal and social capability</u> <b>Self-awareness</b> <ul style="list-style-type: none"> <li><b>Develop reflective practice</b> - reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit the student's personal and social capability.</li> </ul> <b>Social awareness</b> <ul style="list-style-type: none"> <li><b>Appreciate diverse perspectives – students</b> articulate their personal value system and analyse the effects of actions that repress social</li> </ul>	<u>Personal and social capability</u> <b>Self-awareness</b> <ul style="list-style-type: none"> <li><b>Develop reflective practice</b> - reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit the student's personal and social capability.</li> </ul> <b>Social awareness</b> <ul style="list-style-type: none"> <li><b>Appreciate diverse perspectives – students</b> articulate their personal value system and analyse the effects of actions that repress social</li> </ul>

	<p><b>Self-management</b></p> <ul style="list-style-type: none"> <li>Express emotions appropriately – students consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices.</li> </ul> <p><b>Social management</b></p> <ul style="list-style-type: none"> <li>Communicate effectively - formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks.</li> <li>Work collaboratively – students critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks.</li> <li>Develop leadership skills - propose, implement and monitor strategies to address needs prioritised at local, national, regional and global levels, and communicate these widely.</li> </ul>	<p>power and limit the expression of diverse views.</p> <p><b>Social management</b></p> <ul style="list-style-type: none"> <li>Communicate effectively - formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks.</li> </ul>	<p>power and limit the expression of diverse views.</p> <p><b>Social management</b></p> <ul style="list-style-type: none"> <li>Communicate effectively - formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks.</li> </ul>
	<b>LEARNING AREA</b>	<b>LEARNING AREA</b>	<b>LEARNING AREA</b>
	<p><b>Health and physical education</b> <b>Being healthy, safe and active</b></p> <ul style="list-style-type: none"> <li>Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where the student’s own or others’ health, safety and wellbeing may be at short or long term risk.</li> </ul> <p><b>Communicating and interacting for health and wellbeing</b></p> <ul style="list-style-type: none"> <li>Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses.</li> <li>Critically analyse and apply health information from a range of sources to health decisions and situations.</li> </ul>	<p><b>Health and physical education</b> <b>Being healthy, safe and active</b></p> <ul style="list-style-type: none"> <li>Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where the student’s own or others’ health, safety and wellbeing may be at short or long term risk.</li> </ul> <p><b>Communicating and interacting for health and wellbeing</b></p> <ul style="list-style-type: none"> <li>Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses.</li> <li>Critically analyse and apply health information from a range of sources to health decisions and situations.</li> </ul>	<p><b>Health and physical education</b> <b>Being healthy, safe and active</b></p> <ul style="list-style-type: none"> <li>Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where the student’s own or others’ health, safety and wellbeing may be at short or long term risk.</li> </ul> <p><b>Communicating and interacting for health and wellbeing</b></p> <ul style="list-style-type: none"> <li>Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses.</li> <li>Critically analyse and apply health information from a range of sources to health decisions and situations.</li> </ul>
	<b>LEARNING AREA</b>		
	<p><b>Health and physical education</b> <b>Being healthy, safe and active</b></p> <ul style="list-style-type: none"> <li>Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where the student’s own or others’ health, safety and wellbeing may be at short or long term risk.</li> </ul> <p><b>Contributing to healthy and active communities</b></p> <ul style="list-style-type: none"> <li>Plan, implement and critique strategies to enhance health, safety and wellbeing of the student’s communities</li> </ul> <p><b>Communicating and interacting for health and wellbeing</b></p> <ul style="list-style-type: none"> <li>Critically analyse and apply health information from a range of sources to health decisions and situations.</li> </ul> <p>Evaluate situations and propose appropriate emotional responses and then reflect on outcomes of different responses.</p>	<p><b>Contributing to healthy and active communities</b></p> <p>Plan, implement and critique strategies to enhance health, safety and wellbeing of the student’s communities.</p>	<p><b>Contributing to healthy and active communities</b></p> <p>Plan, implement and critique strategies to enhance health, safety and wellbeing of the student’s communities.</p>

