

Year 9 Victorian Curriculum Mapping

Curriculum Area	Strand/Element	Lesson Number																											
		1.1 1.2	2.1 2.2	3.1 3.2	4.1 4.2	5.1 5.2	6.1 6.2	7.1 7.2	8.1 8.2	9.1 9.2	10.1 10.2	11.1 11.2	12.1 12.2	13.1 13.2	14.1 14.2	15.1 15.2	16.1 16.2	17.1 17.2	18.1 18.2	19.1 19.2	20.1 20.2	21.1 21.2	22.1 22.2	23.1 23.2	24.1 24.2	25.1 25.2	INQ 1	INQ 2	
Personal & Social Capabilities	Self-Awareness and Self-Management	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
	Social Awareness and Social Management		■	■				■	■					■	■	■	■						■			■			■
Aboriginal & Torres Strait Islander Histories & Cultures	Geography	■			■		■								■		■					■		■					
	History	■	■		■		■	■	■	■					■		■					■		■					■
	Civics and Citizenship	■	■		■		■	■	■	■					■		■					■		■					■
Health & Physical Education	Personal, Social & Community Health			■	■	■		■	■	■	■	■			■	■	■	■			■	■	■					■	■

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Lesson # Title Theme	1.1 and 1.2 “All about resilience” and “Resilience” Emotional Literacy	2.1 and 2.2 “Introduction to gratitude” and “Overlooked blessings” Gratitude	3.1 and 3.2 “Thinking of others” and “Perspectives” Empathy
Learning Intention	<ul style="list-style-type: none"> Students will develop their understanding of resilience through identifying their skills and coping strategies and exploring how these skills can assist them to overcome future challenges they may face online. Students will experience a situation where they need to be resilient. 	<ul style="list-style-type: none"> Students will begin to understand to concept of gratitude and begin to explore the things that they are grateful for. Students will work through each different area of their lives and list what they are grateful for. 	<ul style="list-style-type: none"> Students will reflect on the importance of seeing a situation from the perspective of the ‘other’. Students will rewrite a negative situation in an attempt to give the character the benefit of doubt.
	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
VIC. Curriculum	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Self-Management Recognition and expression of emotion</p> <p>Evaluate emotional responses and the management of emotions in a range of contexts (VCPSCSE043)</p> <p>Development of resilience</p> <p>Develop criteria to appraise personal qualities and use these to design strategies to plan for the future or address a challenge (VCPSCSE044)</p>	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Self-Management Development of resilience</p> <p>Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection (VCPSCSE046)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES History</p> <p>Continuity and change for Aboriginal and Torres Strait Islander peoples in securing and achieving civil rights and freedoms in Australia (VCHHK156)</p>	<p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Communicating and interacting for health and wellbeing</p> <p>Investigate how empathy and ethical decision-making contribute to respectful relationships (VCHPEP146)</p> <p>Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing (VCHPEP147)</p> <p>Evaluate health information from a range of sources and apply to health decisions and situations (VCHPEP148)</p>

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	<p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</p> <p><u>Geography</u></p> <p>Aboriginal and Torres Strait Islander peoples' approaches to custodial responsibility and environmental management in different regions of Australia (VCGGK148)</p> <p>Land and resource management strategies used by Aboriginal or Torres Strait Islander peoples to achieve food security over time (VCGGK137)</p> <p>Different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places (VCGGK152)</p> <p><u>History</u></p> <p>Continuity and change for Aboriginal and Torres Strait Islander peoples in securing and achieving civil rights and freedoms in Australia (VCHHK156)</p> <p>Causes of the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965 (VCHHK152)</p> <p>Effects of methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of one individual or group in the struggle (VCHHK155)</p> <p>Significance of the following events in changing society: 1962 right to vote federally, 1967 Referendum, Reconciliation, Mabo decision, Bringing Them Home Report (the Stolen Generations), the Apology and the different perspectives of these events (VCHHK154)</p>	<p>Causes of the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965 (VCHHK152)</p> <p>Effects of methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of one individual or group in the struggle (VCHHK155)</p> <p>Significance of the following events in changing society: 1962 right to vote federally, 1967 Referendum, Reconciliation, Mabo decision, Bringing Them Home Report (the Stolen Generations), the Apology and the different perspectives of these events (VCHHK154)</p> <p><u>Civics and Citizenship</u></p> <p>Explain how Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander peoples (VCCCL032)</p>	
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	<p><u>Civics and Citizenship</u> Explain how Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander peoples <u>(VCCCL032)</u></p>		
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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
Learning Intention	<ul style="list-style-type: none"> Students will understand the purpose of mindfulness and begin to practise it. Students will understand that mindfulness practice can help in emotional regulation, being aware of what is going on in our system, being aware of our surroundings and managing stress. 	<ul style="list-style-type: none"> Students will be able to demonstrate what the emotion ‘angry’ may look like. Students will deepen their ability to express and reflect a variety of emotions. 	<ul style="list-style-type: none"> Students will be able to articulate a variety of feelings and broaden their scope of language when expressing emotions. Students will understand the importance of being able to articulate their emotions and the positive impact it has on their relationship with others.
