



# Year 10 Australian Curriculum Mapping

| Lesson #<br>Title<br>Theme | 1.1 and 1.2<br>“Vocabulary around emotion” and “Varying intensities of emotion”<br>Emotional Literacy  | 2.1 and 2.2<br>“Gratitude tree”<br>Gratitude   | 3.1 and 3.2<br>“Random acts of kindness” and “Intentional acts of kindness”<br>Empathy   |
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| 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:<br>Activity 1: Robert Putschik Wheel of Emotions puzzle<br>Lesson 1.2:<br>Activity 1: Exploring the wheel  | Lesson 2.1:<br>Activity 1: Gratitude tree<br>Lesson 2.2:<br>Activity 1: Gratitude tree continued   | Lesson 3.1:<br>Activity 1: Random acts of kindness<br>Activity 2: Random acts of kindness at school<br>Lesson 3.2:<br>Activity 1: Your Acts of kindness<br>Activity 2: Kindness reflection   |
| AUS.<br>Curriculum         | <p><b>GENERAL CAPABILITIES</b><br/><u>Personal and social capability</u></p> <p><u>Self awareness</u><br/><u>Personal awareness</u></p> <ul style="list-style-type: none"> <li>devise personally appropriate strategies to achieve growth</li> </ul> <p><u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>reflect on their emotional responses to different situations</li> </ul> <p><u>Reflective practice</u></p> <ul style="list-style-type: none"> <li>evaluate goals set for their own personal, social and cognitive development, reflecting on feedback</li> </ul> <p><u>Self management</u><br/><u>Emotional regulation</u></p> <p>regulate emotions in a range of contexts, evaluating and refining their own self-management strategies</p> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b><br/><u>Interacting with others</u></p> | <p><b>GENERAL CAPABILITIES</b><br/><u>Personal and social capability</u></p> <p><u>Self awareness</u><br/><u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>reflect on their emotional responses to different situations</li> </ul> <p><u>Reflective practice</u></p> <ul style="list-style-type: none"> <li>evaluate goals set for their own personal, social and cognitive development, reflecting on feedback</li> </ul> <p><u>Self management</u><br/><u>Emotional regulation</u></p> <ul style="list-style-type: none"> <li>regulate emotions in a range of contexts, evaluating and refining their own self-management strategies</li> </ul> <p><u>Social awareness</u><br/><u>Empathy</u></p> <ul style="list-style-type: none"> <li>evaluate the effect of people’s actions towards others’ needs, emotions, cultures and</li> </ul> | <p><b>GENERAL CAPABILITIES</b><br/><u>Personal and social capability</u></p> <p><u>Self awareness</u><br/><u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>reflect on their emotional responses to different situations</li> </ul> <p><u>Reflective practice</u></p> <ul style="list-style-type: none"> <li>evaluate goals set for their own personal, social and cognitive development, reflecting on feedback</li> </ul> <p><u>Self management</u><br/><u>Emotional regulation</u></p> <ul style="list-style-type: none"> <li>regulate emotions in a range of contexts, evaluating and refining their own self-management strategies</li> </ul> <p><u>Social awareness</u><br/><u>Empathy</u></p> <ul style="list-style-type: none"> <li>evaluate the effect of people’s actions towards others’ needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness</li> </ul> |

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|  | <p><a href="#">AC9HP10P04</a></p> <ul style="list-style-type: none"> <li>evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships</li> </ul> <p><a href="#">AC9HP10P06</a></p> <ul style="list-style-type: none"> <li>evaluate emotional responses in different situations to refine strategies for managing emotions</li> </ul> | <p>backgrounds, acknowledging the influence empathy has on developing social awareness</p> <p><b>CROSS CURRICULA PRIORITY: ABORIGINAL &amp; TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b></p> <p><b>Country/Place</b></p> <p><a href="#">A TSICP1</a></p> <p>First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.</p> <p><a href="#">A TSICP2</a></p> <p>The occupation and colonisation of Australia were experienced by First Nations Australians as an invasion that denied their occupation of, and connection to, Country/Place.</p> <p><a href="#">A TSICP3</a></p> <p>The First Peoples of Australia are the traditional owners of Country/Place, protected in Australian Law by the <i>Native Title Act 1993</i>.</p> <p><b>Culture</b></p> <p><a href="#">A TSIC1</a></p> <p>First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs.</p> <p><a href="#">A TSIC2</a></p> <p>First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.</p> <p><a href="#">A TSIC3</a></p> <p>First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.</p> <p><b>People</b></p> | <p><u>Relational awareness</u></p> <ul style="list-style-type: none"> <li>evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships</li> </ul> <p><u>Social management</u></p> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>devise strategies that apply effective verbal and non verbal communication in response to feedback</li> </ul> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b></p> <p><u>Interacting with others</u></p> <p><a href="#">AC9HP10P04</a></p> <ul style="list-style-type: none"> <li>evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships</li> </ul> <p><a href="#">AC9HP10P06</a></p> <p>evaluate emotional responses in different situations to refine strategies for managing emotions</p> |
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## Year 10 Australian Curriculum Mapping

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|  |  | <p><a href="#">A_TSIP3</a></p> <p>The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.</p> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b></p> <p><u>Making healthy and safe choices</u></p> <p><a href="#">AC9HP10P10</a></p> <ul style="list-style-type: none"> <li>plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing</li> </ul> |  |
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## Year 10 Australian Curriculum Mapping

| Lesson #<br>Title<br>Theme | 4.1 and 4.2<br>“Look up” and “Impact of technology”<br>Mindfulness   | 5.1 and 5.2<br>“Resilience” and “Resilience reflection”<br>Emotional Literacy   | 6.1 and 6.2<br>“Character strengths” and “Using strengths”<br>Emotional Literacy  |
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| <b>Learning Intention</b>  | <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>   |
| <b>Activities</b>          | Lesson 4.1:<br>Activity 1: Can I get a selfie?<br>Lesson 4.2:<br>Activity 1: Class debate  | Lesson 5.1:<br>Activity 1: How resilient are you? Self evaluation.<br>Lesson 5.2:<br>Activity 1: The Return<br>Activity 2: Resilience reflection  | Lesson 6.1:<br>Activity 1: VIA Character Survey<br>Lesson 6.2:<br>Activity 1: Turia – an example of resilience<br>Activity 2: Using strengths   |
| <b>AUS. Curriculum</b>     | <p><b>GENERAL CAPABILITIES</b><br/><u>Personal and social capability</u><br/><u>Self awareness</u><br/><u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>reflect on their emotional responses to different situations</li> </ul> <p><u>Reflective practice</u></p> <ul style="list-style-type: none"> <li>evaluate goals set for their own personal, social and cognitive development, reflecting on feedback</li> </ul> <p><u>Self management</u><br/><u>Emotional regulation</u></p> <ul style="list-style-type: none"> <li>regulate emotions in a range of contexts, evaluating and refining their own self-management strategies</li> </ul> <p><b>CROSS CURRICULA PRIORITY: ABORIGINAL &amp; TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b><br/><u>Country/Place</u><br/><a href="#">A_TSICP1</a></p> | <p><b>GENERAL CAPABILITIES</b><br/><u>Personal and social capability</u><br/><u>Self awareness</u><br/><u>Personal awareness</u></p> <ul style="list-style-type: none"> <li>devise personally appropriate strategies to achieve growth</li> </ul> <p><u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>reflect on their emotional responses to different situations</li> </ul> <p><u>Reflective practice</u></p> <ul style="list-style-type: none"> <li>evaluate goals set for their own personal, social and cognitive development, reflecting on feedback</li> </ul> <p><u>Self management</u><br/><u>Emotional regulation</u></p> <ul style="list-style-type: none"> <li>regulate emotions in a range of contexts, evaluating and refining their own self-management strategies</li> </ul> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b><br/><u>Interacting with others</u><br/><a href="#">AC9HP10P04</a></p> | <p><b>GENERAL CAPABILITIES</b><br/><u>Personal and social capability</u><br/><u>Self awareness</u><br/><u>Personal awareness</u></p> <ul style="list-style-type: none"> <li>devise personally appropriate strategies to achieve growth</li> </ul> <p><u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>reflect on their emotional responses to different situations</li> </ul> <p><u>Reflective practice</u></p> <ul style="list-style-type: none"> <li>evaluate goals set for their own personal, social and cognitive development, reflecting on feedback</li> </ul> <p><u>Self management</u><br/><u>Emotional regulation</u></p> <ul style="list-style-type: none"> <li>regulate emotions in a range of contexts, evaluating and refining their own self-management strategies</li> </ul> <p><b>CROSS CURRICULA PRIORITY: ABORIGINAL &amp; TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b><br/><u>Culture</u></p> |

