

Rationale

Health and Physical Education enables students to develop skills, knowledge, understanding, and a willingness to positively influence both their own health and wellbeing and that of their communities. In an increasingly complex world that is rapidly changing, it is critical that young people have the support and opportunities they need to flourish as healthy, safe, active and informed citizens.

Through the Health and Physical Education curriculum, students experience a curriculum that is contemporary, relevant, challenging and enjoyable, and that encourages movement. The Health and Physical Education curriculum is underpinned by interrelated propositions that require teachers to take a strengths-based approach with a focus on an educative purpose. Valuing movement and developing health literacy are integral to the learning area, while critical inquiry is recognized as an important teaching and learning approach that can build on important skills, knowledge and understandings.

Fundamental to physical education are the acquisition and application of movement skills, concepts and strategies across a range of contexts. Movement is a powerful medium for learning, through which students can acquire and practice physical, social, psychological and cognitive skills. When learning in movement contexts, students gain skills, understanding and dispositions that enable them to participate confidently and competently to support lifelong involvement in physical activity and enhanced movement performance. This includes learning in a range of contexts, including community, aquatic and outdoor environments, in order to promote a sense of wellbeing, enhance personal and social skills, and help students understand the concept of risk versus challenge.

Health education addresses contextual factors that influence the health, safety, relationships and wellbeing patterns of individuals, groups and communities. Students develop the critical understandings required to challenge discrimination, assumptions and stereotypes. They gain the skills needed to take positive action regarding diversity, inclusion, consent and respect in different social contexts. They learn about personal, social and emotional changes and transitions and develop a sense of their own and others' identity and emotional responses. They also learn to access and evaluate health information in order to enhance their own and others' health and wellbeing. Students develop personal and social skills through interacting with others in the classrooms, outdoor learning environments and movement contexts.

Aim

The Health and Physical Education curriculum will support students to:

- access, evaluate and synthesise information so that they can make informed choices and act to enhance and advocate for their own and others' health, wellbeing, safety, and participation in physical activity across their lifespan
- develop and use physical, social, psychological and cognitive skills and strategies to promote self-identity and wellbeing, and to build and manage respectful relationships
- acquire, apply and evaluate movement skills, concepts and strategies to respond confidently, competently and creatively in various physical activity settings
- engage in and enjoy regular movement-based learning experiences and understand and appreciate their significance to personal, social, cultural, environmental and health practices and outcomes
- engage in and create opportunities for regular physical activity, as individuals and for the communities to which they belong, which can enhance fitness, movement performance and wellbeing
- analyse how varied and changing personal and contextual factors shape both our health and physical activity.

Strand: Personal, Social and Community Health – Health Education

Sub-strands	Foundation	Levels 1 and 2	Levels 3 and 4	Levels 5 and 6
Identities and change Students learn to:	VC2HPFP01 investigate who they are and the people in their world VC2HPFP02 name parts of the body and describe how their body is growing and changing	VC2HP2P01 describe their personal characteristics and those of others, and explain how they contribute to developing identities VC2HP2P02 describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these	VC2HP4P01 investigate how success, challenge, setbacks and failure strengthen resilience and identities in a range of contexts VC2HP4P02 plan, rehearse and reflect on strategies to cope with the different changes and transitions they experience, such as physical, social and emotional changes VC2HP4P03 describe how choices and actions can be influenced by stereotypes	VC2HP6P01 explain how identities can be influenced by people and places, and how we can create positive self-identities VC2HP6P02 investigate resources and strategies to manage changes and transitions, including changes associated with puberty VC2HP6P03 investigate how the portrayal of societal roles and responsibilities can be influenced by gender stereotypes

Strand: Personal, Social and Community Health – Health Education

Sub-strands	Foundation	Levels 1 and 2	Levels 3 and 4	Levels 5 and 6
Interacting with others Students learn to:	VC2HPFP03 practice personal and social skills to interact respectfully with others VC2HPFP04 Identify emotions they experience VC2HPFP05 explore how to seek, give or deny permission respectfully when sharing possessions, personal space or body autonomy	VC2HP2P03 identify and explore personal and social skills and strategies to develop respectful relationships VC2HP2P04 identify how different situations influence emotional responses VC2HP2P05 practise strategies they can use when they need to seek, give or deny permission respectfully	VC2HP4P04 select, use and refine personal and social skills to establish, manage and strengthen relationships VC2HP4P05 describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities VC2HP4P06 explain how and why emotional responses can vary and practise strategies to manage their emotions VC2HP4P07 practise and refine strategies for seeking, giving and denying permission respectfully and describe situations when permission is required across multiple settings (including online and offline)	VC2HP6P04 describe and demonstrate how respect and empathy can be expressed to positively influence relationships VC2HP6P05 describe and implement strategies to value diversity in their communities VC2HP6P06 apply strategies to manage emotions and analyse how emotional responses influence interactions VC2HP6P07 describe strategies for seeking, giving or denying consent and rehearse how to communicate their intentions effectively and respectfully across multiple settings (including online and offline)

Strand: Personal, Social and Community Health – Health Education

Sub-strands	Foundation	Levels 1 and 2	Levels 3 and 4	Levels 5 and 6
Contributing to healthy communities	VC2HPFP06 Identify protective behaviours and rehearse help-seeking strategies that help keep them safe VC2HPFP07 identify health symbols, messages and strategies in their community that support their health and safety	VC2HP2P06 identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe VC2HP2P07 investigate a range of health messages and strategies in their community to promote their own health, safety and wellbeing	VC2HP4P08 describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations at home, school and in the community VC2HP4P09 interpret the nature and intention of health information and messages in their community, and reflect on how these influence personal decisions and behaviours VC2HP4P10 investigate and apply strategies that contribute to their own and others' health, safety, relationships and wellbeing	VC2HP6P08 explain and apply protective behaviours and help-seeking strategies that can be used in a range of online and offline situations at home, school and in the community VC2HP6P09 investigate different sources, quality and types of health information and how these apply to their own and others' health choices VC2HP6P10 analyse how various strategies influence the health, safety, relationships and wellbeing of individuals and communities

Foundation Year (K/P)	Concepts	Objectives - students will be able to:	Social-Emotional Competency	Victorian Health and Physical Education Content Descriptions
Unit 1: Skills for Learning				
LESSON 1 Learning to Listen	- Following Listening Rules helps everyone learn. - Our brains get smarter every time we use them.	Name and demonstrate the rules for listening in a group	- Self-Awareness - Self-Management	VC2HPFP03
LESSON 2 Focusing Attention	- Focusing attention involves using your eyes, ears, and brain. - The more you practice focusing your attention, the better you get at it. - Using self-talk helps focus attention.	- Name and demonstrate the Listening Rules - Demonstrate attention skills in the context of a game	- Self-Awareness - Self-Management	VC2HPFP03
LESSON 3 Following Directions	- Listening and following directions are important Skills for Learning. - Repeating directions helps you remember them. - Following directions involves using your eyes, ears, and brain.	Demonstrate listening and following directions within the context of a game	- Self-Awareness - Self-Management	VC2HPFP03
LESSON 4 Self-Talk for Staying on Task	- Self-talk means talking to yourself out loud in a quiet voice or inside your head. - Self-talk helps you focus and maintain attention.	Demonstrate self-talk for remembering directions in the context of a drawing game	- Self-Awareness - Self-Management	VC2HPFP03
LESSON 5 Being Assertive	- Being assertive involves using an assertive posture (face the person, head up and shoulders back) and tone of voice (calm, respectful words). - Assertive communication is the best way to ask for help.	Demonstrate being assertive in response to scenarios	- Self-Awareness - Self-Management - Social Awareness	VC2HPFP03

