

Year 9 Lesson Overview

Gratitude Lessons – 14

Empathy Lessons – 10

Mindfulness Lessons – 12

Emotional Literacy Lessons – 14

Total Lessons – 50

Lesson # Title Theme	1.1 and 1.2 “All about resilience” and “Resilience” Emotional Literacy	2.1 and 2.2 “Introduction to gratitude” and “Overlooked blessings” Gratitude	3.1 and 3.2 “Thinking of others” and “Perspectives” Empathy
Learning Intention	<ul style="list-style-type: none"> Students will develop their understanding of resilience through identifying their skills and coping strategies and exploring how these skills can assist them to overcome future challenges they may face online. Students will experience a situation where they need to be resilient. 	<ul style="list-style-type: none"> Students will begin to understand to concept of gratitude and begin to explore the things that they are grateful for. Students will work through each different area of their lives and list what they are grateful for. 	<ul style="list-style-type: none"> Students will reflect on the importance of seeing a situation from the perspective of the ‘other’. Students will rewrite a negative situation in an attempt to give the character the benefit of doubt.
Activities	Lesson 1.1: Activity 1: Rating resilience Activity 2: Resilience group discussion Lesson 1.2: Activity 1: Tower of paper cups Activity 2: Tower of paper cups debrief	Lesson 2.1: Activity 1: Nature.Beauty.Gratitude Activity 2: Poem Lesson 2.2: Activity 1: Overlooked blessings Activity 2: Sharing stories	Lesson 3.1: Activity 1: Jason McElwain Story Activity 2: Tale of two shoe salespeople Lesson 3.2: Activity 3: Cheating penguins Activity 4: Perspective debrief/summary
AUS. Curriculum	GENERAL CAPABILITIES	GENERAL CAPABILITIES	GENERAL CAPABILITIES
	Personal and social capability Self-awareness <ul style="list-style-type: none"> Recognise emotions - students reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts. Recognise personal qualities and achievements – students assess their strengths and challenges and devise personally appropriate strategies to achieve future success. 	Personal and social capability Self-awareness <ul style="list-style-type: none"> Recognise emotions - students reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts. Develop reflective practice - 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. Self-management <ul style="list-style-type: none"> Express emotions appropriately - students consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices. Social awareness <ul style="list-style-type: none"> Appreciate diverse perspectives – students 	Personal and social capability Self-awareness <ul style="list-style-type: none"> Recognise emotions – students reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts. Self-management <ul style="list-style-type: none"> Express emotions appropriately – students consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices. Social awareness <ul style="list-style-type: none"> Appreciate diverse perspectives –students articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views. Social management <ul style="list-style-type: none"> Communicate effectively - formulate plans for effective communication (verbal, nonverbal,

		<p>articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views.</p>	<p>digital) to complete complex tasks.</p>
		<p>LEARNING AREA</p>	<p>Intercultural understanding</p>
		<p>Health and physical education</p>	<p>Interacting and empathising with others</p>
		<p>Contributing to healthy and active communities</p>	<p>o Consider and develop multiple perspectives - present a balanced view on issues where conflicting views cannot easily be resolved.</p>
		<p>o Plan, implement and critique strategies to enhance health, safety and wellbeing of the student's communities.</p>	<p>o Empathise with others – students recognise the effect that empathising with others has on their own feelings, motivations and actions.</p>
		<p>LEARNING AREA</p>	
		<p>Health and physical education</p>	
		<p>Communicating and interacting for health and wellbeing</p>	
		<p>o Investigate how empathy and ethical decision making contribute to respectful relationships.</p>	
		<p>o Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses.</p>	