Lesson # Title Theme	Lesson 25.1 and 25.2 "Famous failures" and "You don't know Jack" Emotional Literacy	Inquiry unit 1 "The Freedom Writers" Empathy	Inquiry unit 1 "The Freedom Writers" Empathy
Learning Intention	<ul style="list-style-type: none"> <li>Students will learn about the power of failing and never giving up.</li> <li>Students will reflect on their own journey with failure and success.</li> </ul>	<ul style="list-style-type: none"> <li>Students will view a film to encourage the development and identification of empathy, as each character in the film is faced with difficult challenges and choices to make.</li> <li>Students will be encouraged to connect with these choices and see things from a different perspective and / or place of understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Students will view a film to encourage the development and identification of empathy, as each character in the film is faced with difficult challenges and choices to make.</li> <li>Students will be encouraged to connect with these choices and see things from a different perspective and / or place of understanding.</li> <li>Students will explore problem-solving strategies used by the characters in the film, and discover strategies to use in their own lives.</li> </ul>
Activities	Lesson 25.1: Activity 1: Success or failure? Lesson 25.2: Activity 1: You don't know Jack Activity 2: Lessons learnt	Lesson 1&2: Activity 1: Watch Freedom Writers	Lesson 3&4 Activity 1: Character emotions Activity 2: The characters choices Activity 3: Tough choices dilemmas Activity 4: Journal Reflection
AUS. Curriculum	<b>GENERAL CAPABILITIES</b>	<b>GENERAL CAPABILITIES</b>	<b>GENERAL CAPABILITIES</b>
	<u><b>Personal and social capability</b></u> <b>Self-awareness</b> <ul style="list-style-type: none"> <li><b>Recognise emotions – students</b> reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts.</li> <li><b>Recognise personal qualities and achievements - students</b> assess their strengths and challenges and devise personally appropriate strategies to achieve future success.</li> </ul> <b>Self-management</b>	<u><b>Personal and social capability</b></u> <b>Self-awareness</b> <ul style="list-style-type: none"> <li><b>Recognise emotions – students</b> reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts.</li> </ul> <b>Self-management</b> <ul style="list-style-type: none"> <li><b>Express emotions appropriately – students</b> consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices.</li> </ul>	<u><b>Personal and social capability</b></u> <b>Self-awareness</b> <ul style="list-style-type: none"> <li><b>Recognise emotions – students</b> reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts.</li> </ul> <b>Self-management</b> <ul style="list-style-type: none"> <li><b>Express emotions appropriately – students</b> consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices.</li> </ul>

	<ul style="list-style-type: none"> <li>○ <b>Express emotions appropriately – students</b> consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices.</li> </ul> <p><b>Social management</b></p> <ul style="list-style-type: none"> <li>○ <b>Communicate effectively</b> - formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks.</li> <li>○ <b>Work collaboratively – students</b> critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks.</li> <li>○ <b>Develop leadership skills</b> - propose, implement and monitor strategies to address needs prioritised at local, national, regional and global levels, and communicate these widely.</li> </ul>	<p><b>Social awareness</b></p> <ul style="list-style-type: none"> <li>○ <b>Appreciate diverse perspectives – students</b> articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views.</li> <li>○ <b>Understand relationships</b> - explain how relationships differ between peers, parents, teachers and other adults, and identify the skills needed to manage different types of relationships.</li> </ul> <p><b>Social management</b></p> <ul style="list-style-type: none"> <li>○ <b>Communicate effectively</b> - formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks.</li> <li>○ <b>Make decisions</b> - develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of the student’s decision making.</li> </ul>	<p><b>Social awareness</b></p> <ul style="list-style-type: none"> <li>○ <b>Appreciate diverse perspectives – students</b> articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views.</li> <li>○ <b>Understand relationships</b> - explain how relationships differ between peers, parents, teachers and other adults, and identify the skills needed to manage different types of relationships.</li> </ul> <p><b>Social management</b></p> <ul style="list-style-type: none"> <li>○ <b>Communicate effectively</b> - formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks.</li> <li>○ <b>Make decisions</b> - develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of the student’s decision making.</li> </ul>
	<b>LEARNING AREA</b>	<b>LEARNING AREA</b>	<b>LEARNING AREA</b>
	<p><b>Health and physical education</b> <b>Being healthy, safe and active</b></p> <ul style="list-style-type: none"> <li>○ Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where the student’s own or others’ health, safety and wellbeing may be at short or long term risk.</li> </ul> <p><b>Contributing to healthy and active communities</b></p> <ul style="list-style-type: none"> <li>○ Plan, implement and critique strategies to enhance health, safety and wellbeing of the student’s communities</li> </ul> <p><b>Communicating and interacting for health and wellbeing</b></p> <ul style="list-style-type: none"> <li>○ Critically analyse and apply health information from a range of sources to health decisions and situations.</li> </ul> <p>Evaluate situations and propose appropriate emotional responses and then reflect on outcomes of different responses.</p>	<p><b>Health and physical education</b> <b>Being healthy, safe and active</b></p> <ul style="list-style-type: none"> <li>○ Evaluate factors that shape identities and critically analyse how individuals impact the identities of others.</li> <li>○ Propose, practise and evaluate responses in situations where external influences may impact on the student’s ability to make healthy and safe choices.</li> </ul> <p><b>Communicating and interacting for health and wellbeing</b></p> <ul style="list-style-type: none"> <li>○ Investigate how empathy and ethical decision making contribute to respectful relationships.</li> </ul> <p>Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses.</p>	<p><b>Health and physical education</b> <b>Being healthy, safe and active</b></p> <ul style="list-style-type: none"> <li>○ Evaluate factors that shape identities and critically analyse how individuals impact the identities of others.</li> <li>○ Propose, practise and evaluate responses in situations where external influences may impact on the student’s ability to make healthy and safe choices.</li> </ul> <p><b>Communicating and interacting for health and wellbeing</b></p> <ul style="list-style-type: none"> <li>○ Investigate how empathy and ethical decision making contribute to respectful relationships.</li> </ul> <p>Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses.</p>

