



## Year 9 Australian Curriculum Mapping

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"> <li>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.</li> <li>Students will experience a situation where they need to be resilient.</li> </ul>	<ul style="list-style-type: none"> <li>Students will begin to understand to concept of gratitude and begin to explore the things that they are grateful for.</li> <li>Students will work through each different area of their lives and list what they are grateful for.</li> </ul>	<ul style="list-style-type: none"> <li>Students will reflect on the importance of seeing a situation from the perspective of the 'other'.</li> <li>Students will rewrite a negative situation in an attempt to give the character the benefit of doubt.</li> </ul>
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	<p><b>GENERAL CAPABILITIES</b>  <u>Personal and social capability</u>  <u>Self awareness</u>  <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>  <u>Country/Place</u>  <a href="#">A TSICP1</a></p>	<p><b>GENERAL CAPABILITIES</b>  <u>Personal and social capability</u>  <u>Self awareness</u>  <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>  <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>  <u>Empathy</u></p>	<p><b>GENERAL CAPABILITIES</b>  <u>Personal and social capability</u>  <u>Self-awareness</u>  <u>Self awareness</u>  <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>  <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>  <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</li> </ul>

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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.  <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.  <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>.  <b>Culture</b>  <a href="#">A TSIC1</a></p> <p>First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs.  <a href="#">A TSIC2</a></p> <p>First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.  <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.  <b>People</b>  <a href="#">A TSIP1</a></p> <p>Australia has 2 distinct First Nations Peoples; each encompasses a diversity of nations across Australia.  <a href="#">A TSIP3</a></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>CROSS CURRICULA PRIORITY: ABORIGINAL &amp; TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b>  <b>Country/Place</b>  <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.  <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.  <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>.  <b>Culture</b>  <a href="#">A TSIC1</a></p> <p>First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs.  <a href="#">A TSIC2</a></p> <p>First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.  <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</p>	<p>influence empathy has on developing social awareness  <b>Social management</b>  <b>Communication</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>Intercultural understanding</b>  <b>Engaging with cultural and linguistic diversity</b>  <b>Develop multiple perspectives</b></p> <ul style="list-style-type: none"> <li>analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives</li> </ul> <p><b>Develop empathy</b></p> <ul style="list-style-type: none"> <li>analyse diverse experiences of intercultural contexts, understanding how these contexts influence their own and others' feelings, motivations and actions</li> </ul> <p><b>CROSS CURRICULA PRIORITY: ABORIGINAL &amp; TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b>  <b>Country/Place</b>  <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.  <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.  <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>
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	<p>The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.</p>	<p>colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.</p> <p><b>People</b>  <a href="#">A TSIP1</a>          Australia has 2 distinct First Nations Peoples; each encompasses a diversity of nations across Australia.</p> <p><a href="#">A TSIP3</a>          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>  <u>Making healthy and safe choices</u>  <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>	<p><b>Culture</b>  <a href="#">A TSIC1</a>          First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs.</p> <p><a href="#">A TSIC2</a>          First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.</p> <p><a href="#">A TSIC3</a>          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>  <a href="#">A TSIP1</a>          Australia has 2 distinct First Nations Peoples; each encompasses a diversity of nations across Australia.</p> <p><a href="#">A TSIP3</a>          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>  <u>Interacting with others</u>  <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>
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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
<b>Learning Intention</b>	<ul style="list-style-type: none"> <li>Students will understand the purpose of mindfulness and begin to practise it.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to demonstrate what the emotion 'angry' may look like.</li> <li>Students will deepen their ability to express and reflect a variety of emotions.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to articulate a variety of feelings and broaden their scope of language when expressing emotions.</li> <li>Students will understand the importance of being able to articulate their emotions and the positive impact it has on their relationship with others.</li> </ul>
<b>Activities</b>	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?
<b>AUS. Curriculum</b>	<p><b>GENERAL CURRICULUM</b>  <u>Personal and social capability</u>  <u>Self awareness</u>  <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>  <u>Country/Place</u>  <a href="#">A TSICP1</a></p>	<p><b>GENERAL CURRICULUM</b>  <u>Personal and social capability</u>  <u>Self awareness</u>  <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>  <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 CURRICULUM</b>  <u>Personal and social capability</u>  <u>Self awareness</u>  <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>  <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>