Unit 2: Empathy				
LESSON 6 Feelings	- If you can name your own feelings, it will help you figure out how other people feel. - All feelings are natural. Some feelings are comfortable, and some are uncomfortable. - Physical clues can help you identify others' feelings.	- Name happy and sad when presented with physical clues - Identify that happy is a comfortable feeling and sad is an uncomfortable feeling - Identify a variety of feelings displayed in response to scenarios	- Self-Awareness - Social Awareness	VC2HPFP04
LESSON 7 More Feelings	Situational clues can help identify others' feelings	- Name interested and afraid/scared when presented with physical and situational clues - Identify that interested is a comfortable feeling and scared an uncomfortable one - Identify a variety of feelings displayed in response to scenarios	Social Awareness	VC2HPFP04
LESSON 8 Identifying Anger	- It's natural to feel angry, but feeling angry is uncomfortable. - It's not okay to be mean or hurt others. - Empathy means feeling and understanding what someone else feels.	- Name angry when presented with physical and situational clues - Identify that anger is an uncomfortable feeling - Identify a variety of feelings displayed in response to scenarios	Social Awareness	VC2HPFP04
LESSON 9 Same or Different?	- People can have different feelings about the same situation. - It's okay for people to have different feelings about the same things.	- Compare physical and emotional similarities and differences between the two students depicted in a story - Identify same and different feelings in response to scenarios	- Self-Awareness - Social Awareness	VC2HPFP04

LESSON 10 Accidents	- An accident is when you do something you didn't mean to do. - When you cause an accident, it's important to say so, so others won't think you did it on purpose.	- Identify what to say when they do something by accident - Demonstrate saying, "I'm sorry. It was an accident. Are you okay?" in response to scenarios	- Social Awareness - Relationship Skills	VC2HPFP03
LESSON 11 Caring and Helping	- Compassion means caring about how someone else feels. - When you feel empathy for someone, compassion is a good way to show it. - You can show you care by saying or doing something kind.	- Identify that listening is one way to show you care - Identify that helping is another way to show you care - Demonstrate caring and helping behaviours in response to scenarios	- Social Awareness - Relationship Skills	VC2HPFP03 VC2HPFP04
Unit 3: Emotion Management				
LESSON 12 We Feel Feelings in Our Bodies	- You can use physical clues in your body to identify your feelings. - All your feelings are natural. - It's important to talk to a grown-up when you feel worried.	- Identify physical clues for feeling worried - Identify a grown-up to talk to when they feel worried	- Self-Awareness - Self-Management	VC2HPFP04
LESSON 13 Managing Frustration	- Feelings vary in strength. - Feelings that are strong need to be managed. - Saying "Stop" and naming your feelings are ways to begin to calm down.	- Identify "Stop" and "Name your feeling" as ways to begin to calm down - Demonstrate saying "Stop" and naming feelings in response to scenarios	- Self-Awareness - Self-Management	VC2HPFP03 VC2HPFP04
LESSON 14 Calming Down Strong Feelings	- Belly breathing calms down strong feelings. - Belly breathing pushes the belly out when you breathe in.	- Demonstrate belly breathing - Identify and demonstrate the Calming-Down Steps	- Self-Awareness - Self-Management	VC2HPFP04
LESSON 15 Handling Waiting	- The Calming-Down Steps can help you manage feeling excited or impatient while waiting. - Finding quiet things to do that won't distract others also helps you wait.	- Identify the Calming-Down Steps - Apply the Calming-Down Steps while waiting in a game situation	- Self-Awareness - Self-Management	VC2HPFP03 VC2HPFP04 VC2HPFP05

LESSON 16 Managing Anger	- Feeling angry is natural. Hurtful, mean behaviours are not okay. - Your body lets you know when you are angry. - Learning to relax calms you down.	- Name physical signs of anger - Apply the Calming-Down Steps in a game situation	- Self-Awareness - Self-Management	VC2HPFP03 VC2HPFP04
LESSON 17 Managing Disappointment	- When you don't get what you want, you can feel disappointed. - Strong disappointment can lead to feeling sad or angry.	- Identify the feeling of disappointment - Demonstrate calming-down skills when they feel disappointed	- Self-Awareness - Self-Management	VC2HPFP04
LESSON 18 Handling Being Knocked Down	- When you get hurt, it's important to calm down before you do anything else. - You need to ask for more information and not assume that the action was on purpose.	- Demonstrate calming down in response to scenarios - Demonstrate telling the other person they feel hurt and asking what happened - Demonstrate apologising and saying it was an accident	- Self-Management - Social Awareness	VC2HPFP03 VC2HPFP04
Unit 4: Problem Solving				
LESSON 19 Solving Problems	- You need to calm down before you solve a problem. - The first step in solving problems is to use words to describe the problem. - The second step in solving problems is to think of lots of solutions.	- Use words to describe problems presented in scenarios - Generate multiple solutions to problems presented in scenarios	- Self-Management - Social Awareness	VC2HPFP03
LESSON 20 Inviting to Play	- When you see other kids being left out of play, it's important to notice and have empathy for them. - Inviting others to play is a caring thing to do. - Playing with others is a way to get to know them.	Demonstrate inviting someone to play in response to scenarios	- Social Awareness - Relationship Skills	VC2HPFP03 VC2HPFP05

LESSON 21 Fair Ways to Play	- Sharing, trading, and taking turns are fair ways to play. - Sharing means playing together with a toy.	- Identify a problem in response to a scenario - Generate solutions in response to a scenario - Name sharing, trading, and taking turns as fair solutions when two students want to play with the same thing	- Social Awareness - Relationship Skills	VC2HPFP03 VC2HPFP05
LESSON 22 Having Fun with Our Friends	- When children play in fair ways, everyone has fun. - Other children sometimes have different wants or preferences. - Choosing to have fun with others rather than get your own way helps you be friends.	Demonstrate the Problem-Solving Steps with a problem in the lesson	- Social Awareness - Relationship Skills	VC2HPFP03 VC2HPFP05
LESSON 23 Handling Having Things Taken Away	- It's important to calm down first before solving problems. - If someone is being mean to you on purpose, using words and being assertive are good ways to deal with it. - It's not okay to grab things away from others.	- Identify a problem in response to scenarios - Generate solutions in response to scenarios - Demonstrate assertive communication in response to scenarios	- Self-Management - Social Awareness - Relationships Skills	VC2HPFP03 VC2HPFP04 VC2HPFP05
LESSON 24 Handling Name-Calling	- It's not okay to call people names that hurt their feelings. - If someone calls you a name, you can ignore the person or respond assertively. - If the person doesn't stop calling you names, you should tell a grown-up.	- Demonstrate assertiveness and ignoring as effective strategies for handling name calling that hurts feelings - Identify an adult to tell if they can't stop the name-calling	- Self-Management - Social Awareness - Responsible Decision-Making	VC2HPFP03 VC2HPFP04
LESSON 25 Reviewing Second Step Skills	- You've all learned a lot of new skills. - You can notice how much you've learned.	- Recall and demonstrate the Listening Rules - Demonstrate how to calm down - Recall the Fair Ways to Play	- Self-Awareness - Self-Management - Social Awareness - Relationship Skills - Responsible Decision-Making	VC2HPFP03 VC2HPFP04 VC2HPFP05