	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?
VIC. Curriculum	<p>PERSONAL AND SOCIAL CAPABILITY <u>Self-Awareness and Self-Management</u> Development of resilience Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection (VCPCSE046)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES <u>Geography</u> Aboriginal and Torres Strait Islander peoples’ approaches to custodial responsibility and</p>	<p>PERSONAL AND SOCIAL CAPABILITY <u>Self-Awareness and Self-Management</u> Development of resilience Develop criteria to appraise personal qualities and use these to design strategies to plan for the future or address a challenge (VCPCSE044)</p> <p>Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection (VCPCSE046)</p>	<p>PERSONAL AND SOCIAL CAPABILITY <u>Self-Awareness and Self-Management</u> Recognition and expression of emotion Evaluate emotional responses and the management of emotions in a range of contexts (VCPCSE043)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES <u>Geography</u> Aboriginal and Torres Strait Islander peoples’ approaches to custodial responsibility and</p>

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	<p>environmental management in different regions of Australia (VCGGK148)</p> <p>Land and resource management strategies used by Aboriginal or Torres Strait Islander peoples to achieve food security over time (VCGGK137)</p> <p>Different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places (VCGGK152)</p> <p>History</p> <p>Continuity and change for Aboriginal and Torres Strait Islander peoples in securing and achieving civil rights and freedoms in Australia (VCHHK156)</p> <p>Causes of the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965 (VCHHK152)</p> <p>Effects of methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of one individual or group in the struggle (VCHHK155)</p> <p>Significance of the following events in changing society: 1962 right to vote federally, 1967 Referendum, Reconciliation, Mabo decision, Bringing Them Home Report (the Stolen Generations), the Apology and the different perspectives of these events (VCHHK154)</p> <p>Civics and Citizenship</p> <p>Explain how Australia's international legal obligations shape Australian law and government policies, including in relation to</p>	<p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Communicating and interacting for health and wellbeing</p> <p>Investigate how empathy and ethical decision-making contribute to respectful relationships (VCHPEP146)</p> <p>Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing (VCHPEP147)</p> <p>Evaluate health information from a range of sources and apply to health decisions and situations (VCHPEP148)</p>	<p>environmental management in different regions of Australia (VCGGK148)</p> <p>Land and resource management strategies used by Aboriginal or Torres Strait Islander peoples to achieve food security over time (VCGGK137)</p> <p>Different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places (VCGGK152)</p> <p>History</p> <p>Continuity and change for Aboriginal and Torres Strait Islander peoples in securing and achieving civil rights and freedoms in Australia (VCHHK156)</p> <p>Causes of the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965 (VCHHK152)</p> <p>Effects of methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of one individual or group in the struggle (VCHHK155)</p> <p>Significance of the following events in changing society: 1962 right to vote federally, 1967 Referendum, Reconciliation, Mabo decision, Bringing Them Home Report (the Stolen Generations), the Apology and the different perspectives of these events (VCHHK154)</p> <p>Civics and Citizenship</p> <p>Explain how Australia's international legal obligations shape Australian law and government policies, including in relation to</p>
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	<p>Aboriginal and Torres Strait Islander peoples (VCCCL032)</p> <p>HEALTH AND PHYSICAL EDUCATION <u>Personal, Social and Community Health</u> Communicating and interacting for health and wellbeing</p> <p>Investigate how empathy and ethical decision-making contribute to respectful relationships (VCHPEP146)</p> <p>Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing (VCHPEP147)</p>		<p>Aboriginal and Torres Strait Islander peoples (VCCCL032)</p> <p>HEALTH AND PHYSICAL EDUCATION <u>Personal, Social and Community Health</u> Communicating and interacting for health and wellbeing</p> <p>Investigate how empathy and ethical decision-making contribute to respectful relationships (VCHPEP146)</p> <p>Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing (VCHPEP147)</p>
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Lesson # Title Theme	7.1 and 7.2 “Finding gratitude” and “Singing praise” Gratitude	8.1 and 8.2 “Identifying gratitude” and “Expressing gratitude” Gratitude	9.1 and 9.2 “Awareness” and “Pets” Mindfulness
Learning Intention	<ul style="list-style-type: none"> Students will be able to identify what they are grateful for. Students will sing praise for someone that has influenced their lives in a positive way. 	<ul style="list-style-type: none"> Students will list a number of things they are grateful for. Students will feel and express gratitude about their classmates. 	<ul style="list-style-type: none"> Students will understand the positive impact of being aware and present. Students will understand the impact of mindfulness through the observation of an animal.