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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"> <li>Students will be able to identify what they are grateful for.</li> <li>Students will sing praise for someone that has influenced their lives in a positive way.</li> </ul>	<ul style="list-style-type: none"> <li>Students will list a number of things they are grateful for.</li> <li>Students will feel and express gratitude about their classmates.</li> </ul>	<ul style="list-style-type: none"> <li>Students will understand the positive impact of being aware and present.</li> <li>Students will understand the impact of mindfulness through the observation of an animal.</li> </ul>
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	<p><b>GENERAL CAPABILITIES</b>  <b><u>Personal and social capability</u></b>  <b><u>Self awareness</u></b>  <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><u>Self management</u></b>  <u>Emotional regulation</u>            regulate emotions in a range of contexts, evaluating and refining their own self-management strategies</p> <p><b><u>Social awareness</u></b>  <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>GENERAL CAPABILITIES</b>  <b><u>Personal and social capability</u></b>  <b><u>Self awareness</u></b>  <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><u>Self management</u></b>  <u>Emotional regulation</u>            regulate emotions in a range of contexts, evaluating and refining their own self-management strategies</p> <p><b><u>Social awareness</u></b>  <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>  <u>Communication</u></p>	<p><b>GENERAL CAPABILITIES</b>  <b><u>Personal and social capability</u></b>  <b><u>Self awareness</u></b>  <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>  <b><u>Country/Place</u></b>  <a href="#">A_TSICP1</a>            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.  <a href="#">A_TSICP2</a></p>



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	<p>Australia has 2 distinct First Nations Peoples; each encompasses a diversity of nations across Australia.  <a href="#">A TSIP3</a>          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>  <u>Making healthy and safe choices</u>  <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>	<p>past, present and future manifestations of their cultures.</p> <p><b>People</b>  <a href="#">A TSIP1</a>          Australia has 2 distinct First Nations Peoples; each encompasses a diversity of nations across Australia.  <a href="#">A TSIP3</a>          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>  <u>Making healthy and safe choices</u>  <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>	<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><u>Making healthy and safe choices</u>  <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 9 Australian Curriculum Mapping

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"> <li>Students will practise mindful eating by using senses to explore food.</li> <li>Students will brainstorm solutions that support mindful eating at school.</li> </ul>	<ul style="list-style-type: none"> <li>Students will develop an understanding on how posture can impact our emotions.</li> <li>Students will have fun by posing in a superhero stance and reflect on the power of standing tall and upright.</li> </ul>	<ul style="list-style-type: none"> <li>Students will investigate ways to influence their mood.</li> <li>Students will develop knowledge of good self-care and how self-care impacts their moods.</li> </ul>
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	<p><b>GENERAL CAPABILITIES</b> <b><u>Personal and social capability</u></b> <b><u>Self awareness</u></b> <b><u>Emotional awareness</u></b></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> <b><u>Country/Place</u></b> <b><u>A TSICP1</u></b> First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place</p>	<p><b>GENERAL CAPABILITIES</b> <b><u>Personal and social capability</u></b> <b><u>Self awareness</u></b> <b><u>Emotional awareness</u></b></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> <b><u>Emotional regulation</u></b></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> <b><u>Interacting with others</u></b> <b><u>AC9HP10P04</u></b></p>	<p><b>GENERAL CAPABILITIES</b> <b><u>Personal and social capability</u></b> <b><u>Self awareness</u></b> <b><u>Emotional awareness</u></b></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> <b><u>Emotional regulation</u></b></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> <b><u>Interacting with others</u></b> <b><u>AC9HP10P04</u></b></p>

