

# [Year 7 Health and Physical Education]: [The Resilience Project and Swimming]

## Achievement Standard:

By the end of Year 8, students evaluate strategies and resources to manage changes and transitions and investigate their impact on identities. **Students evaluate the impact on wellbeing of relationships and valuing diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing.** They investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

**Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity.** They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. **Students demonstrate control and accuracy when performing specialised movement sequences and skills.** They apply movement concepts and refine strategies to suit different movement situations. **They apply the elements of movement to compose and perform movement sequences.**

## Unit Specific Information

In this unit, students will be developing their skills in swimming strokes and applying these in a variety of situations. Alongside that, students will participate in The Resilience Project, which delivers emotionally engaging lessons by providing evidence-based, practical strategies to build resilience and happiness. The lessons in The Resilience Project are focussed on four key strategies of Gratitude, Empathy, Mindfulness and Emotional Literacy. Gratitude: The act of being thankful and appreciating what you have in life. Rather than focussing on what you do not have or what you want, the focus shifts to all that you have. Empathy: Empathy is the capacity to understand and feel what another person is feeling. Every time you do something kind for someone else, your brain release oxytocin. Mindfulness: Mindfulness is the practise of attention regulations and involves three aspects; where is out attention? Prioritise where it needs to be and Make it go there and stay there. Emotional Literacy involves giving students opportunities to develop their ability to understand and express emotion and to practise recognising their own feelings and how to manage them.

## Assessment Details:

1. Student Diary – Ongoing during term 1
2. Practical –Ongoing during Practical lessons in term 1



READING / VIEWING/ LISTENING:  
Core Text 1: World Emjoi Day

COMPREHENSION SKILL FOCUS:  
Interpreting



THINKING:  
Investigate  
Use



WRITTEN / SPOKEN / MULTI-MODAL TEXT  
Portfolio

HIGHLY VALUED LANGUAGE FEATURE FOCUS:  
Evaluative Language

Priority Standards		
	The Resilience Project (Theory)	Swimming (Practical)
4	Production of high quality responses to the four elements of the resilience project	Purposeful demonstration of control and accuracy when performing specialised movement sequences
3	I can: increase my understanding of what resilience is, including gratitude, empathy, mindfulness and emotional wellbeing, and be able to apply this to recognised daily life struggles and stressors to improve mine and others overall resilience and happiness.	I can: <i>perform freestyle, backstroke and breaststroke with control.</i>
2	Recognise and reclass specific terminology, relevant to: Gratitude, empathy, mindfulness and emotional literacy  Performs basic process such as:  <ul style="list-style-type: none"> <li>- <i>Recognising character strengths</i></li> <li>- <i>Labelling emotions</i></li> <li>- <i>Demonstrating empathy</i></li> <li>- <i>Demonstrating mindfulness</i></li> <li>- <i>Understanding and expressing gratitude</i></li> <li>- <i>Understanding put-ups and put-downs</i></li> <li>- <i>Understanding emotional vocabulary</i></li> <li>- <i>Demonstrating reflective listening and responding to news</i></li> <li>- <i>Identifying the little things in life</i></li> <li>- <i>Understanding needs and wants</i></li> <li>- <i>Understanding fixed and growth mindsets</i></li> <li>- <i>Understanding optimism Vs pessimism</i></li> </ul>	Recognise or recall specific terminology, relevant to:  Freestyle, Breastroke and backstroke  Performs basic process, such as; <ul style="list-style-type: none"> <li>- Freestyle</li> <li>- Breaststroke</li> <li>- Backstroke</li> </ul>
1	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes

**Learning Goals:**

Strands and Sub-Strands	Australian Curriculum Content Descriptors	Kirwan High Learning Goals
Communicating and interacting for health and wellbeing	<ul style="list-style-type: none"> <li>Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (ACPPS074)</li> </ul>	<ul style="list-style-type: none"> <li>Analysing how their relationships influence behaviours and actions</li> <li>Analysing how behaviours, actions and responses to situations can change depending on whether they are by themselves, with friends or with family</li> <li>exploring skills and strategies needed to communicate and engage in relationships in respectful ways</li> </ul>
Communicating and interacting for health and wellbeing	<ul style="list-style-type: none"> <li>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (ACPPS075)</li> </ul>	<ul style="list-style-type: none"> <li>Investigating personal, social and cultural factors that influence the way individuals respond emotionally to different situations</li> <li>recognising and interpreting emotional responses to stressful situations and proposing strategies for managing these responses</li> <li>exploring the impact of different ways of communicating, how these impact on emotions and can show respect (or not) for self and others</li> <li>exploring different viewpoints, practicing being empathetic and considering alternative ways to respond</li> </ul>