Lesson # Title Theme	4.1 and 4.2 “Mindfulness” and “Body awareness” Mindfulness	5.1 and 5.2 “Describing emotion” and “Expressive statements” Emotional Literacy	6.1 and 6.2 “Language around emotion” and “Emotional literacy word bank” Emotional Literacy
Learning Intention	<ul style="list-style-type: none"> Students will understand the purpose of mindfulness and begin to practise it. Students will understand that mindfulness practice can help in emotional regulation, being aware of what is going on in our system, being aware of our surroundings and managing stress. 	<ul style="list-style-type: none"> Students will be able to demonstrate what the emotion ‘angry’ may look like. Students will deepen their ability to express and reflect a variety of emotions. 	<ul style="list-style-type: none"> Students will be able to articulate a variety of feelings and broaden their scope of language when expressing emotions. Students will understand the importance of being able to articulate their emotions and the positive impact it has on their relationship with others.
Activities	Lesson 4.1: Activity 1: Mindfulness and basketball Activity 2: Mindful breathing exercise Activity 3: Mindfulness reflection Lesson 4.2: Activity 1: Where’s your head at? Activity 2: Everyday mindful	Lesson 5.1: Activity 1: Angry Lesson 5.2 Activity 1: I am Activity 2: Emotional literacy debrief	Lesson 6.1: Activity 1: Feelings and stories Lesson 6.2: Activity 1: Synonyms Activity 2: Why emotional literacy?
AUS. Curriculum	GENERAL CAPABILITIES	GENERAL CAPABILITIES	GENERAL CAPABILITIES
	Personal and social capability Self-awareness <ul style="list-style-type: none"> Recognise emotions - students reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts. Develop reflective practice - 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. 	Personal and social capability Self-awareness <ul style="list-style-type: none"> Recognise emotions - students reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts. Develop reflective practice - 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. 	Personal and social capability Self-awareness <ul style="list-style-type: none"> Recognise emotions - students reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts. Develop reflective practice - 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.
	LEARNING AREA	Self-management	Self-management
	Health and physical education Being healthy, safe and active <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Express emotions appropriately - students consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices. 	<ul style="list-style-type: none"> Express emotions appropriately – students consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices.
	LEARNING AREA	LEARNING AREA	
	Health and physical education Communicating and interacting for health and	Health and physical education Communicating and interacting for health and	

	<p><i>Contributing to healthy and active communities</i></p> <ul style="list-style-type: none"> ○ Plan, implement and critique strategies to enhance health, safety and wellbeing of the student's communities. 	<p><i>wellbeing</i></p> <ul style="list-style-type: none"> ○ 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. 	<p><i>wellbeing</i></p> <ul style="list-style-type: none"> ○ 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.
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Lesson # Title Theme	7.1 and 7.2 "Finding gratitude" and "Singing praise" Gratitude	8.1 and 8.2 "Identifying gratitude" and "Expressing gratitude" Gratitude	9.1 and 9.2 "Awareness" and "Pets" Mindfulness
Learning Intention	<ul style="list-style-type: none"> Students will be able to identify what they are grateful for. Students will sing praise for someone that has influenced their lives in a positive way. 	<ul style="list-style-type: none"> Students will list a number of things they are grateful for. Students will feel and express gratitude about their classmates. 	<ul style="list-style-type: none"> Students will understand the positive impact of being aware and present. Students will understand the impact of mindfulness through the observation of an animal.
Activities	Lesson 7.1: Activity 1: Gratitude scavenger hunt Lesson 7.2 Activity 1: Acrostic poem	Lesson 8.1: Activity 1: Toilet paper and gratitude Lesson 8.2: Activity 1: Expressions of gratitude	Lesson 9.1: Activity 1: Awareness test Activity 2: Word it out Lesson 9.2: Activity 3: Meditating with animals
AUS Curriculum	GENERAL CAPABILITIES	GENERAL CAPABILITIES	GENERAL CAPABILITIES
	<p>Personal and social capability Self-awareness</p> <ul style="list-style-type: none"> Recognise emotions - students reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts. Develop reflective practice - reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill set that contribute to or limit the student's personal and social capability. <p>Self-management</p> <ul style="list-style-type: none"> Express emotions appropriately - students consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices. <p>Social awareness</p> <ul style="list-style-type: none"> Appreciate diverse perspectives - students articulate their personal value system and analyse the effects of actions that repress social 	<p>Personal and social capability Self-awareness</p> <ul style="list-style-type: none"> Recognise emotions - students reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts. Develop reflective practice - 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. <p>Self-management</p> <ul style="list-style-type: none"> Express emotions appropriately - students consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices. <p>Social awareness</p> <ul style="list-style-type: none"> Appreciate diverse perspectives - students 	<p>Personal and social capability Self-awareness</p> <ul style="list-style-type: none"> Recognise emotions - students reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts. Develop reflective practice - 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. <p>LEARNING AREA</p> <p>Health and physical education Contributing to healthy and active communities</p> <ul style="list-style-type: none"> Plan, implement and critique strategies to enhance health, safety and wellbeing of the student's communities. <p>Communicating and interacting for health and wellbeing</p>

	<p>power and limit the expression of diverse views.</p>	<p>articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views.</p>	<ul style="list-style-type: none"> ○ Investigate how empathy and ethical decision making contribute to respectful relationships. ○ Evaluate situations and propose appropriate emotional responses and then reflect on outcomes of different responses.
	<p>LEARNING AREA</p>	<p>Social management</p>	<p>Contributing to healthy and active communities</p>
	<p>Health and physical education Contributing to healthy and active communities</p> <ul style="list-style-type: none"> ○ Plan, implement and critique strategies to enhance health, safety and wellbeing of the student's communities. 	<ul style="list-style-type: none"> ○ Communicate effectively - formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks. 	<ul style="list-style-type: none"> ○ Plan, implement and critique strategies to enhance the health, safety and wellbeing of the student's communities.
	<p>LEARNING AREA</p>	<p>Health and physical education</p>	<p>Contributing to healthy and active communities</p>
	<p>Contributing to healthy and active communities</p> <ul style="list-style-type: none"> ○ Plan, implement and critique strategies to enhance health, safety and wellbeing of the student's communities. 	<ul style="list-style-type: none"> ○ Plan, implement and critique strategies to enhance health, safety and wellbeing of the student's communities. 	

