

9HPE 2020: *The Resilience Project*

Achievement Standard:

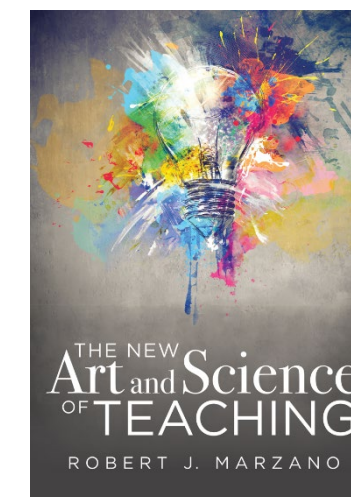
By the end of Year 10, students critically analyse contextual factors that influence identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. **They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations.** Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.

Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

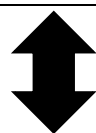
Unit Specific Information:

In this unit students have explored a variety of strategies to enhance their own and others wellbeing and resilience. Students have applied these strategies to develop an understanding of mental illness and the importance of positive mental health in their lives. Students have evaluated the outcome of the emotional responses in a variety of situations. In addition, students have applied health information from *The Resilience Project* to assist them in proposing justified strategic responses to different mental health situations.

**Assessment Details:
Exam + Proposal
(150-200 words) –
WK 8**



<p>READING / VIEWING / LISTENING: Core Text 1: THE RESILIENCE PROJECT - Year 9 Handbook Reading Comprehension Persuasive Article Videos - online</p>
<p>COMPREHENSION SKILL FOCUS: Determining Importance [Identifying and Synthesising Ideas of Persuasive Text] INTERPRETING</p>



<p>THINKING: Analyse, Apply, Communicate, Describe, Evaluate, Explain, Justify, Recognise, Understand, Synthesise, Propose</p>
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<p>WRITTEN / SPOKEN / MULTI-MODAL TEXT Written Response to Stimulus FOCUS: SENTENCE LEVEL, PERSUASIVE TEXTS HIGHLY VALUED LANGUAGE FEATURE FOCUS: Synthesise and Justification of Argument</p>
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ASOT STRATEGIES:

Design question 4: Conducting practicing and deepening lessons
Element 10: Examining Similarities and Differences

Design question 5: Conducting knowledge application lessons
Element 13: Providing Resources and Guidance

* This design question is to be used for both practical and theory

GURANTEED VOCAB:

Resilience, Mindfulness, Gratitude, empathy, character traits, perseverance, prudence, growth and fixed mindset

Standard Elaborations

	<p>Investigate how empathy and ethical decision making contribute to respectful relationships (ACPPS093) Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPS094) Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092)</p>
1	<p>I can evaluate the outcomes of emotional responses to different situations. I can access, synthesise and apply health information from credible sources to propose and justify responses to health situations.</p>
2	<p>Booklet – Complete 2020 The Resilience Project Year 9 HPE Book Exam – Short Response Stimulus Proposal – Evaluate the outcomes of emotional responses to different situations & Synthesise and apply health information from The Resilience Project to propose and justify responses to health situations</p>

Learning Goals:

Strands & Sub Strands	Australian Curriculum Content Descriptors	Kirwan High Learning Goals	
		Knowledge	Skills
<ul style="list-style-type: none"> Communicating and interacting for health and wellbeing 	<ul style="list-style-type: none"> Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092) 	<ul style="list-style-type: none"> evaluating the influence of personal, social, environmental and cultural factors on decisions and actions young people take in relation to their health, safety and wellbeing 	<ul style="list-style-type: none"> exploring skills and strategies needed to communicate and engage in relationships in respectful ways
<ul style="list-style-type: none"> Being Healthy, Safe & Active 	<ul style="list-style-type: none"> Investigate how empathy and ethical decision making contribute to respectful relationships (ACPPS093) Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPS094) 	<ul style="list-style-type: none"> investigating the characteristics of positive, respectful relationships and the rights and ethical responsibilities of individuals in relationships proposing strategies for managing emotional responses and resolving conflict in a family or social situation or online environment analysing interactions where emotional responses may not be immediately apparent and reflecting on the possible consequences of not recognising the emotions involved 	<ul style="list-style-type: none"> exploring different viewpoints, practicing being empathetic and considering alternative ways to respond
<ul style="list-style-type: none"> Genre Focus: 	<ul style="list-style-type: none"> EXAM 	<ul style="list-style-type: none"> Purposeful understanding of the genre Understanding of key language features 	<ul style="list-style-type: none"> Purposeful use of phrases Purposeful use of language features