## Year 10 Australian Curriculum Mapping

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| <p>First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.<br/> <a href="#">A TSICP2</a></p> <p>The occupation and colonisation of Australia were experienced by First Nations Australians as an invasion that denied their occupation of, and connection to, Country/Place.<br/> <a href="#">A TSICP3</a></p> <p>The First Peoples of Australia are the traditional owners of Country/Place, protected in Australian Law by the <i>Native Title Act 1993</i>.</p> <p><b>Culture</b><br/> <a href="#">A TSIC1</a></p> <p>First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs.<br/> <a href="#">A TSIC2</a></p> <p>First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.<br/> <a href="#">A TSIC3</a></p> <p>First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.</p> <p><b>People</b><br/> <a href="#">A TSIP3</a></p> <p>The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.</p> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b><br/> <u>Interacting with others</u><br/> <a href="#">AC9HP10P06</a></p> | <ul style="list-style-type: none"> <li>evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships<br/> <a href="#">AC9HP10P06</a></li> <li>evaluate emotional responses in different situations to refine strategies for managing emotions</li> </ul> | <p><a href="#">A TSIC1</a></p> <p>First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs.<br/> <a href="#">A TSIC2</a></p> <p>First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.<br/> <a href="#">A TSIC3</a></p> <p>First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.</p> <p><b>People</b><br/> <a href="#">A TSIP3</a></p> <p>The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.</p> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b><br/> <u>Interacting with others</u><br/> <a href="#">AC9HP10P04</a></p> <ul style="list-style-type: none"> <li>evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships<br/> <a href="#">AC9HP10P06</a></li> <li>evaluate emotional responses in different situations to refine strategies for managing emotions</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>• evaluate emotional responses in different situations to refine strategies for managing emotions<br/><u>Making healthy and safe choices</u><br/><a href="#">AC9HP10P08</a></li> <li>• plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk<br/><a href="#">AC9HP10P09</a></li> <li>• critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on individual attitudes and actions<br/><a href="#">AC9HP10P10</a></li> <li>• plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing</li> </ul> |  |  |
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# Year 10 Australian Curriculum Mapping

| Lesson #<br>Title<br>Theme | 7.1 and 7.2<br>"A walk in my shoes" and "Language choices"<br>Gratitude  | 8.1 and 8.2<br>"My life elsewhere" and "Gratitude game"<br>Gratitude   | 9.1 and 9.2<br>"Mindfulness and flow"<br>Mindfulness   |
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| <b>Learning Intention</b>  | <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>  |
| <b>Activities</b>          | Lesson 7.1:<br>Activity 1: If money was no object<br>Activity 2: My shoes<br>Lesson 7.2:<br>Activity 1: Turning complaints into gratitude<br>Activity 2: Turning complaints into gratitude Student Journal debrief   | Lesson 8.1:<br>Activity 1: My life elsewhere<br>Activity 2: Share<br>Activity 3: Comparing to others reflection<br>Lesson 8.2:<br>Activity 1: Gratitude game<br>Activity 4: My moments of awesome  | Lesson 9.1:<br>Activity 1: Quick review<br>Activity 2: Calm the chaos<br>Activity 3: Treasure hunt<br>Lesson 9.2:<br>Activity 4: Colouring<br>Activity 5: Flow   |
| <b>AUS. Curriculum</b>     | <p><b>GENERAL CAPABILITIES</b><br/> <u>Personal and social capability</u><br/> <u>Self awareness</u><br/> <u>Personal awareness</u></p> <ul style="list-style-type: none"> <li>devise personally appropriate strategies to achieve growth</li> </ul> <p><u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>reflect on their emotional responses to different situations</li> </ul> <p><u>Reflective practice</u></p> <ul style="list-style-type: none"> <li>evaluate goals set for their own personal, social and cognitive development, reflecting on feedback</li> </ul> <p><u>Self management</u><br/> <u>Emotional regulation</u><br/>           regulate emotions in a range of contexts, evaluating and refining their own self-management strategies</p> | <p><b>GENERAL CAPABILITIES</b><br/> <u>Personal and social capability</u><br/> <u>Self awareness</u><br/> <u>Personal awareness</u></p> <ul style="list-style-type: none"> <li>devise personally appropriate strategies to achieve growth</li> </ul> <p><u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>reflect on their emotional responses to different situations</li> </ul> <p><u>Reflective practice</u></p> <ul style="list-style-type: none"> <li>evaluate goals set for their own personal, social and cognitive development, reflecting on feedback</li> </ul> <p><u>Self management</u><br/> <u>Emotional regulation</u><br/>           regulate emotions in a range of contexts, evaluating and refining their own self-management strategies</p> | <p><b>GENERAL CAPABILITIES</b><br/> <u>Personal and social capability</u><br/> <u>Self awareness</u><br/> <u>Personal awareness</u></p> <ul style="list-style-type: none"> <li>devise personally appropriate strategies to achieve growth</li> </ul> <p><u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>reflect on their emotional responses to different situations</li> </ul> <p><u>Reflective practice</u></p> <ul style="list-style-type: none"> <li>evaluate goals set for their own personal, social and cognitive development, reflecting on feedback</li> </ul> <p><b>CROSS CURRICULA PRIORITY: ABORIGINAL &amp; TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b><br/> <u>Culture</u></p> |



