



The Positive Living Skills Planning and Assessment Matrix Overview and Aims

The Positive Living Skills Planning and Assessment Matrix provides guidance for explicit wellbeing teaching and learning, and assessment and reporting to support educators. It has been developed to enhance educators' use of the Positive Living Skills Primary School Wellbeing Units by aligning them to the curriculum and providing ideas from planning to implementation to assessment and to extension, in order to make more meaningful links for the students.

The Teaching and Learning section allows teachers to identify the Learning Intentions and Success Criteria connected to each lesson which aligns the program to best practice teaching and learning outcomes in education. There are also big idea questions or inquiry questions for schools choosing an inquiry or project learning based approach. The Assessment section is designed to support teachers to connect to the curriculum and assessment outcomes and to gather data around wellbeing knowledge and skills for their students.

The 'I can' statements are linked to the curriculum and individual lessons, which can be assessed through the suggested assessment ideas. The assessment activity ideas have been suggested based on their links to overall unit, individual lessons, and curriculum links. This gives educators the scope to build on the lesson outcomes and gather data for assessment and reporting purposes. The 'I can' statements and assessment ideas are aligned to the PDHPE outcomes, as well as to the General Capabilities to enhance teaching and learning and assessment opportunities.

There are also additional resources suggested for educators to extend student's learning of the unit topic, based on the specific needs within the cohort of students. It is suggested that educators use the Positive Living Skills Planning and Assessment Matrix together with the provided Assessment Checklist Templates for each unit if they wish to record individual students progress in relation to building their competence in the Positive Living Skills Units.

Planning and Assessment matrix for NSW

Highlights Foundation Level

Project Based Learning Driving Question/s					Positive Behaviours for Learning Links		
What are highlights? How can we know our highlights? How can we bring awareness to the simple joys and highlights in our life and all around us?					Be a Learner Be Safe Be Respectful		
Teaching and Learning			Assessment			Extension	
PLS Lessons	Learning Intentions	Success Criteria	I Can Statements	Assessment Ideas	PDHPE Links	General Capability Links	Other Links/Resources
Any Day Highlights	To become aware that highlights are all around us	Define a any day highlight. Name any day highlights in nature. Draw an any day highlight.	I can name an any day highlight. I can list highlights in nature I can draw my any day highlight	Formative Assessment 1. Draw a picture of a happy highlight 2. Do a role play of a happy highlight scenario or act out one of Possa Bill's highlights. 3. Create a journal for weekly reflection on highlights experienced and how they felt 4. Create a Highlights Wall where students can write and stick the highlights they notice throughout the day/week in themselves and others. Summative Assessment 1. Create a role play of a Special highlight 2. Draw a picture of a highlight and write/record the story of where and when you experienced it and how it made you feel. 3. Create a rubric using the I can statements as a post unit reflection (can also be used pre-unit)	*The PDHPE links identified align to the individual lessons as well as the assessment ideas. Outcomes Identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe PDe-2 Explores contextual factors that influence an individual's health, safety, wellbeing and participation in physical activity PDe-6 Identifies actions that promote health, safety, wellbeing and physically active spaces PDe-7 Uses interpersonal skills to effectively interact with others PDe-10 Practises self-management skills in familiar and unfamiliar scenarios PDe-9 Content Identify personal strengths and qualities (ACPPS001) Practise interpersonal skills to interact positively with others (ACPPS004) Identify and describe emotional responses people may experience in different situations (ACPPS005) Make connections between feelings, thoughts, body reactions and body language Identify safe and positive health practices and display actions that promote health, safety and wellbeing (ACPPS006)	The following Capabilities align to this Unit of work: Personal and Social Capability Intercultural Understanding Critical and Creative Thinking Literacy *Further links are addressed in the individual lesson documents.	1. Smiling Minds Savouring topic 2. Children's Picture Books: Last stop on Market Street by Matt De La Pena Sidewalk flowers by Jon Arno Lawson Breathe by Scott Magoon Blackout by John Rocco Rosie Revere Engineer by Andrea Beaty Sad, the Dog by Sandy Fussell and Tull Suwannakit A Perfectly Messed-Up Story by Patrick McDonnell The Dot by Peter H. Reynolds You Are Awesome by Susann Hoffmann 3. Other Videos: Positive Affirmations for Klds https://www.youtube.com/watch?v=I55jCHTQwCA Use these as starters to help students share their highlights Thought Bubbles https://www.youtube.com/watch?v=70j3xyu7OGw A video to help children identify thoughts to support them identifying highlights.
Happy Highlights	To become aware of what highlights are	Identify a happy highlight in the day.	I can identify a happy highlight in my day				
Opportunities to appreciate	To develop an awareness that there is always something to appreciate	Identify highlights in a story Express gratitude when they receive kindness	I can identify highlights in a story.				
Remembering Highlights	To become aware that remembering highlights can promote a positive outlook	Define a special highlight. Name a special highlight Identify highlights are different for different people. Use a special highlight to help you feel better.	I can describe a special highlight. I can identify a special highlight. I can recognise highlights are different for everyone. I can recall a special highlight to help me feel better when I am down.				
Where are Highlights?	To become aware that highlights can be found in every area of life	Identify story highlights that are highlights for you too. Identify highlights throughout the day.	I can identify highlights in a story that I have had as well. I can identify different highlights throughout my day.				
Zing Highlights	To become aware that highlights can be found in yourself and in others	Define a Zing highlight. Name a Zing highlight.	I can describe a Zing highlight. I can identify a Zing highlight.				

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Highlights Years 1 - 2 Level

Project Based Learning Driving Question/s				Positive Behaviours for Learning Links			
What are highlights? How can we know our highlights? How can we bring awareness to the simple joys and highlights in our life and all around us?				Be a Learner Be Safe Be Respectful			
Teaching and Learning			Assessment			Extension	
PLS Lessons	Learning Intentions	Success Criteria	I Can Statements	Assessment Ideas	PDHPE Links	General Capability Links	Other Links/Resources
Any Day Highlights	To understand that highlights are all around us	Identify a Big highlight Identify an any day highlight	I can identify a Big highlight I can identify an any day highlight I can identify the difference between a big and any day highlight	Formative Assessment 1. Write down your Big highlights and then your any day highlights 2. Act out a Senses highlight 3. Create a journal for weekly reflection on highlights experienced and how they felt 4. Create a Highlights Wall where students can write and stick the highlights they notice throughout the day/week in themselves and others.	*The PDHPE links identified align to the individual lessons as well as the assessment ideas. Outcomes Describes the qualities and characteristics that make them similar and different to others PD1-1 Recognises and describes strategies people can use to feel comfortable, resilient and safe in situations PD1-2 Demonstrates self-management skills in taking responsibility for their own actions PD1-9 Describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong PD1-10	The following Capabilities align to this Unit of work: Personal and Social Capability Intercultural Understanding Critical and Creative Thinking	1. Smiling Minds Savouring Topic 2. Be You 3. Children's Picture Books: Last stop on Market Street by Matt De La Pena Sidewalk flowers by Jon Arno Lawson Breathe by Scott Magoon Blackout by John Rocco Rosie Revere Engineer by Andrea Beaty Sad, the Dog by Sandy Fussell and Tull Suwannakit A Perfectly Messed-Up Story by Patrick McDonnell The Dot by Peter H. Reynolds You Are Awesome by Susann Hoffmann
Happy Highlights	To understand what highlights are	Identify highlights in nature Identify highlights about people	I can identify highlights in nature I can recognise highlights about people				
Opportunities to appreciate	To link highlights with expressing appreciation	Connect an act of kindness to a highlight Express gratitude to another person Identify how an act of kindness can be someone's highlight	I can identify why an act of kindness is a highlight I can express gratitude to another person I can identify the different ways an act of kindness can be a highlight or special highlight	Summative Assessment 1. Design and create a group game that will support the idea of group highlights (E.g. Remembering Highlights lesson). 2. Complete the Sensational Senses Resource Sheet to see how they identify different types of highlights (Where are Highlights?) 3. Create a rubric using the I can statements as a post unit reflection (can also be used pre-unit)	Identify and practise physical and emotional responses that account for their own and others' feelings (ACPPS020) Describe situations where they are required to make healthy and/or safe decisions (ACPPS018) Describe and practise ways to develop caring and respectful relationships and include others to make them feel they belong (ACPPS019) Practise strategies they can use to support their own and others' health, safety and wellbeing (ACPMP030)	*Further links are addressed in the individual lesson documents.	4. Videos: Positive Affirmations for Klds https://www.youtube.com/watch?v=l55jCHTQwCA use these as starters to help students share their highlights Thought Bubbles https://www.youtube.com/watch?v=70j3xyu7OGw a video to help children identify thoughts to support them identifying highlights.
Remembering Highlights	To understand that we can choose to remember highlights to promote a positive outlook	Recognise when shared highlights can happen Identify the benefits of shared highlights	I can identify a shared highlight I can express how shared highlights make people feel				
Where are Highlights?	To learn about different types of highlights and where they can be found	Identify highlights of the senses	I can identify different highlights based on my senses				
Zing Highlights	To understand that highlights can be found in yourself and in others	Identify a Zing highlight	I can share a Zing Highlight				

Planning and Assessment matrix for NSW

Highlights Years 3 - 4 Level

Project Based Learning Driving Question/s				Positive Behaviours for Learning Links			
How do we recognise and acknowledge daily highlights? How do we direct our thoughts to focus on highlights?				Be a Learner Be Safe Be Respectful			
Teaching and Learning		Assessment			Extension		
PLS Lessons	Learning Intentions	Success Criteria	I Can Statements	Assessment Ideas	PDHPE Links	General Capability Links	Other Links/Resources
Any Day Highlights	To develop skills to notice that we can connect with something positive in every day and every experience	Identify a highlight Identify a highlight in a category Identify a highlight in a story	I can identify an Any Day Highlight I can name the category which the highlight is in I can identify highlights in a story	Formative Assessment 1. Draw a picture for each different type of highlight and explain it (Lesson 1) People, Outdoors, Relaxation, Senses, Games, Learning and creating, Achieving goals. 2. Set a goal to help you notice and enjoy your highlights. 3. Create a weekly Highlights Journal 4. Create a Highlights Wall where students can write and stick the highlights they notice throughout the day/week in themselves and others.	*The PDHPE links identified align to the individual lessons as well as the assessment ideas. Outcomes Explores strategies to manage physical, social and emotional change PD2-1 Explains and uses strategies to develop resilience... PD2-2 explains how empathy, inclusion and respect can positively influence relationships PD2-3 Demonstrates a range of interpersonal skills that build and enhance relationships... PD2-10	The following Capabilities align to this Unit of work: Personal and Social Capability Intercultural Understanding Critical and Creative Thinking *Further links are addressed in the individual lesson documents.	1. Smiling Minds Savouring Topic 2. Be You 3. Children's Picture Books: Last stop on Market Street by Matt De La Pena Sidewalk flowers by Jon Arno Lawson Breathe by Scott Magoon Blackout by John Rocco Rosie Revere Engineer by Andrea Beaty Sad, the Dog by Sandy Fussell and Tull Suwannakit A Perfectly Messed-Up Story by Patrick McDonnell The Dot by Peter H. Reynolds You Are Awesome by Susann Hoffmann
Happy Highlights	To understand what highlights are and how to focus on them	Identify a happy highlights Recognise why we focus on highlights Act out a happy highlight	I can describe a happy highlight I can act out a happy highlight				
Opportunities to appreciate	To develop skills to find some positive aspects in a lowlight situation	Notice your highlights Identify a positive in a negative situation Name a highlight Name a lowlight Recognise the positive in a lowlight	I can identify a positive highlight even in a negative lowlight situation.				
Remembering Highlights	To develop skills for remembering highlights.	List a way to remember your highlights Recall a highlight you have had before	I can remember a highlight I had	Summative Assessment 1. Write a narrative about someone facing a lowlight situation and how they recognised the highlight in the situation 2. My Treasure Highlights activity sheet in the 'Where are Highlights?' lesson. 3. Create a rubric using the I can statements as a post unit reflection (can also be used pre-unit)	Describe how their own and others' skills and strategies contribute to healthy and safe outcomes in a variety of situations Explore how success, challenge and overcoming adversity strengthens identity (ACPPS033) Identify and practise strategies to promote health, safety and wellbeing (ACPPS036) Describe and practise ways respect, empathy and valuing diversity can positively influence respectful relationships (ACPPS037) Investigate how emotional responses vary in depth and strength (ACPPS038)		4. Other Videos: Positive Affirmations for Kids https://www.youtube.com/watch?v=I55jCHTQwCA Use these as starters to help students share their highlights The Reflection in Me https://www.youtube.com/watch?v=D9OOXCu5XMg A build on to Highlights, allowing children to appreciate themselves and who they are - reinforcing selfpositivity Thinking Traps https://www.youtube.com/watch?v=PnxVRwQYdIQ Notiving thinking traps and how to move past them Superpower of Savouring https://www.youtube.com/watch?v=oZK3uK7E5yo
Where are Highlights?	To develop skills to notice that highlights are all around us	Notice the highlights around you Identify highlights in different parts of your life	I can notice highlights in the world around me				
Zing Highlights	To develop skills for finding highlights in yourself and others	Identify your own highlights Identify the highlights of others	I can appreciate highlights in others I can allow others to appreciate highlights in me				



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Highlights Years 5 - 6 Level

Project Based Learning Driving Question/s				Positive Behaviours for Learning Links			
How can you apply a positive focus in daily life? How do we use our skills to acknowledge our daily highlights?				Be a Learner Be Safe Be Respectful			
Teaching and Learning			Assessment			Extension	
PLS Lessons	Learning Intentions	Success Criteria	I Can Statements	Assessment Ideas	PDHPE Links	General Capability Links	Other Links/Resources
Any Day Highlights	To apply skills to connect with positive daily experiences	Identify highlights Bring a positive focus to daily life	I can identify highlights I can express what highlights mean to me I can describe how highlights bring a positive focus in life	Formative Assessment 1. Write a poem or do arole play to show what highlights mean to them. 2. Set a goal to help you work towards a special highlight 3. Create a weekly Highlights Journal 4. Create a Highlights Wall where students can write and stick the highlights they notice throughout the day/week in themselves and others.	*The PDHPE links identified align to the individual lessons as well as the assessment ideas. Outcomes Identifies and applies strengths and strategies to manage life changes and transitions PD3-1 Investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others PD3-2 Evaluates the impact of empathy, inclusion and respect on themselves and others PD3-3 Applies and adapts selfmanagement skills to respond to personal and group situations PD3-9 Selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections PD3-10 Content Examine how identity and behaviour are influenced by people, places and the media (ACPPS051) Plan and practise assertive responses, behaviours and actions that protect and promote health, safety and wellbeing (ACPPS054) Practise skills to establish and manage relationships (ACPPS055) Examine the influence of emotional responses on behaviour and relationships (ACPPS056)	The following Capabilities align to this Unit of work: Personal and Social Capability Intercultural Understanding Critical and Creative Thinking Ethical Understanding Literacy	1. Smiling Minds Savouring Topic 2. Be You 3. Children's Picture Books: Last stop on Market Street by Matt De La Pena Sidewalk flowers by Jon Arno Lawson Breathe by Scott Magoon Blackout by John Rocco Rosie Revere Engineer by Andrea Beaty Sad, the Dog by Sandy Fussell and Tull Suwannakit A Perfectly Messed-Up Story by Patrick McDonnell The Dot by Peter H. Reynolds You Are Awesome by Susann Hoffmann 4. Videos: Positive Affirmations for Klds https://www.youtube.com/watch?v=I55jCHTQwCA Use these as starters to help students share their highlights The Reflection in Me https://www.youtube.com/watch?v=D9OOXCu5XMg A build on to Highlights, allowing children to appreciate themselves and who they are - reinforcing selfpositivity Thinking Traps I https://www.youtube.com/watch?v=PnxWRwQYdIQ Notiving thinking traps and how to move past them Superpower of Savouring https://www.youtube.com/watch?v=oZK3uK7E5yo
Happy Highlights	To learn what highlights are and where you can find them	Identify a special highlight Set a goal for a special highlight Link Senses to a highlight Visualise a highlight	I can identify a special highlight I want to achieve I can visualise and imagine that special highlight in my life I can identify the Senses that will link to the highlight				
Opportunities to appreciate	To develop skills to find some positive aspects in a lowlight situation	Identify lowlights and highlights in a story Explain how a lowlight can lead to seeing somehting positive	I can identify lowlights and how they make me feel I can identify highlights and how they make me feel I can explain how to see the positive as a result of a lowlight				
Remembering Highlights	To Identify and gain positive feelings from past highlights.	Remember past highlights Visualise the feelings from past highlights Identify a type positive reminder to help you recall a highlight	I can recall my past highlights I can explain the feelings from my past highlights I can develop a positive reminder strategy to help me recall my highlights				
Where are Highlights?	To apply skills to notice that highlights are all around us	Identify as many highlights as you can Link highlights to where you can find them	I can list many different highlights I can connect highlights with where they could happen	1. Make a video to help another person identify highlights and how to see the positive in a lowlight. 2. Write a narrative about someone facing a lowlight situation and how they recognised the highlight in the situation 3. Create a rubric using the I can statements as a post unit reflection (can also be used pre-unit)		*Further links are addressed in the individual lesson documents.	
Zing Highlights	To apply skills to acknowledge the positive qualities of others and self	Identify a Zing highlight in yourself Identify a Zing highlight in others	I can identify a Zing highlight in another person I can identify a Zing highlight in myself				