	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
VIC. Curriculum	<p>PERSONAL AND SOCIAL CAPABILITY <u>Self-Awareness and Self-Management</u></p> <p>Recognition and expression of emotion</p> <p>Evaluate emotional responses and the management of emotions in a range of contexts (VCPSCSE043)</p> <p>Development of resilience</p> <p>Develop criteria to appraise personal qualities and use these to design strategies to plan for the future or address a challenge (VCPSCSE044)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES History</p>	<p>PERSONAL AND SOCIAL CAPABILITY <u>Self-Awareness and Self-Management</u></p> <p>Recognition and expression of emotion</p> <p>Evaluate emotional responses and the management of emotions in a range of contexts (VCPSCSE043)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES History</p> <p>Continuity and change for Aboriginal and Torres Strait Islander peoples in securing and achieving civil rights and freedoms in Australia (VCHHK156)</p>	<p>PERSONAL AND SOCIAL CAPABILITY <u>Self-Awareness and Self-Management</u></p> <p>Recognition and expression of emotion</p> <p>Evaluate emotional responses and the management of emotions in a range of contexts (VCPSCSE043)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES History</p> <p>Continuity and change for Aboriginal and Torres Strait Islander peoples in securing and achieving civil rights and freedoms in Australia (VCHHK156)</p>

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	<p>Continuity and change for Aboriginal and Torres Strait Islander peoples in securing and achieving civil rights and freedoms in Australia (VCHHK156)</p> <p>Causes of the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965 (VCHHK152)</p> <p>Effects of methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of one individual or group in the struggle (VCHHK155)</p> <p>Significance of the following events in changing society: 1962 right to vote federally, 1967 Referendum, Reconciliation, Mabo decision, Bringing Them Home Report (the Stolen Generations), the Apology and the different perspectives of these events (VCHHK154)</p> <p>Civics and Citizenship</p> <p>Explain how Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander peoples (VCCCL032)</p>	<p>Causes of the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965 (VCHHK152)</p> <p>Effects of methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of one individual or group in the struggle (VCHHK155)</p> <p>Significance of the following events in changing society: 1962 right to vote federally, 1967 Referendum, Reconciliation, Mabo decision, Bringing Them Home Report (the Stolen Generations), the Apology and the different perspectives of these events (VCHHK154)</p> <p>Civics and Citizenship</p> <p>Explain how Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander peoples (VCCCL032)</p> <p>HEALTH AND PHYSICAL EDUCATION <u>Personal, Social and Community Health</u> Contributing to healthy and active communities</p> <p>Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (VCHPEP149)</p>	<p>Causes of the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965 (VCHHK152)</p> <p>Effects of methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of one individual or group in the struggle (VCHHK155)</p> <p>Significance of the following events in changing society: 1962 right to vote federally, 1967 Referendum, Reconciliation, Mabo decision, Bringing Them Home Report (the Stolen Generations), the Apology and the different perspectives of these events (VCHHK154)</p> <p>Civics and Citizenship</p> <p>Explain how Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander peoples (VCCCL032)</p> <p>HEALTH AND PHYSICAL EDUCATION <u>Personal, Social and Community Health</u> Communicating and interacting for health and wellbeing</p> <p>Investigate how empathy and ethical decision-making contribute to respectful relationships (VCHPEP146)</p> <p>Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing (VCHPEP147)</p>
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Lesson # Title Theme	10.1 and 10.2 “Mindful eating” and “Mindful eating at school” Mindfulness	11.1 and 11.2 “Body language” and “The power of posing” Emotional Literacy	12.1 and 12.2 “Mood-changers” and “Self-care” Emotional Literacy
Learning Intention	<ul style="list-style-type: none"> Students will practise mindful eating by using senses to explore food. Students will brainstorm solutions that support mindful eating at school. 	<ul style="list-style-type: none"> Students will develop an understanding on how posture can impact our emotions. Students will have fun by posing in a superhero stance and reflect on the power of standing tall and upright. 	<ul style="list-style-type: none"> Students will investigate ways to influence their mood. Students will develop knowledge of good self-care and how self-care impacts their moods.