Lesson # Title Theme	10.1 and 10.2 "Mindful eating" and "Mindful eating at school" Mindfulness	11.1 and 11.2 "Body language" and "The power of posing" Emotional Literacy	12.1 and 12.2 "Mood-changers" and "Self-care" Emotional Literacy
Learning Intention	<ul style="list-style-type: none"> Students will practise mindful eating by using senses to explore food. Students will brainstorm solutions that support mindful eating at school. 	<ul style="list-style-type: none"> Students will develop an understanding on how posture can impact our emotions. Students will have fun by posing in a superhero stance and reflect on the power of standing tall and upright. 	<ul style="list-style-type: none"> Students will investigate ways to influence their mood. Students will develop knowledge of good self-care and how self-care impacts their moods.
Activities	Lesson 10.1: Activity 1: Mystery food Lesson 10.2: Activity 1: Barriers and solutions to mindful eating Activity 2: Barriers and solutions to mindful eating debrief	Lesson 11.1: Activity 1: Posture Lesson 11.2: Activity 1: Power pose Activity 2: Emotional check in Student Journal reflection	Lesson 12.1: Activity 1: Shaking a bad mood Lesson 12.2: Activity 1: Self-care
AUS. Curriculum	GENERAL CAPABILITIES	GENERAL CAPABILITIES	GENERAL CAPABILITIES
	Personal and social capability Self-awareness <ul style="list-style-type: none"> Recognise emotions - students reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts. Develop reflective practice - 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. 	Personal and social capability Self-awareness <ul style="list-style-type: none"> Recognise emotions - students reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts. Develop reflective practice - 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. 	Personal and social capability Self-awareness <ul style="list-style-type: none"> Recognise emotions - students reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts. Develop reflective practice - 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.
	LEARNING AREA	Self-management	Self-management
	Health and physical education Contributing to healthy and active communities <ul style="list-style-type: none"> Plan, implement and critique strategies to enhance health, safety and wellbeing of the student's communities. Communicating and interacting for health and	<ul style="list-style-type: none"> Express emotions appropriately - students consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices. LEARNING AREA Health and physical education Communicating and interacting for health and	<ul style="list-style-type: none"> Express emotions appropriately - students consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices. LEARNING AREA Health and physical education Communicating and interacting for health and

	<p>wellbeing</p> <ul style="list-style-type: none"> ○ Investigate how empathy and ethical decision making contribute to respectful relationships. ○ Evaluate situations and propose appropriate emotional responses and then reflect on outcomes of different responses. <p>Contributing to healthy and active communities Plan, implement and critique strategies to enhance the health, safety and wellbeing of the student's communities..</p>	<p>wellbeing</p> <ul style="list-style-type: none"> ○ Investigate how empathy and ethical decision making contribute to respectful relationships. <p>Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses.</p>	<p>wellbeing</p> <ul style="list-style-type: none"> ○ Investigate how empathy and ethical decision making contribute to respectful relationships. <p>Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses.</p>
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Lesson # Title Theme	13.1 and 13.2 “Experiences of gratitude” and “Gratitude in words” Gratitude	14.1 and 14.2 “Restrictions to our gratefulness” and “Expressing gratitude” Gratitude	15.1 and 15.2 “Responding to others” and “Acts of kindness” Empathy
Learning Intention	<ul style="list-style-type: none"> Students will experience other people’s points of view about the importance of gratitude. Students will put into their own words what gratitude means. 	<ul style="list-style-type: none"> Students will understand how the online profit of someone on social media can impact our ability to not be grateful. Students will write a letter to someone at school expressing their gratitude to them. 	<ul style="list-style-type: none"> Students will be able to respond to others in a positive way. Students will reflect on how acts of kindness can positively impact another person.
Activities	Lesson 13.1 Activity 1: Quotes Lesson 13.2: Activity 1: Gratitude	Lesson 14.1: Activity 1: Social media Activity 2: What impacts how grateful I am? Lesson 14.2: Activity 1: Letter	Lesson 15.1: Activity 1: Responding to a friend Lesson 15.2: Activity 1: Generous store
AUS. Curriculum	GENERAL CAPABILITIES	GENERAL CAPABILITIES	GENERAL CAPABILITIES
	<p>Personal and social capability Self-awareness</p> <ul style="list-style-type: none"> Recognise emotions – students reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts. Develop reflective practice - reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit their personal and social capability. <p>Self-management</p> <ul style="list-style-type: none"> Express emotions appropriately – students consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices. <p>Social awareness</p> <ul style="list-style-type: none"> Appreciate diverse perspectives – students articulate their personal value system and 	<p>Personal and social capability Self-awareness</p> <ul style="list-style-type: none"> Recognise emotions – students reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts. Develop reflective practice - reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit their personal and social capability. <p>Self-management</p> <ul style="list-style-type: none"> Express emotions appropriately – students consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices. <p>Social awareness</p> <ul style="list-style-type: none"> Appreciate diverse perspectives – students articulate their personal value system and 	<p>Personal and social capability Self-awareness</p> <ul style="list-style-type: none"> Recognise emotions – students reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts. <p>Self-management</p> <ul style="list-style-type: none"> Express emotions appropriately - students consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices. <p>Social management</p> <ul style="list-style-type: none"> Communicate effectively - formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks. Negotiate and resolve conflict - generate, apply and evaluate strategies such as active listening, mediation and negotiation to prevent and resolve interpersonal problems.