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Feelings Foundation

Project Based Learning Driving Question/s					Positive Behaviours for Learning Links		
How can we bring awareness to the connection between our feelings, thoughts and actions?					Be a Learner Be Safe Be Respectful		
Teaching and Learning			Assessment			Extension	
PLS Lessons	Learning Intentions	Success Criteria	I Can Statements	Assessment Ideas	PDHPE Links	General Capability	Other Links/Resources
Changing Channels	To become aware that feelings are connected with experiences	Identify feelings Recognise how feelings can be like channels on TV Identify feelings in Possa Bill's story	I can identify different feelings. I can identify feelings in a story. I can show how feelings are like channels.	Formative Assessment 1. Act out different feelings and show how the channels can change in a day (Changing Channels) 2. Write a weekly feelings journal using the prompt "When...I felt..." 3. Create a Kindness wall to acknowledge acts of kindness happening in and outside the classroom 4. Make a Feelings wall for students to get more comfortable with what feelings look like, sound like and feel like - They can draw pictures to stick under the different feelings too.	*The PDHPE links identified align to the individual lessons as well as the assessment ideas. Outcomes Identifies people and demonstrates protective strategies that help keep themselves healthy, resilient and safe PDe-2 Communicates ways to be caring, inclusive and respectful of others PDe-3 Practises selfmanagement skills in familiar and unfamiliar scenarios PDe-9 Uses interpersonal skills to effectively interact with others PDe-10 Content Practise interpersonal skills to interact positively with others (ACPPS004) Identify and describe emotional responses people may experience in different situations (ACPPS005)	The following Capabilities align to this Unit of work: Personal and Social Capability Critical and Creative Thinking Literacy *Further links are addressed in the individual lesson documents.	1. Children's Picture Books: In My Heart by Jo Witek Feelings by Libby Walden The Day the Crayon's Quit by Oliver Jeffers What am I Feeling? by Josh and Christi Straub Yoga Animals at the Seashore by Christiane Kerr and Jason Hook Crying is Like the Rain by Heather Hawk Feinberg Tomorrow I'll be Brave by Jessica Hische Lena's Shoes are Nervous by Keith Calabrese Kevin the Unicorn: It's Not All Rainbows by Jessica von Innerebner Have you Filled a Bucket Today by Carol McCloud (Kindness) The Giving Tree by Shel Silverstein (Kindness) Amaya Learns About Her Thoughts by Sapna Sachdeva (self-talk and understanding thoughts) 2. Other Videos Emotions for Kids https://www.youtube.com/watch?v=jetoWelJJJk Guess the Feelings and Emotions https://www.youtube.com/watch?v=MeNY-RxDJig Recognising facial expressions The Feelings Song https://www.youtube.com/watch?v=-J7HcVLsCrY Identify Feelings https://www.youtube.com/watch?v=nTII0cyUbQo Emotions by Storybots https://www.youtube.com/watch?v=akTRWJZMks0 Be Kind https://www.youtube.com/watch?v=kAo4-2UzgPo Kindness https://www.youtube.com/watch?v=-SpyGx05tQ A Wrinkled Heart https://www.youtube.com/watch?v=LwxlnHesAtQ&list=RDLVpkAfgog9USU&index=2 Chrysanthemum https://www.youtube.com/watch?v=7fkR7X4SevE 3. Smiling Minds Thoughts and Feelings Meditations
Empathy	To become aware that we can be supportive of other people's feelings	Label feelings that come up when things happen Identify how it feels to have a kind friend	I can label feelings I can notice what a friend does that makes me feel nice I can share what I do to be kind to a friend				
How Do You Feel?	To become aware of what feelings are and explore different types of feelings	Show the facial expression for feelings	I can act out a feeling I can express my feelings				
Kindness	To become aware that our actions and behaviours encourage feelings in others	Name the acts of kindness in a story List different ways to show kindness	I can name the acts of kindness in a story I can list different ways to show kindness I can express the feelings that others feel as a result of kindness I can express the impact kindness has on me	Summative Assessment 1. Create a role play of a scenario that shows how feelings connect to thoughts (E.g. trying the monkey bars for the first time) 2. Create a story about someone who reels in happy feelings (Reeling in Good Feelings) 3. Create a rubric using the I can statements as a post unit reflection (can also be used pre-unit)			
Notice Your Thoughts	To experience that feelings are connected to thoughts	Link a thought to an action statement Link a feeling to a thought	I can express a thought that links to an action statement I can link a feeling to a thought				
Reeling In Good Feelings	To become aware that we can encourage positive feelings within ourselves	Identify what makes them happy Notice how to 'choose' happy feelings	I can identify things that give me positive feelings I can name ways to choose and notice happy feelings				

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Project Based Learning Driving Question/s					Positive Behaviours for Learning Links		
How can we understand that our feelings, thoughts and actions are connected?					Be a Learner Be Safe Be Respectful		
Teaching and Learning			Assessment			Extension	
PLS Lessons	Learning Intentions	Success Criteria	I Can Statements	Assessment Ideas	PDHPE Links	General Capability Links	Other Links/Resources
Changing Channels	To understand how to choose different channels in your mind	Describe feelings channels Identify how to change channels name the highlights that can help change the channel	I can explain what changing channels means. I can change my feelings channel. I can name a highlight that helps me to change my feelings channel.	Formative Assessment 1. Role play scenarios based on stories from Empathy lesson. 2. Write a weekly feelings journal using the prompt "Today I felt...because..." and then "The thought that I had for this feeling was..." 3. Write a sentence for each feeling to show what your face and body do when you feel different emotions. 4. Create a Kindness wall to acknowledge acts of kindness happening in and outside the classroom 5. Make a Feelings wall for students to get more comfortable with what feelings look like, sound like and feel like - They can draw pictures to stick under the different feelings too. Summative Assessment 1. Draw a cartoon storyboard of a Character exploring the idea of Changing Channels 2. Make a role play to show a situation and how it links to feelings - Their peers then have to guess/infer the feelings they are trying to show. 3. Draw a feeling and write a recount about a special time they had a good feeling. 4. Create a rubric using the I can statements as a post unit reflection (can also be used pre-unit)	*The PDHPE links identified align to the individual lessons as well as the assessment ideas. Outcomes Describes the qualities and characteristics that make them similar and different to others PD1-1 Recognises and describes the qualities that enhance inclusive and respectful relationships PD1-3 Demonstrates self-management skills in taking responsibility for their own actions PD1-9 Describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong PD1-10 Content Identify and practise physical and emotional responses that account for their own and others' feelings (ACPPS020) Describe situations where they are required to make healthy and/or safe decisions (ACPPS018) Describe and practise ways to develop caring and respectful relationships and include others to make them feel they belong (ACPPS019)	The following Capabilities align to this Unit of work: Personal and Social Capability Critical and Creative Thinking Literacy *Further links are addressed in the individual lesson documents.	1. Children's Picture Books: In My Heart by Jo Witek Feelings by Libby Walden The Day the Crayon's Quit by Oliver Jeffers What am I Feeling? by Josh and Christi Straub Yoga Animals at the Seashore by Christiane Kerr and Jason Hook Crying is Like the Rain by Heather Hawk Feinberg Tomorrow I'll be Brave by Jessica Hische Lena's Shoes are Nervous by Keith Calabrese Kevin the Unicorn: It's Not All Rainbows by Jessica von Innerebner Have you Filled a Bucket Today by Carol McCloud (Kindness) The Giving Tree by Shel Silverstein (Kindness) Amaya Learns About Her Thoughts by Sapna Sachdeva (self-talk and understanding thoughts) 2. Other Videos Emotions for Kids https://www.youtube.com/watch?v=jetoWelJJk Guess the Feelings and Emotions https://www.youtube.com/watch?v=MeNY-RxkJig Recognising facial expressions The Feelings Song https://www.youtube.com/watch?v=-J7HcVLsCrY Identify Feelings https://www.youtube.com/watch?v=nTlI0cyUbQo Emotions by Storybots https://www.youtube.com/watch?v=akTRWJZMks0 Be Kind https://www.youtube.com/watch?v=kAo4-2UzgPo Kindness https://www.youtube.com/watch?v=-SpyGxQ05tQ A Wrinkled Heart https://www.youtube.com/watch?v=LwxlnHesAtQ&list=RDLVpkAfgog9USU&index=2 Chrysanthemum https://www.youtube.com/watch?v=7fkR7X4SevE About the impact of words on confidence. 3. Smiling Minds Thoughts and Feelings Meditations
Empathy	To understand how we can support other people's feelings	Identify the feelings in a story Name an action or words you can use to help another person	I can identify how someone is feeling in a scenario. I can name an action that will help someone when they are feeling an emotion.				
How Do You Feel?	To understand what feelings are and explore different types of feelings	Infer feelings in a story Express how situations influence feelings Recognise feelings based on pictures	I can infer someone's feelings in a story. I can explain how a situation links to a feeling. I can recognise feelings by looking at pictures.				
Kindness	To understand that we can be kind to ourselves	Repeat kind words to yourself Shows actions for kind words Understand the importance of repetition	I can repeat kind words to myself. I can express the importance of being kind to myself.				
Notice Your Thoughts	To understand that feelings and thoughts and actions are connected	Act out a feeling Link the feeling to a thought they had Identify facial expressions and body language linked to a feeling	I can act out different feelings. I can show what my body and face do when I feel emotions. I can link my feeling to a thought I had.				
Reeling In Good Feelings	To understand how to look for and find positive feelings within ourselves	Identify a time they felt a special happy feeling. Recall positive memories that made them feel happy and really good.	I can recall a special time I felt really good and happy. I can identify and talk about a happy feeling.				

Planning and Assessment matrix for NSW

Feelings Years 3 - 4 Level

Project Based Learning Driving Question/s					Positive Behaviours for Learning Links		
How can we develop skills that direct our feelings, thoughts and actions in positive ways?					Be a Learner Be Safe Be Respectful		
Teaching and Learning			Assessment				Extension
PLS Lessons	Learning Intentions	Success Criteria	I Can Statements	Assessment Ideas	PDHPE Links	General Capability Links	Other Links/Resources
Changing Channels	To develop skills to recognise and direct feelings	Describe what changing channels means Recognise how the body responds to feelings Link looking UP to a happy channel memory	I can explain what changing channels means I can recognise and describe how the body responds to different feelings. I can link a happy memory with looking up	Formative Assessment 1. Write a recount about a time they used a coping strategy when they felt angry, frustrated or worried. 2. Create a role play of a character who feels sad and how their friends helped them with acts of kindness 3. Write a weekly Feelings journal 4. Create a Kindness wall to acknowledge acts of kindness happening in and outside the classroom	*The PDHPE links identified align to the individual lessons as well as the assessment ideas. Outcomes Explores strategies to manage physical, social and emotional change PD2-1 Explains how empathy, inclusion and respect can positively influence relationships PD2-3 Demonstrates self-management skills to respond to their own and others' actions PD2-9 Demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations PD2-10	The following Capabilities align to this Unit of work: Personal and Social Capability Ethical Understanding Critical and Creative Thinking Literacy	1. Picture Books The Invisible Boy by Trudy Ludwig Visiting Feelings by Lauren Rubenstein Calling the Water Drum by LaTisha Redding The Happiest Tree: A Yoga Story by y Uma Krishnaswam (self-confidence) The Crane Girls by Curtis Manley The Golden Rule by Ilene Cooper (Empathy) You, Me and Empathy by Jayneen Sanders Amaya Learns About Her Thoughts by Sapna Sachdeva (self-talk and understanding thoughts) 2. Videos Why do we have feelings? https://www.youtube.com/watch?v=3fTRWpf-eH4 Understanding why we have feelings Understanding your Feelings with Behind the News https://www.youtube.com/watch?v=KYfRzAli7TQ Emotions and the Brain https://www.youtube.com/watch?v=xNY0AAUth3g All About Empathy https://www.youtube.com/watch?v=ltpt21ly8nM How words affect us...and our cells https://www.youtube.com/watch?v=WGapwV3Kw8Q Understanding the power of words as an extension Managing Worry and Anxiety for Kids https://www.youtube.com/watch?v=17g8Atv27Q8 3. Smiling Minds Meditations on Feelings and Breathing
Empathy	To develop skills for empathy	Understand empathy through identifying elements in a story that show compassion for others. Recognise that happy memories can help them when they feel sad.	I can identify how empathy is shown in a story I can recall a happy memory that will help me when I feel sad				
How Do You Feel?	To learn how to develop skills to identify feelings	Identify different feelings Recognise feelings that are similar Link feelings to scenarios	I can identify different feelings I can recognise feelings that are similar I can identify feelings that would occur in different scenarios	Summative Assessment 1. Write a narrative about a character who felt sad/worried and how they changed their feelings channel, thinking about what strategies they may have used. 2. Create a video to teach others about different feelings - what they are, what they look like and how you can work through them. 3. Create a rubric using the I can statements as a post unit reflection (can also be used pre-unit)	Content Identify and practise strategies to promote health, safety and wellbeing (ACPPS036) Investigate how emotional responses vary in depth and strength (ACPPS038) Analyse physical and emotional responses that indicate when they and others feel safe or empowered	*Further links are addressed in the individual lesson documents.	
Kindness	To develop skills for being kind to ourselves	Notice when your thoughts are making you unkind to yourself Identify ways to feel happier when sad or upset Use self-talk to change how we are feeling because of negative thoughts	I can notice the thoughts that stop me being kind to myself I can identify ways to feel happy when I am sad. I can use self-talk to change a negative feeling				
Notice Your Thoughts	To develop skills for students to build an awareness of their thinking and self-talk	Identify your thoughts Recognise what characters in a story may be thinking Link the thoughts with how they feel	I can identify different thoughts I have. I can infer the thoughts of characters in a story. I can link my feeling to a thought				
Feeling In Good Feelings	Developing skills to choose to experience and build on positive feelings	Link a dancing experience to positive feelings Use experiences to help them feel happy	I can explain how experiences lead to positive feelings I can identify how experiences help me feel happy				

Planning and Assessment matrix for NSW

Feelings Years 5 - 6 Level

Project Based Learning Driving Question/s					Positive Behaviours for Learning Links		
How can we develop skills that direct our feelings, thoughts and actions in positive ways?					Be a Learner Be Safe Be Respectful		
Teaching and Learning			Assessment			Extension	
PLS Lessons	Learning Intentions	Success Criteria	I Can Statements	Assessment Ideas	PDHPE Links	General Capability Links	Other Links/Resources
Changing Channels	To develop skills to recognise and direct our feelings	Understand that changing what you think changes how you feel. Identify when you feel your best. Identify which tool to use to help you change channels.	I can express how changing what you think impact how you feel. I can identify a time when I felt my best. I can identify a tool that best helps me change my channel.	Formative Assessment 1. Role play how to work through different feelings and intensities and how they could come out of them (Notice Your Thoughts lesson)	*The PDHPE links identified align to the individual lessons as well as the assessment ideas. Outcomes Evaluates the impact of empathy, inclusion and respect on themselves and others PD3-3 Applies and adapts self-management skills to respond to personal and group situations PD3-9 Selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections PD3-10 Content Plan and practise assertive responses, behaviours and actions that protect and promote health, safety and wellbeing (ACPPS054) Practise skills to establish and manage relationships (ACPPS055) Examine the influence of emotional responses on behaviour and relationships (ACPPS056)	The following Capabilities align to this unit of work: Personal and Social Capability Ethical Understanding Critical and Creative Thinking Literacy *Further links are addressed in the individual lesson documents.	1. Picture Books The Invisible Boy by Trudy Ludwig Visiting Feelings by Lauren Rubenstein Calling the Water Drum by LaTisha Redding The Happiest Tree: A Yoga Story by y Uma Krishnaswam (self-confidence) The Crane Girls by Curtis Manley The Golden Rule by Ilene Cooper (Empathy) You, Me and Empathy by Jayneen Sanders Amaya Learns About Her Thoughts by Sapna Sachdeva (self-talk and understanding thoughts) 2. Other Videos Why do we have feelings? https://www.youtube.com/watch?v=3fTRWpf-eH4 Understanding why we have feelings Understanding your Feelings with Behind the News https://www.youtube.com/watch?v=KYfRzAll7TQ Emotions and the Brain https://www.youtube.com/watch?v=xNY0AAUth3g All About Empathy https://www.youtube.com/watch?v=ItP21ly8nM How words affect us...and our cells https://www.youtube.com/watch?v=WGapwV3Kw8Q Understanding the power of words as an extension Managing Worry and Anxiety for Kids https://www.youtube.com/watch?v=l7g8Atv27Q8 3. Smiling Minds Meditations on Feelings and Breathing
Empathy	To build skills for empathy	Explain what it means to 'walk in someone's shoes' Recognise other words for empathy Recall a time they have shown or received empathy Differentiate between sympathy and empathy	I can explain what it means 'walk in someone's shoes'. I can identify other words associated with empathy. I can reflect on a time I have shown or received empathy. I can identify the difference between empathy and sympathy.	2. Respond to different scenarios given, thinking about how they could express the emotion they may feel. 'I feel.... when....' (How do you feel? lesson) 3. Set a goal to practice an act of kindness for themselves when they feel stressed, worried or sad 4. Write a weekly Feelings journal 5. Create a Kindness wall to acknowledge acts of kindness happening in and outside the classroom			
How Do You Feel?	To recognise the differences between different emotions	Recognise the differences in different feelings Identify emotions present in a story Think about ways to communicate emotions	I can recognise the differences between feelings. I can infer the emotions in a story. I can communicate my emotions in different ways.				
Kindness	To build skills for self-care	Understand you are in charge of your emotions Identify positive emotions Identify negative emotions and how to work through them	I can express what it means to be in charge of my emotions. I can identify positive emotions. I can identify negative emotions. I can explain how to work through a negative emotion.	Summative Assessment 1. Develop a comic or short movie trailer about a character who learnt to change channel to feel their best. 2. Create your own feelings rhyme/poem to teach younger children to understand different feelings and thoughts. 3. Create a rubric using the I can statements as a post unit reflection (can also be used pre-unit)			
Notice Your Thoughts	To apply skills for positive self-talk	Recognise the different intensities in emotions Identify what self-talk is Notice the impact self-talk and thoughts have on feelings	I can reflect on different intensities that feelings have. I can explain what self-talk is. I can express the impact thoughts and self-talk have on feelings.				
Feeling In Good Feelings	To give you an experience of how you can create a reference for empowered positive feelings	Recognise events in which they need to feel confident Identify an experience that can remind them of their confidence Create an anchor to a good feeling	I can identify moments where I need to feel confident. I can reflect on an experience that makes me feel confident. I can create an anchor to a good feeling.				



Planning and Assessment matrix for NSW

Focus Foundation

Project Based Learning Driving Question/s				Positive Behaviours for Learning Links			
How can we bring awareness to the concept of focus? How can focus help us tune in to our feeling and the present moment?				Be a Learner Be Safe Be Respectful			
Teaching and Learning			Assessment			Extension	
PLS Lessons	Learning Intentions	Success Criteria	I Can Statements	Assessment Ideas	PDHPE Links	General Capability Links	Other Links/Resources
Focus in Positive Ways	To become aware that your focus can be changed	Focus on a feeling Know how to switch to a positive feelings Know changing channels takes focus Identify your thinking channel Identify a feeling channel	I can focus on one feeling. I can change the channel to a positive feeling. I can identify that changing my feelings channel takes focus. I can identify my thinking channel. I can identify one of my feeling channels.	Formative Assessment 1. Draw your favourite feeling or thinking channel (Changing Channels resource sheet) 2. Write a weekly journal entry on their relaxation breathing and how it makes them feel. 3. Draw a picture and write a short recount of when focus has helped them do something. Summative Assessment 1. Students create a movement sequence to teach a small group to practice focusing and remembering. 2. Create their own breathing/mindfulness story or rhyme with actions 3. Create a rubric using the I can statements as a post unit reflection (can also be used pre-unit)	*The PDHPE links identified align to the individual lessons as well as the assessment ideas. Outcomes Communicates ways to be caring, inclusive and respectful of others PDe-3 Practises and demonstrates movement skills and sequences using different body parts PDe-4 Explores contextual factors that influence an individual's health, safety, wellbeing and participation in physical activity PDe-6 Practises self-management skills in familiar and unfamiliar scenarios PDe-9 Content Practise interpersonal skills to interact positively with others (ACPPS004) Identify and describe emotional responses people may experience in different situations (ACPPS005) Participate in games with and without equipment (ACPMP009) Collaborate with others and follow rules when participating in physical activities (ACPMP012, ACPMP014)	The following Capabilities align to this unit of work: Personal and Social Capability Ethical Understanding Critical and Creative Thinking Literacy *Further links are addressed in the individual lesson documents.	1. Smiling Minds - breathing and relaxation 2. Picture Books Press Here by Herve Tullet Focused Ninja by Mary Nhin The Man and the Violin by Kathy Stinson (noticing) Wait by Antionette Portis (slowing down and being curious) Sidewalk Flowers by Jon Arno Lawson (paying attention) Breathe by Scott Magoon The Listening Walk by Paul Showers What Does it Mean to Be Present? by Rana DiOrio Take the Time - Mindfulness for Kids by Maud Roegiers Step Gently Out by Helen Fost (focusing in nature) How to Find Gold by Viviane Schwarz (focus) We All Go Travelling By by Sheena Roberts (remembering) 3. Other Videos Animated Children's book on Focus https://www.youtube.com/watch?v=oNuxOBUMCAQ Focused Ninja https://www.youtube.com/watch?v=gnU1cJA9IBE Kids Mindful Games for Focus Compilation https://www.youtube.com/watch?v=I_XNI5UTX84 Listening and Focus https://www.youtube.com/watch?v=FrFh8FzmAOw
Focus in the Present Moment	To become aware of focusing in the present moment	Label the effects on my body through a breathing relaxation Focus on my breathing Understand what focus feels like on the body.	I can feel my body relax when I am focused in the present moment. I can label what happens to my body and thoughts when I relax. I can be focused on my breathing without distraction. I can identify what focus feels like.				
Focused Learning	To experience how focusing assists learning	Tune in to a sound to practice focus Understand what focus looks like.	I can tune in to a sound to practice focusing. I can identify what focus looks like.				
Focused Listening and Seeing	To build skills for a fully connected focus	Understand what focus sounds like. Recognise ways the look and listen to remember	I can identify what focus sounds like. I can identify what I do to remember what I see and hear.				
Focussing Through Distractions	To become aware that you can focus through distractions	Identify ways to focus to help you remember objects Notice what you do to focus even when there are distractions	I can identify ways I use to focus to remember. I can notice how I stay focused even in distractions.				
I Can Focus	To build focus skills	Practice focus skills in a game Recall what helped you in the game	I can practice my focus skills when playing a game. I can identify what I did to help me focus and remember.				