Year 1	Concepts	Objectives - students will be able to:	Social-Emotional Competency	Victorian Health and Physical Education Content Descriptions
Unit 1: Skills for Learning				
LESSON 1 Listening to Learn	- Following Listening Rules helps everyone learn. - Your brain gets smarter every time it works hard.	- Name and demonstrate the Listening Rules - Apply attention, memory, and inhibitory control skills in a brain-building game	- Self-Awareness - Self-Management	VC2HP2P03
LESSON 2 Focusing Attention	- Focusing attention involves using your eyes, ears, and brain. - The more you practice focusing your attention, the better you get at it. - Using self-talk helps focus attention.	- Name and demonstrate the Listening Rules - Demonstrate attention skills in the context of a game - State typical classroom verbal cues that request student attention	- Self-Awareness - Self-Management	VC2HP2P03
LESSON 3 Following Directions	- Listening and following directions are important Skills for Learning. - Repeating directions helps you remember them. - Following directions involves using your eyes, ears, and brain.	Demonstrate listening and following directions within the context of a game	- Self-Awareness - Self-Management	VC2HP2P03
LESSON 4 Self-Talk for Learning	- Self-talk means talking to yourself out loud in a quiet voice or inside your head. - Self-talk helps you focus and maintain attention.	Demonstrate self-talk strategies for remembering directions	- Self-Awareness - Self-Management	VC2HP2P03
LESSON 5 Being Assertive	- Being assertive involves using an assertive posture (face the person, head up and shoulders back) and tone of voice (calm, firm voice, respectful words). - Assertive communication is the best way to ask for help.	- Distinguish an assertive request from a passive or aggressive one - Identify assertive posture and tone of voice - Demonstrate assertive communication skills in response to scenarios	- Self-Awareness - Self-Management	VC2HP2P03

Unit 2: Empathy				
LESSON 6 Identifying Feelings	- Identifying your own feelings helps you know how others feel. - Everyone experiences strong feelings sometimes. - Some feelings are comfortable, and some are uncomfortable. - Physical clues can help identify others' feelings.	Name feelings when presented with physical clues	- Self-Awareness - Social Awareness	VC2HP2P04
LESSON 7 Looking for More Clues	- Situational clues can help identify others' feelings. - Understanding how others feel improves relationships.	- Name feelings when presented with physical clues - Name feelings when presented with environmental and situational clues	- Social Awareness - Relationship Skills	VC2HP2P04
LESSON 8 Similarities and Differences	- People can have different feelings about the same situation. - It's okay for people to have different feelings about the same thing.	- Compare physical and emotional similarities and differences between two children - Demonstrate that people can have different feelings about the same situation	- Social Awareness - Relationship Skills	VC2HP2P04
LESSON 9 Feelings Change	- People can have different feelings about the same situation. - It's okay for people to have different feelings about the same things.	Demonstrate welcoming and inviting behaviours	- Social Awareness - Relationship Skills	VC2HP2P04
LESSON 10 Accidents	- An accident is when you do something you didn't mean to do. - When you cause an accident, it's important to say so, so others won't think you did it on purpose.	- Know what the word accident means - Know what to say when they do something by accident - Predict how others might feel as a result of their own or others' actions	- Self-Awareness - Social Awareness	VC2HP2P03

LESSON 11 Showing Care and Concern	- Compassion means caring about how someone else feels. - When you feel empathy for someone, compassion is a good way to show it. - You can show you care by saying or doing something kind.	- Recall that listening, saying kind words and helping are three ways to show caring - Demonstrate caring and helping in response to scenarios	- Social Awareness - Relationship Skills	VC2HP2P03 VC2HP2P04
Unit 3: Emotion Management				
LESSON 12 Identifying Our Own Feelings	- You identify your own feelings by physical clues in your body. - All feelings are natural.	- Identify physical clues in their bodies that help them identify their feelings - Identify grown-ups to talk about feelings	- Self-Awareness - Self-Management	VC2HP2P04 VC2HP2P05
LESSON 13 Strong Feelings	- Feelings vary in strength. - Strong feelings need to be managed. - Saying “Stop” and naming your feelings are ways to begin to calm down.	- Recognise situations and physical body cues that signal strong feelings - Demonstrate two Calming-Down Steps to manage strong feelings	- Self-Awareness - Self-Management	VC2HP2P04 VC2HP2P05
LESSON 14 Calming Down Anger	- Belly breathing calms down strong feelings. - Belly breathing pushes the belly out when you breathe in. - Being mean or hurting others when you are angry is not okay.	- Explain physical and situational clues to feeling angry - Demonstrate the proper belly breathing technique - Use a three-step process to calm down: Say “stop,” name your feeling, and do belly breathing	- Self-Awareness - Self-Management	VC2HP2P04 VC2HP2P05
LESSON 15 Self-Talk for Calming Down	Positive self-talk is an effective strategy for calming down strong emotions.	- Recognise situations that require the use of calming-down strategies - Use positive self-talk to calm down	- Self-Awareness - Self-Management	VC2HPFP03 VC2HPFP04 VC2HPFP05

LESSON 16 Managing Worry	- Counting is an effective Way to Calm Down. - The Ways to Calm Down can help students manage worry. - Talking to a grown-up helps when you are worried.	- Recognise situations that require the use of calming-down skills - Demonstrate the Ways to Calm Down – belly breathing, counting, and using positive self-talk - Identify grown-ups to talk to when feeling worried	- Self-Management - Responsible Decision-Making	VC2HP2P03 VC2HP2P04 VC2HP2P05 VC2HP2P06
Unit 4: Problem Solving				
LESSON 17 Solving Problems, Part 1	- You need to calm down before you solve a problem. - The first step in solving a problem is to use words to describe the problem. - The second step in solving a problem is to think of lots of solutions.	- Use words to describe problems presented in scenarios - Generate multiple solutions to problems presented in scenarios	- Self-Management - Social Awareness	VC2HP2P06
LESSON 18 Solving Problems, Part 2	- Part of problem solving is thinking about consequences. - The final step of problem solving is to pick the best solution. - Solving problems is a way to get along better with others.	- Predict consequences using an if-then model - Select a reasonable solution to a problem	- Self-Management - Social Awareness	VC2HP2P03 VC2HP2P06
LESSON 19 Fair Ways to Play	- Sharing, trading, and taking turns are fair ways to play. - Sharing means playing together with a toy.	- Define and differentiate sharing, trading, and taking turns - Identify and state the problem in a given situation - Generate possible solutions to a problem situation - Demonstrate Fair Ways to Play	- Self-Management - Social Awareness	VC2HP2P03 VC2HP2P06
LESSON 20 Inviting to Join In	- It's important to notice and have empathy for children who are left out of play. - Inviting others to play is a caring thing to do. - Playing with others is a way to get to know them better.	- Apply the Problem-Solving Steps - Demonstrate how to invite someone to play in response to scenarios	- Self-Management - Social Awareness - Responsible Decision-Making	VC2HP2P03 VC2HP2P06

LESSON 21 Handling Name-Calling	• It's not okay to call people names that hurt their feelings. • If someone calls you a name, you can ignore the person or speak assertively. • If the person doesn't stop calling you names, you should tell a grown-up.	• Demonstrate assertive responses to name-calling • Identify adults to tell if name-calling doesn't stop	• Self-Management • Social Awareness • Responsible Decision-Making	VC2HP2P03 VC2HP2P06
LESSON 22 Reviewing Second Step Skills	• You've all learned a lot of new skills. • You can notice how much you've learned.	• Recall skills on all the posters • Demonstrate the Listening Rules • Demonstrate the Calming-Down Steps • Name one concept or skill they learned in their Second Step lessons	• Self-Awareness • Self-Management • Social Awareness • Relationship Skills • Responsible Decision-Making	VC2HP2P03 VC2HP2P06