Lesson # Title Theme	Inquiry unit 2 "Are individuals solely responsible for their own healthy choices?" Mindfulness	Inquiry unit 2 "Are individuals solely responsible for their own healthy choices?" Mindfulness	Inquiry unit 2 "Are individuals solely responsible for their own healthy choices?" Mindfulness
Learning Intention	<ul style="list-style-type: none"> <li>Students will explore healthy habits and their role in mental health.</li> <li>Students will reflect and evaluate their own healthy habits.</li> <li>Students will investigate what impacts our choices.</li> </ul>	<ul style="list-style-type: none"> <li>Students will explore healthy habits and their role in mental health.</li> <li>Students will look at what motivates us to make healthy choices</li> <li>Students will discover the role of self-control and ways to improve their own lifestyle choices.</li> </ul>	<ul style="list-style-type: none"> <li>Students will explore healthy habits and their role in mental health.</li> <li>Students will work in teams to plan, create and present their knowledge of healthy choices, motivation and self-control to an audience.</li> </ul>
Activities	Lesson 1: Activity 1: What are healthy habits Activity 2: How Healthy are your habits? – Self assessment Activity 3: Who’s in charge? Activity 4: Journal reflection	Lesson 2: Activity 1: What motivates us? Activity 2: Self Control Activity 3: How to improve self – control/discipline?	Lesson 3&4 Activity 1: Research and project completion Activity 2: Project presentations Activity 3: Mindful practise
AUS. Curriculum	<b>GENERAL CAPABILITIES</b>	<b>GENERAL CAPABILITIES</b>	<b>GENERAL CAPABILITIES</b>
	<u>Personal and social capability</u> <b>Self-awareness</b> <ul style="list-style-type: none"> <li><b>Recognise emotions – students</b> reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts.</li> <li><b>Recognise personal qualities and achievements - students</b> assess their strengths and challenges and devise personally appropriate strategies to achieve future success.</li> </ul>	<u>Personal and social capability</u> <b>Self-awareness</b> <ul style="list-style-type: none"> <li><b>Recognise emotions – students</b> reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts.</li> <li><b>Recognise personal qualities and achievements - students</b> assess their strengths and challenges and devise personally appropriate strategies to achieve future success.</li> </ul>	<u>Personal and social capability</u> <b>Self-awareness</b> <ul style="list-style-type: none"> <li><b>Recognise emotions – students</b> reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts.</li> <li><b>Recognise personal qualities and achievements - students</b> assess their strengths and challenges and devise personally appropriate strategies to achieve future success.</li> </ul>

	<p><b>Self-management</b></p> <ul style="list-style-type: none"> <li>Express emotions appropriately – students consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices.</li> </ul> <p><b>Social management</b></p> <ul style="list-style-type: none"> <li><b>Communicate effectively</b> - formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks.</li> <li><b>Work collaboratively – students</b> critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks.</li> <li><b>Develop leadership skills</b> - propose, implement and monitor strategies to address needs prioritised at local, national, regional and global levels, and communicate these widely.</li> </ul>	<p><b>Self-management</b></p> <ul style="list-style-type: none"> <li>Express emotions appropriately – students consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices.</li> </ul> <p><b>Social management</b></p> <ul style="list-style-type: none"> <li><b>Communicate effectively</b> - formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks.</li> <li><b>Work collaboratively – students</b> critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks.</li> <li><b>Develop leadership skills</b> - propose, implement and monitor strategies to address needs prioritised at local, national, regional and global levels, and communicate these widely.</li> </ul>	<p><b>Self-management</b></p> <ul style="list-style-type: none"> <li>Express emotions appropriately – students consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices.</li> </ul> <p><b>Social management</b></p> <ul style="list-style-type: none"> <li><b>Communicate effectively</b> - formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks.</li> <li><b>Work collaboratively – students</b> critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks.</li> <li><b>Develop leadership skills</b> - propose, implement and monitor strategies to address needs prioritised at local, national, regional and global levels, and communicate these widely.</li> </ul>
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