Planning and Assessment matrix for NSW

Focus Years 1 - 2 Level

Project Based Learning Driving Question/s				Positive Behaviours for Learning Links			
How can we understand the concept of focus? How can we focus to positively connect?				Be a Learner Be Safe Be Respectful			
Teaching and Learning			Assessment			Extension	
PLS Lessons	Learning Intentions	Success Criteria	I Can Statements	Assessment Ideas	PDHPE Links	General Capability	Other Links/Resources
Focus in Positive Ways	To understand how to focus in positive ways	Identify how a character in a story changed thinking and feeling channels Notice how focus helps change feeling and thought channels Identify how to focus on something positive	I can recall how a character in a story changed thinking and feeling channels. I can identify how focus helps change feelings and thought channels. I can explain how I focus on something positive.	Formative Assessment 1. Draw their own Spot the Differences picture based on the Farmyard Focus. They can then share these with others in the class. 2. Write a story about a character who achieved their goal because of focus and practice 3. Develop a rhyme and actions about focus - what it is and how it helps you Summative Assessment 1. Develop a role play to show the benefit to learning/an activity when focused 2. Create a game/obstacle course in groups that use focus and practice. 3. Create a rubric using the I can statements as a post unit reflection (can also be used pre-unit)	*The PDHPE links identified align to the individual lessons as well as the assessment ideas. Outcomes Recognises and describes strategies people can use to feel comfortable, resilient and safe in situations PD1-2 Recognises and describes the qualities that enhance inclusive and respectful relationships PD1-3 Performs movement skills in a variety of sequences and situations PD1-4 Demonstrates self-management skills in taking responsibility for their own actions PD1-9 Describes and practises interpersonal skills to promote inclusion to make themselves and others feel they belong PD1-10 Content Describe situations where they are required to make healthy and/or safe decisions (ACPPS018) Describe their own and others' strengths and achievements and identify how these contribute to personal identity (ACPPS015) Create and participate in games with and without equipment (ACMP027) Use strategies to work in group situations when participating in physical activities (ACMP030)	The following Capabilities align to this unit of work: Personal and Social Capability Ethical Understanding Critical and Creative Thinking Literacy *Further links are addressed in the individual lesson documents.	1. Smiling Minds - breathing and relaxation 2. Picture Books Press Here by Herve Tullet Focused Ninja by Mary Nhin The Man and the Violin by Kathy Stinson (noticing) Wait by Antionette Portis (slowing down and being curious) Sidewalk Flowers by Jon Arno Lawson (paying attention) Breathe by Scott Magoon The Listening Walk by Paul Showers What Does it Mean to Be Present? by Rana DiOrio Take the Time - Mindfulness for Kids by Maud Roegiers Step Gently Out by Helen Fost (focusing in nature) How to Find Gold by Viviane Schwarz (focus) We All Go Travelling By by Sheena Roberts (remembering) 3. Other Videos Animated Children's book on Focus https://www.youtube.com/watch?v=oNuxOBUmCAQ Focused Ninja https://www.youtube.com/watch?v=gnU1cJA9lBE Kids Mindful Games for Focus Compilation https://www.youtube.com/watch?v=I_XNlSUTX84 Listening and Focus https://www.youtube.com/watch?v=FrFh8FzmAOw
Focus in the Present Moment	To understand how to choose to focus on the present moment	Focus to observe differences in a task Identify ways to choose to focus on a task	I can spot the differences in a time frame by focusing. I have a strategy to help me focus on a task.				
Focused Learning	To understand how to build focus skills	Understand the idea that learning takes practice and focus Practice focusing and noticing without words Repeatedly practice a game to build focus	I can practice focusing in a game without talking. I can keep practicing a game to build focus. I can explain how practice and focus help my learning.				
Focused Listening and Seeing	To understand how to fully focus	Notice how you stay fully focused Know that being focused is connecting fully with what you're doing with word, action and thought	I can notice what helps me stay fully focused. I can identify ways to stay focused and connected.				
Focussing Through Distractions	To understand and learn how to focus through distractions	Identify ways you stayed focus Identify ways you brought your focus back from distraction Maintain your focus when listening or watching something	I can identify a way I stay focused when listening or watching something. I can notice the way I bring my focus back from distraction.				
I Can Focus	To understand what it means to focus	Understand what fully connected focus is Identify what actions distract from focus Identify the actions that support focus Notice how lack of focus makes you or someone else feel	I can explain what fully connected focus is. I can identify the actions that distract me from focusing. I can identify the actions that support me to focus. I can identify how it feels when someone is not focusing on me. I can identify how someone else feels when I am not focusing on them.				



Planning and Assessment matrix for NSW

Focus Years 3 - 4 Level

Project Based Learning Driving Question/s				Positive Behaviours for Learning Links			
How can we develop positive focusing skills? What helps us stay fully connected?				Be a Learner Be Safe Be Respectful			
Teaching and Learning		Assessment			Extension		
PLS Lessons	Learning Intentions	Success Criteria	I Can Statements	Assessment Ideas	PDHPE Links	General Capability Links	Other Links/Resources
Focus in Positive Ways	To understand how to change to a positive focus using 'Umbalakiki'	Identify what a worry is Understand how letting go of a worry helps you take a positive focus.	I can identify worries that I have. I can explain how letting go of worries helps you to have a positive focus.	Formative Assessment 1. Write a poem about Focus 2. Set a goal for mindfulness practice, reflecting daily on how it makes them feel after they've done it. 3. Create a 'Worry Tree' Wall where students can write down and leave their worries. Summative Assessment 1. Create your own mindfulness meditation video - you can play these for the class as daily practice. 2. Develop their own movement sequence in groups to teach their peers. 3. Create a rubric using the I can statements as a post unit reflection (can also be used pre-unit)	*The PDHPE links identified align to the individual lessons as well as the assessment ideas. Outcomes Demonstrates self-management skills to respond to their own and others' actions PD2-9 Combines movement skills and concepts to effectively create and perform movement sequences PD2-11 Content Identify and practise strategies to promote health, safety and wellbeing (ACPPS036)	The following Capabilities align to this unit of work: Personal and Social Capability Intercultural Understanding Critical and Creative Thinking Literacy *Further links are addressed in the individual lesson documents.	1. Smiling Minds - breathing and relaxation 2. Picture Books Sidewalk Flowers by Jon Arno Lawson (paying attention) The Man and the Violin by Kathy Stinson (noticing) Breathe by Scott Magoon The Listening Walk by Paul Showers What Does it Mean to Be Present? by Rana DiOrio Take the Time - Mindfulness for Kids by Maud Roegiers Step Gently Out by Helen Fost (focusing in nature) How to Find Gold by Viviane Schwarz (focus) The Worry Tree by Marianne Musgrove 3. Videos Headspace Breathers https://www.youtube.com/watch?v=olmbjld-rug Focus your Mind https://www.youtube.com/watch?v=0vuaCHEAs-4 Strengthen Focus https://www.youtube.com/watch?v=70j3xyu7OGw Thought Bubbles Mindfulness https://www.youtube.com/watch?v=70j3xyu7OGw
Focus in the Present Moment	To teach students to focus in the present moment	Focus through listening Identify how mindfulness helps you focus and be present	I can explain how listening to sounds can help bring me focus. I can identify how mindfulness helps me to be present.				
Focused Learning	To develop skills for focused learning	Understand that focus relates to learning, practice and belief Practice focusing fully to create a paper plane	I can explain how focus relates to learning, practice and belief. I can stay focused on a task to create something.				
Focused Listening and Seeing	To understand how we can direct our focus by using visual cues around us	Perform movements by listening to instructions Stay present in an activity to focus Identify strategies used to stay focused	I can identify the strategies that help me stay focused in an activity. I can perform movements just through listening to instructions.				
Focussing Through Distractions	To learn how to have a fully connected focus through distractions	Practise focused listening to an audio story Practise remembering skills when listening to a story	I can remember information when listening to a story. I can practice focused listening.				
I Can Focus	To develop skills for a fully connected focus	Recognise ways to stay fully connected and focused	I can identify the ways I stay fully focused and connected.				



Planning and Assessment matrix for NSW

Focus Years 5 - 6 Level

Project Based Learning Driving Question/s					Positive Behaviours for Learning Links		
How can we apply a positive and connected focus daily?					Be a Learner Be Safe Be Respectful		
Teaching and Learning			Assessment				Extension
PLS Lessons	Learning Intentions	Success Criteria	I Can Statements	Assessment Ideas	PDHPE Links	General Capability Links	Other Links/Resources
Focus in Positive Ways	To learn about choosing a positive focus	Understand you can choose what to focus on Identify positive things happening in your life	I can identify positive things happening in my life. I can explain how to choose what to focus on.	Formative Assessment 1. Set a goal for mindfulness practice, reflecting daily on how it makes them feel after they've done it. 2. In groups create an obstacle course that another group has to focus on to remember and complete in silence. 3. Create a 'Worry Tree' Wall where students can write down and leave their worries. Summative Assessment 1. Create a comic about a character who learns fully connected focus and how it helped them achieve a goal. 2. Create your own mindfulness meditation video - you can play these for the class as daily practice. 3. Create a rubric using the I can statements as a post unit reflection (can also be used pre-unit)	*The PDHPE links identified align to the individual lessons as well as the assessment ideas. Outcomes Evaluates the impact of empathy, inclusion and respect on themselves and others PD3-3 Applies and adapts self-management skills to respond to personal and group situations PD3-9 Content Plan and practise assertive responses, behaviours and actions that protect and promote health, safety and wellbeing (ACPPS054) Examine the influence of emotional responses on behaviour and relationships (ACPPS056)	The following Capabilities align to this unit of work: Personal and Social Capability Ethical Understanding Critical and Creative Thinking Literacy *Further links are addressed in the individual lesson documents.	1. Smiling Minds - breathing and relaxation 2. Picture Books Sidewalk Flowers by Jon Arno Lawson (paying attention) The Man and the Violin by Kathy Stinson (noticing) Breathe by Scott Magoon The Listening Walk by Paul Showers What Does it Mean to Be Present? by Rana DiOrio Take the Time - Mindfulness for Kids by Maud Roegiers Step Gently Out by Helen Fost (focusing in nature) How to Find Gold by Viviane Schwarz (focus) The Worry Tree by Marianne Musgrove 3. Other Videos Headspace Breathers https://www.youtube.com/watch?v=olmbjld-rug Focus your Mind https://www.youtube.com/watch?v=oNuxOBUMCAQ Concentration Test https://www.youtube.com/watch?v=q2PaH-NRBKY Strengthen Focus https://www.youtube.com/watch?v=0vuaCHEAs-4 Thought Bubbles Mindfulness https://www.youtube.com/watch?v=70j3xyu7OGw
Focus in the Present Moment	To build skills to apply 'present moment awareness' or 'mindfulness'	Explain what being in the present moment means to you Redirect your thoughts back to stay focused Notice what happens to your thoughts as you are mindful	I can explain what it means to be in the present moment. I can bring my thoughts back to the present to stay focused. I can explain what happens to my thoughts as I practice mindfulness.				
Focused Learning	To teach students to focus fully to enhance learning?	Understand that repetition helps build focus Identify the strategies you use to remember and focus fully	I can explain how repetition helps build focus. I can identify the strategies I use to focus fully and remember.				
Focused Listening and Seeing	To build skills for a fully connected focus	Explain what fully connected focus means to you Identify strategies used to stay focused while listening to a story Understands how listening helps relationships and connection	I can explain what fully connected focus means to me. I can identify strategies I use to stay focused to actively listening. I can identify the benefits listening has on relationships. I can connect listening and being listened to with how it feels.				
Focussing Through Distractions	To focus through distractions	Explain what focusing through distractions means Identify benefits of fully connected focus Identify situations and tasks in which they can apply fully connected focused	I can explain what focusing through distractions means. I can identify the benefits of fully connected focus. I can identify situations where fully connected listening will help me.				
I Can Focus	To build your ability to maintain a fully connected focus	Identify what positive focus means to you Focus in on an object to remember it	I can explain what positive focus means to me. I can focus in on an object and remember its details.				



Planning and Assessment matrix for NSW

Relaxation Foudnation

Project Based Learning Driving Question/s					Positive Behaviours for Learning Links		
What relaxation techniques can we use in daily life? How can relaxation practices help us?					Be a Learner Be Safe Be Respectful		
Teaching and Learning			Assessment			Extension	
PLS Lessons	Learning Intentions	Success Criteria	I Can Statements	Assessment Ideas	PDHPE Links	General Capability Links	Other Links/Resources
Learning How to Relax	To bring awareness of how visualisation can help you to relax	Identify how your body feels when it's tense Notice how your body can relax when you visualise	I can explain how I know my body is tense. I can describe how my body feels after I use visualisation to relax.	Formative Assessment 1. Role play a character using relaxation techniques to help them with their feelings of anger, sadness or worry. 2. Draw a picture of their special place (Special Place Relaxation) 3. Create a relaxation diary in which they draw their reflections before and after each activity Summative Assessment 1. Make a video in groups to tell other about how the relaxation techniques help them feel. 2. Write a story about a character (like Possa Bill) who used a relaxation strategy to deal with worry or sadness. 3. Create a rubric using the I can statements as a post unit reflection (can also be used pre-unit)	*The PDHPE links identified align to the individual lessons as well as the assessment ideas. Outcomes Evaluates the impact of empathy, inclusion and respect on themselves and others PD3-3 Applies and adapts self-management skills to respond to personal and group situations PD3-9 Content Plan and practise assertive responses, behaviours and actions that protect and promote health, safety and wellbeing (ACPPS054) Examine the influence of emotional responses on behaviour and relationships (ACPPS056)	The following Capabilities align to this unit of work: Personal and Social Capability Intercultural Understanding Ethical Understanding Critical and Creative Thinking Literacy *Further links are addressed in the individual lesson documents.	1. Smiling Minds 2. Cool Australia Mindfulness Resources https://www.coolaustralia.org/landing-page-naturemindfulness/types_k=&types_v=&year_level_k=&year_level_v=&ca_topic_k=ca_topic-nature-mindfulness&ca_topic_v=44667&subject_k=&subject_v=& 3. Picture Books Look and Be Grateful by Tomie dePaolo Calm with The Very Hungry Caterpillar by Eric Carle You are a Lion by Taeun Yoo Deep Breaths by Carol Thompson Puppy Mind by Andrew Jordan Nance Meddy Teddy by Apple Jordan May All People and Pigs Be Happy by Micki Fine Pavlicek Meditate with Me by Mariam Gates The Mindful Dragon by Steve Herman (worry) Mind Bubbles: Exploring Mindfulness with Kids by Heather Krantz 4. Other Videos Rainbow Relaxation https://www.youtube.com/watch?v=llbBl-BT9c4 Kids Mindfulness Compilation (calm) https://www.youtube.com/watch?v=iEEJT9cYsm0 Guided Meditation https://www.youtube.com/watch?v=VZ_wdeog5Ek Body Scan Meditation https://www.youtube.com/watch?v=ihwcv_ofuME Balloon Mindfulness https://www.youtube.com/watch?v=ZBnPlqQFPKs Guided Visualisation https://www.youtube.com/watch?v=zqs5mOkk2Q
Quiet Your Mind	To bring awareness to the importance of breathing in relaxation activities	Notice the effect breathing has on your body	I can describe the effect breathing has on my body.				
Relax and Revitalise	To bring awareness to how relaxation can rejuvenate	Identify how you feel after focusing on a mindfulness meditation	I can explain how I feel after doing a mindfulness meditation.				
Relaxation is Important	To bring awareness to the benefits of relaxation	Identify how you feel after counting and breathing Identify how counting and breathing helped Possa Bill in the story	I can describe how I feel after counting and breathing. I can identify how counting and breathing helped Possa Bill in the story.				
Special Place Relaxation	To understand and experience a guided visualisation for relaxation	Notice the special place you visit in a guided visualisation Identify how you feel after visiting your special place	I can describe the special place I visit in a guided visualisation. I can explain how I feel after visiting my special place.				
Understanding Relaxation	To understand what relaxation is	Notice how relaxing helps with feelings of worry and sadness Identify how following your breath helps you relax	I can explain how following my breath helps me relax. I can describe how relaxation helps me overcome feelings of sadness and worry.				