Year 2	Concepts	Objectives - students will be able to:	Social-Emotional Competency	Victorian Health and Physical Education Content Descriptions
Unit 1: Skills for Learning				
LESSON 1 Being Respectful	- Thinking about how others want to be treated and treating them that way helps you be respectful. - Being respectful helps you be a better learner.	- Identify respectful behaviour in themselves and others - Determine respectful responses to scenarios	- Self-Management - Social Awareness	VC2HP2P03 VC2HP2P04
LESSON 2 Focusing Attention and Listening	- Focusing your attention and listening help you be a better learner. - Focusing your attention and listening are ways to show respect.	- Identify examples of focusing attention - Identify examples of listening - Apply focusing-attention and listening skills in the context of a game and in response to scenarios	- Growth Mindset - Self-Management	VC2HP2P03
LESSON 3 Using Self-Talk	- Self-talk means talking to yourself in a quiet voice or in your head. - Self-talk helps you focus, stay on task, and handle distractions.	- Identify classroom distractions - Demonstrate using self-talk in response to scenarios	Self-Management	VC2HP2P03
LESSON 4 Being Assertive	- Being assertive means asking for what you want or need in a calm and firm voice. - Being assertive is a respectful way to get what you want or need.	- Demonstrate assertive communication skills in response to scenarios - Determine which adult to ask assertively for help in response to scenarios	- Self-Management - Social Awareness	VC2HP2P03

Unit 2: Empathy				
LESSON 5 Identifying Feelings	- Clues in faces, bodies and situations help you notice and understand how people are feeling. - Everyone feels a wide variety of emotions. - Some feelings are comfortable, and others are uncomfortable.	- Name a variety of feelings - Distinguish between comfortable and uncomfortable feelings - Use physical, verbal, and situational clues to determine what others are feeling	Social Awareness	VC2HP2P04
LESSON 6 Learning More About Feelings	- People can have different feelings about the same situation. - People's feelings can change. - Empathy is feeling or understanding what someone else is feeling.	- Use physical, verbal, and situational clues to determine what others are feeling - Label their own feelings as the same or different from others' feelings	Social Awareness	VC2HP2P04
LESSON 7 Feeling Confident	- Practicing helps you build your confidence. - Feeling confident helps you do your best and makes you proud. - Noticing how others feel and understanding that their feelings can change helps you have empathy.	- Identify physical and situational clues that indicate the feeling of confidence - Detect when their own and others' feelings change	- Growth Mindset - Self-Awareness - Social Awareness	VC2HP2P04
LESSON 8 Respecting Different Preferences	- Having empathy helps you notice when others have different preferences from yours. - Respecting others' preferences helps you get along better with them.	- Determine what others are feeling using physical, verbal, and situation clues - Label their own preferences as the same or different from others' preferences	Social Awareness	VC2HP2P04
LESSON 9 Showing Compassion	- Noticing and understanding what someone is feeling helps you have empathy. - When you have empathy for someone, you can show your care and concern by saying something kind or doing something to help. - Showing care and concern is called showing compassion.	- Determine what others are feeling using physical, verbal, and situation clues - Identify ways to show compassion for others in response to scenarios	Social Awareness	VC2HP2P03 VC2HP2P04

LESSON 10 Predicting Feelings	- Accidents happen. - If something happens to you by accident, think about how it could have been an accident and found out more information. - If you do something by accident, think about how the other person feels, apologise, and offer to help.	- Predict others' feelings in response to scenarios - Offer possible reasons for others actions and feelings in response to scenarios	Social Awareness	VC2HP2P04
Unit 3: Emotion Management				
LESSON 11 Introducing Emotion Management	- When you feel strong feelings, it's hard to think clearly. - Focusing attention on your body gives you clues about how you're feeling. - Thinking about your feelings helps the thinking part of your brain get back in control.	Identify physical clues that can help them name their own feelings	Self-Management	VC2HP2P04
LESSON 12 Managing Embarrassment	Using a stop signal and naming your feeling are the first two Calming-Down Steps.	- Identify the first two Calming-Down Steps - Demonstrate first two Calming-Down Steps in response to scenarios	Self-Management	VC2HP2P04
LESSON 13 Handling Making Mistakes	- Everyone makes mistakes, but if you're feeling strong feelings, it's important to calm down. - Making mistakes helps you learn, because mistakes show you what you need to practice more. - You can use belly breathing to calm down.	- Demonstrate correct belly-breathing technique - Use belly breathing to calm down in response to scenarios	- Growth Mindset - Self-Management	VC2HP2P03 VC2HP2P04
LESSON 14 Managing Anxious Feelings	- Negative self-talk can make strong feelings even stronger. - When you feel really worried and anxious about something, calming down helps. - Using positive self-talk can help you calm down.	- Generate positive self-talk they can use to calm down in response to scenarios - Use positive self-talk to calm down in response to scenarios	Self-Management	VC2HP2P03 VC2HP2P04

LESSON 15 Managing Anger	- Everyone feels angry sometimes, but hurting other people's feelings or bodies is not okay. - It's important to calm down angry feelings so you don't do something hurtful. - Being assertive is a respectful way to get what you want or need.	- Use counting to calm down in response to scenarios - Use assertive communication skills to get what they want or need in response to scenarios	- Self-Management - Social Awareness	VC2HP2P03 VC2HP2P04 VC2HP2P05
LESSON 16 Finishing Tasks	- Calming down helps you stay focused and on task at school. - Using positive self-talk helps you stay focused and on task so you can be a better learner.	- Identify situations that require the use of the Calming-Down Steps - Demonstrate using the Calming-Down Steps in response to scenarios - Use positive self-talk to stay focused on task in response to scenarios	- Self-Awareness - Self-Management	VC2HP2P03 VC2HP2P04
Unit 4: Problem Solving				
LESSON 17 Solving Problems, Part 1	- Calming down helps you think so you can solve problems. - Following steps can help you solve problems. - Saying the problem without blame is respectful.	- Recall the first Problem-Solving Step - Identify and say a problem in response to scenarios	- Self-Management - Social Awareness	VC2HP2P06
LESSON 18 Solving Problems, Part 2	- Following steps can help you solve problems. - Solutions to problems must be safe and respectful.	- Recall the first two Problem-Solving Steps - Generate several solutions for a given problem in response to scenarios - Determine if solutions are safe and respectful	- Self-Management - Social Awareness	VC2HP2P03 VC2HP2P06

LESSON 19 Taking Responsibility	- Following steps can help you solve problems. - When you hurt someone's feelings, it's important to take responsibility. - Taking responsibility means admitting what you did, apologising, and offering to make amends.	- Recall the Problem-Solving Steps - Apply the Problem-Solving Steps to scenarios about conflicts with friends - Demonstrate accepting responsibility for their actions by admitting, apologising, and offering to make amends in response to scenarios	- Self-Management - Social Awareness	VC2HP2P03 VC2HP2P06
LESSON 20 Responding to Playground Exclusion	- Following steps can help you solve problems. - Being left out is a problem. - Inviting someone who is being left out to play is the respectful, compassionate thing to do.	- Recall the Problem-Solving Steps - Apply the Problem-Solving Steps to scenarios that involve playground problems, such as students being left out intentionally	- Self-Management - Social Awareness	VC2HP2P03 VC2HP2P06
LESSON 21 Playing Fairly on the Playground	- Calming down helps you think so you can solve problems. - Following steps can help you solve problems. - When you can't agree on rules for a game, it's a problem. - Finding a respectful way to agree on rules helps you get along better with others.	- Recall the Problem-Solving Steps - Apply the Problem-Solving Steps to scenarios that involve playground conflicts that arise during games	- Self-Management - Social Awareness	VC2HP2P03 VC2HP2P06
LESSON 22 Reviewing Second Step Skills	Using Second Step skills can help you be a better learner and get along with others.	- Recall Second Step skills learned - Identify Second Step skills in a story - Relate personal examples of skill use	- Growth Mindset - Self-Awareness - Self-Management - Social Awareness	VC2HP2P03 VC2HP2P06