	<p>analyse the effects of actions that repress social power and limit the expression of diverse views.</p> <p>Social management</p> <ul style="list-style-type: none"> ○ Communicate effectively - formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks. 	<p>analyse the effects of actions that repress social power and limit the expression of diverse views.</p> <p>Social management</p> <ul style="list-style-type: none"> ○ Communicate effectively - formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks. 	<p>Intercultural understanding</p> <p>Interacting and empathising with others</p> <ul style="list-style-type: none"> ○ Consider and develop multiple perspectives - present a balanced view on issues where conflicting views cannot easily be resolved. ○ Empathise with others - recognise the effect that empathising with others has on the students own feelings, motivations and actions.
	LEARNING AREA	LEARNING AREA	LEARNING AREA
	<p>Health and physical education</p> <p>Contributing to healthy and active communities</p> <p>Plan, implement and critique strategies to enhance health, safety and wellbeing of the student's communities.</p>	<p>Health and physical education</p> <p>Contributing to healthy and active communities</p> <p>Plan, implement and critique strategies to enhance health, safety and wellbeing of the student's communities.</p> <ul style="list-style-type: none"> ○ 	<p>Health and physical education</p> <p>Communicating and interacting for health and wellbeing</p> <ul style="list-style-type: none"> ○ 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.

Lesson # Title Theme	16.1 and 16.2 “Crossing the line” and “Speak even if your voice shakes” Empathy	17.1 and 17.2 “Flow” and “Flow channel model” Mindfulness	18.1 and 18.2 “Understanding anxiety” and “Managing anxiety” Mindfulness
Learning Intention	<ul style="list-style-type: none"> Students will understand the difference between harmless jokes and verbal bullying. Students will use their knowledge to highlight strategies to tackle bullying. 	<ul style="list-style-type: none"> Students will understand the concept of flow and why it is necessary and important. Students will understand what brings flow and look at strategies they can implement to achieve a state of flow. 	<ul style="list-style-type: none"> Students will develop an understanding of anxiety. Students will explore ways of managing anxiety.
Activities	Lesson 16.1 Activity 1: Definition of bullying Activity 2: Harmful teasing or hurtful language? Lesson 16.2 Activity 1: Speak even if your voice shakes Activity 2: Student voice	Lesson 17.1: Activity 1: The Marble relay Lesson 17.2: Activity 1: What is flow for me? Activity 2: How can I achieve flow?	Lesson 18.1: Activity 1: Anxiety research Lesson 18.2: Activity 1: Research – tips on how to cope Activity 2: Anxiety debrief Student Journal activity
AUS. Curriculum	GENERAL CAPABILITIES	GENERAL CAPABILITIES	GENERAL CAPABILITIES
	<u>Personal and social capability</u> Self-awareness <ul style="list-style-type: none"> Recognise emotions – students reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts. Self-management <ul style="list-style-type: none"> Express emotions appropriately - students consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices. Social awareness: <ul style="list-style-type: none"> Appreciate diverse perspectives – students articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views. Social management	<u>Personal and social capability</u> Self-awareness <ul style="list-style-type: none"> Recognise emotions - students reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts. Develop reflective practice - reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill set that contribute to or limit the student’s personal and social capability. LEARNING AREA <u>H Health and physical education</u> Being healthy, safe and active <ul style="list-style-type: none"> Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where the student’s own or 	<u>Personal and social capability</u> Self-awareness <ul style="list-style-type: none"> Recognise emotions – students reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts. LEARNING AREA <u>Health and physical education</u> Being healthy, safe and active <ul style="list-style-type: none"> 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. Propose, practise and evaluate responses in situations where external influences may impact on the student’s ability to make healthy and safe