## Year 9 Australian Curriculum Mapping

<p>and have holistic values and belief systems that are connected to the land, sea, sky and waterways.  <a href="#">A TSICP2</a>          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.  <a href="#">A TSICP3</a>          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>  <a href="#">A TSIC1</a>          First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs.  <a href="#">A TSIC2</a>          First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.  <a href="#">A TSIC3</a>          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>  <a href="#">A TSIP1</a>          Australia has 2 distinct First Nations Peoples; each encompasses a diversity of nations across Australia.  <a href="#">A TSIP3</a>          The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.</p>	<ul style="list-style-type: none"> <li>• evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships  <a href="#">AC9HP10P06</a></li> <li>• evaluate emotional responses in different situations to refine strategies for managing emotions</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships  <a href="#">AC9HP10P06</a></li> <li>• evaluate emotional responses in different situations to refine strategies for managing emotions</li> </ul>
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	<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> <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="#">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 9 Australian Curriculum Mapping

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"> <li>Students will experience other people’s points of view about the importance of gratitude.</li> <li>Students will put into their own words what gratitude means.</li> </ul>	<ul style="list-style-type: none"> <li>Students will understand how the online profile of someone on social media can impact our ability to not be grateful.</li> <li>Students will write a letter to someone at school expressing their gratitude to them.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to respond to others in a positive way.</li> <li>Students will reflect on how acts of kindness can positively impact another person.</li> </ul>
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	<p><b>GENERAL CAPABILITIES</b>  <b><u>Personal and social capability</u></b>  <u>Self awareness</u>  <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>  <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>  <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</li> </ul>	<p><b>GENERAL CAPABILITIES</b>  <b><u>Personal and social capability</u></b>  <u>Self awareness</u>  <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>  <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>  <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</li> </ul>	<p><b>GENERAL CAPABILITIES</b>  <b><u>Personal and social capability</u></b>  <u>Self awareness</u>  <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>  <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 management</u>  <u>Communication</u></p> <ul style="list-style-type: none"> <li>devise strategies that apply effective verbal and nonverbal communication in response to feedback</li> </ul> <p><u>Conflict resolution</u></p>

## Year 9 Australian Curriculum Mapping

	<p>needed to manage diverse types of relationships</p> <p><b><u>Social management</u></b> <b><u>Communication</u></b></p> <ul style="list-style-type: none"> <li>• devise strategies that apply effective verbal and nonverbal communication in response to feedback</li> </ul> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b> <b><u>Making healthy and safe choices</u></b> <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>	<p>needed to manage diverse types of relationships</p> <p><b><u>Social management</u></b> <b><u>Communication</u></b></p> <ul style="list-style-type: none"> <li>• devise strategies that apply effective verbal and nonverbal communication in response to feedback</li> </ul> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b> <b><u>Making healthy and safe choices</u></b> <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>	<ul style="list-style-type: none"> <li>• generate, apply and evaluate strategies to prevent and/or resolve interpersonal and intergroup conflicts</li> </ul> <p><b><u>Intercultural understanding</u></b> <b><u>Engaging with cultural and linguistic diversity</u></b> <b><u>Develop multiple perspectives</u></b></p> <ul style="list-style-type: none"> <li>• analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives</li> </ul> <p><b><u>Develop empathy</u></b></p> <ul style="list-style-type: none"> <li>• analyse diverse experiences of intercultural contexts, understanding how these contexts influence their own and others' feelings, motivations and actions</li> </ul> <p><b>CROSS CURRICULA PRIORITY: ABORIGINAL &amp; TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b><u>Country/Place</u></b> <b><u>A TSICP1</u></b> 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. <b><u>A TSICP2</u></b> 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. <b><u>A TSICP3</u></b> The First Peoples of Australia are the traditional owners of Country/Place, protected in Australian Law by the <i>Native Title Act 1993</i>. <b><u>Culture</u></b> <b><u>A TSIC1</u></b></p>
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## Year 9 Australian Curriculum Mapping

			<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><a href="#">A TSIP1</a></p> <p>Australia has 2 distinct First Nations Peoples; each encompasses a diversity of nations across Australia.</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>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> <ul style="list-style-type: none"> <li>• evaluate emotional responses in different situations to refine strategies for managing emotions</li> </ul>
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## Year 9 Australian Curriculum Mapping