Year 3	Concepts	Objectives - students will be able to:	Social-Emotional Competency	Victorian Health and Physical Education Content Descriptions
Unit 1: Skills for Learning				
LESSON 1 Being Respectful Learners	- Focusing your attention and listening help you be a better learner. - Focusing your attention and listening are ways to show respect.	Apply focusing attention and listening skills in response to scenarios	- Self-Management - Social Awareness	VC2HP4P04
LESSON 2 Using Self-Talk	- Self-talk means talking to yourself in a quiet voice or in your head. - Self-talk helps you focus, stay on task, and handle distractions.	- Identify classroom distractions - Demonstrate using self-talk in response to scenarios	- Self-Awareness - Self-Management	VC2HP4P04
LESSON 3 Being Assertive	- Being assertive means asking for what you want or need in a calm and firm voice. - Being assertive is a respectful way to get what you want or need.	Demonstrate assertive communication skills in response to scenarios	- Self-Management - Social Awareness	VC2HP4P07
LESSON 4 Planning to Learn	- Making a plan can help you be a better learner. - A plan is good if the order makes sense, it's simple, and you can do it.	- Evaluation three-step plans for different scenarios using the Good Plan Checklist criteria - Create a simple three-step plan that meets the Good Plan Checklist criteria	- Self-Awareness - Self-Management	VC2HP4P04
Unit 2: Empathy				
LESSON 5 Identifying Others' Feelings	- Looking for clues on a person's face or body and in the situation helps you notice and understand how that person is feeling. - People can have different feelings about the same situation. - All feelings are natural.	- Name a variety of feelings - Determine others' feelings using physical, verbal, and situational clues - Label their own feelings as the same as or different from others' feelings	Social Awareness	VC2HP4P05 VC2HP4P06

LESSON 6 Understanding Perspectives	• People can have different feelings about the same situation, and their feelings can change. • Empathy is feeling or understanding what someone else is feeling. • Thinking about others' perspectives helps you have empathy for them.	• Identify others' feelings using physical, verbal, and situational clues • Determine whether others' feelings have changed, in response to scenarios	• Social Awareness	VC2HP4P05 VC2HP4P06
LESSON 7 Conflicting Feelings	• You can have conflicting feelings about a situation. • Having empathy helps you notice when others' feelings are the same or different from yours.	• Identify two conflicting feelings a person could have in response to scenarios • Explain possible reasons for someone's conflicting feelings in response to scenarios	• Social Awareness	VC2HP4P05 VC2HP4P06
LESSON 8 Accepting Differences	• Having empathy helps you understand and accept how others are the same as or different from you. • Accepting and appreciating others' differences is respectful.	• Name similarities and differences between people • Predict how others will feel when teased for being different	• Social Awareness	VC2HP4P05
LESSON 9 Showing Compassion	• Focusing attention on and listening to others can help you have empathy and show compassion. • You can say kind words or do helpful things to show your compassion.	• Demonstrate focusing-attention and listening skills in response to scenarios • Identify ways to show compassion for others in response to scenarios • Express appreciation for another person's concern in response to scenarios	• Social Awareness • Relationship Skills	VC2HP4P04
LESSON 10 Making Friends	• Focusing attention and listening to others help you make conversation. • Making conversation helps you make friends and get along better with others.	• Demonstrate focusing-attention and listening skills in the context of a game • Initiate, continue, and end a conversation in a friendly way in the context of a game	• Self-Management • Social Awareness • Relationship Skills	VC2HP4P04

Unit 3: Emotion Management				
LESSON 11 Introducing Emotion Management	- When you feel strong feelings, it's hard to think clearly. - Focusing attention on your body gives you clues about how you're feeling. - Thinking about your feelings helps the thinking part of your brain get back in control.	Identify physical clues that can help them label their own feelings	- Self-Awareness - Self-Management	VC2HP4P06
LESSON 12 Managing Test Anxiety	Using a stop signal and naming your feeling are the first two Calming-Down Steps.	- Identify the first two Calming-Down Steps - Demonstrate using the first two Calming-Down Steps in response to scenarios	- Self-Awareness - Self-Management	VC2HP4P06
LESSON 13 Handling Accusations	- You can use belly breathing to calm down. - Calming down helps you handle accusations calmly and thoughtfully. - It's important to take responsibility when you've made a mistake.	- Demonstrate correct belly-breathing technique - Use belly breathing to calm down in response to scenarios - Demonstrate steps for handling accusations in response to scenarios	- Self-Awareness - Self-Management - Social Awareness	VC2HP4P06
LESSON 14 Managing Disappointment	- Negative self-talk can make strong feelings even stronger. - You can calm down by using positive self-talk. - Setting a new goal and making a plan to achieve it are positive ways to handle disappointment.	- Generate positive self-talk they can use to calm down in response to scenarios - Make a simple three-step plan to achieve a goal in response to scenarios	- Self-Awareness - Self-Management - Responsible Decision Making	VC2HP4P06
LESSON 15 Managing Anger	- Everyone feels angry sometimes, but hurting other people's feelings or bodies is not okay. - It's important to calm down angry feelings so you don't do something hurtful. - Being assertive is a respectful way to get what you want or need.	- Use counting to calm down in response to scenarios - Use assertive communication skills to get what they want or need in response to scenarios	- Self-Management - Social Awareness - Responsible Decision Making	VC2HP4P06 VC2HP4P07

LESSON 16 Managing Hurt Feelings	- Calming down when your feelings have been hurt can help you avoid jumping to conclusions. - Thinking of other explanations and getting more information can help you avoid jumping to conclusions.	- Identify situations that require using strategies for calming down - Demonstrate using strategies for calming down - Generate alternative explanations in response to scenarios	- Self-Management - Responsible Decision Making	VC2HP4P06
Unit 4: Problem Solving				
LESSON 17 Solving Problems, Part 1	- Calming down helps you think so you can solve problems. - Following steps can help you solve problems. - Saying the problem without blame is respectful.	- Recall the first Problem-Solving Step - Identify and state a problem in response to scenarios - Identify blaming language in response to scenarios	- Self-Management - Social Awareness	VC2HP4P10
LESSON 18 Solving Problems, Part 2	- Following steps can help you solve problems. - Solutions to problems must be safe and respectful. - Solutions can have positive or negative consequences.	- Recall the Problem-Solving Steps - Propose several solutions for a given problem in response to scenarios - Determine if solutions are safe and respectful - Explore positive and negative consequences of solutions	- Self-Management - Social Awareness	VC2HP4P10
LESSON 19 Solving Classroom Problems	- Calming down helps you think so you can solve problems. - Following steps can help you solve problems. - Getting along with others helps you be a better learner at school.	- Apply the Calming-Down Steps to an emotional situation in response to a scenario - Recall the Problem-Solving Steps - Use the Problem-Solving Steps to solve an interpersonal problem between classmates, in response to a scenario	- Self-Management - Social Awareness	VC2HP4P06
LESSON 20 Solving Peer-Exclusion Problems	- Following steps can help you solve problems. - Being assertive is a safe and respectful solution to problems like being excluded. - Excluding others is not nice or respectful.	- Apply the Problem-Solving Steps to the problem of being excluded by peers, in response to scenarios - Demonstrate assertive communication skills in response to scenarios	- Self-Management - Social Awareness - Relationship Skills	VC2HP4P04 VC2HP4P05 VC2HP4P06 VC2HP4P07