	<ul style="list-style-type: none"> ○ Communicate effectively - formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks. ○ 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. <p><u>Intercultural understanding</u> <i>Interacting and empathising with others</i></p> <ul style="list-style-type: none"> ○ Empathise with others –students recognise the effect that empathising with others has on their own feelings, motivations and actions. 	<p>others’ health, safety and wellbeing may be at short or long term risk.</p> <p><i>Contributing to healthy and active communities</i></p> <ul style="list-style-type: none"> ○ Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities. 	<p>choices.</p> <p><i>Communicating and interacting for health and wellbeing</i></p> <ul style="list-style-type: none"> ○ 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. ○ Critically analyse and apply health information from a range of sources to health decisions and situations. <p><i>Contributing to healthy and active communities</i></p> <ul style="list-style-type: none"> ○ Plan, implement and critique strategies to enhance health, safety and wellbeing of the student’s communities.
	<p>LEARNING AREA</p> <p><u>Health and physical education</u></p> <p><i>Communicating and interacting for health and wellbeing</i></p> <ul style="list-style-type: none"> ○ Investigate how empathy and ethical decision making contribute to respectful relationships. <p><i>Contributing to healthy and active communities</i></p> <ul style="list-style-type: none"> ○ Plan, implement and critique strategies to enhance the health, safety and wellbeing of the student’s communities. 		

Lesson # Title Theme	19.1 and 19.2 "Character strengths" and "Developing strengths" Emotional Literacy	20.1 and 20.2 "Fixed and growth mindsets" and "Self-talk" Emotional Literacy	21.1 and 21.2 "Moral Dilemmas" and "Perspective" Empathy
Learning Intention	<ul style="list-style-type: none"> Students will be able to describe the concept of character strengths. Students will be able to identify one of their top five strengths. 	<ul style="list-style-type: none"> Students will identify fixed and growth mindsets. Students will become more aware of their own self-talk and change their thought processes, in some instances, from a fixed to a growth mindset. 	<ul style="list-style-type: none"> Students will see the one problem from a number of different viewpoints. Students will consider some moral dilemmas and form some opinions and values associated with those dilemmas.
Activities	Lesson 19.1: Activity 1: Character strengths in me and others Lesson 19.2: Activity 1: Developing character strengths	Lesson 20.1: Activity 1: What is your mindset? Activity 2: Introduction to the concepts of mindsets Activity 3: Discuss the findings of the quiz Activity 4: Fixed and growth mindset activity Lesson 20.2: Activity 1: Juggling Activity 2: Video Activity 3: Mindset debrief Student Journal reflection	Lesson 21.1: Activity 1: Heinz dilemma Lesson 21.2: Activity 1: Would you rather?
AUS. Curriculum	GENERAL CAPABILITIES	GENERAL CAPABILITIES	GENERAL CAPABILITIES
	<u>Personal and social capability</u> Self-awareness <ul style="list-style-type: none"> Recognise emotions – students reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts. Recognise personal qualities and achievements – students assess their strengths and challenges and devise personally appropriate strategies to achieve future success. 	<u>Personal and social capability</u> Self-awareness <ul style="list-style-type: none"> Recognise emotions – students reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts. Develop reflective practice - 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. Self-management <ul style="list-style-type: none"> Express emotions appropriately - students consider control and justify their emotional responses, in expressing their opinions, beliefs, 	<u>Personal and social capability</u> Self-awareness <ul style="list-style-type: none"> Recognise emotions - students reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts. Self-management <ul style="list-style-type: none"> Express emotions appropriately – students consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices. Make decisions – students develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making.

		values, questions and choices.	LEARNING AREA
		LEARNING AREA	Health and physical education
		<p><u>Health and physical education</u> <i>Communicating and interacting for health and wellbeing</i></p> <ul style="list-style-type: none"> ○ 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. <p><i>Contributing to healthy and active communities</i></p> <ul style="list-style-type: none"> ○ Plan, implement and critique strategies to enhance health, safety and wellbeing of the student's communities. 	<p><i>Communicating and interacting for health and wellbeing</i></p> <ul style="list-style-type: none"> ○ 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.