Planning and Assessment matrix for NSW

Relaxation Years 1 - 2 Level

Project Based Learning Driving Question/s					Positive Behaviours for Learning Links		
How can relaxation benefit us physically and emotionally? How can we include relaxation practices in daily life?					Be a Learner Be Safe Be Respectful		
Teaching and Learning			Assessment			Extension	
PLS Lessons	Learning Intentions	Success Criteria	I Can Statements	Assessment Ideas	PDHPE Links	General Capability Links	Other Links/Resources
Learning How to Relax	To learn a visualisation technique for relaxation	Understand what tension is Understand what relaxation is Use a relaxation technique Think of when you can use Spaghetti Toes	I can explain what tension is looks and feels like. I can explain what relaxation looks and feels like. I can use a relaxation technique. I can identify times when Spaghetti Toes would benefit me.	Formative Assessment 1. Draw their spaceship or the solar system they voyaged to in their mind (Quiet Your Mind lesson) 2. Draw a picture of your special place, noting down the reasons it is your special place, 3. Create a relaxation diary in which they write their reflections before and after each activity Summative Assessment 1. Make a poster of the different relaxation technique you learnt and the benefits of each one. 2. In groups, record a relaxation visualisation. 3. Create a rubric using the I can statements as a post unit reflection (can also be used pre-unit)	*The PDHPE links identified align to the individual lessons as well as the assessment ideas. Outcomes Evaluates the impact of empathy, inclusion and respect on themselves and others PD3-3 Applies and adapts self-management skills to respond to personal and group situations PD3-9 Content Plan and practise assertive responses, behaviours and actions that protect and promote health, safety and wellbeing (ACPPS054) Examine the influence of emotional responses on behaviour and relationships (ACPPS056)	The following Capabilities align to this unit of work: Personal and Social Capability Intercultural Understanding Ethical Understanding Critical and Creative Thinking Literacy *Further links are addressed in the individual lesson documents.	1. Smiling Minds 2. Cool Australia Mindfulness Resources https://www.coolaustralia.org/landing-page-naturemindfulness/types_k=&types_v=&year_level_k=&year_level_v=&a_topic_k=ca_topic-nature-mindfulness&ca_topic_v=44667&subject_k=&subject_v=& 3. Picture Books Look and Be Grateful by Tomie dePaolo Calm with The Very Hungry Caterpillar by Eric Carle You are a Lion by Taeun Yoo Deep Breaths by Carol Thompson Puppy Mind by Andrew Jordan Nance Meddy Teddy by Apple Jordan May All People and Pigs Be Happy by Micki Fine Pavlicek Meditate with Me by Mariam Gates The Mindful Dragon by Steve Herman (worry) Mind Bubbles: Exploring Mindfulness with Kids by Heather Krantz 4. Other Videos Rainbow Relaxation https://www.youtube.com/watch?v=llbBl-BT9c4 Kids Mindfulness Compilation (calm) https://www.youtube.com/watch?v=IEEJT9cYsm0 Guided Meditation https://www.youtube.com/watch?v=VZ_wdeog5Ek Body Scan Meditation https://www.youtube.com/watch?v=iHwCw_ofuME Balloon Mindfulness https://www.youtube.com/watch?v=ZBnPlqQFPKs Guided Visualisation https://www.youtube.com/watch?v=zqs5mOkIk2Q
Quiet Your Mind	To understand how to focus on your relaxation	Identify times when relaxation would be helpful Identify how it feels to imagine you are on a voyage in the relaxation	I can identify the times when using a relaxation technique will help me. I can describe how it felt to imagine being on a voyage in the relaxation session.				
Relax and Revitalise	To understand how relaxation can rejuvenate	Understand what relaxation is Identify ways to relax Identify how a grounding movement makes them feel	I can explain what relaxation is. I can identify ways to relax. I can describe how a grounding movement makes me feel.				
Relaxation is Important	To understand that you have the ability to relax at any time	Understand that breathing deeply helps you feel better Identify moments when you need to relax and calm down	I can explain how breathing deeply helps me feel better. I can identify moments when I need a strategy to calm down and relax.				
Special Place Relaxation	To understand and experience a guided visualisation for relaxation	Observe a special place you visit in a guided visualisation Identify how you feel after visiting your special place	I can describe my special place. I can explain how I feel after doing a relaxation in my special place.				
Understanding Relaxation	To understand what relaxation is and how breathing helps us to relax	Notice how you look when you are worried, upset or scared Notice how you look when you are relaxed Notice how counting and breathing helps when you feel angry or sad					



Planning and Assessment matrix for NSW

Relaxation Years 3 - 4 Level

Project Based Learning Driving Question/s				Positive Behaviours for Learning Links			
How can we develop relaxation skills to effectively manage emotional states? How can we include relaxation practices in daily life?				Be a Learner Be Safe Be Respectful			
Teaching and Learning		Assessment				Extension	
PLS Lessons	Learning Intentions	Success Criteria	I Can Statements	Assessment Ideas	PDHPE Links	General Capability Links	Other Links/Resources
Learning How to Relax	To learn and experience a relaxation technique	Identify your favourite place to relax outdoors Notice how your body responds to a relaxation audio Notice what happens to your mind when listening to a relaxation audio Identify how thinking about relaxing sights and sounds helps your to calm your body	I can describe the effect relaxing sights and sounds has on my body. I can identify my favourite place to relax outdoors and explain why. I can describe what happens to my mind when I listen to a relaxing audio. I can describe what happens to my body when I listen to a relaxation audio.	Formative Assessment 1. Make a visual of your special place using a different medium (e.g. paint/paper/animation) 2. Create their own T-chart with one column heading as 'Relaxation helps us to' and the other as 'Some ways we can relax (based on Relaxation is Important lesson) 3. Create a relaxation diary in which they write their reflections before and after each activity	*The PDHPE links identified align to the individual lessons as well as the assessment ideas. Outcomes Explains and uses strategies to develop resilience and to make them feel comfortable and safe PD2-2 Describes strategies to make home and school healthy, safe and physically active spaces PD2-7 Demonstrates self-management skills to respond to their own and others' actions PD2-9 Demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations PD2-10 Content Identify and practise strategies to promote health, safety and wellbeing (ACPPS036) Explore strategies to manage physical, social and emotional change (ACPPS034)	The following Capabilities align to this unit of work: Personal and Social Capability Intercultural Understanding Ethical Understanding Critical and Creative Thinking Literacy	1. Smiling Minds 2. Cool Australia Mindfulness Resources https://www.coolaustralia.org/landing-page-naturemindfulness/types_k=&types_v=&year_level_k=&year_level_v=&ca_topic_k=ca_topic-nature-mindfulness&ca_topic_v=44667&subject_k=&subject_v=& 3. Picture Books A Handful of Quiet by Thich Nhat Hanh Calm: Mindfulness for Kids by Wynne Kinder Wondrous You by Kayla Floyd Listening to My Body by Gabi Garcia I Am Peace: A Book on Mindfulness by Susan Verde Cassidy's Present by Sue Mateer Listening to My Heart by Gabi Garcia The Mindful Dragon by Steve Herman (worry) Mind Bubbles: Exploring Mindfulness with Kids by Heather Krantz Here and Now by Julia Denos I Am Yoga by Susan Verde The Lemonade Hurricane by Licia Morelli Meditation is an Open Sky by Whitney Stewart My Magic Breath by Nick Ortner 4. Other Videos Guided Imagery https://www.youtube.com/watch?v=V1-0JJJw_IQ Guided Meditation https://www.youtube.com/watch?v=DW0HcGF1Tmc Guided Gratitude Meditation https://www.youtube.com/watch?v=DYjNslq22Yw Butterfly Meditation https://www.youtube.com/watch?v=mX4JBB1cBk Forcefield Meditation for Nerves https://www.youtube.com/watch?v=drfayLWgoZ4 Muscle Relaxation https://www.youtube.com/watch?v=cDKyRpW-Yuc
Quiet Your Mind	To learn how to quiet the mind through mindful breathing	Notice how being present can make you feel connected, focused and relaxed Identify how it feels to 'be here' Observe your thoughts and sense to notice how mindful breathing benefits you Identify when it is useful to be present and 'be here'	I can describe what it feels like to 'be here'. I can explain in what situations it is helpful to 'be here' and be present. I can describe how being present helps to feel connected, focused and relaxed. I can identify what my thoughts do and how my senses respond when I use mindful breathing.				
Relax and Revitalise	To learn how to use relaxation to change energy levels	Identify how relaxation helps to change energy levels Identify how you feel after tensing your muscles and then letting go	I can explain how relaxation can help change my energy levels. I can identify how I feel after tensing and letting go.				
Relaxation is Important	To learn how to change your emotional state using relaxation practices	Know why relaxation is important Identify ways that help you relax Notice the link between relaxation and feelings	I can explain why relaxation is important. I can identify ways and things that help me to relax. I can describe how relaxation helps me with my emotional state.	Summative Assessment 1. In groups make a video to teach other people about different relaxation techniques and benefits 2. Write a narrative to show someone work through their emotions using one or two different relaxation techniques to help them. 3. Create a rubric using the I can statements as a post unit reflection (can also be used pre-unit)			
Special Place Relaxation	To learn how to visualise for relaxation	Visualise your special place whilst listening to relaxation music Notice when feelings of worry and anger come up Discuss how visualising your special place can help you deal with worry or anger	I can describe my special place that I go to in a visualisation. I can explain what happens to my body when feelings of worry and anger come up. I can explain how visualising my special place can help me reduce my worry and anger.				
Understanding Relaxation	To understand what relaxation is and why it is important	Notice what happens when you are relaxed Identify ways to relax yourself Know why relaxation is important	I can describe what happens when my body and mind are relaxed. I can name ways to relax myself. I can explain why relaxation is important.				

Planning and Assessment matrix for NSW

Relaxation Years 5 - 6 Level

Project Based Learning Driving Question/s					Positive Behaviours for Learning Links		
How can relaxation support us daily? How can we include relaxation practices in daily life?					Be a Learner Be Safe Be Respectful		
Teaching and Learning			Assessment			Extension	
PLS Lessons	Learning Intentions	Success Criteria	I Can Statements	Assessment Ideas	PDHPE Links	General Capability Links	Other Links/Resources
Learning How to Relax	To experience the benefits of relaxation	Identify how stress, anger, frustration and worry feel on your body Notice the impact relaxation has on your heart rate Identify when relaxation to calm your heart rate is useful	I can describe how stress, anger, frustration or worry feel in my body. I can explain the impact relaxation has on my heart rate by comparing it before and after. I can identify situations where using relaxation to calm my heart rate would be useful.	Formative Assessment 1. Make a visual of your special place using a different medium (e.g. paint/paper/animation) 2. Respond to the questions (after Understanding Relaxation): What is relaxation? Why is it helpful? When have you used relaxation to help you work through an emotion? 3. Create a Relaxation wall/poster where students can draw a picture and write a description of any relaxation techniques that help them (Quiet your Mind lesson) 4. Create a relaxation diary in which they write their reflections before and after each activity Summative Assessment 1. Create a presentation (video/animation) to teach other people about different relaxation techniques and benefits - could present this at an assembly or to a different year level. 2. Write the ending to Tyler's Day, focusing on a relaxation technique and how he felt after the relaxation (Relax and Revitalise) 3. Create a rubric using the I can statements as a post unit reflection (can also be used pre-unit) Content Examine how identity and behaviour are influenced by people, places and the media, (ACPPS051) Examine change and investigate resources and strategies to manage transition and challenges (ACPPS052) Plan and practise assertive responses, behaviours and actions that protect and promote health, safety and wellbeing, (ACPPS054) Practise skills to establish and manage relationships (ACPPS055) Examine the influence of emotional responses on behaviour and relationships, (ACPPS056)	*The PDHPE links identified align to the individual lessons as well as the assessment ideas. Outcomes Investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others PD3-2 Proposes and implements actions and protective strategies that promote health, safety, wellbeing and physically active spaces PD3-7 Applies and adapts self-management skills to respond to personal and group situations PD3-9 Selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections PD3-10	The following Capabilities align to this unit of work: Personal and Social Capability Intercultural Understanding Ethical Understanding Critical and Creative Thinking Literacy *Further links are addressed in the individual lesson documents.	1. Smiling Minds 2. Cool Australia Mindfulness Resources https://www.coolaustralia.org/landing-page-naturemindfulness/types_k=&types_v=&year_level_k=&year_level_v=&ca_topic_k=ca_topic-nature-mindfulness&ca_topic_v=44667&subject_k=&subject_v=& 3. Picture Books A Handful of Quiet by Thich Nhat Hanh Calm: Mindfulness for Kids by Wynne Kinder Wondrous You by Kayla Floyd Listening to My Body by Gabi Garcia I Am Peace: A Book on Mindfulness by Susan Verde Cassidy's Present by Sue Mateer Listening to My Heart by Gabi Garcia The Mindful Dragon by Steve Herman (worry) Mind Bubbles: Exploring Mindfulness with Kids by Heather Krantz Here and Now by Julia Denos I Am Yoga by Susan Verde The Lemonade Hurricane by Licia Morelli Meditation is an Open Sky by Whitney Stewart My Magic Breath by Nick Ortner 4. Other Videos Guided Imagery https://www.youtube.com/watch?v=V1-0JJJw_IQ Guided Meditation https://www.youtube.com/watch?v=DWOHcGF1Tmc Guided Gratitude Meditation https://www.youtube.com/watch?v=DYJNslq22Yw Butterfly Meditation https://www.youtube.com/watch?v=mX4JBBIcBk Forcefield Meditation for Nerves https://www.youtube.com/watch?v=drfayLWgoZ4 Muscle Relaxation https://www.youtube.com/watch?v=cDKyRpW-Yuc
Quiet Your Mind	To identify a range of quick relaxation techniques	Identify ways to relax to support your emotions Identify what happens to your body when you are tense Identify situations where these quick relaxation techniques would be helpful	I can list ways to relax to support my emotions. I can describe what happens to my body when it is tense. I can identify situations where a quick relaxation technique would be helpful.				
Relax and Revitalise	To use relaxation to change energy levels	Recall the benefits of relaxation Identify what happens to your body when you feel stress Infer how a person feels in a story Create a relaxation solution to help a character in a given scenario Identify how a Standing relaxation helps your energy levels	I can explain the benefits of relaxation. I can identify what happens in my body when I feel stress. I can infer how a character feels in a story. I can explain a relaxation technique that can help a character in a scenario I am given. I can describe the benefits Standing relaxation has on my energy levels.				
Relaxation is Important	To build understanding of the benefits of relaxation	List the benefits of relaxation exercises Identify when relaxation techniques are useful	I can list the benefits of relaxation exercises. I can identify situations in which relaxation techniques are useful.				
Special Place Relaxation	To create a relaxation resource	Identify what your special place looks like Identify how your special place makes you feel Identify when to use your special place relaxation and which emotions it can help you with	I can describe what my special place looks like. I can describe how my special place makes me feel. I can explain how my special place can help me with different emotions.				
Understanding Relaxation	To understand what relaxation is and why it is important	Describe what relaxation is and why it is important Identify when you have used relaxation to work through an emotion Describe how you feel after a counting and breathing relaxation	I can explain what relaxation is and why it is useful. I can describe a time I used a relaxation technique to help me work through an emotion. I can describe how my body and mind feel after doing a counting and breathing relaxation.				

Planning and Assessment matrix for NSW

Cooperation Foundation

Project Based Learning Driving Question/s				Positive Behaviours for Learning Links			
What is cooperation? What skills do we need to cooperate positively and effectively?				Be a Learner Be Safe Be Respectful			
Teaching and Learning			Assessment			Extension	
PLS Lessons	Learning Intentions	Success Criteria	I Can Statements	Assessment Ideas	PDHPE Links	General Capability Links	Other Links/Resources
Followership	To bring awareness to the concepts of following and leading	Understand what following is Understand what leading is Identify the difference in following and leading	I can outline what following is. I can outline what leading means. I can identify a difference between following and leading.	Formative Assessment 1. Create your own game that has a leader and a follower 2. Do a role play in groups around how to share (Sharing lesson) 3. In teams create a 30 second dance together and then show it to the class. Summative Assessment 1. Write a story about a character who achieved a goal because of teamwork, cooperation, trust or sharing. 2. Create a game, in groups, that allows people to work together to a common goal. 3. Create a rubric using the I can statements as a post unit reflection (can also be used pre-unit)	*The PDHPE links identified align to the individual lessons as well as the assessment ideas. Outcomes Communicates ways to be caring, inclusive and respectful of others PDe-3 Explores possible solutions to movement challenges through participation in a range of activities PDe-5 Identifies actions that promote health, safety, wellbeing and physically active spaces PDe-7 Practises self-management skills in familiar and unfamiliar scenarios PDe-9 Uses interpersonal skills to effectively interact with others PDe-10 Content Practise interpersonal skills to interact positively with others (ACPPS004) Identify and describe emotional responses people may experience in different situations (ACPPS005) Collaborate with others and follow rules when participating in physical activities (ACMP012, ACMP014)	The following Capabilities align to this unit of work: Personal and Social Capability Intercultural Understanding Ethical Understanding Critical and Creative Thinking Literacy *Further links are addressed in the individual lesson documents.	1. Picture Books Belonging by Jeannie Baker Red and Yellow's Noisy Night by Josh Selig Colors versus Shapes by Mike Boldt That Fruit is Mine! by Anuska Allepuz Prince and Pirate by Charlotte Gunnufson The Lion and the Mouse by Gail Herman (trust) Howard B. Wigglebottom On Yes or No: A Fable About Trust by Howard Binkow The Promise: The Island of Commitment by Suzy Liebermann Bear Came Along by Richard T. Morris (teamwork) Pie is for Sharing by Stephanie Parsley Ledyard How to Build a Snow Bear by Eric Pinder The Rabbit Listened by Cori Doerrfeld 2. Other Videos Work Together as a Team https://www.youtube.com/watch?v=IzqFytWCWxg Let's Cooperate https://www.youtube.com/watch?v=AA9MD2ceOBI A Little Spot of Teamwork https://www.youtube.com/watch?v=VPt4IQHKRIY Cooperation https://www.youtube.com/watch?v=uL5mHE3H5wE Sharing Cookies https://www.youtube.com/watch?v=KTFJ9qjFAXg
Let's Cooperate	To bring awareness to working together for a common goal	Identify how you worked together in a game. Notice what you do to work with others in a game.	I can outline the ways we worked together in a team game. I can list ways I worked with others in a game.				
Respect	To develop respectful awareness	Identify how you worked with others in a game Explain how you helped another person in a game	I can list the ways I worked with others in the game. I can explain how I helped another person in the game.				
Sharing	To develop sharing skills	Notice how you felt sharing in a game Identify a skill you use for sharing in a game	I can describe how I felt when I was sharing in the game. I can name one skills you need to use when sharing.				
Teamwork	To learn how to work together as a team	Identify what helped you work as a team Name one skill for teamwork	I can name one teamwork skill. I can outline what helped us work as a team in the game.				
Trust	To become aware of the concept of trust	Identify how it felt to trust someone in the game Identify how you supported someone in the game	I can name on thing I did to support someone in the game. I can identify how I felt trusting someone in the game.				



Planning and Assessment matrix for NSW

Cooperation Years 1 - 2 Level

Project Based Learning Driving Question/s					Positive Behaviours for Learning Links		
How can we understand the concept of cooperation? How can we cooperate positively and effectively?					Be a Learner Be Safe Be Respectful		
Teaching and Learning			Assessment				Extension
PLS Lessons	Learning Intentions	Success Criteria	I Can Statements	Assessment Ideas	PDHPE Links	General Capability Links	Other Links/Resources
Followership	To understand the importance of following and leading	Notice what you do as a leader Notice what you do as a follower Identify the difference between a follower and a leader in the game	I can name an action I take as a leader. I can name an action I take as a follower. I can describe one difference between a leader and a follower based on the game.	Formative Assessment 1. Create a role play to show your understanding of cooperation and when it is important. 2. Make up a game that requires cooperation or leading and following. 3. Create a Respect wall in the classroom and get the students to write kind and positive notes for others and put them up there. Summative Assessment 1. Work together to create a piece of artwork in groups using different modes like painting, pasting, leaves etc (Sharing lesson) 2. Write a story about a character who achieved a goal because of teamwork, cooperation, trust or sharing. 3. Create a rubric using the I can statements as a post unit reflection (can also be used pre-unit)	*The PDHPE links identified align to the individual lessons as well as the assessment ideas. Outcomes Communicates ways to be caring, inclusive and respectful of others PDe-3 Explores possible solutions to movement challenges through participation in a range of activities PDe-5 Identifies actions that promote health, safety, wellbeing and physically active spaces PDe-7 Practises self-management skills in familiar and unfamiliar scenarios PDe-9 Uses interpersonal skills to effectively interact with others PDe-10 Content Practise interpersonal skills to interact positively with others (ACPPS004) Identify and describe emotional responses people may experience in different situations (ACPPS005) Collaborate with others and follow rules when participating in physical activities (ACPMPO12, ACPMP014)	The following Capabilities align to this unit of work: Personal and Social Capability Intercultural Understanding Ethical Understanding Critical and Creative Thinking Literacy *Further links are addressed in the individual lesson documents.	1. Picture Books Belonging by Jeannie Baker Red and Yellow's Noisy Night by Josh Selig Colors versus Shapes by Mike Boldt That Fruit is Mine! by Anuska Allepuz Prince and Pirate by Charlotte Gunnufson The Lion and the Mouse by Gail Herman (trust) Howard B. Wigglebottom On Yes or No: A Fable About Trust by Howard Binkow The Promise: The Island of Commitment by Suzy Lieberman Bear Came Along by Richard T. Morris (teamwork) Pie is for Sharing by Stephanie Parsley Ledyard How to Build a Snow Bear by Eric Pinder The Rabbit Listened by Cori Doerrfeld 2. Other Videos Work Together as a Team https://www.youtube.com/watch?v=TZqFYtWCWxg Let's Cooperate https://www.youtube.com/watch?v=AA9MD2ceQBI A Little Spot of Teamwork https://www.youtube.com/watch?v=VPt4IQHKRiY Cooperation https://www.youtube.com/watch?v=uL5mHE3H5wE Sharing Cookies https://www.youtube.com/watch?v=KTFJ9qifAXg
Let's Cooperate	To understand what cooperation is	Describe what cooperation looks like Identify a strategy you can use to cooperate	I can describe what cooperation looks like. I can name one strategy that is important in cooperation.				
Respect	To develop respectful awareness	Identify something kind and positive about a peer.	I can identify something kind and positive about one of my classmates.				
Sharing	To develop sharing skills	Identify a sharing skill that helped you work well in the group Notice if anything was difficult in a group and how you solved it	I can identify a sharing skill that helped my group work well together to create the artwork. I can outline a problem in our group and how we solved it.				
Teamwork	To understand how to work together as a team	Identify how you worked as a team to complete the craft activity	I can list the actions that helped my team work well in the craft activity.				
Trust	To understand the concept of trust of self and others	Identify what trust feels like Identify ways you support others in a group activity	I can describe what trust feels like for me. I can list ways to be supportive in a group activity.				