## Year 10 Australian Curriculum Mapping

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|  | <p><b><u>Social awareness</u></b><br/><b><u>Relational awareness</u></b></p> <ul style="list-style-type: none"> <li>evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships</li> </ul> <p><b>CROSS CURRICULA PRIORITY: ABORIGINAL &amp; TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b></p> <p><b><u>Country/Place</u></b></p> <p><a href="#">A TSICP1</a><br/>First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.</p> <p><a href="#">A TSICP2</a><br/>The occupation and colonisation of Australia were experienced by First Nations Australians as an invasion that denied their occupation of, and connection to, Country/Place.</p> <p><a href="#">A TSICP3</a><br/>The First Peoples of Australia are the traditional owners of Country/Place, protected in Australian Law by the <i>Native Title Act 1993</i>.</p> <p><b><u>Culture</u></b></p> <p><a href="#">A TSIC1</a><br/>First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs.</p> <p><a href="#">A TSIC2</a><br/>First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.</p> <p><a href="#">A TSIC3</a><br/>First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture</p> | <p><b><u>Social awareness</u></b><br/><b><u>Relational awareness</u></b></p> <ul style="list-style-type: none"> <li>evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships</li> </ul> <p><b>CROSS CURRICULA PRIORITY: ABORIGINAL &amp; TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b></p> <p><b><u>Country/Place</u></b></p> <p><a href="#">A TSICP1</a><br/>First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.</p> <p><a href="#">A TSICP2</a><br/>The occupation and colonisation of Australia were experienced by First Nations Australians as an invasion that denied their occupation of, and connection to, Country/Place.</p> <p><a href="#">A TSICP3</a><br/>The First Peoples of Australia are the traditional owners of Country/Place, protected in Australian Law by the <i>Native Title Act 1993</i>.</p> <p><b><u>Culture</u></b></p> <p><a href="#">A TSIC1</a><br/>First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs.</p> <p><a href="#">A TSIC2</a><br/>First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.</p> <p><a href="#">A TSIC3</a><br/>First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of</p> | <p><a href="#">A TSIC1</a><br/>First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs.</p> <p><a href="#">A TSIC2</a><br/>First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.</p> <p><a href="#">A TSIC3</a><br/>First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.</p> <p><b><u>People</u></b></p> <p><a href="#">A TSIP3</a><br/>The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.</p> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b></p> <p><b><u>Making healthy and safe choices</u></b></p> <p><a href="#">AC9HP10P08</a></p> <ul style="list-style-type: none"> <li>plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk</li> </ul> <p><a href="#">AC9HP10P10</a></p> <ul style="list-style-type: none"> <li>plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing</li> </ul> |
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## Year 10 Australian Curriculum Mapping

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|  | <p>despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.</p> <p><b>People</b><br/> <a href="#">A_TSIP3</a><br/>         The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.</p> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b><br/> <u>Making healthy and safe choices</u><br/> <a href="#">AC9HP10P10</a></p> <ul style="list-style-type: none"> <li>plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing</li> </ul> | <p>colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.</p> <p><b>People</b><br/> <a href="#">A_TSIP3</a><br/>         The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.</p> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b><br/> <u>Making healthy and safe choices</u><br/> <a href="#">AC9HP10P10</a><br/>         plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing</p> |  |
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## Year 10 Australian Curriculum Mapping

| Lesson #<br>Title<br>Theme | 10.1 and 10.2<br>“Expressing emotion” and “Feeling emotions”<br>Emotional Literacy  | 11.1 and 11.2<br>“Expressing gratitude” and “Describing gratitude”<br>Gratitude  | 12.1 and 12.2<br>“Gratitude at its core” and “The way I see it”<br>Gratitude   |
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| 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:<br>Activity 1: Emotions<br>Activity 2: Feeling feelings<br>Lesson 10.2:<br>Activity 1: Anger thermometer<br>Activity 2: Emotional literacy quiz<br>Activity 3: Feelings today Student Journal entry  | Lesson 11.1:<br>Activity 1: Gratitude letter<br>Lesson 11.2:<br>Activity 1: People, experiences, opportunities and objects   | Lesson 12.1:<br>Activity 1: Reticular activation system<br>Activity 2: Gratitude stone<br>Activity 3: What could make today better?<br>Lesson 12.2:<br>Activity 1: Overcoming adversity  |
| AUS. Curriculum            | <p><b>GENERAL CAPABILITIES</b><br/> <b><u>Personal and social capability</u></b><br/> <u>Self awareness</u><br/> <u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>reflect on their emotional responses to different situations</li> </ul> <p><u>Self management</u><br/> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> <li>regulate emotions in a range of contexts, evaluating and refining their own self-management strategies</li> </ul> <p><b>CROSS CURRICULA PRIORITY: ABORIGINAL &amp; TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b><br/> <u>Country/Place</u><br/> <u>A TSICP1</u><br/>           First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and</p> | <p><b>GENERAL CAPABILITIES</b><br/> <b><u>Personal and social capability</u></b><br/> <u>Self awareness</u><br/> <u>Personal awareness</u></p> <ul style="list-style-type: none"> <li>devise personally appropriate strategies to achieve growth</li> </ul> <p><u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>reflect on their emotional responses to different situations</li> </ul> <p><u>Reflective practice</u></p> <ul style="list-style-type: none"> <li>evaluate goals set for their own personal, social and cognitive development, reflecting on feedback</li> </ul> <p><u>Self management</u><br/> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> <li>regulate emotions in a range of contexts, evaluating and refining their own self-management strategies</li> </ul> | <p><b>GENERAL CAPABILITIES</b><br/> <b><u>Personal and social capability</u></b><br/> <u>Self awareness</u><br/> <u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>reflect on their emotional responses to different situations</li> </ul> <p><u>Reflective practice</u></p> <ul style="list-style-type: none"> <li>evaluate goals set for their own personal, social and cognitive development, reflecting on feedback</li> </ul> <p><u>Self management</u><br/> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> <li>regulate emotions in a range of contexts, evaluating and refining their own self-management strategies</li> </ul> |

## Year 10 Australian Curriculum Mapping

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| <p>have holistic values and belief systems that are connected to the land, sea, sky and waterways.<br/> <a href="#">A TSICP2</a><br/>         The occupation and colonisation of Australia were experienced by First Nations Australians as an invasion that denied their occupation of, and connection to, Country/Place.<br/> <a href="#">A TSICP3</a><br/>         The First Peoples of Australia are the traditional owners of Country/Place, protected in Australian Law by the <i>Native Title Act 1993</i>.<br/> <b>Culture</b><br/> <a href="#">A TSIC1</a><br/>         First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs.<br/> <a href="#">A TSIC2</a><br/>         First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.<br/> <a href="#">A TSIC3</a><br/>         First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.<br/> <b>People</b><br/> <a href="#">A TSIP3</a><br/>         The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.</p> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b><br/> <u>Making healthy and safe choices</u><br/> <a href="#">AC9HP10P08</a><br/> <ul style="list-style-type: none"> <li>plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk</li> </ul> </p> | <p><b>Social awareness</b><br/> <u>Relational awareness</u><br/> <ul style="list-style-type: none"> <li>evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships</li> </ul> </p> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b><br/> <u>Making healthy and safe choices</u><br/> <a href="#">AC9HP10P10</a><br/> <ul style="list-style-type: none"> <li>plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing</li> </ul> </p> | <p><b>Social awareness</b><br/> <u>Relational awareness</u><br/> <ul style="list-style-type: none"> <li>evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships</li> </ul> </p> <p><b>CROSS CURRICULA PRIORITY: ABORIGINAL &amp; TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b><br/> <b>Country/Place</b><br/> <a href="#">A TSICP1</a><br/>         First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.<br/> <a href="#">A TSICP2</a><br/>         The occupation and colonisation of Australia were experienced by First Nations Australians as an invasion that denied their occupation of, and connection to, Country/Place.<br/> <a href="#">A TSICP3</a><br/>         The First Peoples of Australia are the traditional owners of Country/Place, protected in Australian Law by the <i>Native Title Act 1993</i>.<br/> <b>Culture</b><br/> <a href="#">A TSIC1</a><br/>         First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs.<br/> <a href="#">A TSIC2</a><br/>         First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.<br/> <a href="#">A TSIC3</a><br/>         First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of</p> |
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## Year 10 Australian Curriculum Mapping