Lesson # Title Theme	22.1 and 22.2 "Refugees" and "Refugee stories" Empathy	23.1 and 23.2 "Sensory mindfulness" and "Skills to develop mindfulness" Mindfulness	24.1 and 24.2 "Listing gratefulness" and "Dear future" Gratitude
Learning Intention	<ul style="list-style-type: none"> Students will think about why people make the choices they do. Students will empathise with others in difficult situations. 	<ul style="list-style-type: none"> Students will experience mindfulness activities by becoming more in tune with their senses. Students will have an understanding of what can make us more mindful. 	<ul style="list-style-type: none"> Students will be challenged to think of why they are grateful for different things they might not have thought of in this light. Students will think about the past, present and future.
Activities	Lesson 22.1: Activity 1: Refugee fact find Lesson 22.2: Activity 1: Refugee stories	Lesson 23.1: Activity 1: Colours of the rainbow Lesson 23.2: Activity 2: Unseen objects	Lesson 24.1: Activity 1: Gratitude relay Activity 2: Gratitude relay debrief Lesson 24.2: Activity 1: Letter to your future self
AUS. Curriculum	GENERAL CAPABILITIES	GENERAL CAPABILITIES	GENERAL CAPABILITIES
	<u>Personal and social capability</u> Self-awareness <ul style="list-style-type: none"> Recognise emotions - students reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts. Self-management <ul style="list-style-type: none"> Express emotions appropriately - students consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices. Make decisions – students develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making. Social awareness: <ul style="list-style-type: none"> Appreciate diverse perspectives – students 	<u>Personal and social capability</u> Self-awareness <ul style="list-style-type: none"> Recognise emotions - students reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts. Develop reflective practice - reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit their personal and social capability. 	<u>Personal and social capability</u> Self-awareness <ul style="list-style-type: none"> Recognise emotions - students reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts. Develop reflective practice - 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. Self-management <ul style="list-style-type: none"> Express emotions appropriately - students consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices. Social awareness

	<p>articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views.</p> <p><i>Intercultural understanding/Interacting and empathising with others</i></p> <ul style="list-style-type: none"> ○ Consider and develop multiple perspectives - present a balanced view on issues where conflicting views cannot easily be resolved. ○ Empathise with others - students recognise the effect that empathising with others has on their own feelings, motivations and actions. <p><i>Reflecting on intercultural experiences and taking responsibility</i></p> <ul style="list-style-type: none"> ○ Reflect on intercultural experiences – students reflect critically on the effect of intercultural experiences on their own attitudes and beliefs and those of others. 		<ul style="list-style-type: none"> ○ Appreciate diverse perspectives – students articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views. <p><i>Social management</i></p> <ul style="list-style-type: none"> ○ Communicate effectively - formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks.
	<p>LEARNING AREA</p> <p><i>Health and physical education</i> <i>Communicating and interacting for health and wellbeing</i></p> <ul style="list-style-type: none"> ○ Investigate how empathy and ethical decision making contribute to respectful relationships. <p>Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses.</p>		

Lesson # Title Theme	25.1 and 25.2 "Web of gratitude" and "The board of gratitude" Gratitude	Inquiry Unit 1 "Hands up for Aussie kids" Empathy	Inquiry Unit 1 "Fundraising as a team" Empathy
Learning Intention	<ul style="list-style-type: none"> Students will reflect on their year with a sense of appreciation and gratitude. Students will play a game that will enable them to reflect on certain things and people with appreciation and gratitude. 	<ul style="list-style-type: none"> Students will experience feeling empathy towards members of the community. Students will identify different issues and how they would affect others. Students will be encouraged to feel gratitude for the things they have. Students will practise working with others to achieve a joint goal. Students will reflect on their character strengths and those of others in the team. Students will perform an act of kindness by supporting disadvantaged people in the community. 	<ul style="list-style-type: none"> Students will experience feeling empathy towards members of the community. Students will identify different issues and how they might affect others. Students will be encouraged to feel gratitude for the things they have. Students will practise working with others to achieve a joint goal. Students will reflect on their character strengths and those of others in the team. Students will perform an act of kindness by supporting disadvantaged people in the community.
Activities	Lesson 25.1: Activity 1: Gratitude web Learning 25.2: Activity 1: Gratitude board game	Lesson 1: Activity 1: About the issue Activity 2: Who is impacted? Activity 3: Reflecting on gratefulness	Lesson 2: Activity 1: What does The Smith Family do? Activity 2: Who is impacted? Activity 3: Start planning Activity 4: Reflecting on teamwork
AUS. Curriculum	GENERAL CAPABILITIES	GENERAL CAPABILITIES	GENERAL CAPABILITIES
	Personal and social capability Self-awareness <ul style="list-style-type: none"> Recognise emotions - students reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts. Develop reflective practice - 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. Self-management <ul style="list-style-type: none"> Express emotions appropriately – students consider control and justify their emotional 	Personal and social capability Self-awareness <ul style="list-style-type: none"> Recognise emotions – students reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts. Recognise personal qualities and achievements - students assess their strengths and challenges and devise personally appropriate strategies to achieve future success. Self-management <ul style="list-style-type: none"> Express emotions appropriately – students 	Personal and social capability Self-awareness <ul style="list-style-type: none"> Recognise emotions – students reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts. Recognise personal qualities and achievements - students assess their strengths and challenges and devise personally appropriate strategies to achieve future success. Self-management <ul style="list-style-type: none"> Express emotions appropriately - students