	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
VIC. Curriculum	<p>PERSONAL AND SOCIAL CAPABILITY <u>Self-Awareness and Self-Management</u></p> <p>Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection (VCPCSE046)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES <u>History</u></p> <p>Continuity and change for Aboriginal and Torres Strait Islander peoples in securing and achieving civil rights and freedoms in Australia (VCHHK156)</p>	<p>PERSONAL AND SOCIAL CAPABILITY <u>Self-Awareness and Self-Management</u></p> <p><u>Development of resilience</u></p> <p>Develop criteria to appraise personal qualities and use these to design strategies to plan for the future or address a challenge (VCPCSE044)</p> <p>Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection (VCPCSE046)</p> <p>HEALTH AND PHYSICAL EDUCATION <u>Personal, Social and Community Health</u></p>	<p>PERSONAL AND SOCIAL CAPABILITY <u>Self-Awareness and Self-Management</u></p> <p><u>Development of resilience</u></p> <p>Develop criteria to appraise personal qualities and use these to design strategies to plan for the future or address a challenge (VCPCSE044)</p> <p>Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection (VCPCSE046)</p> <p>HEALTH AND PHYSICAL EDUCATION <u>Personal, Social and Community Health</u></p>

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	<p>Causes of the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965 (VCHHK152)</p> <p>Effects of methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of one individual or group in the struggle (VCHHK155)</p> <p>Significance of the following events in changing society: 1962 right to vote federally, 1967 Referendum, Reconciliation, Mabo decision, Bringing Them Home Report (the Stolen Generations), the Apology and the different perspectives of these events (VCHHK154)</p> <p>Civics and Citizenship</p> <p>Explain how Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander peoples (VCCCL032)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Communicating and interacting for health and wellbeing</p> <p>Investigate how empathy and ethical decision-making contribute to respectful relationships (VCHPEP146)</p> <p>Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing (VCHPEP147)</p>	<p>Communicating and interacting for health and wellbeing</p> <p>Investigate how empathy and ethical decision-making contribute to respectful relationships (VCHPEP146)</p> <p>Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing (VCHPEP147)</p> <p>Evaluate health information from a range of sources and apply to health decisions and situations (VCHPEP148)</p>	<p>Communicating and interacting for health and wellbeing</p> <p>Investigate how empathy and ethical decision-making contribute to respectful relationships (VCHPEP146)</p> <p>Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing (VCHPEP147)</p> <p>Evaluate health information from a range of sources and apply to health decisions and situations (VCHPEP148)</p>
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Lesson # Title Theme	13.1 and 13.2 “Experiences of gratitude” and “Gratitude in words” Gratitude	14.1 and 14.2 “Restrictions to our gratefulness” and “Expressing gratitude” Gratitude	15.1 and 15.2 “Responding to others” and “Acts of kindness” Empathy
Learning Intention	<ul style="list-style-type: none"> Students will experience other people’s points of view about the importance of gratitude. Students will put into their own words what gratitude means. 	<ul style="list-style-type: none"> Students will understand how the online profit of someone on social media can impact our ability to not be grateful. Students will write a letter to someone at school expressing their gratitude to them. 	<ul style="list-style-type: none"> Students will be able to respond to others in a positive way. Students will reflect on how acts of kindness can positively impact another person.
	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
VIC. Curriculum	<p>PERSONAL AND SOCIAL CAPABILITY <u>Self-Awareness and Self-Management</u> Recognition and expression of emotion</p> <p>Evaluate emotional responses and the management of emotions in a range of contexts (VCPSCSE043)</p>	<p>PERSONAL AND SOCIAL CAPABILITY <u>Self-Awareness and Self-Management</u> Recognition and expression of emotion</p> <p>Evaluate emotional responses and the management of emotions in a range of contexts (VCPSCSE043)</p>	<p>PERSONAL AND SOCIAL CAPABILITY <u>Social Awareness and Social Management</u> Collaboration</p> <p>Develop specific skills and a variety of strategies to prevent or resolve conflict, and explore the nature of conflict resolution in a range of contexts (VCPSCSO051)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES <u>Geography</u></p> <p>Aboriginal and Torres Strait Islander peoples’ approaches to custodial responsibility and</p>

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			<p>environmental management in different regions of Australia (VCGGK148)</p> <p>Land and resource management strategies used by Aboriginal or Torres Strait Islander peoples to achieve food security over time (VCGGK137)</p> <p>Different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places (VCGGK152)</p> <p>History</p> <p>Continuity and change for Aboriginal and Torres Strait Islander peoples in securing and achieving civil rights and freedoms in Australia (VCHHK156)</p> <p>Causes of the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965 (VCHHK152)</p> <p>Effects of methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of one individual or group in the struggle (VCHHK155)</p> <p>Significance of the following events in changing society: 1962 right to vote federally, 1967 Referendum, Reconciliation, Mabo decision, Bringing Them Home Report (the Stolen Generations), the Apology and the different perspectives of these events (VCHHK154)</p> <p>Civics and Citizenship</p> <p>Explain how Australia's international legal obligations shape Australian law and government policies, including in relation to</p>
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			<p>Aboriginal and Torres Strait Islander peoples (VCCCL032)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Communicating and interacting for health and wellbeing</p> <p>Investigate how empathy and ethical decision-making contribute to respectful relationships (VCHPEP146)</p> <p>Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing (VCHPEP147)</p>
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Lesson # Title Theme	16.1 and 16.2 “Crossing the line” and “Speak even if your voice shakes” Empathy	17.1 and 17.2 “Flow” and “Flow channel model” Mindfulness	18.1 and 18.2 “Understanding anxiety” and “Managing anxiety” Mindfulness
Learning Intention	<ul style="list-style-type: none"> Students will understand the difference between harmless jokes and verbal bullying. Students will use their knowledge to highlight strategies to tackle bullying. 	<ul style="list-style-type: none"> Students will understand the concept of flow and why it is necessary and important. Students will understand what brings flow and look at strategies they can implement to achieve a state of flow. 	<ul style="list-style-type: none"> Students will develop an understanding of anxiety. Students will explore ways of managing anxiety.