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|  | <p><a href="#">AC9HP10P10</a></p> <ul style="list-style-type: none"> <li>plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing</li> </ul> |  | <p>colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.</p> <p><b>People</b></p> <p><a href="#">A_TSIP3</a></p> <p>The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.</p> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b></p> <p><u>Making healthy and safe choices</u></p> <p><a href="#">AC9HP10P10</a></p> <p>plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing</p> |
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## Year 10 Australian Curriculum Mapping

| Lesson #<br>Title<br>Theme | Lesson 13.1 and 13.2<br>“Active constructing responding” and “Scenarios”<br>Empathy   | Lesson 14.1 and 14.2<br>“Empathy and compassion” and “Learning about others”<br>Empathy   | 15.1 and 15.2<br>“Catastrophising” and “Signs of catastrophising”<br>Mindfulness   |
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| <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:<br>Activity 1: The big bang theory<br>Activity 2: The active construction model<br>Lesson 13.2:<br>Activity 1: Scenarios   | Lesson 14.1:<br>Activity 1: Compassion<br>Activity 2: Another person’s shoes<br>Lesson 14.2:<br>Activity 1: Walk the line<br>Activity 2: Walk the line debrief  | Lesson 15.1:<br>Activity 1: Disasters<br>Activity 2: Notice the signs<br>Lesson 15.2:<br>Activity 1: Beating catastrophes<br>Activity 2: Hands metaphor  |
| <b>AUS. Curriculum</b>     | <p><b>GENERAL CAPABILITIES</b><br/> <b><u>Personal and social capability</u></b><br/> <b><u>Self awareness</u></b><br/> <u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>reflect on their emotional responses to different situations</li> </ul> <p><b><u>Reflective practice</u></b></p> <ul style="list-style-type: none"> <li>evaluate goals set for their own personal, social and cognitive development, reflecting on feedback</li> </ul> <p><b><u>Self management</u></b><br/> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> <li>regulate emotions in a range of contexts, evaluating and refining their own self-management strategies</li> </ul> | <p><b>GENERAL CAPABILITIES</b><br/> <b><u>Personal and social capability</u></b><br/> <b><u>Self awareness</u></b><br/> <u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>reflect on their emotional responses to different situations</li> </ul> <p><b><u>Reflective practice</u></b></p> <ul style="list-style-type: none"> <li>evaluate goals set for their own personal, social and cognitive development, reflecting on feedback</li> </ul> <p><b><u>Self management</u></b><br/> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> <li>regulate emotions in a range of contexts, evaluating and refining their own self-management strategies</li> </ul> | <p><b>GENERAL CAPABILITIES</b><br/> <b><u>Personal and social capability</u></b><br/> <b><u>Self awareness</u></b><br/> <u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>reflect on their emotional responses to different situations</li> </ul> <p><b><u>Reflective practice</u></b></p> <ul style="list-style-type: none"> <li>evaluate goals set for their own personal, social and cognitive development, reflecting on feedback</li> </ul> <p><b>CROSS CURRICULA PRIORITY: ABORIGINAL &amp; TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b><br/> <b><u>Culture</u></b><br/> <u>A TSIC1</u><br/>           First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs.<br/> <u>A TSIC2</u></p> |

## Year 10 Australian Curriculum Mapping

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|  | <p><b><u>Social awareness</u></b><br/> <b><u>Empathy</u></b></p> <ul style="list-style-type: none"> <li>evaluate the effect of people’s actions towards others’ needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness</li> </ul> <p><b><u>Relational awareness</u></b></p> <ul style="list-style-type: none"> <li>evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships</li> </ul> <p><b><u>Social management</u></b><br/> <b><u>Communication</u></b></p> <ul style="list-style-type: none"> <li>devise strategies that apply effective verbal and non verbal communication in response to feedback</li> </ul> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b><br/> <u>Interacting with others</u><br/> <a href="#">AC9HP10P04</a></p> <ul style="list-style-type: none"> <li>evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships</li> </ul> <p><a href="#">AC9HP10P06</a><br/> evaluate emotional responses in different situations to refine strategies for managing emotions</p> | <p><b><u>Social awareness</u></b><br/> <b><u>Empathy</u></b></p> <ul style="list-style-type: none"> <li>evaluate the effect of people’s actions towards others’ needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness</li> </ul> <p><b><u>Relational awareness</u></b></p> <ul style="list-style-type: none"> <li>evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships</li> </ul> <p><b><u>Social management</u></b><br/> <b><u>Communication</u></b></p> <ul style="list-style-type: none"> <li>devise strategies that apply effective verbal and non verbal communication in response to feedback</li> </ul> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b><br/> <u>Interacting with others</u><br/> <a href="#">AC9HP10P04</a></p> <ul style="list-style-type: none"> <li>evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships</li> </ul> <p><a href="#">AC9HP10P06</a><br/> evaluate emotional responses in different situations to refine strategies for managing emotions</p> | <p>First Nations Australians’ ways of life reflect unique ways of being, knowing, thinking and doing.<br/> <a href="#">A TSIC3</a></p> <p>First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.</p> <p><b>People</b><br/> <a href="#">A TSIP3</a></p> <p>The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.</p> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b><br/> <u>Interacting with others</u><br/> <a href="#">AC9HP10P06</a></p> <ul style="list-style-type: none"> <li>evaluate emotional responses in different situations to refine strategies for managing emotions</li> </ul> <p><u>Making healthy and safe choices</u><br/> <a href="#">AC9HP10P08</a></p> <ul style="list-style-type: none"> <li>plan, rehearse and evaluate strategies for managing situations where their own or others’ health, safety or wellbeing may be at risk</li> </ul> <p><a href="#">AC9HP10P10</a></p> <ul style="list-style-type: none"> <li>plan, justify and critique strategies to enhance their own and others’ health, safety, relationships and wellbeing</li> </ul> |
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## Year 10 Australian Curriculum Mapping