Planning and Assessment matrix for NSW

Cooperation Years 3 - 4 Level

Project Based Learning Driving Question/s				Positive Behaviours for Learning Links			
How can we understand the concept of cooperation? How can we cooperate positively and effectively?				Be a Learner Be Safe Be Respectful			
Teaching and Learning			Assessment			Extension	
PLS Lessons	Learning Intentions	Success Criteria	I Can Statements	Assessment Ideas	PDHPE Links	General Capability Links	Other Links/Resources
Followership	To understand the importance of following and leading	Understand how leading and following works in life Understand the role of a leader through a story Understand the role of a follower through a story Identify ways to ask questions as a leader or follower to support cooperation	I can reflect on examples of leading and following in life. I can describe the role and responsibility a leader is taking in a story. I can describe the role and responsibility a followers needs to take on in a story. I can identify ways to ask questions as a leader or follower to support cooperation.	Formative Assessment 1. Write an ending to the story about Blair in which the followers ask questions and speak up to decide on something to do that they all agree to (Followership lesson) 2. Get the groups to present the buildings they create in the Let's Cooperate lesson. They should talk a bit about teamwork and their peers can give them feedback on the building. 3. Role play a respect and courtesy scenario (Respect lesson) Summative Assessment 1. In pairs, get the students to write a narrative about a character who achieve their goal because of teamwork, cooperation, trust or sharing. 2. Develop a role play to teach your classmates about teamwork and how it helps to solve a problem. 3. Create a rubric using the I can statements as a post unit reflection (can also be used pre-unit)	*The PDHPE links identified align to the individual lessons as well as the assessment ideas. Outcomes Explains how empathy, inclusion and respect can positively influence relationships PD2-3 Applies strategies to solve movement challenges PD2-5 Describes strategies to make home and school healthy, safe and physically active spaces PD2-7 Demonstrates self-management skills to respond to their own and others' actions PD2-9 Demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations PD2-10 Content Explore how success, challenge and overcoming adversity strengthens identity (ACPPS033) Explore strategies to manage physical, social and emotional change (ACPPS034) Identify and practise strategies to promote health, safety and wellbeing (ACPPS036) Adopt inclusive practices when participating in physical activities (ACPMPO48) Describe and practise ways respect, empathy and valuing diversity can positively influence respectful relationships (ACPPS037)	The following Capabilities align to this unit of work: Personal and Social Capability Intercultural Understanding Ethical Understanding Critical and Creative Thinking Literacy *Further links are addressed in the individual lesson documents.	1. Picture Books 11 Trees: How One Village Celebrates the Birth of Every Girl by Rina Singh A House in the Woods by Inga Moore Pencil: A Story with a Point by Ann Ingalls Being Trustworthy: A Book About Trustworthiness by Mary Small Emma the Bumble Bee by Monica Dumont (self-trust) 2. Other Videos Character Trait Cooperation https://www.youtube.com/watch?v=tEy2NFtGsJU The Power of Teamwork https://www.youtube.com/watch?v=ftP0y4yUGMQ Small Talk Sharing https://www.youtube.com/watch?v=P0KjD0x0oVU
Let's Cooperate	To understand what cooperation is and how it works	Define cooperation Identify the skills that helped you cooperate Identify how you knew it was effective cooperation	I can describe what cooperation means. I can explain what cooperation looks like. I can identify the skills that helped my group cooperate. I can reflect on what makes cooperation effective.				
Respect	To cultivate respectful awareness	Define what respect for cooperation looks like and sounds like Identify ways to show respect to others Notice how it feel to give respect and to receive it	I can describe what respect might look and feel like. I can list ways to show respect. I can express how it feels to receive respect. I can reflect on how someone else might feel when they are shown respect.				
Sharing	To develop sharing skills	Identify skills you use to share with others Identify how sharing helps cooperation	I can identify the skills I use to share with others. I can link how sharing helps with cooperation.				
Teamwork	To understand what it means to work together as a team	Define teamwork Identify different teams you are part of Identify ways to work as a team without words	I can describe what teamwork means to me. I can identify teams that I am a part of. I can identify skills I need to work as a team.				
Trust	To understand the concept of trust of self and others	Define what trust looks like Identify how you felt when trusting others in a game	I can describe what trust looks like. I can express how I felt trusting someone in a game.				

Planning and Assessment matrix for NSW

Cooperation Years 5 - 6 Level

Project Based Learning Driving Question/s				Positive Behaviours for Learning Links			
How can we apply positive and effective cooperative skills?				Be a Learner Be Safe Be Respectful			
Teaching and Learning			Assessment			Extension	
PLS Lessons	Learning Intentions	Success Criteria	I Can Statements	Assessment Ideas	PDHPE Links	General Capability Links	Other Links/Resources
Followership	To implement followership skills	Understand what followership means Identify examples of leaders and followers Identify traits of a leader Identify traits of a follower	I can explain what followership means. I can list examples of leaders and followers. I can describe the traits of a follower. I can describe the traits of a leader.	Formative Assessment 1. Followership sheet in lesson on Followership - pre-assessment of understanding 2. Create their own Who/What and How T-chart for respect (Respect lesson) 3. Complete the Trust sheet (trust lesson)	*The PDHPE links identified align to the individual lessons as well as the assessment ideas. Outcomes Explains how empathy, inclusion and respect can positively influence relationships PD2-3 Applies strategies to solve movement challenges PD2-5 Describes strategies to make home and school healthy, safe and physically active spaces PD2-7 Demonstrates self-management skills to respond to their own and others' actions PD2-9 Demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations PD2-10 Content Explore how success, challenge and overcoming adversity strengthens identity (ACPPS033) Explore strategies to manage physical, social and emotional change (ACPPS034) Identify and practise strategies to promote health, safety and wellbeing (ACPPS036) Adopt inclusive practices when participating in physical activities (ACPMPO48) Describe and practise ways respect, empathy and valuing diversity can positively influence respectful relationships (ACPPS037)	The following Capabilities align to this unit of work: Personal and Social Capability Intercultural Understanding Ethical Understanding Critical and Creative Thinking Literacy *Further links are addressed in the individual lesson documents.	1. Picture Books 11 Trees: How One Village Celebrates the Birth of Every Girl by Rina Singh A House in the Woods by Inga Moore Pencil: A Story with a Point by Ann Ingalls Being Trustworthy: A Book About Trustworthiness by Mary Small Emma the Bumble Bee by Monica Dumont (self-trust)
Let's Cooperate	To understand what cooperation is and how it works	Define cooperation Identify examples of cooperation Identify the skills needed for cooperation	I can describe what cooperation is. I can list examples of cooperation. I can identify the skills needed to cooperate to create an end product.				
Respect	To implement respectful awareness	Describe what respect means to you Identify who you show respect to Identify ways you show respect	I can describe what respect means to me. I can identify who I show respect to. I can explain how I show respect to people.	Summative Assessment 1. Create a video of a music piece they compose as a group. 2. Write a narrative focusing on a character who faced a problem around trust, respect or teamworks and how they solved it. 3. Create a rubric using the I can statements as a post unit reflection (can also be used pre-unit)			
Sharing	To implement effective sharing skills	Identify ways you share Identify ways to cooperate in order to share in a discussion	I can identify what and how I share. I can explain how to cooperate so everyone gets to share in a discussion.				
Teamwork	To implement teamwork skills	Define teamwork Identify examples of teams Identify skills needed for teamwork	I can describe what teamwork means. I can identify examples of teams that require teamwork. I can describe the skills needed for effective teamwork.				
Trust	To develop trust in self and others	Understand what trust looks like and feels like Identify why trust is important Identify ways to show someone you can be trusted	I can describe what trust might look and feel like. I can identify why trust is important in relationships. I can reflect on ways to show someone I can be trusted.				

Planning and Assessment matrix for NSW

Self-Esteem Foundation

Project Based Learning Driving Question/s				Positive Behaviours for Learning Links			
What is self-esteem? What skills might we need to cultivate a healthy self-esteem?				Be a Learner Be Safe Be Respectful			
Teaching and Learning			Assessment			Extension	
PLS Lessons	Learning Intentions	Success Criteria	I Can Statements	Assessment Ideas	PDHPE Links	General Capability	Other Links/Resources
Building Confidence	To bring awareness to the concept of building confidence	Recognise some aspects of confidence Recognise how Possa Bills builds his confidence	I can recognise some aspects of confidence. I can recognise how Possa Bill builds his confidence.	Formative Assessment 1. As a pre-test students can fill in the activity from the Healthy Self-Esteem lesson. 2. Role plays to show their body language. In groups they decide what to role play and the rest of the class has to guess the expression or feeling. 3. Write down on the handout from Self-talk all the different thoughts that go with the pictures. Summative Assessment 1. Create a picture using things from nature to represent one statement about yourself for Healthy Self-esteem 2. Write 5 things about yourself with a picture of something you really like as a way to show the class who you are. 3. Create a rubric using the I can statements as a post unit reflection (can also be used pre-unit)	*The PDHPE links identified align to the individual lessons as well as the assessment ideas. Outcomes Identifies who they are and how people grow and change PDe-1 Identifies actions that promote health, safety, wellbeing and physically active spaces PDe-7 Uses interpersonal skills to effectively interact with others PDe-10 Demonstrates how the body moves in relation to space, time, objects, effort and people PDe-11 Content Practise interpersonal skills to interact positively with others (ACPPS004) Identify and describe emotional responses people may experience in different situations (ACPPS005) Identify safe and positive health practices and display actions that promote health, safety and wellbeing (ACPPS006) Identify and describe how their body moves in relation to space, time, objects, effort and people (ACPM011)	The following Capabilities align to this unit of work: Personal and Social Capability Intercultural Understanding Ethical Understanding Critical and Creative Thinking Literacy *Further links are addressed in the individual lesson documents.	1. Be You resources 2. Picture Books The Lion Inside by Rachel Bright You Can Do It, Stinky Face by Lisa McCourt Princess Truly in I Am Truly by Kelly Greenwalt I Like Myself by Karen Beaumont Big Choo by Stephen Shaskan Bad Case of Stripes by David Shannon (Uniqueness) Remarkably You by Pat Zeitlow Miller I Am Enough by Grace Byers and Keturah A. Bobo Red: A Crayon's Story by Michael Hall All the Ways to be Smart by Davina Bell Amaya Learns About her Thoughts by Sapna Sachdeva I Can Do Hard Things by Gabi Garcia I Am Smart, I Am Blessed, I Can Do Anything by Alissa Holder and Zulekha Holder-Young It's OK to be Different by Sharob Purtill The Reflection in Me https://www.youtube.com/watch?v=D9OOXCu5XMg 3. Other Videos Wellbeing for Children: Confidence and Self-Esteem https://www.youtube.com/watch?v=pdjaxS4ME2A Self-Esteem: How to Feel Awesome About being You https://www.youtube.com/watch?v=M6H0w03GJrQ Henry & Leslie https://www.youtube.com/watch?v=A2RIHM8xfmM (confidence and self-love) Self-Esteem for Kids Song https://www.youtube.com/watch?v=ySNrWiq9zk8 Children Building Self-Esteem https://www.youtube.com/watch?v=CcBIAMYPtNk
Healthy Self-Esteem	To become aware of what self-esteem is	Have an awareness that self-esteem is linked to how you talk about yourself Recite statements to be kind to yourself	I can recite statements to be kind to myself. I can recognise that self-esteem is linked to saying kind things to myself.				
Physiology of Excellence	To become aware of the concept of body language	Identify body language for simple words Identify the body language for confidence	I can show the body language for simple words. I can identify the body language for confidence.				
Self-Respect	To bring awareness to the concept of self-respect	Identify ways you can care for yourself to show self-respect	I can list ways to care for myself to show self-respect.				
Self Talk	To bring awareness that we talk to ourselves	Identify thoughts for different expressions	I can identify the thoughts and body language for different expressions.				
We are Unique	To develop awareness that we are all different and unique	Identify things you like to do Notice that everyone likes different things	I can identify the things I like to do. I can identify that everyone likes different things.				

Planning and Assessment matrix for NSW

Self-Esteem Years 1 - 2 Level

Project Based Learning Driving Question/s					Positive Behaviours for Learning Links		
What is self-esteem? What skills might we need to cultivate a healthy self-esteem?					Be a Learner Be Safe Be Respectful		
Teaching and Learning			Assessment			Extension	
PLS Lessons	Learning Intentions	Success Criteria	I Can Statements	Assessment Ideas	PDHPE Links	General Capability Links	Other Links/Resources
Building Confidence	To understand how to build confidence	Understand what confidence means Identify how you built confidence in a movement game	I can describe what confidence means. I can identify how I built confidence in a movement game.	Formative Assessment 1. Create a role play scenario for your classmates where they have to guess how the people are feeling through their body language. 2. Complete the Happy Thoughts sheet (self-talk) 3. Write down different feelings you have and the self-talk statements that go through your mind when feeling that.	*The PDHPE links identified align to the individual lessons as well as the assessment ideas. Outcomes Identifies who they are and how people grow and change PDe-1 Identifies actions that promote health, safety, wellbeing and physically active spaces PDe-7 Uses interpersonal skills to effectively interact with others PDe-10 Demonstrates how the body moves in relation to space, time, objects, effort and people PDe-11 Content Practise interpersonal skills to interact positively with others (ACPPS004) Identify and describe emotional responses people may experience in different situations (ACPPS005) Identify safe and positive health practices and display actions that promote health, safety and wellbeing (ACPPS006) Identify and describe how their body moves in relation to space, time, objects, effort and people (ACMP011)	The following Capabilities align to this unit of work: Personal and Social Capability Intercultural Understanding Ethical Understanding Critical and Creative Thinking Literacy *Further links are addressed in the individual lesson documents.	1. Be You resources 2. Picture Books The Lion Inside by Rachel Bright You Can Do It, Stinky Face by Lisa McCourt Princess Truly in I Am Truly by Kelly Greenwalt I Like Myself by Karen Beaumont Big Choo by Stephen Shaskan Bad Case of Stripes by David Shannon (Uniqueness) Remarkably You by Pat Zeitlow Miller I Am Enough by Grace Byers and Keturah A. Bobo Red: A Crayon's Story by Michael Hall All the Ways to be Smart by Davina Bell Amaya Learns About her Thoughts by Sapna Sachdeva I Can Do Hard Things by Gabi Garcia I Am Smart, I Am Blessed, I Can Do Anything by Alissa Holder and Zulekha Holder-Young It's OK to be Different by Sharob Purtill 3. Other Videos Wellbeing for Children: Confidence and Self-Esteem https://www.youtube.com/watch?v=pdjaxS4ME2A Self-Esteem: How to Feel Awesome About being You https://www.youtube.com/watch?v=M6H0w03GJrQ Henry & Leslie https://www.youtube.com/watch?v=A2RIHM8xfmM (confidence and self-love) Self-Esteem for Kids Song https://www.youtube.com/watch?v=ySNrWiq9zk8 Children Building Self-Esteem https://www.youtube.com/watch?v=CcBIAMYPtNk The Reflection in Me https://www.youtube.com/watch?v=D9OOXCu5XMg
Healthy Self-Esteem	To understand what healthy self-esteem is	Identify how healthy self-esteem links to being happy for yourself and others	I can identify how healthy self-esteem links to being happy for yourself and others through a story.				
Physiology of Excellence	To understand how to choose a physiology of healthy self-esteem	Recognise what body language is communicating in a role play	I can link the body language I observe with a feeling.				
Self-Respect	To build their awareness of self-respect	Understand that self-respect is about being kind to yourself Identify how a character was kind to himself in a story.	I can identify how a character was kind to himself in a story.	Summative Assessment 1. Create a visual representation of what makes you Unique using different art forms. 2. Write a narrative about a character who is kind to themselves when they don't win a race or game (Self-respect lesson story as a guide) 3. Create a rubric using the I can statements as a post unit reflection (can also be used pre-unit)			
Self Talk	To understand that we can choose self-talk that supports us	Identify the thoughts that might match a feeling	I can identify thoughts that match a feeling.				
We are Unique	To bring awareness to everyone's uniqueness	Recognise that everyone is different and like different things	I can recognise that everyone is different and like different things and it's ok.				