	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
VIC. Curriculum	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Self-Management Recognition and expression of emotion Evaluate emotional responses and the management of emotions in a range of contexts (VCPSCSE043) Development of resilience Develop criteria to appraise personal qualities and use these to design strategies to plan for the future or address a challenge (VCPSCSE044)</p>	<p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES Geography Aboriginal and Torres Strait Islander peoples’ approaches to custodial responsibility and environmental management in different regions of Australia (VCGGK148) Land and resource management strategies used by Aboriginal or Torres Strait Islander peoples to achieve food security over time (VCGGK137) Different ways of measuring and mapping human wellbeing and development, and how</p>	<p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Communicating and interacting for health and wellbeing Investigate how empathy and ethical decision-making contribute to respectful relationships (VCHPEP146) Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing (VCHPEP147)</p>

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	<p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Communicating and interacting for health and wellbeing</p> <p>Investigate how empathy and ethical decision-making contribute to respectful relationships (VCHPEP146)</p> <p>Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing (VCHPEP147)</p> <p>Contributing to healthy and active communities</p> <p>Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (VCHPEP149)</p>	<p>these can be applied to measure differences between places (VCGGK152)</p> <p>History</p> <p>Continuity and change for Aboriginal and Torres Strait Islander peoples in securing and achieving civil rights and freedoms in Australia (VCHHK156)</p> <p>Causes of the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965 (VCHHK152)</p> <p>Effects of methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of one individual or group in the struggle (VCHHK155)</p> <p>Significance of the following events in changing society: 1962 right to vote federally, 1967 Referendum, Reconciliation, Mabo decision, Bringing Them Home Report (the Stolen Generations), the Apology and the different perspectives of these events (VCHHK154)</p> <p>Civics and Citizenship</p> <p>Explain how Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander peoples (VCCCL032)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Contributing to healthy and active communities</p>	<p>Contributing to healthy and active communities</p> <p>Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (VCHPEP149)</p>
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		Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (VCHPEP149)	
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Lesson # Title Theme	19.1 and 19.2 “Character strengths” and “Developing strengths” Emotional Literacy	20.1 and 20.2 “Fixed and growth mindsets” and “Self-talk” Emotional Literacy	21.1 and 21.2 “Moral Dilemmas” and “Perspective” Empathy
Learning Intention	<ul style="list-style-type: none"> Students will be able to describe the concept of character strengths. Students will be able to identify one of their top five strengths. 	<ul style="list-style-type: none"> Students will identify fixed and growth mindsets. Students will become more aware of their own self-talk and change their thought processes, in some instances, from a fixed to a growth mindset. 	<ul style="list-style-type: none"> Students will see the one problem from a number of different viewpoints. Students will consider some moral dilemmas and form some opinions and values associated with those dilemmas.
	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?