LESSON 21 Dealing with Negative Peer Pressure	• Calming down helps you think so you can solve problems. • Following steps can help you solve problems. • Being assertive can help you resist negative peer pressure.	• Apply the Problem-Solving Steps to the problem of being negatively pressured by peers, in response to scenarios • Demonstrate assertive communication in response to scenarios	• Self-Management • Social Awareness • Responsible Decision Making	VC2HP4P07
LESSON 22 Reviewing Second Step Skills	• Using Second Step skills can help you be a better learner and get along with others.	• Recall Second Step skills learned • Identify Second Step skills in a story • Relate personal examples of skill use	• Self-Awareness • Self-Management • Social Awareness • Relationship Skills • Responsible Decision Making	VC2HP4P04 VC2HP4P05 VC2HP4P06 VC2HP4P07

Year 4	Concepts	Objectives - students will be able to:	Social-Emotional Competency	Victorian Health and Physical Education Content Descriptions
Unit 1: Empathy and Skills for Learning				
LESSON 1 Empathy and Respect	- The Second Step program helps you succeed at school. - Having respect and empathy helps you get along with others.	- Define respect - Define empathy	- Social Awareness - Relationship Skills	VC2HP4P04
LESSON 2 Listening with Attention	Listening with attention helps you learn, work with others, and make friends.	Demonstrate listening-with-attention skills	- Self-Management - Social Awareness	VC2HP4P06
LESSON 3 Being Assertive	- Being assertive means asking for what you want or need in a calm, firm, respectful voice. - Being assertive helps you be successful in a variety of social and academic situations.	- Identify passive, aggressive, and assertive responses - Demonstrate assertive responses with their partners	- Self-Management - Social Awareness	VC2HP4P06 VC2HP4P07
LESSON 4 Respecting Similarities and Differences	- People can have similar or different feelings about the same situation. - Being able to notice and then understand others' feelings is an important part of empathy.	- Identify clues that help them recognise other people's feelings - Identify similarities and differences between how two people feel	Social Awareness	VC2HP4P05
LESSON 5 Understanding Complex Feelings	- It is possible to have more than one feeling at the same time. - Being able to understand that others might have complex feelings is an important part of empathy.	- Identify multiple feelings in a given scenario - Give possible reasons for multiple feelings	Social Awareness	VC2HP4P05
LESSON 6 Understanding Different Perspectives	- People can have different perspectives about other people, places, and situations. - Perspective taking is a central component of empathy.	- Identify differing perspectives in given scenarios - Generate prosocial responses to scenarios in which different perspectives could cause a conflict	Social Awareness	VC2HP4P05

LESSON 7 Conversation and Compliments	- Having successful conversations with peers helps you make and build friendships. - Giving a sincere, thoughtful compliment is a good way to start a conversation or keep one going.	- Identify components of a successful conversation - Demonstrate giving and receiving a compliment	- Social Awareness - Relationship Skills	VC2HP4P04
LESSON 8 Joining In	Being assertive can help you join and invite others to join a group.	- Identify skills for joining a group - Demonstrate skills for joining a group	- Self-Management - Social Awareness - Relationships Skills	VC2HP4P04 VC2HP4P05 VC2HP4P06
LESSON 9 Showing Compassion	- Compassion means saying kind words or doing something helpful to show you care about how another person feels. - Having empathy helps you show compassion.	Demonstrate expressing concern or showing compassion for someone	- Social Awareness - Relationship Skills	VC2HP4P04 VC2HP4P05
Unit 2: Emotion Management				
LESSON 10 Introducing Emotion Management	- When you feel strong feelings, it's hard to think clearly. - Unmanaged, strong emotions can lead to negative behaviour and consequences.	- Describe what triggers their own strong emotions - Describe what happens in their brains and bodies when they experience strong emotions	- Self-Awareness - Self-Management	VC2HP4P06
LESSON 11 Managing Strong Feelings	Staying in control of your emotions and actions helps you get along better with others and be successful at school.	- Demonstrate the ability to interrupt escalating emotions - Determine a personal "signal" - Identify and name strong feelings as they occur	- Self-Awareness - Self-Management	VC2HP4P06
LESSON 12 Calming Down Anger	Calming down emotions that are getting out of control helps you think clearly so you can avoid negative consequences.	- Identify situations in which they might need to calm down - Demonstrate the technique for deep, centered breathing - Identify and demonstrate other Ways to Calm Down (counting, using positive self-talk)	- Self-Awareness - Self-Management	VC2HP4P06

LESSON 13 Managing Anxiety	Effectively managing your anxiety makes it easier to focus and succeed in social and academic situations.	- Identify situations that cause anxiety - Apply what they've learned about calming down to anxiety-provoking scenarios, including academic challenges	- Self-Awareness - Self-Management	VC2HP4P06
LESSON 14 Avoiding Jumping to Conclusions	Calming down strong emotions helps you think clearly about a situation so you can avoid jumping to conclusions.	- Identify emotion-management strategies - Demonstrate assertiveness skills - Identify and demonstrate positive self-talk statements	- Self-Management - Social Awareness - Relationship Skills	VC2HP4P04 VC2HP4P06
LESSON 15 Handling Put-Downs	Calming down helps you handle put-downs and avoid making conflicts escalate.	- Identify strategies for handling put-downs - Demonstrate what they've learned about strategies for calming down - Demonstrate assertive responses to put-downs	- Self-Management - Social Awareness - Relationship Skills	VC2HP4P04 VC2HP4P06
Unit 3: Problem Solving				
LESSON 16 Solving Problems, Part 1	- Following steps can help you solve problems. - Saying the problem without blame is respectful. - Solving problems helps you be successful at school.	- Recall the S: Say the problem step of the Problem-Solving Steps - State a problem without blaming anyone	- Self-Management - Social Awareness	VC2HP4P10
LESSON 17 Solving Problems, Part 2	Solving problems helps you be successful at school.	- Generate safe and respectful solutions to a problem - Identify consequences of potential solutions - Select an appropriate solution to a problem	- Self-Management - Social Awareness - Responsible Decision Making	VC2HP4P10
LESSON 18 Making a Plan	- Some solutions to problems are complicated and need a plan. - Plans help you break down a big task into smaller, more manageable parts.	- Explain the purpose of making a plan - Create a three-step plan to carry out a solution to a problem	Responsible Decision Making	VC2HP4P10
LESSON 19 Solving Playground Problems	You are better able to resolve playground conflicts when you are able to calm down and use the Problem-Solving Steps.	- Identify common playground conflicts - Demonstrate using the Problem-Solving Steps to handle playground conflicts	- Self-Management - Responsible Decision Making	VC2HP4P10