	<p>responses, in expressing their opinions, beliefs, values, questions and choices.</p> <ul style="list-style-type: none"> ○ Develop self-discipline and set goals - critically analyse self-discipline strategies and personal goals and consider their application in social and work-related contexts. 	<p>consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices.</p> <p>Social awareness:</p> <ul style="list-style-type: none"> ○ Appreciate diverse perspectives - students articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views. <p>Social management</p> <ul style="list-style-type: none"> ○ Communicate effectively - formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks. ○ 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. ○ Develop leadership skills - propose, implement and monitor strategies to address needs prioritised at local, national, regional and global levels, and communicate these widely. <p>Intercultural understanding <i>Interacting and empathising with others</i></p> <ul style="list-style-type: none"> ○ Empathise with others - recognise the effect that empathising with others has on the student's own feelings, motivations and actions. 	<p>consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices.</p> <p>Social awareness:</p> <ul style="list-style-type: none"> ○ Appreciate diverse perspectives - students articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views. <p>Social management</p> <ul style="list-style-type: none"> ○ Communicate effectively - formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks. ○ 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. ○ Develop leadership skills - propose, implement and monitor strategies to address needs prioritised at local, national, regional and global levels, and communicate these widely. <p>Intercultural understanding <i>Interacting and empathising with others</i></p> <ul style="list-style-type: none"> ○ Empathise with others - recognise the effect that empathising with others has on the student's own feelings, motivations and actions.
	<p>LEARNING AREA</p>	<p>LEARNING AREA</p> <p>Health and physical education Communicating and interacting for health and wellbeing</p> <ul style="list-style-type: none"> ○ Investigate how empathy and ethical decision making contribute to respectful relationships. ○ Evaluate situations and propose appropriate emotional responses and then reflect on outcomes of different responses. <p>Contributing to healthy and active communities</p> <ul style="list-style-type: none"> ○ Plan, implement and critique strategies to enhance the health, safety and wellbeing of the student's communities. 	<p>LEARNING AREA</p> <p>Health and physical education Communicating and interacting for health and wellbeing</p> <ul style="list-style-type: none"> ○ Investigate how empathy and ethical decision making contribute to respectful relationships. ○ Evaluate situations and propose appropriate emotional responses and then reflect on outcomes of different responses. <p>Contributing to healthy and active communities</p>

			<ul style="list-style-type: none">○ Plan, implement and critique strategies to enhance the health, safety and wellbeing of the student's
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Lesson # Title Theme	Inquiry Unit 1 "Working towards a goal" Empathy	Inquiry Unit 1 "Celebration of achievements" Empathy	Inquiry Unit 2 "Mind Body Connection" Mindfulness
Learning Intention	<ul style="list-style-type: none"> Students will experience feeling empathy towards members of the community. Students will identify different issues and how they might affect others. Students will be encouraged to feel gratitude for the things they have. Students will practise working with others to achieve a joint goal. Students will reflect on their character strengths and those of others in the team. Students will perform an act of kindness by supporting disadvantaged people in the community. 	<ul style="list-style-type: none"> Students will experience feeling empathy towards members of the community. Students will identify different issues and how they might affect others. Students will be encouraged to feel gratitude for the things they have. Students will practise working with others to achieve a joint goal. Students will reflect on their character strengths and those of others in the team. Students will perform an act of kindness by supporting disadvantaged people in the community. 	<ul style="list-style-type: none"> Students will explore the connection between the mind and body and how healthy habits impact our overall happiness. Students will investigate the impact of sleep on their mood. Students will review their own sleep patterns and develop ways to improve sleep. Students will use their knowledge of the importance of sleep to promote and raise awareness in the wider community.
Activities	Lesson 3: Activity 1: Students work on their areas of responsibility for the fundraising event. Activity 2: Letter to young person	Lesson 4: Activity 1: Reflecting on my role Activity 2: Gratitude to my team Activity 3: Our act of kindness Activity 4: Write a news piece for the school newsletter/website	Lesson 1: Activity 1: Why do we sleep? Activity 2: Introduce social media awareness campaign Activity 3: How much sleep do we need? Activity 4: Healthy Sleep Habits social media campaign Activity 5: Introduce sleep diary
AUS. Curriculum	GENERAL CAPABILITIES	GENERAL CAPABILITIES	GENERAL CAPABILITIES
	<u>Personal and social capability</u> Self-awareness <ul style="list-style-type: none"> Recognise emotions – students reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts. Recognise personal qualities and achievements – students assess their strengths and challenges and devise personally appropriate strategies to achieve future success. Self-management <ul style="list-style-type: none"> Express emotions appropriately – students 	<u>Personal and social capability</u> Self-awareness <ul style="list-style-type: none"> Recognise emotions – students reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts. Recognise personal qualities and achievements – students assess their strengths and challenges and devise personally appropriate strategies to achieve future success. Self-management <ul style="list-style-type: none"> Express emotions appropriately consider control 	<u>Personal and social capability</u> Self-awareness <ul style="list-style-type: none"> Develop reflective practice - 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. Social management <ul style="list-style-type: none"> Communicate effectively - formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks. Work collaboratively – students critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and