VIC. Curriculum	PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Self-Management Recognition and expression of emotion Evaluate emotional responses and the management of emotions in a range of contexts (VCPSCE043) Development of resilience Develop criteria to appraise personal qualities and use these to design strategies to plan for	PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Self-Management Recognition and expression of emotion Evaluate emotional responses and the management of emotions in a range of contexts (VCPSCE043) Development of resilience Develop criteria to appraise personal qualities and use these to design strategies to plan for	PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Self-Management Recognition and expression of emotion Evaluate emotional responses and the management of emotions in a range of contexts (VCPSCE043) ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES Geography

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	<p>the future or address a challenge (VCPSCSE044)</p>	<p>the future or address a challenge (VCPSCSE044)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Communicating and interacting for health and wellbeing</p> <p>Investigate how empathy and ethical decision-making contribute to respectful relationships (VCHPEP146)</p> <p>Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing (VCHPEP147)</p>	<p>Aboriginal and Torres Strait Islander peoples' approaches to custodial responsibility and environmental management in different regions of Australia (VCGGK148)</p> <p>Land and resource management strategies used by Aboriginal or Torres Strait Islander peoples to achieve food security over time (VCGGK137)</p> <p>Different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places (VCGGK152)</p> <p>History</p> <p>Continuity and change for Aboriginal and Torres Strait Islander peoples in securing and achieving civil rights and freedoms in Australia (VCHHK156)</p> <p>Causes of the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965 (VCHHK152)</p> <p>Effects of methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of one individual or group in the struggle (VCHHK155)</p> <p>Significance of the following events in changing society: 1962 right to vote federally, 1967 Referendum, Reconciliation, Mabo decision, Bringing Them Home Report (the Stolen Generations), the Apology and the different perspectives of these events (VCHHK154)</p> <p>Civics and Citizenship</p> <p>Explain how Australia's international legal obligations shape Australian law and</p>
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			<p>government policies, including in relation to Aboriginal and Torres Strait Islander peoples (VCCCL032)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Communicating and interacting for health and wellbeing</p> <p>Investigate how empathy and ethical decision-making contribute to respectful relationships (VCHPEP146)</p> <p>Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing (VCHPEP147)</p>
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Lesson # Title Theme	22.1 and 22.2 “Refugees” and “Refugee stories” Empathy	23.1 and 23.2 “Sensory mindfulness” and “Skills to develop mindfulness” Mindfulness	24.1 and 24.2 “Listing gratefulness” and “Dear future” Gratitude
Learning Intention	<ul style="list-style-type: none"> Students will think about why people make the choices they do. Students will empathise with others in difficult situations. 	<ul style="list-style-type: none"> Students will experience mindfulness activities by becoming more in tune with their senses. Students will have an understanding of what can make us more mindful. 	<ul style="list-style-type: none"> Students will be challenged to think of why they are grateful for different things they might not have thought of in this light. Students will think about the past, present and future.
	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
VIC. Curriculum	<p>PERSONAL AND SOCIAL CAPABILITY <u>Social Awareness and Social Management</u> Relationships and diversity Analyse how divergent values and beliefs contribute to different perspectives on social issues (VCPSCSO047) Acknowledge the importance of empathy and the acceptance of diversity for a cohesive community and reflect on the effectiveness of strategies for being respectful of diversity and human rights (VCPSCSO048)</p> <p>HEALTH AND PHYSICAL EDUCATION</p>	<p>PERSONAL AND SOCIAL CAPABILITY <u>Self-Awareness and Self-Management</u> Development of resilience Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection (VCPSCSE046)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES Geography Aboriginal and Torres Strait Islander peoples' approaches to custodial responsibility and</p>	<p>PERSONAL AND SOCIAL CAPABILITY <u>Self-Awareness and Self-Management</u> Recognition and expression of emotion Evaluate emotional responses and the management of emotions in a range of contexts (VCPSCSE043)</p>

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	<p>Personal, Social and Community Health Communicating and interacting for health and wellbeing</p> <p>Investigate how empathy and ethical decision-making contribute to respectful relationships (VCHPEP146)</p> <p>Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing (VCHPEP147)</p>	<p>environmental management in different regions of Australia (VCGGK148)</p> <p>Land and resource management strategies used by Aboriginal or Torres Strait Islander peoples to achieve food security over time (VCGGK137)</p> <p>Different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places (VCGGK152)</p> <p>History</p> <p>Continuity and change for Aboriginal and Torres Strait Islander peoples in securing and achieving civil rights and freedoms in Australia (VCHHK156)</p> <p>Causes of the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965 (VCHHK152)</p> <p>Effects of methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of one individual or group in the struggle (VCHHK155)</p> <p>Significance of the following events in changing society: 1962 right to vote federally, 1967 Referendum, Reconciliation, Mabo decision, Bringing Them Home Report (the Stolen Generations), the Apology and the different perspectives of these events (VCHHK154)</p> <p>Civics and Citizenship</p> <p>Explain how Australia's international legal obligations shape Australian law and government policies, including in relation to</p>	
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		Aboriginal and Torres Strait Islander peoples (VCCCL032)	
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Lesson # Title Theme	25.1 and 25.2 “Web of gratitude” and “The board of gratitude” Gratitude	Inquiry Unit 1 “Hands up for Aussie kids” Empathy	Inquiry Unit 1 “Fundraising as a team” Empathy
Learning Intention	<ul style="list-style-type: none"> Students will reflect on their year with a sense of appreciation and gratitude. Students will play a game that will enable them to reflect on certain things and people with appreciation and gratitude. 	<ul style="list-style-type: none"> Students will experience feeling empathy towards members of the community. Students will identify different issues and how these issues would affect others. Students will be encouraged to feel gratitude for the things they have. Students will practise working with others to achieve a joint goal. Students will reflect on their character strengths and those of others in the team. Students will perform an act of kindness by supporting disadvantaged people in the community. 	<ul style="list-style-type: none"> Students will experience feeling empathy towards members of the community. Students will identify different issues and how they would affect others. Students will be encouraged to feel gratitude for the things they have. Students will practise working with others to achieve a joint goal. Students will reflect on their character strengths and those of others in the team. Students will perform an act of kindness by supporting disadvantaged people in the community.
