

Year 10 Victorian Curriculum Mapping

Lesson # Title Theme	1.1 and 1.2 “Vocabulary around emotion” and “Varying intensities of emotion” Emotional Literacy	2.1 and 2.2 “Look up” and “Impact of technology” Mindfulness	3.1 and 3.2 “Character strengths” and “Using strengths” Emotional Literacy
Learning Intention	<ul style="list-style-type: none"> Students will learn about the eight basic emotions and how they blend together. Students will identify specific examples for each of the eight emotions and their varying levels of intensity. 	<ul style="list-style-type: none"> Students will be more mindful and notice what is going on around them. Students will explore the impact technology has on their ability to be mindful. 	<ul style="list-style-type: none"> Students will identify and explore character strengths in others. Students will reflect on how their character strengths has had a significant impact on their life.
Activities	Lesson 1.1: Activity 1: Robert Putschik Wheel of Emotions puzzle Lesson 1.2: Activity 1: Exploring the wheel	Lesson 4.1: Activity 1: Can I get a selfie? Lesson 4.2: Activity 1: Class debate	Lesson 6.1: Activity 1: VIA Character Survey Lesson 6.2: Activity 1: Turia – an example of resilience Activity 2: Using strengths
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) Social Awareness and Social Management Collaboration</p>	<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 Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection (VCPSCSE046) ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES Geography</p>	<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) ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</p>

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	<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>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>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>
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	<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>	
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Lesson # Title Theme	4.1 and 4.2 "A walk in my shoes" and "Language choices" Gratitude	5.1 and 5.2 "My life elsewhere" and "Gratitude game" Gratitude	6.1 and 6.2 "Mindfulness and flow" Mindfulness
Learning Intention	<ul style="list-style-type: none"> Students will learn to better appreciate the things they have. Students will practice turning complaints into gratitude statements, and understand that in some situations, they have a choice to replace negative thoughts with more positive and optimistic ones. 	<ul style="list-style-type: none"> Students will to be able to express gratitude for the country we live in and the privileges it awards us. Students will gain perspective on their own experience of gratitude by interviewing an older person about gratitude. 	<ul style="list-style-type: none"> Students will calm the chaos in their minds using mindfulness techniques. Students will experience mindfulness through 'flow'.
Activities	Lesson 7.1: Activity 1: If money was no object Activity 2: My shoes Lesson 7.2: Activity 1: Turning complaints into gratitude Activity 2: Turning complaints into gratitude Student Journal debrief	Lesson 8.1: Activity 1: My life elsewhere Activity 2: Share Activity 3: Comparing to others reflection Lesson 8.2: Activity 1: Gratitude game Activity 4: My moments of awesome	Lesson 9.1: Activity 1: Quick review Activity 2: Calm the chaos Activity 3: Treasure hunt Lesson 9.2: Activity 4: Colouring Activity 5: Flow
VIC. Curriculum	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Self-Management</p> <p>Recognition and expression of emotion</p> <p>Evaluate emotional responses and the management of emotions in a range of contexts (VCPCSE043)</p> <p>Development of resilience</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 Self-Awareness and Self-Management</p> <p>Recognition and expression of emotion</p> <p>Evaluate emotional responses and the management of emotions in a range of contexts (VCPCSE043)</p> <p>Development of resilience</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 Self-Awareness and Self-Management</p> <p>Recognition and expression of emotion</p> <p>Evaluate emotional responses and the management of emotions in a range of contexts (VCPCSE043)</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 (VCPCSE044)</p>

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	<p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</p> <p>Geography</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</p>	<p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</p> <p>Geography</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</p>	<p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</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</p> <p>Personal, Social and Community Health</p> <p>Contributing to healthy and active communities</p>
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	<p>Generations), the Apology and the different perspectives of these events (VCHHK154) Civics and Citizenship 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>Generations), the Apology and the different perspectives of these events (VCHHK154) Civics and Citizenship 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>Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (VCHPEP149)</p>
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Lesson # Title Theme	7.1 and 7.2 "Gratitude at its core" and "The way I see it" Gratitude	Lesson 8.1 and 8.2 "Active constructing responding" and "Scenarios" Empathy	Lesson 9.1 and 9.2 "Empathy and compassion" and "Learning about others" Empathy
Learning Intention	<ul style="list-style-type: none"> Students will understand how we can rewire our brains to focus on what is great and positive in our lives. Students will reflect on someone else's adversity and can be grateful for what they have. 	<ul style="list-style-type: none"> Students will understand the four different types of listening and the impact active listening has on those around them. Students will respond to scenarios with the different listening techniques, emphasising the importance of active listening. 	<ul style="list-style-type: none"> Students will understand how our actions lead to showing compassion. Students will discuss the complicated intersections of privileges in a less confrontational and more reflective way.
Activities	Lesson 12.1: Activity 1: Reticular activation system Activity 2: Gratitude stone Activity 3: What could make today better? Lesson 12.2: Activity 1: Overcoming adversity	Lesson 13.1: Activity 1: The big bang theory Activity 2: The active construction model Lesson 13.2: Activity 1: Scenarios	Lesson 14.1: Activity 1: Compassion Activity 2: Another person's shoes Lesson 14.2: Activity 1: Walk the line Activity 2: Walk the line debrief
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 (VCPSCE043) Development of resilience Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection (VCPSCE046) Social Awareness and Management</p>	<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 (VCPSCE043) Development of resilience Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection (VCPSCE046) Social Awareness and Management Relationships and diversity Acknowledge the importance of empathy and the</p>	<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 (VCPSCE043) Development of resilience Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection (VCPSCE046) Social Awareness and Management Relationships and diversity Acknowledge the importance of empathy and the</p>