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"> <li>Students will understand the difference between harmless jokes and verbal bullying.</li> <li>Students will use their knowledge to highlight strategies to tackle bullying.</li> </ul>	<ul style="list-style-type: none"> <li>Students will understand the concept of flow and why it is necessary and important.</li> <li>Students will understand what brings flow and look at strategies they can implement to achieve a state of flow.</li> </ul>	<ul style="list-style-type: none"> <li>Students will develop an understanding of anxiety.</li> <li>Students will explore ways of managing anxiety.</li> </ul>
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	<p><b>GENERAL CAPABILITIES</b>  <b><u>Personal and social capability</u></b>  <u>Self awareness</u>  <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>  <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>  <u>Relational awareness</u></p>	<p><b>GENERAL CAPABILITIES</b>  <b><u>Personal and social capability</u></b>  <u>Self awareness</u>  <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>  <u>Country/Place</u>  <u>A TSICP1</u></p>	<p><b>GENERAL CAPABILITIES</b>  <b><u>Personal and social capability</u></b>  <u>Self awareness</u>  <u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>reflect on their emotional responses to different situations</li> </ul> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b>  <u>Interacting with others</u>  <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>

## Year 9 Australian Curriculum Mapping

	<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> <b><u>Communication</u></b></p> <ul style="list-style-type: none"> <li>devise strategies that apply effective verbal and nonverbal communication in response to feedback</li> </ul> <p><b><u>Collaboration</u></b></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><b><u>Intercultural understanding</u></b> <b><u>Engaging with cultural and linguistic diversity</u></b> <b><u>Develop empathy</u></b></p> <ul style="list-style-type: none"> <li>analyse diverse experiences of intercultural contexts, understanding how these contexts influence their own and others' feelings, motivations and actions</li> </ul> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b> <b><u>Interacting with others</u></b> <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 to refine strategies for managing emotions</li> </ul> <p><b><u>Making healthy and safe choices</u></b> <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>	<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. <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. <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>. <b>Culture</b> <a href="#">A TSIC1</a></p> <p>First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. <a href="#">A TSIC2</a></p> <p>First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing. <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. <b>People</b> <a href="#">A TSIP1</a></p> <p>Australia has 2 distinct First Nations Peoples; each encompasses a diversity of nations across Australia. <a href="#">A TSIP3</a></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>Making healthy and safe choices</u></b> <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>AC9HP10P09</u></b></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><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 9 Australian Curriculum Mapping

		<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>  <u>Making healthy and safe choices</u>  <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 9 Australian Curriculum Mapping

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
<b>Learning Intention</b>	<ul style="list-style-type: none"> <li>Students will be able to describe the concept of character strengths.</li> <li>Students will be able to identify one of their top five strengths.</li> </ul>	<ul style="list-style-type: none"> <li>Students will identify fixed and growth mindsets.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Students will see the one problem from a number of different viewpoints.</li> <li>Students will consider some moral dilemmas and form some opinions and values associated with those dilemmas.</li> </ul>
<b>Activities</b>	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?
<b>AUS. Curriculum</b>	<p><b>GENERAL CAPABILITIES</b> <b><u>Personal and social capability</u></b> <b><u>Self awareness</u></b> <b><u>Personal awareness</u></b></p> <ul style="list-style-type: none"> <li>devise personally appropriate strategies to achieve growth</li> </ul> <p><b><u>Emotional awareness</u></b></p> <ul style="list-style-type: none"> <li>reflect on their emotional responses to different situations</li> </ul>	<p><b>GENERAL CAPABILITIES</b> <b><u>Personal and social capability</u></b> <b><u>Self awareness</u></b> <b><u>Emotional awareness</u></b></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> <b><u>Emotional regulation</u></b></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> <b><u>Personal and social capability</u></b> <b><u>Self awareness</u></b> <b><u>Emotional awareness</u></b></p> <ul style="list-style-type: none"> <li>reflect on their emotional responses to different situations</li> </ul> <p><b><u>Self management</u></b> <b><u>Emotional regulation</u></b></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><u>Social management</u></b> <b><u>Decision-making</u></b></p>