	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
VIC. Curriculum	PERSONAL AND SOCIAL CAPABILITY <u>Self-Awareness and Self-Management</u> Recognition and expression of emotion Evaluate emotional responses and the management of emotions in a range of contexts (VCPCSE043) Development of resilience	PERSONAL AND SOCIAL CAPABILITY <u>Self-Awareness and Self-Management</u> Recognition and expression of emotion Evaluate emotional responses and the management of emotions in a range of contexts (VCPCSE043) Development of resilience	PERSONAL AND SOCIAL CAPABILITY Self-awareness and Management Recognition and expression of emotion Evaluate emotional responses and the management of emotions in a range of contexts (VCPCSE043) Development of resilience

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	<p>Develop criteria to appraise personal qualities and use these to design strategies to plan for the future or address a challenge (VCPCSE044)</p> <p>Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection (VCPCSE046)</p>	<p>Develop criteria to appraise personal qualities and use these to design strategies to plan for the future or address a challenge (VCPCSE044)</p> <p><u>Social Awareness and Social Management Relationships and diversity</u></p> <p>Acknowledge the importance of empathy and the acceptance of diversity for a cohesive community and reflect on the effectiveness of strategies for being respectful of diversity and human rights (VCPSCSO048)</p> <p><u>Collaboration</u></p> <p>Develop specific skills and a variety of strategies to prevent or resolve conflict, and explore the nature of conflict resolution in a range of contexts (VCPSCSO051)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</p> <p><u>Geography</u></p> <p>Aboriginal and Torres Strait Islander peoples' approaches to custodial responsibility and environmental management in different regions of Australia (VCGGK148)</p> <p>Land and resource management strategies used by Aboriginal or Torres Strait Islander peoples to achieve food security over time (VCGGK137)</p> <p>Different ways of measuring and mapping human wellbeing and development, and how</p>	<p>Develop criteria to appraise personal qualities and use these to design strategies to plan for the future or address a challenge (VCPCSE044)</p> <p><u>Social Awareness and Social Management Relationships and diversity</u></p> <p>Acknowledge the importance of empathy and the acceptance of diversity for a cohesive community and reflect on the effectiveness of strategies for being respectful of diversity and human rights (VCPSCSO048)</p> <p><u>Collaboration</u></p> <p>Develop specific skills and a variety of strategies to prevent or resolve conflict, and explore the nature of conflict resolution in a range of contexts (VCPSCSO051)</p> <p>HEALTH AND PHYSICAL EDUCATION</p> <p><u>Personal, Social and Community Health Communicating and interacting for health and wellbeing</u></p> <p>Investigate how empathy and ethical decision-making contribute to respectful relationships (VCHPEP146)</p> <p>Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing (VCHPEP147)</p> <p>Evaluate health information from a range of sources and apply to health decisions and situations (VCHPEP148)</p>
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		<p>these can be applied to measure differences between places (VCGGK152)</p> <p><u>History</u></p> <p>Continuity and change for Aboriginal and Torres Strait Islander peoples in securing and achieving civil rights and freedoms in Australia (VCHHK156)</p> <p>Causes of the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965 (VCHHK152)</p> <p>Effects of methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of one individual or group in the struggle (VCHHK155)</p> <p>Significance of the following events in changing society: 1962 right to vote federally, 1967 Referendum, Reconciliation, Mabo decision, Bringing Them Home Report (the Stolen Generations), the Apology and the different perspectives of these events (VCHHK154)</p> <p><u>Civics and Citizenship</u></p> <p>Explain how Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander peoples (VCCCL032)</p> <p>HEALTH AND PHYSICAL EDUCATION <u>Personal, Social and Community Health</u> Communicating and interacting for health and wellbeing</p>	<p>Contributing to healthy and active communities</p> <p>Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (VCHPEP149)</p>
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		<p>Investigate how empathy and ethical decision-making contribute to respectful relationships (VCHPEP146)</p> <p>Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing (VCHPEP147)</p> <p>Evaluate health information from a range of sources and apply to health decisions and situations (VCHPEP148)</p> <p>Contributing to healthy and active communities</p> <p>Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (VCHPEP149)</p>	
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Lesson # Title Theme	Inquiry Unit 1 “Working towards a goal” Empathy	Inquiry Unit 1 “Celebration of achievements” Empathy	Inquiry Unit 2 “Mind Body Connection” Mindfulness
Learning Intention	<ul style="list-style-type: none"> Students will experience feeling empathy towards members of the community. Students will identify different issues and how they would affect others. Students will be encouraged to feel gratitude for the things they have. Students will practise working with others to achieve a joint goal. Students will reflect on their character strengths and those of others in the team. Students will perform an act of kindness by supporting disadvantaged people in the community. 	<ul style="list-style-type: none"> Students will experience feeling empathy towards members of the community. Students will identify different issues and how they would affect others. Students will be encouraged to feel gratitude for the things they have. Students will practise working with others to achieve a joint goal. Students will reflect on their character strengths and those of others in the team. Students will perform an act of kindness by supporting disadvantaged people in the community. 	<ul style="list-style-type: none"> Students will explore the connection between the mind and body and how healthy habits impact our overall happiness. Students will investigate the impact of sleep on their mood. Students will review their own sleep patterns and develop ways to improve sleep. Students will use their knowledge of the importance of sleep to promote and raise awareness in the wider community.