Planning and Assessment matrix for NSW

Self-Esteem Years 3 - 4 Level

Project Based Learning Driving Question/s					Positive Behaviours for Learning Links		
How can we develop skills to direct feelings and thoughts that build healthy self esteem?					Be a Learner Be Safe Be Respectful		
Teaching and Learning			Assessment			Extension	
PLS Lessons	Learning Intentions	Success Criteria	I Can Statements	Assessment Ideas	PDHPE Links	General Capability Links	Other Links/Resources
Building Confidence	To learn strategies to build confidence	Reflect on how you built confidence to learn as a baby Reflect on strategies that helped you build confidence when learning something new	I can reflect on how I developed confidence as a baby. I can reflect on strategies that have helped me build confidence when I've learnt something new.	Formative Assessment 1. Set a goal for something new you want to learn. Use the 3 steps from the Building Confidence lesson 2. Create a piece of artwork that showcases your Positive Qualities 3. Complete the Tree of Value (We are Unique lesson) Summative Assessment 1. Create a comic to tell the story of a character going through different feelings just by drawing how his body changes in each box. 2. Write a recount of a time you have learned something new and the strategies that helped you build confidence in it. 3. Create a rubric using the I can statements as a post unit reflection (can also be used pre-unit)	*The PDHPE links identified align to the individual lessons as well as the assessment ideas. Outcomes Identifies who they are and how people grow and change PDe-1 Identifies actions that promote health, safety, wellbeing and physically active spaces PDe-7 Uses interpersonal skills to effectively interact with others PDe-10 Demonstrates how the body moves in relation to space, time, objects, effort and people PDe-11 Content Practise interpersonal skills to interact positively with others (ACPPS004) Identify and describe emotional responses people may experience in different situations (ACPPS005) Identify safe and positive health practices and display actions that promote health, safety and wellbeing (ACPPS006) Identify and describe how their body moves in relation to space, time, objects, effort and people (ACPMPO11)	The following Capabilities align to this unit of work: Personal and Social Capability Intercultural Understanding Ethical Understanding Critical and Creative Thinking Literacy *Further links are addressed in the individual lesson documents.	1. Be You resources 2. Picture Books The Lion Inside by Rachel Bright You Can Do It, Stinky Face by Lisa McCourt Princess Truly in I Am Truly by Kelly Greenwalt I Like Myself by Karen Beaumont Big Choo by Stephen Shaskan Bad Case of Stripes by David Shannon (Uniqueness) Remarkably You by Pat Zeitlow Miller I Am Enough by Grace Byers and Keturah A. Bobo Red: A Crayon's Story by Michael Hall All the Ways to be Smart by Davina Bell Amaya Learns About her Thoughts by Sapna Sachdeva I Can Do Hard Things by Gabi Garcia I Am Smart, I Am Blessed, I Can Do Anything by Alissa Holder and Zulekha Holder-Young It's OK to be Different by Sharob Purtill 3. Other Videos Wellbeing for Children: Confidence and Self-Esteem https://www.youtube.com/watch?v=pdjxS4ME2A Self-Esteem: How to Feel Awesome About being You https://www.youtube.com/watch?v=M6H0w03GJrQ Henry & Leslie https://www.youtube.com/watch?v=A2RIHM8xfmM (confidence and self-love) Self-Esteem for Kids Song https://www.youtube.com/watch?v=vSNrWiq9zk8 Children Building Self-Esteem https://www.youtube.com/watch?v=CcBIAMYPtNk The Reflection in Me https://www.youtube.com/watch?v=D9OQXCu5XMg
Healthy Self-Esteem	To understand what healthy self-esteem is and why it's important	Identify a statement of low self-esteem Identify a statement that shows high self-esteem	I can identify a statement that is linked to low self-esteem. I can identify statements that link to having high self-esteem.				
Physiology of Excellence	To learn how to change our physiology to enhance self-esteem	Identify how body language links to a feeling Infer a feeling using body language Identify how changing your body language changes how you feel	I can identify how body language links to a feeling. I can infer a feeling using body language cues. I can link a change in body language to a change in feelings.				
Self-Respect	To learn that you can change how you see yourself	Identify how a character showed respect for herself. Identify different ways to show yourself respect	I can identify how a character showed respect for herself. I can identify different ways to show myself respect.				
Self Talk	To learn how to change our self-talk	Recognise the Good Echoes you have Identify situations in which to use the Good Echoes to feel better	I can recognise my Good Echoes. I can describe situations where I use Good Echoes to help me feel better.				
We are Unique	To learn how to appreciate the value of self	Identify 4 things that show you are valuable	I can identify at least four things that show me I am valuable.				



Planning and Assessment matrix for NSW

Self-Esteem Years 5 - 6 Level

Project Based Learning Driving Question/s					Positive Behaviours for Learning Links		
How can we apply strategies and techniques to maintain healthy self-esteem? What skills do we need to cultivate a healthy self esteem?					Be a Learner Be Safe Be Respectful		
Teaching and Learning			Assessment			Extension	
PLS Lessons	Learning Intentions	Success Criteria	I Can Statements	Assessment Ideas	PDHPE Links	General Capability Links	Other Links/Resources
Building Confidence	To apply strategies to build confidence	Link being proud of an accomplishment to building confidence	I can describe how being proud of an accomplishments builds my confidence.	Formative Assessment 1. Complete 'I Am Proud' resource (Building Confidence lesson) as a pre assessment. 2. Create a drawing/painting that represents your uniqueness (We are unique lesson) 3. Set a goal for something you want to achieve and write down the positive self-talk statements and belief that you can use to reach your goal. Summative Assessment 1. Create a role play in groups that shows how someone showed self-respect in a specific situation. 2. Write a narrative about a character who uses positive self-talk statement to get them through a difficult situation. 3. Create a rubric using the I can statements as a post unit reflection (can also be used pre-unit)	*The PDHPE links identified align to the individual lessons as well as the assessment ideas. Outcomes Identifies who they are and how people grow and change PDe-1 Identifies actions that promote health, safety, wellbeing and physically active spaces PDe-7 Uses interpersonal skills to effectively interact with others PDe-10 Demonstrates how the body moves in relation to space, time, objects, effort and people PDe-11 Content Practise interpersonal skills to interact positively with others (ACPPS004) Identify and describe emotional responses people may experience in different situations (ACPPS005) Identify safe and positive health practices and display actions that promote health, safety and wellbeing (ACPPS006) Identify and describe how their body moves in relation to space, time, objects, effort and people (ACPMPO11)	The following Capabilities align to this unit of work: Personal and Social Capability Intercultural Understanding Ethical Understanding Critical and Creative Thinking Literacy *Further links are addressed in the individual lesson documents.	1. Be You resources 2. Picture Books The Lion Inside by Rachel Bright I Am Enough by Grace Byers and Keturah A. Bobo Red: A Crayon's Story by Michael Hall All the Ways to be Smart by Davina Bell Amaya Learns About her Thoughts by Sapna Sachdeva I Can Do Hard Things by Gabi Garcia I Am Smart, I Am Blessed, I Can Do Anything by Alissa Holder and Zulekha Holder-Young It's OK to be Different by Sharob Purtil What Do You Do with a Chance by Kobi Yamada 3. Other Videos The Kids Guide to Confidence https://www.youtube.com/watch?v=j2oCP_wk1TA PBS KIDS Talk About SELF-CONFIDENCE & DETERMINATION https://www.youtube.com/watch?v=1AWdKJ_gIkA A Pep Talk from Kid President to You https://www.youtube.com/watch?v=l-gQLqv9f4o We Are All Different https://www.youtube.com/watch?v=sQuM5e0QGLg I'm Good https://www.youtube.com/watch?v=jl-5PdLYA10 Redefining Beauty by Dove https://www.youtube.com/watch?v=3agBWqGfRo&t=14s 3 tips to boost your confidence https://www.youtube.com/watch?v=l_NYrWqUR40 Positive Self-Talk https://www.youtube.com/watch?v=Wd412isoQ_c Self-talk https://gozen.com/animation/self-talk/ Guide to Selk-Talk https://www.youtube.com/watch?v=Aj2YQp3Juddg PBS Positive Self Talk https://www.youtube.com/watch?v=GSboXBkwpY0
Healthy Self-Esteem	To understand what healthy self-esteem is and why it's important	Define self-esteem Recognise that beliefs link to self-esteem	I can describe what self-esteem is. I can recognise that beliefs link to self-esteem.				
Physiology of Excellence	To implement a physiology of excellence	Recognise how body language poses make you feel Identify what body language looks like when you are confident	I can recognise how body language makes me feel. I can identify what body language looks like when I am confident.				
Self-Respect	To build skills for self-esteem and self-respect	Identify how a character shows or doesn't show respect in a story Recognise the link between self-respect and feeling good	I can identify how a character shows or doesn't show respect in a story. I can recognise the link between self-respect and feeling good.				
Self Talk	To implement positive self-talk strategies	Identify your positive self-talk statements Identify examples of when you can use positive self-talk statements	I can identify my positive self-talk statements. I can identify examples of when I can use positive self-talk statements.				
We are Unique	To acknowledge and appreciate our uniqueness	Identify your uniqueness through a picture	I can represent my unique qualities through artwork.				

Planning and Assessment matrix for NSW

Appreciation Years 3 - 4

Project Based Learning Driving Question/s					Positive Behaviours for Learning Links		
How can we develop skills to direct our thoughts and feelings to appreciation and gratitude?					Be a Learner Be Safe Be Respectful		
Teaching and Learning			Assessment				Extension
PLS Lessons	Learning Intentions	Success Criteria	I Can Statements	Assessment Ideas	PDHPE Links	General Capability Links	Other Links/Resources
Appreciating Differences	To appreciate and respect every person's worth and contribution	Identify what appreciation looks like Understand to appreciate difference Identify what you can learn from someone who is different from you	I can describe what appreciation looks like. I can explain why difference is something to appreciate. I can identify what can be learned from someone who is different from me.	Formative Assessment 1. Complete the Thank You For Being You sheet as a pre-assessment task (Appreciating Yourself and Others lesson) 2. Make a What and How T-chart on who you want to help and how you can help them (contribution lesson). Once they've done this, they can pick one thing to enact for that week. 3.Create a journal for reflections at the start of each lesson and after. They can define terms and think about links being made before you discuss them as a class. 4. Create a classroom appreciation and gratitude wall where students can post things up on a daily or weekly basis. Add it to your Friday reflection time. Summative Assessment 1. Develop a role play around a character who needs help or support, how a friend steps in to help and how the character expresses gratitude for this. 2. Create an artwork that represents all the things in your life you appreciate and are grateful for. 3. Create a rubric using the I can statements as a post unit reflection (can also be used pre-unit)	*The PDHPE links identified align to the individual lessons as well as the assessment ideas.	The following Capabilities align to this unit of work: Personal and Social Capability Intercultural Understanding Ethical Understanding Critical and Creative Thinking Literacy *Further links are addressed in the individual lesson documents.	1. Books The Bad Seed by Jory John Bob The Artist by Marion Deuchars The Boy Who Grew Flowers by Jen Wojtowicz The Giving Tree by Shel Silverstein Clancy the Courageous Cow by Lachie Hume Just Ask: Be Different, Be Brave, Be You by Sonia Sotomayor 10,000 Dresses by Marcus Ewert 2. Other Videos Appreciating Differences https://www.youtube.com/watch?v=oi8UthnM7Vc Understanding and Accepting Differences https://www.youtube.com/watch?v=yaNGMwRHuE Respecting Differences https://www.youtube.com/watch?v=PCSLhFIRcHE A Moving Story About Gratitude https://www.youtube.com/watch?v=tznztJVsW9E Gratitude https://www.youtube.com/watch?v=Y3cpV_dnN_I Kids talk Gratitude https://www.youtube.com/watch?v=LwsXYQQOuxU Gratitude as a learning strategy https://www.youtube.com/watch?v=IrHJYeAvOKU Gratitude is good for you https://www.youtube.com/watch?v=sCV-mEsASLA Thankful by The Juicebox https://www.youtube.com/watch?v=YeSdQmO51Ps Kid President's 25 Reason to be Thankful https://www.youtube.com/watch?v=yA5Qpt1JRE4
Appreciating yourself and others	To focus on appreciating yourself and others	Understand how appreciation and gratitude are connected Name who I appreciate and why Acknowledge what you appreciate in yourself and why	I can explain how appreciation and gratitude are connected. I can name who I appreciate and why. I can reflect on what I appreciate about myself and why.				
Being Thankful	To build a gratitude focus	Understand how being thankful links to appreciation and gratitude List things you are grateful for	I can explain how being thankful links to appreciation and gratitude. I can list things I am thankful for.				
Contribution	To understand and experience how contribution is linked to fulfilment	Define appreciation Define gratitude Explain the how gratefulness and being thankful lead to making contributions Identify how making a contribution makes you feel (fulfilment)	I can define appreciation. I can define gratitude. I can explain the how gratefulness and being thankful lead to making contributions. I can describe how making a contribution makes me feel in order to understand fulfilment.				
Gratitude	To build a gratitude practice	Identify what you are grateful for and why Acknowledge what someone has done for you that you are thankful for Acknowledge something you have done for another person that they are thankful for	I can identify what I am grateful for in my life and why. I can reflect on something someone has done for me that I am thankful for. I can reflect on something I have done for someone else that they are thankful for.				
Expressing Appreciation	To express appreciation	Identify what and who we can appreciate Identify what a character is grateful for in a story Identify how a character can express their appreciation in a story Identify one way to express appreciation	I can list who and what we can appreciate. I can identify what a character is grateful for in a story. I can identify how a character can express their appreciation in a story. I can identify one way to express appreciation.				

Planning and Assessment matrix for NSW

Appreciation Years 5 - 6

Project Based Learning Driving Question/s					Positive Behaviours for Learning Links		
How can we apply appreciation and gratitude in our daily life?					Be a Learner Be Safe Be Respectful		
Teaching and Learning			Assessment			Extension	
PLS Lessons	Learning Intentions	Success Criteria	I Can Statements	Assessment Ideas	PDHPE Links	General Capability Links	Other Links/Resources
Appreciating Differences	To appreciate and respect every person's worth and contribution	Appreciate how cultures celebrate events differently Identify differences in how two cultures celebrate events Identify what you appreciate about a different culture now	I can appreciate how cultures celebrate events differently. I can identify the similarities and differences in how two cultures celebrate events. I can identify what I appreciate about a different culture.	Formative Assessment 1. Create a Venndiagram comparing and contrasting two cultures and their celebrations (Appreciating Differences) 2. Complete the Appreciating Myself and Others sheet as a pre-assessment (Appreciating yourself and others lesson) 3. Create a mind map of Who you can contribute to and How you can contribute. Pick one to enact during the week. 4. Create a journal for reflections at the start of each lesson and after. They can define terms and think about links being made before you discuss them as a class. 5. Create a classroom appreciation and gratitude wall where students can post things up on a daily or weekly basis. Add it to your Friday reflection time. Summative Assessment 1. Write a narrative about a character who makes a contribution to another person and the journey they went through. 2. Create a piece of artwork that showcases all that you appreciate about yourself. Make one for someone else to give them as a gift. 3. Create a rubric using the I can statements as a post unit reflection (can also be used pre-unit)	*The PDHPE links identified align to the individual lessons as well as the assessment ideas.	The following Capabilities align to this unit of work: Personal and Social Capability Intercultural Understanding Ethical Understanding Critical and Creative Thinking Literacy *Further links are addressed in the individual lesson documents.	1. Books The Bad Seed by Jory John Bob The Artist by Marion Deuchars The Boy Who Grew Flowers by Jen Wojtowicz The Giving Tree by Shel Silverstein Clancy the Courageous Cow by Lachie Hume Just Ask: Be Different, Be Brave, Be You by Sonia Sotomayor 10,000 Dresses by Marcus Ewert 2. Videos Appreciating Differences https://www.youtube.com/watch?v=oi8UthnM7Vc Understanding and Accepting Differences https://www.youtube.com/watch?v=yaNGfWrRHuE Respecting Differences https://www.youtube.com/watch?v=PCSLhFIRcHE A Moving Story About Gratitude https://www.youtube.com/watch?v=tznztuJvSW9E Gratitude https://www.youtube.com/watch?v=Y3cpV_dnN_I Kids talk Gratitude https://www.youtube.com/watch?v=LwsXYQQOuxU Gratitude as a learning strategy https://www.youtube.com/watch?v=lrHJYeAVoKU Gratitude is good for you https://www.youtube.com/watch?v=sCV-mEsASLA Thankful by The Juicebox https://www.youtube.com/watch?v=YeSdQmQ51Ps Kid President's 25 Reason to be Thankful https://www.youtube.com/watch?v=yA5Qpt1JRE4
Appreciating yourself and others	To focus on appreciation of self and others	Identify what you appreciate about yourself Identify what you appreciate about others Identify what you appreciate about life	I can identify what I appreciate about myself. I can identify what I appreciate about others. I can identify what I appreciate about life.		Outcomes Investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others PD3-2 Evaluates the impact of empathy, inclusion and respect on themselves and others PD3-3 Applies and adapts self-management skills to respond to personal and group situations PD3-9 Selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections PD3-10		
Being Thankful	To learn how to build an outlook of appreciation	Identify what you are grateful for and why Identify what you appreciate using your senses	I can identify what I am grateful for and why. I can identify things I appreciate using my five senses.				
Contribution	To understand how contribution is linked to fulfilment	Define gratitude Define appreciation Understand what contribution is how it can help you feel fulfilled	I can define gratitude. I can define appreciation. I can describe the link between contribution and feeling fulfilment.				
Gratitude	To learn how appreciation and gratitude can be practiced	Acknowledge what you are grateful for	I can acknowledge what I am grateful for and why.				
Expressing Appreciation	To learn how to express appreciation to others	Recognise the benefit of expressing appreciation to the receiver Identify the benefit of expressing appreciation as the giver	I can recognise a benefit of expressing appreciation to the receiver. I can describe a benefit of expressing appreciation as the giver.				



Planning and Assessment matrix for NSW

Communication Years 3 - 4

Project Based Learning Driving Question/s					Positive Behaviours for Learning Links		
What are effective communication skills? How can we develop effective communication skills?					Be a Learner Be Safe Be Respectful		
Teaching and Learning			Assessment			Extension	
PLS Lessons	Learning Intentions	Success Criteria	I Can Statements	Assessment Ideas	PDHPE Links	General Capability Links	Other Links/Resources
Communicating Effectively	To understand that different words can impact self and others	Identify a word that can be used in different ways Explain how a word is used in different ways Identify a word you exaggerate Identify a word you generalise	I can identify a word that can be used in different ways. I can explain how a word is used in different ways. I can identify a word that I exaggerate. I can identify a word that I generalise.	Formative Assessment 1. Create a role play showing two different ways a word can be used. Create a role play of how one word can impact two people differently. 2. Role play on tone of voice in communication (The Tone of your Communication lesson) 3. Create a message for a friend in two different communication styles (e.g. written and phone). Consider whether wording has to change or if the message will come across the way you want it to. Summative Assessment 1. Create a animation/cartoon that shows a word used in two different ways and the impact it has on the people using or receiving it. 2. Rewrite Brendan's story (The Power of Words lesson) using more helpful and kind self-talk and changing the scenario to consider the power of words. 3. Create a rubric using the I can statements as a post unit reflection (can also be used pre-unit)	*The PDHPE links identified align to the individual lessons as well as the assessment ideas. Outcomes Explores strategies to manage physical, social and emotional change PD2-1 Explains and uses strategies to develop resilience and to make them feel comfortable and safe PD2-2 Explains how empathy, inclusion and respect can positively influence relationships PD2-3 Demonstrates self-management skills to respond to their own and others' actions PD2-9 Demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations PD2-10 Content Explore strategies to manage physical, social and emotional change, for example: (ACPPS034) Identify and practise strategies to promote health, safety and wellbeing (ACPPS036) Describe and practise ways respect, empathy and valuing diversity can positively influence respectful relationships (ACPPS037) Investigate how emotional responses vary in depth and strength (ACPPS038)	The following Capabilities align to this unit of work: Personal and Social Capability Intercultural Understanding Ethical Understanding Critical and Creative Thinking Literacy *Further links are addressed in the individual lesson documents.	1. Books Amelia Bedelia by Peggy Parish Archie and the Bear by Zanni Louise Don't Forget the Bacon by Pat Hutchins Howard B Wigglebottom Learns to Listen by Howard Binkow 2. Other Videos Means of Communication video for kids Active Listening: How To Communicate Effectively
Communicating with physiology	To understand how messages are sent using body language	Understand what body language is Give an example of body language Identify an emotion through body language	I can recall what body language means. I can give an example of body language. I can identify an emotion through body language.				
Let's Communicate	To understand what communication is and why communication is important	Understand what communication is Identify one reason why communication is important Identify different ways we communicate	I can retell what communication is. I can identify one reason why communication is important. I can identify two different ways people can communicate.				
Online Communication	To understand the impact of communicating via written and online methods	Understand the impact of written and online communication. Identify one reason why written and online communication can impact the receiver	I can understand there is an impact from written and online communication. I can identify one reason why written and online communication impacts the receiver.				
The power of words	To understand the effect of your words on yourself and others	Identify a word that has had an impact on yourself or others Identify words that didn't help the character in the story Identify the self-talk in the story Identify words that are not helpful in a character's self-talk	I can identify a word that has had an impact on me. I can identify words that didn't help the character in the story. I can identify the self-talk in the story. I can identify the words that are not helpful in a story.				
The tone of your communication	To understand how to change the tone of your communication	Identify the difference between two tones Identify how different tones feel when you listen to them Understand that you can change your tone in a situation	I can identify the difference between two tones being used. I can identify how different tones feel when you hear them. I can express how I can change my tone in a situation. I can express why I would change my tone in a situation.				