## Year 9 Australian Curriculum Mapping

		<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> <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="#">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>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><u>Country/Place</u></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</p>
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## Year 9 Australian Curriculum Mapping

			<p>past, present and future manifestations of their cultures.</p> <p><b>People</b></p> <p><a href="#">A TSIP1</a></p> <p>Australia has 2 distinct First Nations Peoples; each encompasses a diversity of nations across Australia.</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>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 9 Australian Curriculum Mapping

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"> <li>Students will think about why people make the choices they do.</li> <li>Students will empathise with others in difficult situations.</li> </ul>	<ul style="list-style-type: none"> <li>Students will experience mindfulness activities by becoming more in tune with their senses.</li> <li>Students will have an understanding of what can make us more mindful.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be challenged to think of why they are grateful for different things they might not have thought of in this light.</li> <li>Students will think about the past, present and future.</li> </ul>
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	<p><b>GENERAL CAPABILITIES</b> <b>Personal and social capability</b></p> <p><u>Self awareness</u> <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> <u>Goal setting</u></p> <ul style="list-style-type: none"> <li>adapt goals and plans, and apply strategies, evaluating their suitability and effectiveness</li> </ul> <p><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> <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>Intercultural understanding</u></p>	<p><b>GENERAL CAPABILITIES</b> <b>Personal and social capability</b></p> <p><u>Self awareness</u> <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>HEALTH &amp; PHYSICAL EDUCATION</b> <u>Making healthy and safe choices</u> <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>AC9HP10P10</u></p>	<p><b>GENERAL CAPABILITIES</b> <b>Personal and social capability</b></p> <p><u>Self awareness</u> <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> <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> <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>

## Year 9 Australian Curriculum Mapping

	<p><a href="#">Engaging with cultural and linguistic diversity</a>  <u>Develop multiple perspectives</u></p> <ul style="list-style-type: none"> <li>analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives</li> </ul> <p><u>Develop empathy</u></p> <ul style="list-style-type: none"> <li>analyse diverse experiences of intercultural contexts, understanding how these contexts influence their own and others' feelings, motivations and actions</li> </ul> <p><a href="#">Reflecting on cultural diversity</a>  <u>Reflect on the relationship between cultures and identities</u></p> <ul style="list-style-type: none"> <li>evaluate examples of beliefs, values and cultural practices for connections between cultures and identities, including their own</li> </ul> <p><b>CROSS CURRICULA PRIORITY: ABORIGINAL &amp; TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b>  <b>Country/Place</b>  <a href="#">A TSICP1</a>          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.  <a href="#">A TSICP2</a>          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.  <a href="#">A TSICP3</a>          The First Peoples of Australia are the traditional owners of Country/Place, protected in Australian Law by the <i>Native Title Act 1993</i>.  <b>Culture</b>  <a href="#">A TSIC1</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><u>Communication</u>          devise strategies that apply effective verbal and nonverbal communication in response to feedback</p> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b>  <u>Making healthy and safe choices</u>  <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 9 Australian Curriculum Mapping

	<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><a href="#">A_TSIP1</a></p> <p>Australia has 2 distinct First Nations Peoples; each encompasses a diversity of nations across Australia.</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>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> <ul style="list-style-type: none"> <li>• evaluate emotional responses in different situations to refine strategies for managing emotions</li> </ul>		
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## Year 9 Australian Curriculum Mapping