LESSON 20 Taking Responsibility for Your Actions	• Taking responsibility for your actions is the respectful thing to do.	• Demonstrate the ability to use the Problem-Solving Steps to handle scenarios in which someone has been wronged • Demonstrate acknowledging mistakes • Demonstrate making an apology and offering to make amends	• Social Awareness • Relationship Skills • Responsible Decision Making	VC2HP4P10
LESSON 21 Dealing with Peer Pressure	• It is okay to say no to others, and it is okay for them to say no to you. • Emotions like guilt and remorse can be reasons not to go along with peer pressure.	• Demonstrate using assertiveness skills to resist peer pressure • Demonstrate using the Problem-Solving Steps to figure out ways to resist peer pressure	• Social Awareness • Relationship Skills • Responsible Decision Making	VC2HP4P08 VC2HP4P10
LESSON 22 Reviewing Second Step Skills	• The skills and concepts learned in the Second Step program can help you succeed in school.	• Identify Second Step skills and concepts being used in scenarios students might encounter at school • Include Second Step skills in a written script about solving a problem	• Self-Awareness • Self-Management • Social Awareness • Relationship Skills • Responsible Decision Making	VC2HP4P04 VC2HP4P10

Year 5	Concepts	Objectives - students will be able to:	Social-Emotional Competency	Victorian Health and Physical Education Content Descriptions
Unit 1: Empathy and Skills for Learning				
LESSON 1 Empathy and Respect	- The Second Step program helps you succeed at school. - Having respect and empathy helps you get along with others.	- Define respect - Define empathy	- Self-Management - Social Awareness	VC2HP6P04
LESSON 2 Listening with Attention	Listening with attention helps you learn, work with others, and make friends.	Demonstrate listening-with-attention skills	- Self-Management - Social Awareness	VC2HP6P04
LESSON 3 Being Assertive	- Being assertive means asking for what you want or need in a calm, firm, respectful voice. - Being assertive helps you be successful in a variety of social and academic situations.	- Identify passive, aggressive, and assertive responses - Demonstrate assertive responses with their partners	- Self-Management - Social Awareness - Relationship Skills	VC2HP6P07
LESSON 4 Predicting Feelings	Being able to predict how what you do or say might make other people feel is respectful and will help you get along better with others.	- Predict how others might feel as a result of their or another's actions - State the cause and effects of a given action	Social Awareness	VC2HP6P06
LESSON 5 Taking Others' Perspectives	- Others may have different perspectives. - Being able to recognise someone else's perspective helps you get along with others.	Demonstrate the ability to take someone else's perspective	Social Awareness	VC2HP6P05
LESSON 6 Accepting Differences	Accepting differences and finding similarities can create mutual respect and friendship.	- Identify similarities and differences between two people - Define prejudice	Social Awareness	VC2HP6P04 VC2HP6P05

LESSON 7 Disagreeing Respectfully	- Disagreeing respectfully involves using assertiveness skills. - Disagreeing respectfully helps you strengthen your relationships, avoid misunderstandings, and prevent aggressive conflicts.	- Distinguish between respectful and disrespectful ways to disagree - Communicate their own perspectives - Demonstrate skills for disagreeing respectfully	- Self-Management - Social Awareness - Relationship Skills	VC2HP6P04 VC2HP6P05
LESSON 8 Responding with Compassion	- Compassion is saying kind words or doing something to show you care about how another person feels. - Showing compassion for others is the respectful, kind thing to do. - Having empathy helps you show compassion.	Demonstrate knowledge of how to respond with compassion	- Social Awareness - Relationship Skills	VC2HP6P04
Unit 2: Emotion Management				
LESSON 9 Introducing Emotion Management	When you have strong, unmanaged emotions, it can lead to negative behaviour and consequences.	- Describe what happens in their brains and bodies when they experience strong emotions - Identify a personal signal - Identify and name strong feelings	- Self-Awareness - Self-Management	VC2HP6P06
LESSON 10 Calming Down	Calming down emotions that are getting out of control helps you think clearly so you can avoid negative consequences.	- Identify situations in which they might need to calm down - Learn the technique for deep, centered breathing - Identify and demonstrate other Calming Down Strategies (using positive self-talk, counting, taking a break)	- Self-Awareness - Self-Management	VC2HP6P06
LESSON 11 Managing Anxiety	Managing your anxiety effectively makes it easier to focus and succeed in social and academic situations.	- Identify social situations that can cause anxiety - Apply what they've learned about calming down in scenarios causing social anxiety	- Self-Management - Social Awareness	VC2HP6P06

LESSON 12 Managing Frustration	- Frustration can get in the way of learning. - Managing frustration reduces the chance of doing something you may regret later.	- Identify physical signs of frustration - Demonstrate reducing frustration by using the Calming-Down Steps	Self-Management	VC2HP6P06
LESSON 13 Resisting Revenge	Getting revenge can make problems worse.	- Identify consequences of revenge - Generate alternatives for seeking revenge - Demonstrate using the Calming-Down Steps	- Self-Management - Social Awareness	VC2HP6P06
LESSON 14 Handling Put-Downs	Calming down helps you handle put-downs and avoid escalating conflicts.	- Identify strategies for handling put-downs - Demonstrate what they've learned about the Calming-Down Steps - Demonstrate assertive responses to put-downs	- Self-Management - Social Awareness	VC2HP6P06
LESSON 15 Avoiding Assumptions	Calming down strong emotions helps you think clearly about a situation and make better decisions.	- Identify emotion-management strategies - Demonstrate assertiveness skills - Identify and use positive self-talk statements to avoid making assumptions	- Self-Management - Social Awareness	VC2HP6P06
Unit 3: Problem Solving				
LESSON 16 Solving Problems, Part 1	Solving problems helps you be successful at school.	- Recall the S: Say the problem step of the Problem-Solving Steps - State a problem without blaming anyone	- Self-Management - Social Awareness	VC2HP6P07

LESSON 17 Solving Problems, Part 2	Solving problems helps you be successful at school.	- Generate safe and respectful solutions to a problem - Identify consequences of potential solutions - Select an appropriate solution to a problem	- Self-Management - Social Awareness	VC2HP6P07
LESSON 18 Making a Plan	- Some solutions to problems are complicated and need a plan. - Plans help you break down a big task into smaller, more manageable parts.	- Explain the purpose of making a plan - Create a three-step plan to carry out a solution to a problem	- Self-Awareness - Self-Management - Social Awareness	VC2HP6P07
LESSON 19 Seeking Help	Seeking help from a trusted adult is sometimes the best solution.	- State the Problem-Solving Steps - Demonstrate using assertiveness skills when seeking help	- Self-Management - Social Awareness	VC2HP6P07
LESSON 20 Dealing with Gossip	Malicious gossip is hurtful and not respectful to others.	- Identify why some gossip is harmful - Generate ideas for refusing or avoiding harmful gossip - Demonstrate using the Problem-Solving Steps to deal with gossip	- Self-Management - Social Awareness	VC2HP6P08
LESSON 21 Dealing with Peer Pressure	- It is okay to say no to others, and it is okay for them to say no to you. - Emotions like guilt and remorse can be reasons not to go along with peer pressure.	- Demonstrate using assertiveness skills to resist peer pressure - Demonstrate using the Problem-Solving Steps to figure out ways to resist peer pressure	- Self-Management - Social Awareness	VC2HP6P08
LESSON 22 Reviewing Second Step Skills	The skills and concepts learned in the Second Step program can help you succeed in school.	- Identify Second Step skills and concepts being used in scenarios students might encounter at school - Include Second Step skills in a written script about solving a problem	- Self-Awareness - Self-Management - Social Awareness	VC2HP6P10