Planning and Assessment matrix for NSW

Communication Years 5 - 6

Project Based Learning Driving Question/s					Positive Behaviours for Learning Links		
What are effective communication skills? How can we develop effective communication skills?					Be a Learner Be Safe Be Respectful		
Teaching and Learning			Assessment				Extension
PLS Lessons	Learning Intentions	Success Criteria	I Can Statements	Assessment Ideas	PDHPE Links	General Capability Links	Other Links/Resources
Communicating Effectively	To implement effective communication skills	Understand communication can happen through body language and internal dialogue Explain why communication is important Identify ways we communicate Identify what detail is needed to communicate	I can understand that communication can happen through body language and internal dialogue. I can explain why communication is important. I can identify different methods of communication. I can identify the detail needed in different communication methods.	Formative Assessment Identifies and applies strengths and strategies to manage life changes and transitions PD3-1 Investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others PD3-2 Evaluates the impact of empathy, inclusion and respect on themselves and others PD3-3 Applies and adapts self-management skills to respond to personal and group situations PD3-9 Selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections PD3-10 Content Examine how identity and behaviour are influenced by people, places and the media (ACPPS051) Plan and practise assertive responses, behaviours and actions that protect and promote health, safety and wellbeing (ACPPS054) Practise skills to establish and manage relationships (ACPPS055)	*The PDHPE links identified align to the individual lessons as well as the assessment ideas.	The following Capabilities align to this unit of work: Personal and Social Capability Intercultural Understanding Ethical Understanding Critical and Creative Thinking Literacy *Further links are addressed in the individual lesson documents.	1. Books Amelia Bedelia by Peggy Parish Archie and the Bear by Zanni Louise Don't Forget the Bacon by Pat Hutchins Howard B Wigglebottom Learns to Listen by Howard Binkow 2. Other Videos Means of Communication video for kids Active Listening: How To Communicate Effectively
Communicating with physiology	To deliver effective communication (body language)	Identify what message is being shared through body language Identify how changes in body language can be interpreted Describe body language actions that can be used to deliver different messages	I can identify the message being shared by reading body language. I can identify how changes in body language change the message received. I can describe body language actions that can be used to deliver different messages.		Outcomes Explores strategies to manage physical, social and emotional change PD2-1 Explains and uses strategies to develop resilience and to make them feel comfortable and safe PD2-2 Explains how empathy, inclusion and respect can positively influence relationships PD2-3 Demonstrates self-management skills to respond to their own and others' actions PD2-9 Demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations PD2-10		
Let's Communicate	To understand what communication is and why effective communication is important	Understand the effect tone has in conversations Explain what might happen if the received misunderstand your message Identify ways to check if the message had the intended response	I can describe the effect tone has in conversations. I can explain what can happen when a message is misunderstood. I can identify ways to check if the message was received the way I intended.				
Online Communication	To deliver effective communication	Identify how communicating online is different to in person Identify things you would not say online	I can identify the ways in which online communication is different to in person. I can identify the phrases I wouldn't say online.				
The power of words	To deliver effective communication (words)	Understand words have power Identify how words link to body language Identify a 'label' a character in a story is given	I can describe the power words can have on someone. I can identify a word and how it links to body language for a stronger message. I can identify a 'label' a character in a story is given				
The tone of your communication	To deliver effective communication (tone)	Describe what tone is Identify an example of when tone has influenced a conversation Choose the best tone in different scenarios	I can describe what tone is. I can share an example of when tone has influenced a conversation. I can choose the best tone to use in different scenarios.				



Planning and Assessment matrix for NSW

Choice Years 3 - 4 Level

Project Based Learning Driving Question/s					Positive Behaviours for Learning Links		
How can we direct thoughts and responses for positive choices? How can we develop skills to recognise the connection between our choices and our outcomes?					Be a Learner Be Safe Be Respectful		
Teaching and Learning			Assessment				Extension
PLS Lessons	Learning Intentions	Success Criteria	I Can Statements	Assessment Ideas	PDHPE Links	General Capability Links	Other Links/Resources
Choices	To understand what it means to choose and learn from our choices	Identify factors to consider before making a choice Identify how easy or difficult it is to make a choice Identify what you learnt from making a certain choice.	I can identify the factors to consider before I make a choice. I can identify how easy or difficult it is to make a choice. I can identify what I learnt from making a specific choice.	Formative Assessment 1. Role play the different responses and choices for various scenarios. Reflect on how the receiver or responder felt as a result. 2. Create yourself as a super hero - draw a picture and write a description of what you would do. 3. Write a recount of a time you made a choice and wasn't happy with the outcome. Explain what you did as a result. Summative Assessment 1. In groups, make a video to teach younger children about making choices and dealing with the outcomes. 2. Write a narrative about a character and the choices they made, the outcomes they dealt with and the lessons learned. 3. Create a rubric using the I can statements as a post unit reflection (can also be used pre-unit)	*The PDHPE links identified align to the individual lessons as well as the assessment ideas. Outcomes Explores strategies to manage physical, social and emotional change PD2-1 Explains how empathy, inclusion and respect can positively influence relationships PD2-3 Demonstrates self-management skills to respond to their own and others' actions PD2-9 Demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations PD2-10 Content Explore strategies to manage physical, social and emotional change, for example: (ACPPS034) Identify and practise strategies to promote health, safety and wellbeing (ACPPS036) Describe and practise ways respect, empathy and valuing diversity can positively influence respectful relationships (ACPPS037) Investigate how emotional responses vary in depth and strength (ACPPS038)	The following Capabilities align to this unit of work: Personal and Social Capability Intercultural Understanding Ethical Understanding Critical and Creative Thinking Literacy	1. Books My Magical Choices by Becky Cummings Making Smart Choices by Lucia Raatma The Way I Act by Steve Metzger What Should Danny Do? by Adir Levy Babu's Song by Stephanie Stuve-Bodeen on Responsible decision-making 2. Other Videos How to Make Good Choices: Mindfulness for Kids https://www.youtube.com/watch?v=6cxt_Ki4GSo Decisions, Decisions, Decisions! Kid Correspondent https://www.youtube.com/watch?v=4JmM83hXeV0 Making Tough Choices with Kid President https://www.youtube.com/watch?v=gdsCUEtLE-Y Making good choices https://www.youtube.com/watch?v=8upPvRMGg6w
Choosing your response	To understand how to choose your response	Understand that you can choose how you respond in situations Identify the difference choices you have in a scenario Identify how choices help the person responding or how they help the person receiving	I can explain how I choose and respond in different situations. I can identify the choices I have in different scenarios. I can identify how choices help the person responding. I can explain how choices impact the person receiving.				
Choosing your thoughts	To understand that you can choose your thoughts	Explain what choice means Identify the thoughts you say to yourself Identify how to change a negative self-talk statement to a positive one	I can explain what choice means. I can identify the thoughts I say to myself. I can identify how to change a negative self-talk statement to a positive one.				
Decide to act in positive ways	To understand how to take ownership to act in positive ways	Understand how you choose between two things Identify what you can choose to do to respond to someone who is hurt or can be hurt Identify the strengths or talents you could use to help people	I can understand how I choose between two things. I can identify a choice I make to respond to someone who is hurt or sad. I can identify my strengths or talents that could help others.				
Owning your choices	To understand how to take ownership for your choices	Explain what you consider when making a choice Identify the choices a character has in a story Identify how the character make a choice Explain why you might wish you'd made a different choice Explain what you can do if you feel like you've made a choice you're unhappy with	I can explain what I consider when making a choice. I can identify the choices a character has in a story. I can identify how a character can make a choice. I can explain why I might wish I'd made a different choice. I can explain what I can do if I feel like I've made choice I'm unhappy with.				
Understanding Outcomes	To understand how to take ownership for our choices	Identify possible outcomes for different choices Explain how choices can have positive and negative outcomes Identify what a character can learn from his choices in the story	I can identify possible outcomes for a choice. I can explain how choices can have positive or negative outcomes. I can identify what a character can learn from his choices in a story.				



Planning and Assessment matrix for NSW

Choice Years 5 - 6 Level

Project Based Learning Driving Question/s					Positive Behaviours for Learning Links		
How can we implement skills for making positive choices?					Be a Learner Be Safe Be Respectful		
Teaching and Learning			Assessment				Extension
PLS Lessons	Learning Intentions	Success Criteria	I Can Statements	Assessment Ideas	PDHPE Links	General Capability Links	Other Links/Resources
Choices	To understand there is always a choice and all choices have outcomes	Identify choice you have in everyday life Identify what outcomes of your choices might be Understand that choices can affect you and others	I can identify the choices I make everyday. I can identify what some outcomes of my choices might be. I can understand that choices can affect myself and others.	Formative Assessment 1. Create a comic strip about choosing your self-talk and positive thoughts 2. In groups, do a role play based on the scenarios in the Owning my Choices sheet. 3. Complete the Choices and Outcomes sheet (Understanding Outcomes) Summative Assessment 1. Write a recount about a time you had to make a choice/decision. Focus in on what helped you make the choice and the impact of it. 2. Write a poem about choices or thoughts to show what they mean to you. 3. Create a rubric using the I can statements as a post unit reflection (can also be used pre-unit)	*The PDHPE links identified align to the individual lessons as well as the assessment ideas.	The following Capabilities align to this unit of work: Personal and Social Capability Intercultural Understanding Ethical Understanding Critical and Creative Thinking Literacy	1. Books My Magical Choices by Becky Cummings Making Smart Choices by Lucia Raatma The Way I Act by Steve Metzger What Should Danny Do? by Adir Levy Babu's Song by Stephanie Stuve-Bodeen on Responsible decision-making 2. Other Videos How to Make Good Choices: Mindfulness for Kids https://www.youtube.com/watch?v=6cxt_Ki4GSo Decisions, Decisions, Decisions! Kid Correspondent https://www.youtube.com/watch?v=4jMm83hXeV0 Making Tough Choices with Kid President https://www.youtube.com/watch?v=gdsCUExLE-Y Making good choices https://www.youtube.com/watch?v=8upPvRMGg6w
Choosing your response	To learn how to choose your responses intentionally	Identify choices in situations Identify the response for each choice Explain the impact your response may have on another person	I can identify my choices in a situation. I can identify how I would respond for each choice. I can explain the impact my response might have on another person.		Outcomes Identifies and applies strengths and strategies to manage life changes and transitions PD3-1 Evaluates the impact of empathy, inclusion and respect on themselves and others PD3-3 Applies and adapts self-management skills to respond to personal and group situations PD3-9 Selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections PD3-10 Content Examine how identity and behaviour are influenced by people, places and the media (ACPPS051) Plan and practise assertive responses, behaviours and actions that protect and promote health, safety and wellbeing (ACPPS054) Practise skills to establish and manage relationships (ACPPS055) Examine the influence of emotional responses on behaviour and relationships (ACPPS056)		
Choosing your thoughts	To choose your thoughts intentionally	Understand what choice is Identify an unhelpful thought you have and the 3 different choices for how to reword that thought	I can explain what choice is. I can identify an unhelpful thought and the three choices to reword it to be more positive.				
Decide to act in positive ways	To act in positive ways	Identify your everyday choices Identify choices you have that people around the world may not have Identify positive choices you can make to help others	I can identify choices I make everyday. I can identify the choices I have that other people around the world may not have. I can identify positive choices that I can make to help others.				
Owning your choices	To learn how to take ownership of your choices	Identify the factors that help you make a choice Understand that choices have outcomes Identify how you make a choice Identify how you feel when you make a choice	I can identify the factors that help me make a choice. I can explain the outcomes choices have. I can identify how I make a choice. I can identify how I feel when I make a choice.				
Understanding Outcomes	To choose for positive outcomes (decision making)	Explain what can influence a choice you make Identify the choices a character in a story has Identify what influences choices Identify outcomes of decisions based on a story	I can explain what influences the choices I make. I can identify the choices a character makes in a story. I can identify what influences choices. I can identify outcomes of decisions based on a story.				



Planning and Assessment matrix for NSW

Solutions Years 3 - 4 Level

Project Based Learning Driving Question/s					Positive Behaviours for Learning Links		
How can we develop creative and critical thinking skills for positive outcomes? What skills do we need to identify, evaluate and implement effective solutions?					Be a Learner Be Safe Be Respectful		
Teaching and Learning			Assessment			Extension	
PLS Lessons	Learning Intentions	Success Criteria	I Can Statements	Assessment Ideas	PDHPE Links	General Capability Links	Other Links/Resources
Creative thinking	To develop creative thinking skills	Understand the idea of creative solutions Identify a problem and a solution you tried	I can explain what creative solutions means. I can identify a problem and a solution I tried to solve it.	Formative Assessment 1. Using a problem you are facing, write the options you have to solve it and then create a T-chart to weigh up the pros and cons before deciding and trying out one solution (Critical Thinking) 2. Draw a wheel with the problem in the middle and brainstorm different solutions for it (Finding Solutions) 3. Complete the Multiple-Choice Worksheet individually (Respecting Others) Summative Assessment 1. Design your own invention - Think of a problem that needs solving and create an invention that might solve it. 2. In groups, create a role play to show the 5 steps of negotiation in practice (Negotiating Forward) 3. Create a rubric using the I can statements as a post unit reflection (can also be used pre-unit)	*The PDHPE links identified align to the individual lessons as well as the assessment ideas. Outcomes Explores strategies to manage physical, social and emotional change PD2-1 Explains how empathy, inclusion and respect can positively influence relationships PD2-3 Demonstrates self-management skills to respond to their own and others' actions PD2-9 Demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations PD2-10 Content Explore strategies to manage physical, social and emotional change, for example: (ACPPS034) Identify and practise strategies to promote health, safety and wellbeing (ACPPS036) Describe and practise ways respect, empathy and valuing diversity can positively influence respectful relationships (ACPPS037) Investigate how emotional responses vary in depth and strength (ACPPS038)	The following Capabilities align to this unit of work: Personal and Social Capability Intercultural Understanding Ethical Understanding Critical and Creative Thinking Literacy *Further links are addressed in the individual lesson documents.	1. Books Ada Twist Scientist by Andrea Beaty Ada's Violin: The Story of the Recycled Orchestra of Paraguay by Susan Hood A Big Guy Took My Ball by Mo Willems Chalk by Bill Thomson How the Ladies Stopped the Wind by Bruce McMillan Jabari Jumps by Gaia Cornwall Journey by Aaron Becker Trouble at the Watering Hole by Gregg F. Relyea (Negotiation) 2. Other Videos Problem Solving https://www.youtube.com/watchv=AhhagVnJw Always a Solution https://www.youtube.com/watchv=55k4RJHVInQ Kids Say: How do you solve a problem? https://www.youtube.com/watch?v=OOYIsYmBmZl Ormie the Pig Problem Solves https://www.youtube.com/watchv=EUm-vAOmV1o
Critical thinking	To develop critical thinking skills	Identify the problems in a story Identify possible solutions to a problem Reflect on and weigh up different options to find the best solution	I can identify a character's problems in a story. I can identify possible solutions to a problem. I can reflect on and assess options to find the best solution.				
Dealing with challenges	To learn skills to approach challenges	Identify the difference between a problem and challenge Identify a challenge in a story Identify a solution for a character's challenge in a story	I can identify the difference between a problem and challenge. I can identify a challenge in a story. I can identify a solution for a character's challenge in a story.				
Finding Solutions	To work together with others to find and evaluate solutions	Identify solutions to a problem you are given Explain which solution is best out of a range of solutions	I can identify solutions to a problem I am given. I can explain which solution is best out of a range of solutions.				
Negotiating Forward	To develop negotiation skills	Use the 5 steps to negotiation to help you solve a problem in a scenario	I can use the 5 steps to negotiation to solve a problem in a scenario.				
Respecting others	To appreciate other's perspectives	Identify how respect is shown to others in a story Identify ways two characters can show more respect to each other	I can identify how respect is shown in a story. I can identify one way two characters can show more respect to each other.				



Planning and Assessment matrix for NSW

Solutions Years 5 - 6 Level

Project Based Learning Driving Question/s					Positive Behaviours for Learning Links		
How can we apply skills for positive solutions? What skills can we develop to identify, evaluate and implement effective solutions?					Be a Learner Be Safe Be Respectful		
Teaching and Learning			Assessment			Extension	
PLS Lessons	Learning Intentions	Success Criteria	I Can Statements	Assessment Ideas	PDHPE Links	General Capability Links	Other Links/Resources
Creative thinking	To apply skills for creative thinking	List 2 creative uses for an item	I can list at least 2 creative uses for an item.	Formative Assessment 1. Take an object and brainstorm 5-6 different creative uses for it, then draw and/or create the idea you liked the most. 2. Write a short story about a character's problem, two solutions they choose between and the positives and negatives of each solution. 3. In groups, create a role play to show different ways of negotiation. Summative Assessment 1. Identify a challenge you are facing and complete the POWER approach for it. 2. Create a short video for younger children to teach them how to deal with challenges. 3. Create a rubric using the I can statements as a post unit reflection (can also be used pre-unit)	*The PDHPE links identified align to the individual lessons as well as the assessment ideas. Outcomes Identifies and applies strengths and strategies to manage life changes and transitions PD3-1 Evaluates the impact of empathy, inclusion and respect on themselves and others PD3-3 Applies and adapts self-management skills to respond to personal and group situations PD3-9 Selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections PD3-10 Content Examine how identity and behaviour are influenced by people, places and the media (ACPPS051) Plan and practise assertive responses, behaviours and actions that protect and promote health, safety and wellbeing (ACPPS054) Practise skills to establish and manage relationships (ACPPS055) Examine the influence of emotional responses on behaviour and relationships (ACPPS056)	The following Capabilities align to this unit of work: Personal and Social Capability Intercultural Understanding Ethical Understanding Critical and Creative Thinking Literacy *Further links are addressed in the individual lesson documents.	1. Books Ada Twist Scientist by Andrea Beaty Ada's Violin: The Story of the Recycled Orchestra of Paraguay by Susan Hood A Big Guy Took My Ball by Mo Willems Chalk by Bill Thomson How the Ladies Stopped the Wind by Bruce McMillan Jabari Jumps by Gaia Cornwall Journey by Aaron Becker Trouble at the Watering Hole by Gregg F. Relyea (Negotiation) 2. Other Videos Problem Solving https://www.youtube.com/watch?v=AhhagVmJw Always a Solution https://www.youtube.com/watch?v=55k4RJHvInQ Kids Say: How do you solve a problem? https://www.youtube.com/watch?v=OOYIsYmBmZl Ormie the Pig Problem Solves https://www.youtube.com/watch?v=EUm-vAOmV1o
Critical thinking	To think critically	Identify a problem List two potential solutions to a problem Identify the positives and negatives of each solution	I can identify a problem. I can list two potential solutions to a problem. I can identify the positives and negatives of a solution.				
Dealing with challenges	To choose positive solutions	Use the POWER approach to solve a problem	I can use the POWER approach to solve a problem.				
Finding Solutions	To understand what a solution is and that there is more than one solution	Identify a problem in a story Identify a solution and the positives and negatives	I can identify a problem in a story. I can identify a solution and the positives and negatives.				
Negotiating Forward	To negotiate for positive outcomes	Identify ways to negotiate in a given scenario	I can identify one way to negotiate in a scenario.				
Respecting others	To appreciate others' perspectives	Give an examples of what respecting others means Identify a choice a character can make when he is feeling hurt or embarrassed Identify what a respectful action can look like in a scenario	I can give one example of what Respecting others looks like. I can identify a choice a character can make when he is feeling hurt or embarrassed. I can identify what a respectful action can look like in a scenario.				