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
<b>Learning Intention</b>	<ul style="list-style-type: none"> <li>Students will reflect on their year with a sense of appreciation and gratitude.</li> <li>Students will play a game that will enable them to reflect on certain things and people with appreciation and gratitude.</li> </ul>	<ul style="list-style-type: none"> <li>Students will experience feeling empathy towards members of the community.</li> <li>Students will identify different issues and how they would affect others.</li> <li>Students will be encouraged to feel gratitude for the things they have.</li> <li>Students will practise working with others to achieve a joint goal.</li> <li>Students will reflect on their character strengths and those of others in the team.</li> <li>Students will perform an act of kindness by supporting disadvantaged people in the community.</li> </ul>	<ul style="list-style-type: none"> <li>Students will experience feeling empathy towards members of the community.</li> <li>Students will identify different issues and how they might affect others.</li> <li>Students will be encouraged to feel gratitude for the things they have.</li> <li>Students will practise working with others to achieve a joint goal.</li> <li>Students will reflect on their character strengths and those of others in the team.</li> <li>Students will perform an act of kindness by supporting disadvantaged people in the community.</li> </ul>
<b>Activities</b>	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
<b>AUS. Curriculum</b>	<b>GENERAL CAPABILITIES</b> <u>Personal and social capability</u> <u>Self awareness</u> <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> <u>Goal setting</u>	<b>GENERAL CAPABILITIES</b> <u>Personal and social capability</u> <u>Self awareness</u> <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> <u>Emotional regulation</u>	<b>GENERAL CAPABILITIES</b> <u>Personal and social capability</u> <u>Self awareness</u> <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> <u>Emotional regulation</u>

## Year 9 Australian Curriculum Mapping

	<ul style="list-style-type: none"> <li>• adapt goals and plans, and apply strategies, evaluating their suitability and effectiveness</li> </ul> <p><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>	<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></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 nonverbal 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><u>Intercultural understanding</u></p> <p><u>Engaging with cultural and linguistic diversity</u></p> <p><u>Develop empathy</u></p> <ul style="list-style-type: none"> <li>• analyse diverse experiences of intercultural contexts, understanding how these contexts influence their own and others' feelings, motivations and actions</li> </ul> <p><b>CROSS CURRICULA PRIORITY: ABORIGINAL &amp; TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b></p> <p><u>Country/Place</u></p> <p><u>A_TSICP1</u></p> <p>First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place</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></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 nonverbal 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><u>Intercultural understanding</u></p> <p><u>Engaging with cultural and linguistic diversity</u></p> <p><u>Develop empathy</u></p> <ul style="list-style-type: none"> <li>• analyse diverse experiences of intercultural contexts, understanding how these contexts influence their own and others' feelings, motivations and actions</li> </ul> <p><b>CROSS CURRICULA PRIORITY: ABORIGINAL &amp; TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b></p> <p><u>Country/Place</u></p> <p><u>A_TSICP1</u></p> <p>First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place</p>
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## Year 9 Australian Curriculum Mapping

		<p>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><a href="#">A TSIP1</a></p> <p>Australia has 2 distinct First Nations Peoples; each encompasses a diversity of nations across Australia.</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>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><a href="#">A TSIP1</a></p> <p>Australia has 2 distinct First Nations Peoples; each encompasses a diversity of nations across Australia.</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>
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## Year 9 Australian Curriculum Mapping

		<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> <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="#">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 9 Australian Curriculum Mapping

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
<b>Learning Intention</b>	<ul style="list-style-type: none"> <li>Students will experience feeling empathy towards members of the community.</li> <li>Students will identify different issues and how they might affect others.</li> <li>Students will be encouraged to feel gratitude for the things they have.</li> <li>Students will practise working with others to achieve a joint goal.</li> <li>Students will reflect on their character strengths and those of others in the team.</li> <li>Students will perform an act of kindness by supporting disadvantaged people in the community.</li> </ul>	<ul style="list-style-type: none"> <li>Students will experience feeling empathy towards members of the community.</li> <li>Students will identify different issues and how they might affect others.</li> <li>Students will be encouraged to feel gratitude for the things they have.</li> <li>Students will practise working with others to achieve a joint goal.</li> <li>Students will reflect on their character strengths and those of others in the team.</li> <li>Students will perform an act of kindness by supporting disadvantaged people in the community.</li> </ul>	<ul style="list-style-type: none"> <li>Students will explore the connection between the mind and body and how healthy habits impact our overall happiness.</li> <li>Students will investigate the impact of sleep on their mood.</li> <li>Students will review their own sleep patterns and develop ways to improve sleep.</li> <li>Students will use their knowledge of the importance of sleep to promote and raise awareness in the wider community.</li> </ul>
<b>Activities</b>	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
<b>AUS. Curriculum</b>	<b>GENERAL CAPABILITIES</b> <u>Personal and social capability</u> <u>Self awareness</u> <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>	<b>GENERAL CAPABILITIES</b> <u>Personal and social capability</u> <u>Self awareness</u> <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>	<b>GENERAL CAPABILITIES</b> <u>Personal and social capability</u> <u>Self-awareness</u> <u>Self awareness</u> <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>Social management</u> <u>Communication</u>