| Lesson #<br>Title<br>Theme | 16.1 and 16.2<br>"The show about nothing!" and "Calm the mind"<br>Mindfulness   | 17.1 and 17.2<br>"Mood-changers – become the expert"<br>Emotional Literacy  | 18.1 and 18.2<br>"Experiencing success" and "Success stories"<br>Emotional Literacy   |
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| 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:<br>Activity 1: A show about nothing<br>Activity 2: Advertising<br>Lesson 16.2:<br>Activity 1: Meditation<br>Activity 2: Meditation debrief   | Lesson 17.1:<br>Activity 1: Mood – changers brainstorm<br>Activity 2: Become the expert<br>Lesson 17.2:<br>Activity 1: Positive refocussing<br>Activity 2: Positive strategy  | Lesson 18.1:<br>Activity 1: The challenge<br>Activity 2: The challenge debrief<br>Lesson 18.2:<br>Activity 1: Oprah's 5 minutes for 50 years  |
| AUS. Curriculum            | <p><b>GENERAL CAPABILITIES</b><br/> <b><u>Personal and social capability</u></b><br/> <u>Self awareness</u><br/> <u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>reflect on their emotional responses to different situations</li> </ul> <p><u>Self management</u><br/> <u>Emotional regulation</u><br/>           regulate emotions in a range of contexts, evaluating and refining their own self-management strategies</p> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b><br/> <u>Making healthy and safe choices</u><br/> <a href="#">AC9HP10P08</a></p> <ul style="list-style-type: none"> <li>plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk</li> </ul> <a href="#">AC9HP10P10</a> | <p><b>GENERAL CAPABILITIES</b><br/> <b><u>Personal and social capability</u></b><br/> <u>Self awareness</u><br/> <u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>reflect on their emotional responses to different situations</li> </ul> <p><u>Reflective practice</u></p> <ul style="list-style-type: none"> <li>evaluate goals set for their own personal, social and cognitive development, reflecting on feedback</li> </ul> <p><u>Social awareness</u><br/> <u>Relational awareness</u></p> <ul style="list-style-type: none"> <li>evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships</li> </ul> <p><u>Social management</u><br/> <u>Communication</u></p> | <p><b>GENERAL CAPABILITIES</b><br/> <b><u>Personal and social capability</u></b><br/> <u>Self awareness</u><br/> <u>Personal awareness</u></p> <ul style="list-style-type: none"> <li>devise personally appropriate strategies to achieve growth</li> </ul> <p><u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>reflect on their emotional responses to different situations</li> </ul> <p><u>Reflective practice</u></p> <ul style="list-style-type: none"> <li>evaluate goals set for their own personal, social and cognitive development, reflecting on feedback</li> </ul> <p><u>Self management</u><br/> <u>Emotional regulation</u><br/>           regulate emotions in a range of contexts, evaluating and refining their own self-management strategies</p> <p><u>Social management</u></p> |



## Year 10 Australian Curriculum Mapping

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|  | <ul style="list-style-type: none"> <li>plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing</li> </ul> | <ul style="list-style-type: none"> <li>devise strategies that apply effective verbal and non verbal communication in response to feedback</li> </ul> <p><b>CROSS CURRICULA PRIORITY: ABORIGINAL &amp; TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b></p> <p><b>Country/Place</b></p> <p><a href="#">A TSICP1</a><br/>First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.</p> <p><a href="#">A TSICP2</a><br/>The occupation and colonisation of Australia were experienced by First Nations Australians as an invasion that denied their occupation of, and connection to, Country/Place.</p> <p><a href="#">A TSICP3</a><br/>The First Peoples of Australia are the traditional owners of Country/Place, protected in Australian Law by the <i>Native Title Act 1993</i>.</p> <p><b>Culture</b></p> <p><a href="#">A TSIC1</a><br/>First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs.</p> <p><a href="#">A TSIC2</a><br/>First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.</p> <p><a href="#">A TSIC3</a><br/>First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.</p> | <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>devise strategies that apply effective verbal and non verbal communication in response to feedback</li> </ul> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b></p> <p><u>Making healthy and safe choices</u></p> <p><a href="#">AC9HP10P08</a></p> <ul style="list-style-type: none"> <li>plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk</li> </ul> <p><a href="#">AC9HP10P09</a></p> <ul style="list-style-type: none"> <li>critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on individual attitudes and actions</li> </ul> <p><a href="#">AC9HP10P10</a></p> <ul style="list-style-type: none"> <li>plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing</li> </ul> |
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|  |  | <p><b>People</b></p> <p><a href="#">A_TSIP3</a></p> <p>The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.</p> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b></p> <p><u>Making healthy and safe choices</u></p> <p><a href="#">AC9HP10P08</a></p> <ul style="list-style-type: none"> <li>plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk</li> </ul> <p><a href="#">AC9HP10P09</a></p> <ul style="list-style-type: none"> <li>critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on individual attitudes and actions</li> </ul> <p><a href="#">AC9HP10P10</a></p> <ul style="list-style-type: none"> <li>plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing</li> </ul> |  |
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## Year 10 Australian Curriculum Mapping

| Lesson #<br>Title<br>Theme | Lesson 19.1 and 19.2<br>“Social interaction” and “The power of words”<br>Empathy   | Lesson 20.1 and 20.2<br>“Are you empathetic?” and “Someone else’s shoes”<br>Empathy  | Lesson 21.1 and 21.2<br>“Mindfulness writing” and “The rose that grew from concrete”<br>Mindfulness   |
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| 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:<br>Activity 1: Constructive criticism<br>Activity 2: How to give feedback<br>Lesson 19.2:<br>Activity 1: Another person’s behaviour<br><br>Activity 2: Assertive response   | Lesson 20.1:<br>Activity 1: One small act<br>Activity 2: Take the quiz<br>Activity 3: How can we be more empathetic?<br>Lesson 20.2:<br>Activity 1: Help a friend out  | Lesson 21.1:<br>Activity 1: A detailed account<br>Activity 2: Debrief<br>Lesson 21.2:<br>Activity 1: Tupac Shakur   |
| AUS. Curriculum            | <p><b>GENERAL CAPABILITIES</b><br/> <b><u>Personal and social capability</u></b><br/> <u>Self awareness</u><br/> <u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>reflect on their emotional responses to different situations</li> </ul> <p><u>Reflective practice</u></p> <ul style="list-style-type: none"> <li>evaluate goals set for their own personal, social and cognitive development, reflecting on feedback</li> </ul> <p><u>Self management</u><br/> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> <li>regulate emotions in a range of contexts, evaluating and refining their own self-management strategies</li> </ul> | <p><b>GENERAL CAPABILITIES</b><br/> <b><u>Personal and social capability</u></b><br/> <u>Self awareness</u><br/> <u>Personal awareness</u></p> <ul style="list-style-type: none"> <li>devise personally appropriate strategies to achieve growth</li> </ul> <p><u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>reflect on their emotional responses to different situations</li> </ul> <p><u>Reflective practice</u></p> <ul style="list-style-type: none"> <li>evaluate goals set for their own personal, social and cognitive development, reflecting on feedback</li> </ul> <p><u>Self management</u><br/> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> <li>regulate emotions in a range of contexts, evaluating and refining their own self-management strategies</li> </ul> | <p><b>GENERAL CAPABILITIES</b><br/> <b><u>Personal and social capability</u></b><br/> <u>Self awareness</u><br/> <u>Reflective practice</u></p> <ul style="list-style-type: none"> <li>evaluate goals set for their own personal, social and cognitive development, reflecting on feedback</li> </ul> <p><u>Self management</u><br/> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> <li>regulate emotions in a range of contexts, evaluating and refining their own self-management strategies</li> </ul> <p><b>CROSS CURRICULA PRIORITY: ABORIGINAL &amp; TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b><br/> <b><u>Culture</u></b></p> |