Year 6	Concepts	Objectives - students will be able to:	Social-Emotional Competency	Victorian Health and Physical Education Content Descriptions
Unit 1: Empathy and Communication				
LESSON 1 Working in Groups	Communication skills, such as listening and respecting other people's ideas, are required for success both in and out of class. In this lesson, students will be introduced to the Second Step program and will identify and practise skills for successful communication while being introduced to two of the group-work structures they will be using in further lessons.	- Identify behaviors involved in listening and respecting others' ideas - Apply group communication skills - Define empathy - Apply empathy skills while identifying feelings	- Self-Management - Social Awareness - Relationship Skills	VC2HP6P04
LESSON 2 Friends and Allies	Students with more friends tend to have greater success in school and are also less likely to be bullied. Students can work together to learn how to make it easier for new and/or more isolated students to make friends and join groups. In the lesson, students do this by thinking about ways to make new friends and be an ally to peers, activities that require them to empathise.	- Apply empathy skills - Apply active listening skills - Identify ways to make friends and join groups - Define the term ally and identify when and how to be one	- Self-Management - Social Awareness - Relationship Skills	VC2HP6P04 VC2HP6P05
LESSON 3 Considering Perspectives	Perspective taking is central to empathy. Students can build healthy relationships and avoid aggression by learning to think about the feelings, experiences and needs of others.	- Understand that people's perspectives are based on their feelings, experiences, and needs or wants - Recognise the value in being able to consider another's perspective - Apply perspective-taking skills	- Self-Management - Social Awareness - Relationship Skills	VC2HP6P04 VC2HP6P05

LESSON 4 Disagreeing Respectfully	Disagreeing respectfully helps students strengthen their relationships, avoid misunderstandings and prevent aggressive conflicts. Communicating their perspectives clearly will also help students take a stand against bullying or substance abuse and avoid other risky behaviours. Students can learn to do this by practising respectful disagreement skills and understanding the difference between respectful and disrespectful ways to communicate when they have differences.	• Apply perspective-taking skills • Distinguish between disrespectful and respectful disagreement • Identify and apply effective communication skills • Apply skills to give constructive feedback	• Self-Management • Social Awareness • Relationship Skills	VC2HP6P04 VC2HP6P05
LESSON 5 Being Assertive	Practising being assertive can help students express themselves respectfully. It also prepares them to take a stand against bullying, substance abuse and other risky behaviour. Students can learn to be more assertive by practising appropriate body language, facial expressions, tone of voice and choice of words.	• Distinguish differences between passive, assertive, and aggressive communication styles • Identify and assume the physical and verbal characteristics of assertive communication • Apply assertive communication skills	• Self-Management • Social Awareness • Relationship Skills	VC2HP6P04
Unit 2: Bullying Prevention				
LESSON 6 Recognising Bullying	Bullying is a serious and pervasive problem among upper primary and high school students. Knowing about different kinds of bullying helps students recognise and report mistreatment, support peers who are bullied, and avoid bullying others.	• Recognise and define bullying • Understand how bullying can affect them and their peers • Empathise with individuals who are bullied • Understand what they can do if they or someone they know is bullied	• Social Awareness • Relationship Skills	VC2HP6P04 VC2HP6P08
LESSON 7 Bystanders	Students can use their power as bystanders to discourage bullying and support students who are bullied. This involves learning how bystanders sometimes contribute to bullying and what they can do to be part of the solution to the problem.	• Recognise and define the role of a bystander in bullying • Understand how a bystander can be a part of the problem or part of the solution • Apply empathic concern and perspective taking • Identify ways to be part of the solution to bullying	• Self-Management • Social Awareness • Relationship Skills	VC2HP6P04 VC2HP6P08

Unit 3: Emotion Management				
LESSON 8 Emotions – Brain and Body	Students can learn how to stop strong emotions from creating problems for themselves and others. This involves being able to recognise when strong emotions threaten to take over, learning techniques to calm down, and using critical thinking and reasoning processes.	• Understand what happens to their brains and bodies when they experience strong emotions • Identify the first three Steps for Staying in Control • Understand why using self-talk is a key to managing emotions • Apply self-talk strategies	• Self-Awareness • Self-Management	VC2HP6P06
LESSON 9 Calming Down Strategies	Students need to be able to calm down strong emotions in order to make positive choices in intense situations. Students can learn to use a variety of techniques to help them calm down. With practice, they can learn which techniques work best for them.	• Apply centered breathing techniques correctly • Recognise self-talk that intensifies or calms down strong feelings • Use self-talk to manage emotions • Identify calming-down strategies that work best for them	• Self-Awareness • Self-Management	VC2HP6P06
Unit 4: Problem Solving				
LESSON 10 Using the Action Steps	The Action Steps are taught throughout all levels of this program and can be used effectively to solve problems, make decisions and set goals. This lesson introduces using the Action Steps to solve personal and interpersonal problems.	• Analyse a problem by stating what the problem is and identifying the perspectives of those involved • Generate multiple options for solving a problem • Understand how to consider each option and decide on the best one • Apply the first four Action Steps	• Self-Awareness • Self-Management • Social Awareness • Responsible Decision Making	VC2HP6P10
LESSON 11 Making a Plan	Effective social problem solving is a skill. In this lesson, students work together to use the Action Steps, think through the solution to a problem, and come up with a plan to carry it out and evaluate whether or not it's working.	• Generate a plan for carrying out an option • Apply the Action Steps • Understand how to make amends	• Self-Awareness • Self-Management • Social Awareness • Responsible Decision Making	VC2HP6P10

Unit 5: Substance Abuse Prevention				
LESSON 12 Tobacco and Marijuana	Understanding the negative consequences of substances abuse can help students avoid using alcohol and other drugs. There are many negative outcomes for students to consider, including the danger of addiction, hazards to the brain and body, legal and social consequences, and the risk of losing control of their lives.	- Define addiction and understand its dangers - Identify the personal, health, and social consequences of using tobacco and marijuana - Identify consequences that they consider their personal best reasons for not using tobacco and marijuana	- Self-Awareness - Self-Management - Social Awareness - Responsible Decision Making	VC2HP6P09
LESSON 13 Alcohol and Inhalants	When concern about the harm caused by drugs goes up, substance abuse goes down. Students can reduce their risk of using drugs and alcohol by thinking through the negative effects on health and relationships, impact on people they care about, and ways in which substance abuse may interfere with their success in life.	- Identify the personal, health, and social consequences of using alcohol and inhalants - Identify consequences that they consider their personal best reasons for not using alcohol or inhalants	- Self-Awareness - Self-Management - Responsible Decision Making	VC2HP6P09
LESSON 14 Identifying Hopes and Plans	We can reduce the risk of substance abuse by helping students identify how using alcohol and other drugs could affect their future, and by having them reflect on how people who care about their future might be affected.	- Identify their hopes and plans for the future - Identify the ways that using alcohol, tobacco, marijuana, and inhalants can interfere with their hopes and plans for the future - Identify how people who care about their future would be affected if they knew they were using alcohol or other drugs	- Self-Management - Responsible Decision Making	VC2HP6P09
LESSON 15 Making a Commitment	We can reduce the risk of substance abuse by encouraging students to make a commitment not to use and by having them identify skills that will help them maintain their commitment.	- Generate individual commitments to stay free from alcohol and other drugs - Identify skills to help maintain their commitments - Review and apply Stepping Up skills to certain situations	- Self-Management - Responsible Decision Making	VC2HP6P09 VC2HP6P10