## Year 9 Australian Curriculum Mapping

	<p><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></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 nonverbal 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><u>Intercultural understanding</u></p> <p><u>Engaging with cultural and linguistic diversity</u></p> <p><u>Develop empathy</u></p> <ul style="list-style-type: none"> <li>analyse diverse experiences of intercultural contexts, understanding how these contexts influence their own and others' feelings, motivations and actions</li> </ul> <p><b>CROSS CURRICULA PRIORITY: ABORIGINAL &amp; TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b></p> <p><u>Country/Place</u></p> <p><a href="#">A TSICP1</a></p>	<p><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></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 nonverbal 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><u>Intercultural understanding</u></p> <p><u>Engaging with cultural and linguistic diversity</u></p> <p><u>Develop empathy</u></p> <ul style="list-style-type: none"> <li>analyse diverse experiences of intercultural contexts, understanding how these contexts influence their own and others' feelings, motivations and actions</li> </ul> <p><b>CROSS CURRICULA PRIORITY: ABORIGINAL &amp; TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b></p> <p><u>Country/Place</u></p> <p><a href="#">A TSICP1</a></p>	<ul style="list-style-type: none"> <li>devise strategies that apply effective verbal and nonverbal 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>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 9 Australian Curriculum Mapping

	<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.  <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.  <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>  <a href="#">A TSIC1</a></p> <p>First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs.  <a href="#">A TSIC2</a></p> <p>First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.  <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>  <a href="#">A TSIP1</a></p> <p>Australia has 2 distinct First Nations Peoples; each encompasses a diversity of nations across Australia.  <a href="#">A TSIP3</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.  <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.  <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>  <a href="#">A TSIC1</a></p> <p>First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs.  <a href="#">A TSIC2</a></p> <p>First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.  <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>  <a href="#">A TSIP1</a></p> <p>Australia has 2 distinct First Nations Peoples; each encompasses a diversity of nations across Australia.  <a href="#">A TSIP3</a></p>	
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## Year 9 Australian Curriculum Mapping

	<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>  <u>Interacting with others</u>  <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><u>Making healthy and safe choices</u>  <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>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>  <u>Interacting with others</u>  <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><u>Making healthy and safe choices</u>  <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 9 Australian Curriculum Mapping

Lesson # Title Theme	Inquiry Unit 2 "Mind Body Connection" Mindfulness
<b>Learning Intention</b>	<ul style="list-style-type: none"> <li>• Students will explore the connection between the mind and body and how healthy habits impact our overall happiness.</li> <li>• Students will investigate the impact of sleep on their mood.</li> <li>• Students will review their own sleep patterns and develop ways to improve sleep.</li> <li>• Students will use their knowledge of the importance of sleep to promote and raise awareness in the wider community.</li> </ul>
<b>Activities</b>	Lesson 2: Activity 1: Review sleep diary Activity 2: Promoting Sleep
<b>AUS. Curriculum</b>	<p><b>GENERAL CAPABILITIES</b></p> <p><b><u>Personal and social capability</u></b></p> <p><u>Self awareness</u></p> <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 management</u></p> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>• devise strategies that apply effective verbal and nonverbal communication in response to feedback</li> </ul> <p><u>Collaboration</u></p>

## Year 9 Australian Curriculum Mapping

- devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members

### Leadership

- propose, implement and evaluate strategies to address needs at local, regional, national or global levels

### **HEALTH & PHYSICAL EDUCATION**

#### ***Contributing to healthy and active communities***

Plan, implement and critique strategies to enhance the health, safety and wellbeing of the student's communities.