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|  | <p><b><u>Social awareness</u></b><br/><b><u>Empathy</u></b></p> <ul style="list-style-type: none"> <li>evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness</li> </ul> <p><b><u>Relational awareness</u></b></p> <ul style="list-style-type: none"> <li>evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships</li> </ul> <p><b><u>Social management</u></b><br/><b><u>Communication</u></b></p> <ul style="list-style-type: none"> <li>devise strategies that apply effective verbal and non verbal communication in response to feedback</li> </ul> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b><br/><b><u>Interacting with others</u></b><br/><b><u>AC9HP10P04</u></b></p> <ul style="list-style-type: none"> <li>evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships</li> </ul> <p><b><u>AC9HP10P06</u></b></p> <ul style="list-style-type: none"> <li>evaluate emotional responses in different situations to refine strategies for managing emotions</li> </ul> | <p><b><u>Social awareness</u></b><br/><b><u>Empathy</u></b></p> <ul style="list-style-type: none"> <li>evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness</li> </ul> <p><b><u>Relational awareness</u></b></p> <ul style="list-style-type: none"> <li>evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships</li> </ul> <p><b><u>Social management</u></b><br/><b><u>Communication</u></b></p> <ul style="list-style-type: none"> <li>devise strategies that apply effective verbal and non verbal communication in response to feedback</li> </ul> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b><br/><b><u>Interacting with others</u></b><br/><b><u>AC9HP10P04</u></b></p> <ul style="list-style-type: none"> <li>evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships</li> </ul> <p><b><u>AC9HP10P06</u></b></p> <ul style="list-style-type: none"> <li>evaluate emotional responses in different situations to refine strategies for managing emotions</li> </ul> | <p><b><u>A TSIC1</u></b><br/>First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs.</p> <p><b><u>A TSIC2</u></b><br/>First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.</p> <p><b><u>A TSIC3</u></b><br/>First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.</p> <p><b><u>People</u></b><br/><b><u>A TSIP3</u></b><br/>The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.</p> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b><br/><b><u>Making healthy and safe choices</u></b><br/><b><u>AC9HP10P08</u></b></p> <ul style="list-style-type: none"> <li>plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk</li> </ul> <p><b><u>AC9HP10P10</u></b></p> <ul style="list-style-type: none"> <li>plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing</li> </ul> |
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## Year 10 Australian Curriculum Mapping

| Lesson #<br>Title<br>Theme | 22.1 and 22.2<br>“Mindful walk” and “Mindful colouring”<br>Mindfulness  | 23.1 and 23.2<br>“Abstract feelings” and “Your tool box”<br>Emotional Literacy   | Lesson 24.1 and 24.2<br>“Gratitude challenge” and “Thankful for each other”<br>Gratitude  |
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| <b>Learning Intention</b>  | <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>   |
| <b>Activities</b>          | Lesson 22.1:<br>Activity 1: Mindful walking<br>Activity 2: Listen<br>Activity 3: Journal reflection<br>Lesson 22.2:<br>Activity 1: Colouring<br>Activity 2: The things I noticed  | Lesson 23.1:<br>Activity 1: Abstract shapes<br>Lesson 23.2:<br>Activity 1: Impacts on your day<br>Activity 2: Taking control   | Lesson 24.1:<br>Activity 1: Write it out<br>Lesson 24.2:<br>Activity 1: Human bingo   |
| <b>AUS. Curriculum</b>     | <p><b>GENERAL CAPABILITIES</b><br/> <u>Personal and social capability</u><br/> <u>Self awareness</u><br/> <u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>reflect on their emotional responses to different situations</li> </ul> <p><u>Reflective practice</u></p> <ul style="list-style-type: none"> <li>evaluate goals set for their own personal, social and cognitive development, reflecting on feedback</li> </ul> <p><u>Self management</u><br/> <u>Emotional regulation</u><br/>           regulate emotions in a range of contexts, evaluating and refining their own self-management strategies</p> <p><u>Social management</u><br/> <u>Communication</u></p> <ul style="list-style-type: none"> <li>devise strategies that apply effective verbal and non verbal communication in response to feedback</li> </ul> <p><u>Collaboration</u></p> | <p><b>GENERAL CAPABILITIES</b><br/> <u>Personal and social capability</u><br/> <u>Self awareness</u><br/> <u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>reflect on their emotional responses to different situations</li> </ul> <p><u>Reflective practice</u></p> <ul style="list-style-type: none"> <li>evaluate goals set for their own personal, social and cognitive development, reflecting on feedback</li> </ul> <p><u>Self management</u><br/> <u>Emotional regulation</u><br/>           regulate emotions in a range of contexts, evaluating and refining their own self-management strategies</p> <p><b>CROSS CURRICULA PRIORITY: ABORIGINAL &amp; TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b><br/> <u>Country/Place</u><br/> <u>A TSICP1</u></p> | <p><b>GENERAL CAPABILITIES</b><br/> <u>Personal and social capability</u><br/> <u>Self awareness</u><br/> <u>Reflective practice</u></p> <ul style="list-style-type: none"> <li>evaluate goals set for their own personal, social and cognitive development, reflecting on feedback</li> </ul> <p><u>Social awareness</u><br/> <u>Empathy</u></p> <ul style="list-style-type: none"> <li>evaluate the effect of people’s actions towards others’ needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness</li> </ul> <p><u>Relational awareness</u></p> <ul style="list-style-type: none"> <li>evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships</li> </ul> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b><br/> <u>Interacting with others</u></p> |

## Year 10 Australian Curriculum Mapping

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|  | <ul style="list-style-type: none"> <li>devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members</li> </ul> <p><u>Leadership</u></p> <ul style="list-style-type: none"> <li>propose, implement and evaluate strategies to address needs at local, regional, national or global levels</li> </ul> <p><b>CROSS CURRICULA PRIORITY: ABORIGINAL &amp; TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b></p> <p><b>Culture</b></p> <p><a href="#">A TSIC1</a><br/>First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs.</p> <p><a href="#">A TSIC2</a><br/>First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.</p> <p><a href="#">A TSIC3</a><br/>First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.</p> <p><b>People</b></p> <p><a href="#">A TSIP3</a><br/>The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.</p> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b></p> <p><u>Interacting with others</u></p> <p><a href="#">AC9HP10P06</a></p> | <p>First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.</p> <p><a href="#">A TSICP2</a><br/>The occupation and colonisation of Australia were experienced by First Nations Australians as an invasion that denied their occupation of, and connection to, Country/Place.</p> <p><a href="#">A TSICP3</a><br/>The First Peoples of Australia are the traditional owners of Country/Place, protected in Australian Law by the <i>Native Title Act 1993</i>.</p> <p><b>Culture</b></p> <p><a href="#">A TSIC1</a><br/>First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs.</p> <p><a href="#">A TSIC2</a><br/>First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.</p> <p><a href="#">A TSIC3</a><br/>First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.</p> <p><b>People</b></p> <p><a href="#">A TSIP3</a><br/>The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.</p> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b></p> <p><u>Making healthy and safe choices</u></p> <p><a href="#">AC9HP10P08</a></p> | <p><a href="#">AC9HP10P06</a></p> <ul style="list-style-type: none"> <li>evaluate emotional responses in different situations to refine strategies for managing emotions</li> </ul> <p><u>Making healthy and safe choices</u></p> <p><a href="#">AC9HP10P09</a></p> <ul style="list-style-type: none"> <li>critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on individual attitudes and actions</li> </ul> <p><a href="#">AC9HP10P10</a></p> <ul style="list-style-type: none"> <li>plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing</li> </ul> |
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## Year 10 Australian Curriculum Mapping