### Possible Habit of Mind:

<p><b>Exploring Meaning of the HOM</b> By the end of this unit students will be able to explore the meaning of:</p> <ul style="list-style-type: none"> <li>• <i>Persisting</i></li> <li>• <i>Listening with understanding and empathy</i></li> <li>• <i>Thinking flexibly</i></li> <li>• <i>Thinking about your thinking</i></li> <li>• <i>Striving for accuracy</i></li> <li>• <i>Applying past knowledge to new situations</i></li> <li>• <i>Thinking and communicating with clarity and precision</i></li> <li>• <i>Responding with wonderment and awe</i></li> <li>• <i>Finding humour</i></li> <li>• <i>Thinking interdependently</i></li> <li>• <i>Remaining open to continuous learning</i></li> </ul>	<p><b>Expanding Capacity for using the HOM</b> By the end of this unit students will be able to expand their capacity by completing activities that involve:</p> <ul style="list-style-type: none"> <li>• <i>Persisting</i></li> <li>• <i>Listening with understanding and empathy</i></li> <li>• <i>Thinking flexibly</i></li> <li>• <i>Thinking about your thinking</i></li> <li>• <i>Striving for accuracy</i></li> <li>• <i>Applying past knowledge to new situations</i></li> <li>• <i>Thinking and communicating with clarity and precision</i></li> <li>• <i>Responding with wonderment and awe</i></li> <li>• <i>Finding humour</i></li> <li>• <i>Thinking interdependently</i></li> <li>• <i>Remaining open to continuous learning</i></li> </ul>	<p><b>Increasing Alertness for the HOM</b> By the end of this unit students will be able to increase alertness by: Engaging in weekly activities that enhance their resilience by focusing on gratitude, mindfulness, emotional literacy and empathy. Through this, project the focus on the chosen HOM.</p>	<p><b>Extending Values of the HOM</b> By the end of this unit students will be able to: Demonstrate the value of these skills by applying them to real life situations.</p>	<p><b>Building Commitment towards the HOM</b> By the end of this unit students will be able to: <i>Build a commitment to the HOM by participating in engaging lessons from the resilience project that they are able to develop a love of learning towards these important life skills.</i></p>
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**General Capabilities:** This unit provides opportunities for students to engage in following capabilities:

<p><b>Literacy</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Comprehending texts through listening, reading and viewing</li> <li><input type="checkbox"/> Composing texts through speaking, writing and creating</li> <li><input type="checkbox"/> Text knowledge</li> <li><input type="checkbox"/> Grammar knowledge</li> <li><input type="checkbox"/> Word knowledge</li> <li><input type="checkbox"/> Visual knowledge</li> </ul> <p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Estimating and calculating with whole numbers</li> <li><input type="checkbox"/> Recognising and using patterns and relationships</li> <li><input type="checkbox"/> Using fractions, decimals, percentages, ratios and rates</li> <li><input type="checkbox"/> Using spatial reasoning</li> <li><input type="checkbox"/> Interpreting statistical information</li> <li><input type="checkbox"/> Using measurement</li> </ul>	<p><b>ICT</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Applying social and ethical protocols and practices when using ICT</li> <li><input type="checkbox"/> Investigating with ICT</li> <li><input type="checkbox"/> Creating with ICT</li> <li><input type="checkbox"/> Communicating with ICT</li> <li><input type="checkbox"/> Managing and operating ICT</li> </ul> <p><b>Critical and creative thinking</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Inquiring - identifying, exploring and organising information and ideas</li> <li><input type="checkbox"/> Generating ideas, possibilities and actions</li> <li><input type="checkbox"/> Reflecting on thinking and processes</li> <li><input type="checkbox"/> Analysing, synthesising and evaluating reasoning and procedures</li> </ul>	<p><b>Personal and social capability</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Self-awareness</li> <li><input type="checkbox"/> Self-management</li> <li><input type="checkbox"/> Social awareness</li> <li><input type="checkbox"/> Social management</li> </ul> <p><b>Ethical understanding</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understanding ethical concepts and issues</li> <li><input type="checkbox"/> Reasoning in decision making and actions</li> <li><input type="checkbox"/> Exploring values, rights and responsibilities</li> </ul> <p><b>Intercultural understanding</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognising culture and developing respect</li> <li><input type="checkbox"/> Interacting and empathising with others</li> <li><input type="checkbox"/> Reflecting on intercultural experiences and taking responsibility</li> </ul>
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### Cross Curriculum Priorities:

<ul style="list-style-type: none"> <li>• <b>Aboriginal and Torres Strait Islander histories and cultures</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Asia and Australia's engagement with Asia</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sustainability</b></li> </ul>
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### Differentiation [for small groups or individuals]:

The learning experiences within this unit can be differentiated by increasing the:

- frequency of exposure for some students
- intensity of teaching by adjusting the group size
- Duration needed to complete tasks and assessment.
- Increase font size for those with vision impairment or sheet size for those with dexterity issues
- Scaffolded responses to assist with the understanding and structure of the assessment

For guided and/or independent practice tasks:

- student groupings will offer tasks with a range of complexities to cater for individual learning needs
- Rotational groupings allow for more or less scaffolding of student learning.