	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
VIC. Curriculum	PERSONAL AND SOCIAL CAPABILITY <u>Self-Awareness and Self-Management</u> Recognition and expression of emotion Evaluate emotional responses and the management of emotions in a range of contexts (VCPCSE043) Development of resilience Develop criteria to appraise personal qualities and use these to design strategies to plan for	PERSONAL AND SOCIAL CAPABILITY <u>Self-Awareness and Self-Management</u> Recognition and expression of emotion Evaluate emotional responses and the management of emotions in a range of contexts (VCPCSE043) Development of resilience Develop criteria to appraise personal qualities and use these to design strategies to plan for	PERSONAL AND SOCIAL CAPABILITY <u>Self-Awareness and Self-Management</u> Development of resilience Develop criteria to appraise personal qualities and use these to design strategies to plan for the future or address a challenge (VCPCSE044)

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	<p>the future or address a challenge (VCPSCSE044)</p> <p>Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection (VCPSCSE046)</p> <p>Social Awareness and Social Management</p> <p>Relationships and diversity</p> <p>Acknowledge the importance of empathy and the acceptance of diversity for a cohesive community and reflect on the effectiveness of strategies for being respectful of diversity and human rights (VCPSCSO048)</p> <p>Collaboration</p> <p>Develop specific skills and a variety of strategies to prevent or resolve conflict, and explore the nature of conflict resolution in a range of contexts (VCPSCSO051)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Communicating and interacting for health and wellbeing</p> <p>Investigate how empathy and ethical decision-making contribute to respectful relationships (VCHPEP146)</p> <p>Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing (VCHPEP147)</p> <p>Evaluate health information from a range of sources and apply to health decisions and situations (VCHPEP148)</p>	<p>the future or address a challenge (VCPSCSE044)</p> <p>Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection (VCPSCSE046)</p> <p>Social Awareness and Social Management</p> <p>Relationships and diversity</p> <p>Acknowledge the importance of empathy and the acceptance of diversity for a cohesive community and reflect on the effectiveness of strategies for being respectful of diversity and human rights (VCPSCSO048)</p> <p>Collaboration</p> <p>Develop specific skills and a variety of strategies to prevent or resolve conflict, and explore the nature of conflict resolution in a range of contexts (VCPSCSO051)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Communicating and interacting for health and wellbeing</p> <p>Investigate how empathy and ethical decision-making contribute to respectful relationships (VCHPEP146)</p> <p>Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing (VCHPEP147)</p> <p>Evaluate health information from a range of sources and apply to health decisions and</p>	<p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Communicating and interacting for health and wellbeing</p> <p>Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing (VCHPEP147)</p> <p>Evaluate health information from a range of sources and apply to health decisions and situations (VCHPEP148)</p> <p>Contributing to healthy and active communities</p> <p>Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (VCHPEP149)</p>
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	<p>Contributing to healthy and active communities</p> <p>Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (VCHPEP149)</p>	<p>Contributing to healthy and active communities</p> <p>Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (VCHPEP149)</p>	
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Lesson # Title Theme	Inquiry Unit 2 “Mind Body Connection” Mindfulness
Learning Intention	<ul style="list-style-type: none"> ● Students will explore the connection between the mind and body and how healthy habits impact our overall happiness. ● Students will investigate the impact of sleep on their mood. ● Students will review their own sleep patterns and develop ways to improve sleep. ● Students will use their knowledge of the importance of sleep to promote and raise awareness in the wider community.
	Lesson 2: Activity 1: Review sleep diary Activity 2: Promoting Sleep
VIC. Curriculum	<p>HEALTH AND PHYSICAL EDUCATION <u>Personal, Social and Community Health</u> <u>Personal, Social and Community Health</u> Communicating and interacting for health and wellbeing</p> <p>Evaluate health information from a range of sources and apply to health decisions and situations (VCHPEP148)</p> <p>Contributing to healthy and active communities</p>

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	Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (VCHPEP149)
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