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|  | <ul style="list-style-type: none"> <li>• evaluate emotional responses in different situations to refine strategies for managing emotions</li> </ul> <p><u>Making healthy and safe choices</u><br/><a href="#">AC9HP10P08</a></p> <ul style="list-style-type: none"> <li>• plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk</li> </ul> <p><a href="#">AC9HP10P09</a></p> <ul style="list-style-type: none"> <li>• critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on individual attitudes and actions</li> </ul> <p><a href="#">AC9HP10P10</a></p> <ul style="list-style-type: none"> <li>• plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing</li> </ul> | <ul style="list-style-type: none"> <li>• plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk</li> </ul> <p><a href="#">AC9HP10P09</a></p> <ul style="list-style-type: none"> <li>• critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on individual attitudes and actions</li> </ul> <p><a href="#">AC9HP10P10</a></p> <ul style="list-style-type: none"> <li>• plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing</li> </ul> |  |
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## Year 10 Australian Curriculum Mapping

| Lesson #<br>Title<br>Theme | Lesson 25.1 and 25.2<br>"Famous failures" and "You don't know Jack"<br>Emotional Literacy   | Inquiry unit 1<br>"The Freedom Writers"<br>Empathy  | Inquiry unit 1<br>"The Freedom Writers"<br>Empathy   |
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| <b>Learning Intention</b>  | <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> |
| <b>Activities</b>          | Lesson 25.1:<br>Activity 1:<br>Success or failure?<br>Lesson 25.2:<br>Activity 1: You don't know Jack<br>Activity 2: Lessons learnt   | Lesson 1&2:<br>Activity 1: Watch Freedom Writers  | Lesson 3&4<br>Activity 1: Character emotions<br>Activity 2: The characters choices<br>Activity 3: Tough choices dilemmas<br>Activity 4: Journal Reflection   |
| <b>AUS. Curriculum</b>     | <p><b>GENERAL CAPABILITIES</b><br/> <b>Personal and social capability</b><br/> <u>Self awareness</u><br/> <u>Personal awareness</u></p> <ul style="list-style-type: none"> <li>devise personally appropriate strategies to achieve growth</li> </ul> <p><u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>reflect on their emotional responses to different situations</li> </ul> <p><u>Reflective practice</u></p> <ul style="list-style-type: none"> <li>evaluate goals set for their own personal, social and cognitive development, reflecting on feedback</li> </ul> <p><u>Self management</u></p> <ul style="list-style-type: none"> <li><u>Emotional regulation</u></li> </ul> | <p><b>GENERAL CAPABILITIES</b><br/> <b>Personal and social capability</b><br/> <u>Self awareness</u><br/> <u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>reflect on their emotional responses to different situations</li> </ul> <p><u>Self management</u><br/> <u>Emotional regulation</u></p> regulate emotions in a range of contexts, evaluating and refining their own self-management strategies | <p><b>GENERAL CAPABILITIES</b><br/> <b>Personal and social capability</b><br/> <u>Self awareness</u><br/> <u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>reflect on their emotional responses to different situations</li> </ul> <p><u>Self management</u><br/> <u>Emotional regulation</u></p> regulate emotions in a range of contexts, evaluating and refining their own self-management strategies  |



# Year 10 Australian Curriculum Mapping

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|  | <p>regulate emotions in a range of contexts, evaluating and refining their own self-management strategies</p> <p><b><u>Social management</u></b><br/><u>Communication</u></p> <ul style="list-style-type: none"> <li>devise strategies that apply effective verbal and non verbal communication in response to feedback</li> </ul> <p><u>Collaboration</u></p> <ul style="list-style-type: none"> <li>devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members</li> </ul> <p><u>Leadership</u></p> <ul style="list-style-type: none"> <li>propose, implement and evaluate strategies to address needs at local, regional, national or global levels</li> </ul> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b><br/><u>Interacting with others</u><br/><u>AC9HP10P06</u></p> <ul style="list-style-type: none"> <li>evaluate emotional responses in different situations to refine strategies for managing emotions</li> </ul> <p><u>Making healthy and safe choices</u><br/><u>AC9HP10P08</u></p> <ul style="list-style-type: none"> <li>plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk</li> </ul> <p><u>AC9HP10P09</u></p> <ul style="list-style-type: none"> <li>critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on individual attitudes and actions</li> </ul> <p><u>AC9HP10P10</u></p> <ul style="list-style-type: none"> <li>plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing</li> </ul> | <p><b><u>Social awareness</u></b><br/><u>Empathy</u></p> <ul style="list-style-type: none"> <li>evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness</li> </ul> <p><u>Relational awareness</u></p> <ul style="list-style-type: none"> <li>evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships</li> </ul> <p><b><u>Social management</u></b><br/><u>Communication</u></p> <ul style="list-style-type: none"> <li>devise strategies that apply effective verbal and non verbal communication in response to feedback</li> </ul> <p><u>Decision-making</u></p> <ul style="list-style-type: none"> <li>propose, implement and evaluate strategies to address needs at local, regional, national or global levels</li> </ul> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b><br/><u>Identities and change</u><br/><u>AC9HP10P01</u></p> <ul style="list-style-type: none"> <li>analyse factors that shape identities and evaluate how individuals influence the identities of others</li> </ul> <p><u>Interacting with others</u><br/><u>AC9HP10P04</u></p> <ul style="list-style-type: none"> <li>evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships</li> </ul> <p><u>AC9HP10P06</u></p> <ul style="list-style-type: none"> <li>evaluate emotional responses in different situations to refine strategies for managing emotions</li> </ul> <p><u>Making healthy and safe choices</u><br/><u>AC9HP10P09</u></p> <ul style="list-style-type: none"> <li>critique health information, services and media messaging about relationships, lifestyle choices,</li> </ul> | <p><b><u>Social awareness</u></b><br/><u>Empathy</u></p> <ul style="list-style-type: none"> <li>evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness</li> </ul> <p><u>Relational awareness</u></p> <ul style="list-style-type: none"> <li>evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships</li> </ul> <p><b><u>Social management</u></b><br/><u>Communication</u></p> <ul style="list-style-type: none"> <li>devise strategies that apply effective verbal and non verbal communication in response to feedback</li> </ul> <p><u>Decision-making</u></p> <ul style="list-style-type: none"> <li>propose, implement and evaluate strategies to address needs at local, regional, national or global levels</li> </ul> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b><br/><u>Interacting with others</u><br/><u>AC9HP10P06</u></p> <ul style="list-style-type: none"> <li>evaluate emotional responses in different situations to refine strategies for managing emotions</li> </ul> <p><u>Making healthy and safe choices</u><br/><u>AC9HP10P08</u></p> <ul style="list-style-type: none"> <li>plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk</li> </ul> <p><u>AC9HP10P09</u></p> <ul style="list-style-type: none"> <li>critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on individual attitudes and actions</li> </ul> <p><u>AC9HP10P10</u></p> <ul style="list-style-type: none"> <li>plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing</li> </ul> |
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|  |  | <p>health decisions and behaviours to evaluate their influence on individual attitudes and actions</p> <p><a href="#">AC9HP10P10</a></p> <ul style="list-style-type: none"> <li>plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing</li> </ul> |  |
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# Year 10 Australian Curriculum Mapping