Planning and Assessment matrix for NSW

Leadership Years 3 - 4 Level

Project Based Learning Driving Question/s					Positive Behaviours for Learning Links		
How can we develop skills for self-leadership? What skills do we need to direct our thoughts, words and actions toward positive goals?					Be a Learner Be Safe Be Respectful		
Teaching and Learning			Assessment				Extension
PLS Lessons	Learning Intentions	Success Criteria	I Can Statements	Assessment Ideas	PDHPE Links	General Capability Links	Other Links/Resources
Always Learning	To understand the value of a growth mindset	Understand the brain changes and gets stronger the more you use it Relate statements to current situations in your life	I can explain the idea that the brain changes and gets stronger the more you use it. I can relate statements to current situations in my life.	Formative Assessment 1. In groups create a role play of a scenario that requires someone to show self-leadership and leadership of others. 2. Consider a situation you were faced with, a goal you wanted to achieve or an obstacle you wanted to overcome and the action you took to solve the problem (Positive Action). 3. Self-leadership Questionnaire (Self-leadership)	*The PDHPE links identified align to the individual lessons as well as the assessment ideas. Outcomes Explores strategies to manage physical, social and emotional change PD2-1 Explains and uses strategies to develop resilience and to make them feel comfortable and safe PD2-2 Explains how empathy, inclusion and respect can positively influence relationships PD2-3 Demonstrates self-management skills to respond to their own and others' actions PD2-9 Demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations PD2-10	The following Capabilities align to this unit of work: Personal and Social Capability	1. Books Dear Mr. President by Sophie Siers What's My Superpower by Aviaq Johnston Our Future: How Kids are Taking Action by Jane Wilson The Key To Extraordinary by Natalie Lloyd Marvelous Mattie by Emily Arnold McCully Malala: My Story of Standing Up for Girls' Rights
Communicating like a leader	To understand how leaders choose to communicate with self and others	Identify how a character showed leadership or self-leadership Identify how a character communicated like a leader Identify how a character showed leadership of others	I can identify how a character showed self-leadership. I can identify how a character communicated like a leader. I can identify how a character showed leadership of others.				
Leadership	To understand what leadership is	Explain what leadership is Identify leaders in the community Identify the qualities of leaders	I can explain what leadership means. I can identify leaders in my community. I can identify the qualities of leaders.	Summative Assessment 1. Draw a picture of yourself and write all the qualities that help you lead in your life. 2. Create a presentation to explain how the brain gets stronger the more you use it, to younger students. 3. Create a rubric using the I can statements as a post unit reflection (can also be used pre-unit)	Explore strategies to manage physical, social and emotional change, for example: (ACPPS034) Identify and practise strategies to promote health, safety and wellbeing (ACPPS036) Describe and practise ways respect, empathy and valuing diversity can positively influence respectful relationships (ACPPS037) Investigate how emotional responses vary in depth and strength (ACPPS038)	Intercultural Understanding Ethical Understanding Critical and Creative Thinking	Kid President Asks "What Makes an Awesome Leader?" https://www.youtube.com/watch?v=KdL4o7wU0CQ "What is a Leader?" https://www.youtube.com/watch?v=dtnZYe8fYN4 Developing A Growth Mindset https://www.youtube.com/watch?v=rUJkbWNnN4 Growth Mindset https://www.youtube.com/watch?v=I2tL1kgZRk Yes I Can Kids Learn Growth Mindset - Ep 1 https://www.youtube.com/watch?v=hdTboV8-Y8A Growth Mindset for students - Episode 1/5 https://www.youtube.com/watch?v=2zrtHt3bBmQ
Personal Standards	To understand what personal standards are	Identify scenarios in which someone shows high personal standards	I can identify when someone shows high personal standards in a scenario.				
Positive Action	To develop skills to take positive action	Explain what action means to you Identify what action could be taken in a given scenario	I can explain what action means to me. I can identify what action can be taken in a given scenario.				
Self-Leadership	To develop an understanding of self-leadership	Explain the difference between leadership and self-leadership Give an example of self-leadership	I can explain the difference between leadership and self-leadership. I can give an example of self-leadership.			*Further links are addressed in the individual lesson documents.	3. Activities https://extension.psu.edu/programs/betterkidcare/knowledge-areas/environment-curriculum/activities/all-activities/i-can-be-a-leader-leadership-fun-for-children



Planning and Assessment matrix for NSW

Leadership Years 5 - 6 Level

Project Based Learning Driving Question/s				Positive Behaviours for Learning Links			
How can we apply the skills for self-leadership? What skills do we need to direct our thoughts, words and actions toward positive goals?				Be a Learner Be Safe Be Respectful			
Teaching and Learning			Assessment			Extension	
PLS Lessons	Learning Intentions	Success Criteria	I Can Statements	Assessment Ideas	PDHPE Links	General Capability Links	Other Links/Resources
Always Learning	To build skills for a growth mindset	Identify a growth mindset Identify a fixed mindset	I can identify a growth mindset. I can identify a fixed mindset.	Formative Assessment 1. Write down 1-2 examples of where you have a Growth Mindset and Fixed Mindset 2. Create a role play in groups, to show how to communicate like a leader using our words, tone and body language. 3. Create your own poem on the qualities of a leader that are important to you (Leadership) Summative Assessment 1. Create a poster with you 5 qualities, examples of them and visuals which you can put up in the classroom. 2. Do a presentation on a self-leader in your community. What are the qualities they have? 3. Create a rubric using the I can statements as a post unit reflection (can also be used pre-unit)	*The PDHPE links identified align to the individual lessons as well as the assessment ideas. Outcomes Identifies and applies strengths and strategies to manage life changes and transitions PD3-1 Investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others PD3-2 Evaluates the impact of empathy, inclusion and respect on themselves and others PD3-3 Applies and adapts self-management skills to respond to personal and group situations PD3-9 Selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections PD3-10 Content Examine how identity and behaviour are influenced by people, places and the media (ACPPS051) Plan and practise assertive responses, behaviours and actions that protect and promote health, safety and wellbeing (ACPPS054) Practise skills to establish and manage relationships (ACPPS055) Examine the influence of emotional responses on behaviour and relationships (ACPPS056)	The following Capabilities align to this unit of work: Personal and Social Capability Intercultural Understanding Ethical Understanding Critical and Creative Thinking Literacy *Further links are addressed in the individual lesson documents	1. Books Dear Mr. President by Sophie Siers What's My Superpower by Aviaq Johnston Our Future: How Kids are Taking Action by Janet Wilson The Key To Extraordinary by Natalie Lloyd Marvelous Mattie by Emily Arnold McCully Malala: My Story of Standing Up for Girls' Rights 2. Other Videos Kid President Asks "What Makes an Awesome Leader?" https://www.youtube.com/watch?v=KdL4o7wU0CQ "What is a Leader?" https://www.youtube.com/watch?v=dtnZYe8fYN4 Developing A Growth Mindset https://www.youtube.com/watch?v=rUJkbWNnNy4 Growth Mindset https://www.youtube.com/watch?v=I2t1t1kgZRk Yes I Can Kids Learn Growth Mindset - Ep 1 https://www.youtube.com/watch?v=hdTboV8-Y8A Growth Mindset for students - Episode 1/5 https://www.youtube.com/watch?v=2zrtHt3bBmQ 3. Activities https://extension.psu.edu/programs/betterkidcare/knowledge-areas/environment-curriculum/activities/all-activities/i-can-be-a-leader-leadership-fun-for-children
Communicating like a leader	To apply skills to communicate like a leader	Understand how we communicate with our words, tone of voice and body language Identify how a leader communicates in a role play.	I can explain how we communicate with our words, tone of voice and body language. I can identify how a leader communicates in a role play.				
Leadership	To build understanding of leadership qualities	Identify the qualities of a leader	I can identify the qualities of a leader.				
Personal Standards	To build skills to apply personal standards	Understand what personal standard are Identify your top 5 values and examples of how you apply them in your life	I can explain what personal standards are. I can identify my top 5 values and examples of how I apply them in my life.				
Positive Action	To apply skills for positive action	Explain self-leadership Identify a goal that you have Identify the steps you can take to work towards that goal	I can explain self-leadership. I can identify a goal that I have. I can identify the steps I have to take to work towards that goal.				
Self-Leadership	To apply skills for self-leadership	Identify an example of self-leadership Identify an example of leadership Identify 2-3 qualities for self-leadership	I can identify an example of my self-leadership. I can identify an example of my leadership. I can identify 2-3 qualities for self-leadership.				



Planning and Assessment matrix for NSW

Potential Years 3 - 4 Level

Project Based Learning Driving Question/s				Positive Behaviours for Learning Links			
How can we develop skills to assist in identifying and moving toward a person's potential? What skills do we need to recognise personal potential and the capability to move towards it?				Be a Learner Be Safe Be Respectful			
Teaching and Learning			Assessment			Extension	
PLS Lessons	Learning Intentions	Success Criteria	I Can Statements	Assessment Ideas	PDHPE Links	General Capability Links	Other Links/Resources
Believe and Achieve	To learn how self-belief allows you to achieve	Identify a belief statement you use Identify how a character in a scenario applies belief statements	I can identify a belief statement that I use. I can identify how a character applies belief statements in a scenario.	Formative Assessment 1. Create a poster using any Art medium of a belief statement you want to always remember. Stick it on your desk. 2. Draw the image of your visualisation of what you want to try, do or achieve one day (imagine) 3. Set a goal for yourself and identify the small steps that will help you achieve that goal. Summative Assessment 1. Write a narrative about a character who takes action to build their skills and confidence in a goal. 2. Create a dance or piece of artwork that challenges you. Think about how you would start and the beliefs you need to focus on to complete it. 3. Create a rubric using the I can statements as a post unit reflection (can also be used pre-unit)	*The PDHPE links identified align to the individual lessons as well as the assessment ideas. Outcomes Identifies and applies strengths and strategies to manage life changes and transitions PD3-1 Investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others PD3-2 Evaluates the impact of empathy, inclusion and respect on themselves and others PD3-3 Applies and adapts self-management skills to respond to personal and group situations PD3-9 Selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections PD3-10 Content Examine how identity and behaviour are influenced by people, places and the media (ACPPS051) Plan and practise assertive responses, behaviours and actions that protect and promote health, safety and wellbeing (ACPPS054) Practise skills to establish and manage relationships (ACPPS055) Examine the influence of emotional responses on behaviour and relationships (ACPPS056)	The following Capabilities align to this unit of work: Personal and Social Capability Intercultural Understanding Ethical Understanding Critical and Creative Thinking Literacy *Further links are addressed in the individual lesson documents	1. Books No Matter What By Debbie Gliori I Am Enough By Grace Byers and Keturah A Bobo You Are Awesome: Find your confidence and dare to be brilliant at (almost) anything By Matthew Syed and Toby Triumph Being Me: A Kid's Guide to Boosting Confidence and Self Esteem By Wendy L. Moss I Have an Idea by Herve Tullet The North Star by Peter H. Reynolds Salt in His Shoes by Delores Jordan Rosie Revere, Engineer by Andrea Beaty Because by Mo Willems She Persisted by Chelsea Clinton Thanks for the Feedback...I think? by Julia Cook I Can Do Hard Things by Gabi Garcia Maybe by Kobi Yamada 2. Other Videos 5 Ways To Boost Your Confidence https://www.youtube.com/watch?v=ZyEWpyQC4rM Confidence https://www.youtube.com/watch?v=5EHB03268NQ Guided Imagery - Age 6 to 12 https://www.youtube.com/watch?v=V1-0JJJw_IQ Visualization Activity for Children and Teens https://www.youtube.com/watch?v=9Y4Pibol6WM Read Aloud Story Time: SHOOT FOR THE GOAL: THE JUSTIN ABDELKADER STORY https://www.youtube.com/watch?v=RHPdaoVoapA Success Stories-Power of Goals https://www.youtube.com/watch?v=9E-cD8VMQss Goal Setting for Students 4 Key Steps https://www.youtube.com/watch?v=E8agsaXfHn4 Small Talk Goals CBC Kids https://www.youtube.com/watch?v=XGd0gq5Fgic 3. Activities Happy Confident Me Journal By The Happy Confident Company https://positivepsychology.com/goal-setting-students-kids/
Imagine	To learn how to develop visualisation skills	Develop an image of what you want to try, do or achieve one day	I can develop an image of what I want to try, do or achieve one day.				
Learn from doing	To learn skills to build confidence through taking action	Describe what the word action means to you Identify how you took action to learn balancing Explain how repeated action helps build confidence	I can describe what the word action means to me. I can identify how I took action to learn balancing. I can explain how repeated action helps to build confidence.				
Potential	To develop an awareness of what potential is	Explain what potential means to you Describe how potential links to growth mindset Describe how potential links to fixed mindset	I can explain what I think potential means. I can describe how potential links to growth mindset. I can describe how potential links to fixed mindset.				
Stepping Stones	To understand that goals are achieved by taking steps	Identify a goal you want to achieve in the next week Identify the small steps that will help you achieve your goal	I can identify a goal I want to achieve within the next week. I can identify the small steps that will help me achieve my goal.				
What is possible?	To develop an awareness of possibility and potential	Identify the beliefs a character has based on the story Describe how you know the beliefs a character has	I can identify the beliefs a character holds in a story. I can describe how I know the beliefs the character has.				

Planning and Assessment matrix for NSW

Potential Years 5 - 6 Level

Project Based Learning Driving Question/s				Positive Behaviours for Learning Links			
What skills do we need to recognise personal potential and the capability to move towards it? How can we apply skills to assist in identifying and moving toward a person's potential?				Be a Learner Be Safe Be Respectful			
Teaching and Learning			Assessment			Extension	
PLS Lessons	Learning Intentions	Success Criteria	I Can Statements	Assessment Ideas	PDHPE Links	General Capability Links	Other Links/Resources
Believe and Achieve	To understand how self-belief drives personal potential	Identify beliefs you have about yourself	I can identify the beliefs I have about myself.	Formative Assessment 1. Complete the Believe and Achieve reflection to see how this might link to your self-belief. 2. Write or draw the image of your visualisation and the goal you wanted to achieve (Imagine) 3. Set a goal for yourself and identify the 2-3 steps that will help you to achieve/ work towards achieving that goal. Summative Assessment 1. Write a poem to share your thoughts on self-belief. 2. Develop a video presentation about someone in the local or entertainment/sporting community you've identified as fulfilling their potential. Discuss how they reached their goal, the ways they showed resilience and lessons that can help others. 3. Create a rubric using the I can statements as a post unit reflection (can also be used pre-unit)	*The PDHPE links identified align to the individual lessons as well as the assessment ideas. Outcomes Identifies and applies strengths and strategies to manage life changes and transitions PD3-1 Investigates information, community resources and strategies to demonstrate resilience and seek help for themselves and others PD3-2 Evaluates the impact of empathy, inclusion and respect on themselves and others PD3-3 Applies and adapts self-management skills to respond to personal and group situations PD3-9 Selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections PD3-10 Content Examine how identity and behaviour are influenced by people, places and the media (ACPPS051) Plan and practise assertive responses, behaviours and actions that protect and promote health, safety and wellbeing (ACPPS054) Practise skills to establish and manage relationships (ACPPS055) Examine the influence of emotional responses on behaviour and relationships (ACPPS056)	The following Capabilities align to this unit of work: Personal and Social Capability Intercultural Understanding Ethical Understanding Critical and Creative Thinking Literacy *Further links are addressed in the individual lesson documents	1. Books No Matter What By Debbie Giori I Am Enough By Grace Byers and Keturah A Bobo You Are Awesome: Find your confidence and dare to be brilliant at (almost) anything By Matthew Syed and Toby Triumph Being Me: A Kid's Guide to Boosting Confidence and Self Esteem By Wendy L Moss I Have an Idea by Herve Tullet The North Star by Peter H. Reynolds Salt in His Shoes by Delores Jordan Rosie Revere, Engineer by Andrea Beaty Because by Mo Willems She Persisted by Chelsea Clinton Thanks for the Feedback...I think? by Julia Cook I Can Do Hard Things by Gabi Garcia Maybe by Kobi Yamada 2. Other Videos 5 Ways To Boost Your Confidence https://www.youtube.com/watch?v=ZyEWpyQC4rM Confidence https://www.youtube.com/watch?v=5EHB03268NQ Guided Imagery - Age 6 to 12 https://www.youtube.com/watch?v=V1-0JJJw_IQ Visualization Activity for Children and Teens https://www.youtube.com/watch?v=9Y4Pib0L6WM Read Aloud Story Time: SHOOT FOR THE GOAL: THE JUSTIN ABDELKADER STORY https://www.youtube.com/watch?v=RHPdaoVoapA Success Stories-Power of Goals https://www.youtube.com/watch?v=9E-cD8VMQss Goal Setting for Students 4 Key Steps https://www.youtube.com/watch?v=E8agsaXfHN4 Small Talk Goals CBC Kids https://www.youtube.com/watch?v=XGd0gq5Fgjc 3. Activities Happy Confident Me Journal By The Happy Confident Company https://positivepsychology.com/goal-setting-students-kids/
Imagine	To apply visualisation skills	Describe the event you visualised happening for you Identify one step you could take to get closer to this goal	I can describe an event that I visualised. I can identify one step I can take to get closer to the goal I visualised.				
Learn from doing	To understand how to build confidence through taking action	Describe the actions to take when learning something new Identify what you learnt from doing in the activity	I can describe the actions to take when learning something new. I can identify what I learnt by doing in the activity.				
Potential	To understand what potential is	Understand what potential is Identify examples of resilience in a story Identify how a character shows potential in a story	I can explain what I think potential is. I can identify an example of resilience from a story. I can identify how a character shows potential in a story.				
Stepping Stones	To understand that goals are achieved by taking steps	Identify the steps a character takes to move towards his potential Identify the decision a character can make to show his resilience	I can identify the steps a character can take to move towards his potential. I can identify the decision a character can make to show his resilience.				
What is possible?	To apply skills to understand possibility and potential	Identify what you really like to do Identify ways to develop skills in one area you like Describe what is possible for you after applying your skills	I can identify what I really like to do. I can identify ways to develop skills in an area I really like. I can describe what is possible for me after applying my skills.				