

Year 9 Victorian Curriculum Mapping

Lesson # Title Theme	1.1 and 1.2 “All about resilience” and “Resilience” Emotional Literacy	2.1 and 2.2 “Mindfulness” and “Body awareness” Mindfulness	3.1 and 3.2 “Finding gratitude” and “Singing praise” Gratitude
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 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 identify what they are grateful for. Students will sing praise for someone that has influenced their lives in a positive way.
	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 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 7.1: Activity 1: Gratitude scavenger hunt Lesson 7.2 Activity 1: Acrostic poem
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 (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>	<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 (VCPCSE046)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES Geography</p> <p>Aboriginal and Torres Strait Islander peoples’ approaches to custodial responsibility and</p>	<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 (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>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>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>
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	<p>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>Aboriginal and Torres Strait Islander peoples (VCCCL032)</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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Lesson # Title Theme	4.1 and 4.2 "Identifying gratitude" and "Expressing gratitude" Gratitude	5.1 and 5.2 "Awareness" and "Pets" Mindfulness	6.1 and 6.2 "Mindful eating" and "Mindful eating at school" Mindfulness
Learning Intention	<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. 	<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.
	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	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
VIC. Curriculum	<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>History</u> Continuity and change for Aboriginal and Torres Strait Islander peoples in securing 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 (VCPCSE043)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES <u>History</u> Continuity and change for Aboriginal and Torres Strait Islander peoples in securing and</p>	<p>PERSONAL AND SOCIAL CAPABILITY <u>Self-Awareness and Self-Management</u> 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> Continuity and change for Aboriginal and Torres Strait Islander peoples in securing and</p>

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	<p>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> <u>Contributing to healthy and active communities</u></p> <p>Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (VCHPEP149)</p>	<p>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> <u>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</p>	<p>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> <u>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</p>
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		possible outcomes of different responses to health and wellbeing (VCHPEP147)	possible outcomes of different responses to health and wellbeing (VCHPEP147)
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Lesson # Title Theme	7.1 and 7.2 “Mood-changers” and “Self-care” Emotional Literacy	8.1 and 8.2 “Restrictions to our gratefulness” and “Expressing gratitude” Gratitude	9.1 and 9.2 “Responding to others” and “Acts of kindness” Empathy
Learning Intention	<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. 	<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 12.1: Activity 1: Shaking a bad mood Lesson 12.2: Activity 1: Self-care	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></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>Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection (VCPSCSE046)</p> <p>HEALTH AND PHYSICAL EDUCATION <u>Personal, Social and Community Health</u></p>		

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	<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	10.1 and 10.2 “Crossing the line” and “Speak even if your voice shakes” Empathy	11.1 and 11.2 “Fixed and growth mindsets” and “Self-talk” Emotional Literacy	12.1 and 12.2 “Moral Dilemmas” and “Perspective” Empathy
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 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 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 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	<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) Development of resilience Develop criteria to appraise personal qualities and use these to design strategies to plan for</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) Development of resilience Develop criteria to appraise personal qualities and use these to design strategies to plan for</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) ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</p>

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	<p>the future or address a challenge (VCPCSE044)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health 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>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>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>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 Generations), the Apology and the different perspectives of these events (VCHHK154)</p> <p>Civics and Citizenship</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 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	13.1 and 13.2 "Web of gratitude" and "The board of gratitude" Gratitude	Inquiry Unit "Mind Body Connection" Mindfulness	Inquiry Unit "Mind Body Connection" Mindfulness
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 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. 	<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 25.1: Activity 1: Gratitude web Learning 25.2: Activity 1: Gratitude board game	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	Lesson 2: Activity 1: Review sleep diary Activity 2: Promoting Sleep
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 (VCPSCE043) Development of resilience	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 (VCPSCE044)	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 Evaluate health information from a range of sources and apply to health decisions and situations (VCHPEP148)

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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>HEALTH AND PHYSICAL EDUCATION <u>Personal, Social and Community Health</u> 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>	<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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