| Lesson #<br>Title<br>Theme | Inquiry unit 2<br>“Are individuals solely responsible for their own healthy choices?”<br>Mindfulness  | Inquiry unit 2<br>“Are individuals solely responsible for their own healthy choices?”<br>Mindfulness  | Inquiry unit 2<br>“Are individuals solely responsible for their own healthy choices?”<br>Mindfulness  |
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| 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:<br>Activity 1: What are healthy habits<br>Activity 2: How Healthy are your habits? – Self assessment<br>Activity 3: Who’s in charge?<br>Activity 4: Journal reflection  | Lesson 2:<br>Activity 1: What motivates us?<br>Activity 2: Self Control<br>Activity 3: How to improve self – control/discipline?  | Lesson 3&4<br>Activity 1: Research and project completion<br>Activity 2: Project presentations<br>Activity 3: Mindful practise  |
| AUS. Curriculum            | <b>GENERAL CAPABILITY</b><br><b>Personal and social capability</b><br><u>Self awareness</u><br><u>Emotional awareness</u> <ul style="list-style-type: none"> <li>reflect on their emotional responses to different situations</li> </ul> <u>Reflective practice</u> <ul style="list-style-type: none"> <li>evaluate goals set for their own personal, social and cognitive development, reflecting on feedback</li> </ul> <u>Self management</u><br><u>Emotional regulation</u> <ul style="list-style-type: none"> <li>regulate emotions in a range of contexts, evaluating and refining their own self-management strategies</li> </ul> <u>Social management</u><br><u>Communication</u> | <b>GENERAL CAPABILITY</b><br><b>Personal and social capability</b><br><u>Self awareness</u><br><u>Emotional awareness</u> <ul style="list-style-type: none"> <li>reflect on their emotional responses to different situations</li> </ul> <u>Reflective practice</u> <ul style="list-style-type: none"> <li>evaluate goals set for their own personal, social and cognitive development, reflecting on feedback</li> </ul> <u>Self management</u><br><u>Emotional regulation</u> <ul style="list-style-type: none"> <li>regulate emotions in a range of contexts, evaluating and refining their own self-management strategies</li> </ul> <u>Social management</u><br><u>Communication</u> | <b>GENERAL CAPABILITY</b><br><b>Personal and social capability</b><br><u>Self awareness</u><br><u>Personal awareness</u> <ul style="list-style-type: none"> <li>devise personally appropriate strategies to achieve growth</li> </ul> <u>Emotional awareness</u> <ul style="list-style-type: none"> <li>reflect on their emotional responses to different situations</li> </ul> <u>Self management</u><br><u>Emotional regulation</u> <ul style="list-style-type: none"> <li>regulate emotions in a range of contexts, evaluating and refining their own self-management strategies</li> </ul> <u>Social management</u><br><u>Communication</u> |

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|  | <ul style="list-style-type: none"> <li>devise strategies that apply effective verbal and non verbal communication in response to feedback</li> </ul> <p><u>Collaboration</u></p> <ul style="list-style-type: none"> <li>devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members</li> </ul> <p><u>Leadership</u></p> <ul style="list-style-type: none"> <li>propose, implement and evaluate strategies to address needs at local, regional, national or global levels</li> </ul> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b></p> <p><u>Interacting with others</u></p> <p><a href="#">AC9HP10P06</a></p> <ul style="list-style-type: none"> <li>evaluate emotional responses in different situations to refine strategies for managing emotions</li> </ul> <p><u>Making healthy and safe choices</u></p> <p><a href="#">AC9HP10P08</a></p> <ul style="list-style-type: none"> <li>plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk</li> </ul> <p><a href="#">AC9HP10P09</a></p> <ul style="list-style-type: none"> <li>critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on individual attitudes and actions</li> </ul> <p><a href="#">AC9HP10P10</a></p> <ul style="list-style-type: none"> <li>plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing</li> </ul> | <ul style="list-style-type: none"> <li>devise strategies that apply effective verbal and non verbal communication in response to feedback</li> </ul> <p><u>Collaboration</u></p> <ul style="list-style-type: none"> <li>devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members</li> </ul> <p><u>Leadership</u></p> <ul style="list-style-type: none"> <li>propose, implement and evaluate strategies to address needs at local, regional, national or global levels</li> </ul> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b></p> <p><u>Interacting with others</u></p> <p><a href="#">AC9HP10P06</a></p> <ul style="list-style-type: none"> <li>evaluate emotional responses in different situations to refine strategies for managing emotions</li> </ul> <p><u>Making healthy and safe choices</u></p> <p><a href="#">AC9HP10P08</a></p> <ul style="list-style-type: none"> <li>plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk</li> </ul> <p><a href="#">AC9HP10P09</a></p> <ul style="list-style-type: none"> <li>critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on individual attitudes and actions</li> </ul> <p><a href="#">AC9HP10P10</a></p> <ul style="list-style-type: none"> <li>plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing</li> </ul> | <ul style="list-style-type: none"> <li>devise strategies that apply effective verbal and non verbal communication in response to feedback</li> </ul> <p><u>Collaboration</u></p> <ul style="list-style-type: none"> <li>devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members</li> </ul> <p><u>Leadership</u></p> <ul style="list-style-type: none"> <li>propose, implement and evaluate strategies to address needs at local, regional, national or global levels</li> </ul> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b></p> <p><u>Interacting with others</u></p> <p><a href="#">AC9HP10P06</a></p> <ul style="list-style-type: none"> <li>evaluate emotional responses in different situations to refine strategies for managing emotions</li> </ul> <p><u>Making healthy and safe choices</u></p> <p><a href="#">AC9HP10P08</a></p> <ul style="list-style-type: none"> <li>plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk</li> </ul> <p><a href="#">AC9HP10P09</a></p> <ul style="list-style-type: none"> <li>critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on individual attitudes and actions</li> </ul> <p><a href="#">AC9HP10P10</a></p> <ul style="list-style-type: none"> <li>plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing</li> </ul> |
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