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	<p>Relationships and diversity 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 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>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 these can be applied to measure differences between places (VCGGK152)</p> <p>History Continuity and change for Aboriginal and Torres Strait Islander peoples in securing and achieving civil rights and freedoms in Australia (VCHHK156)</p>	<p>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 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</p> <p>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>	<p>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 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</p> <p>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>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>		
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Lesson # Title Theme	10.1 and 10.2 “Catastrophising” and “Signs of catastrophising” Mindfulness	11.1 and 11.2 “Experiencing success” and “Success stories” Emotional Literacy	Lesson 12.1 and 12.2 “Social interaction” and “The power of words” Empathy
Learning Intention	<ul style="list-style-type: none"> Students will examine the concept of ‘catastrophising’. Students will be able to acknowledge negative thoughts and begin to develop perspective. 	<ul style="list-style-type: none"> Students will persevere at a challenge and be self-reflective about success and excuses. Students will experience positive emotion through success. 	<ul style="list-style-type: none"> Students will learn the right and wrong reasons to give feedback and how to give constructive feedback. Students will learn to apply what they have learnt about constructive feedback to specific scenarios.
Activities	Lesson 15.1: Activity 1: Disasters Activity 2: Notice the signs Lesson 15.2: Activity 1: Beating catastrophes Activity 2: Hands metaphor	Lesson 18.1: Activity 1: The challenge Activity 2: The challenge debrief Lesson 18.2: Activity 1: Oprah’s 5 minutes for 50 years	Lesson 19.1: Activity 1: Constructive criticism Activity 2: How to give feedback Lesson 19.2: Activity 1: Another person’s behaviour Activity 2: Assertive response
VIC. Curriculum	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Self-Management</p> <p>Recognition and expression of emotion Evaluate emotional responses and the management of emotions in a range of contexts (VCPCSE043)</p> <p>Development of resilience Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection (VCPCSE046)</p>	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Self-Management</p> <p>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>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Communicating and interacting for health and wellbeing</p>	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Self-Management</p> <p>Recognition and expression of emotion Evaluate emotional responses and the management of emotions in a range of contexts (VCPCSE043)</p> <p>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>Social Awareness and Management Relationships and diversity Acknowledge the importance of empathy and the</p>

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	<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>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>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 <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	Lesson 13.1 and 13.2 "Mindfulness writing" and "The rose that grew from concrete" Mindfulness	Inquiry unit 1 "The Freedom Writers" Empathy	Inquiry unit 1 "The Freedom Writers" Empathy
Learning Intention	<ul style="list-style-type: none"> Students will think and reflect on their day so far. Students will learn about perseverance from nature and reflect on their own obstacles in life. 	<ul style="list-style-type: none"> Students will view a film to encourage the development and identification of empathy, as each character in the film is faced with difficult challenges and choices to make. Students will be encouraged to connect with these choices and see things from a different perspective and / or place of understanding. 	<ul style="list-style-type: none"> Students will view a film to encourage the development and identification of empathy, as each character in the film is faced with difficult challenges and choices to make. Students will be encouraged to connect with these choices and see things from a different perspective and / or place of understanding. Students will explore problem-solving strategies used by the characters in the film, and discover strategies to use in their own lives.
Activities	Lesson 21.1: Activity 1: A detailed account Activity 2: Debrief Lesson 21.2: Activity 1: Tupac Shakur	Lesson 1&2: Activity 1: Watch Freedom Writers	Lesson 3&4 Activity 1: Character emotions Activity 2: The characters choices Activity 3: Tough choices dilemmas Activity 4: Journal Reflection
VIC. Curriculum	PERSONAL AND SOCIAL CAPABILITY <u>Self-Awareness and Self-Management</u> <u>Recognition and expression of emotion</u> Evaluate emotional responses and the management of emotions in a range of contexts (VCPSCE043) <u>Development of resilience</u>	PERSONAL AND SOCIAL CAPABILITY <u>Self-Awareness and Self-Management</u> <u>Recognition and expression of emotion</u> Evaluate emotional responses and the management of emotions in a range of contexts (VCPSCE043) <u>Development of resilience</u>	PERSONAL AND SOCIAL CAPABILITY <u>Self-Awareness and Self-Management</u> <u>Recognition and expression of emotion</u> Evaluate emotional responses and the management of emotions in a range of contexts (VCPSCE043) <u>Development of resilience</u>

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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 (VCPSCSE044)</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</p> <p>Geography</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><u>Social Awareness and Management</u></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 (VCPSCS0048)</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 (VCPSCS0051)</p> <p>HEALTH AND PHYSICAL EDUCATION</p> <p><u>Personal, Social and Community Health</u></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>Develop criteria to appraise personal qualities and use these to design strategies to plan for the future or address a challenge (VCPSCSE044)</p> <p><u>Social Awareness and Management</u></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 (VCPSCS0048)</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 (VCPSCS0051)</p> <p>HEALTH AND PHYSICAL EDUCATION</p> <p><u>Personal, Social and Community Health</u></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>
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