	<p>consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices.</p> <p>Social awareness:</p> <ul style="list-style-type: none"> ○ Appreciate diverse perspectives - students articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views. <p>Social management</p> <ul style="list-style-type: none"> ○ Communicate effectively - formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks. ○ 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 ○ Develop leadership skills - propose, implement and monitor strategies to address needs prioritised at local, national, regional and global levels, and communicate these widely. <p>Intercultural understanding <i>Interacting and empathising with others</i> Empathise with others - recognise the effect that empathising with others has on the student's own feelings, motivations and actions.</p>	<p>and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices</p> <p>Social awareness:</p> <ul style="list-style-type: none"> ○ Appreciate diverse perspectives - students articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views. <p>Social management</p> <ul style="list-style-type: none"> ○ Communicate effectively - formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks. ○ 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. ○ Develop leadership skills - propose, implement and monitor strategies to address needs prioritised at local, national, regional and global levels, and communicate these widely. <p>Intercultural understanding <i>Interacting and empathising with others</i> ○ Empathise with others - recognise the effect that empathising with others has on the student's own feelings, motivations and actions.</p>	<p>contributions of team members to complete complex tasks.</p> <ul style="list-style-type: none"> ○ Develop leadership skills - propose, implement and monitor strategies to address needs prioritised at local, national, regional and global levels, and communicate these widely.
	<p>LEARNING AREA</p>		<p>LEARNING AREA</p>
	<p>Health and physical education Communicating and interacting for health and wellbeing</p> <ul style="list-style-type: none"> ○ Investigate how empathy and ethical decision making contribute to respectful relationships. ○ Evaluate situations and propose appropriate emotional responses and then reflect on outcomes of different responses. <p>Contributing to healthy and active communities</p> <ul style="list-style-type: none"> ○ Plan, implement and critique strategies to enhance the health, safety and wellbeing of the student's 	<p>LEARNING AREA</p> <p>Health and physical education Communicating and interacting for health and wellbeing</p> <ul style="list-style-type: none"> ○ Investigate how empathy and ethical decision making contribute to respectful relationships. ○ Evaluate situations and propose appropriate emotional responses and then reflect on outcomes of different responses. <p>Contributing to healthy and active communities</p> <ul style="list-style-type: none"> ○ Plan, implement and critique strategies to enhance the health, safety and wellbeing of the student's communities. 	<p>Health and physical education Contributing to healthy and active communities</p> <ul style="list-style-type: none"> ○ Plan, implement and critique strategies to enhance the health, safety and wellbeing of the student's communities.

Lesson # Title Theme	Inquiry Unit 2 “Mind Body Connection” Mindfulness
Learning Intention	<ul style="list-style-type: none"> • Students will explore the connection between the mind and body and how healthy habits impact our overall happiness. • Students will investigate the impact of sleep on their mood. • Students will review their own sleep patterns and develop ways to improve sleep. • Students will use their knowledge of the importance of sleep to promote and raise awareness in the wider community.
Activities	Lesson 2: Activity 1: Review sleep diary Activity 2: Promoting Sleep
AUS. Curriculum	<p>GENERAL CAPABILITIES</p> <p><u>Personal and social capability</u></p> <p><i>Self-awareness</i></p> <ul style="list-style-type: none"> ○ Develop reflective practice - 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. <p><i>Social management</i></p> <ul style="list-style-type: none"> ○ Communicate effectively - formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks. ○ 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.

	<ul style="list-style-type: none">○ Develop leadership skills - propose, implement and monitor strategies to address needs prioritised at local, national, regional and global levels, and communicate these widely.
	LEARNING AREA
	<u>Health and physical education</u> <i>Contributing to healthy and active communities</i> <ul style="list-style-type: none">○ Plan, implement and critique strategies to enhance the health, safety and wellbeing of the student's communities.