

Week One Mapping

Play

Set Go

Level A Alignment

Why it fits Level A

At Level A, students are *reacting*, *experiencing*, and *exploring* the world through movement, routine, repetition, and emotional responses. Set Go provides predictable cues (“Set / Go”), sensory engagement, and supported interaction.

Critical & Creative Thinking

- React to the world around them through verbal cues and visual prompts (VCCCTQ055)
- Experience routine solutions through repeated game structure (VCCCTQ056)
- Experience learning through repetition and familiar routines (VCCCTM061)

Health & Physical Education

- Experience play activities in a supported setting (VCHPEP007)
- Engage in body movement and simple actions (VCHPEM013, VCHPEM014)
- Experience cooperative movement alongside peers or adults (VCHPEM012)

Personal & Social Capability

- React to people and express enjoyment or preference (VCPSCSE052)
- Focus attention on others and acknowledge their presence (VCPSCSO057)
- Cooperate with others during shared play (VCPSCSO058)

Level A Summary

Students react to cues, experience joy and movement, and begin engaging socially through supported, repetitive play.

Level B Alignment

Why it fits Level B

Level B learners are developing cause-and-effect understanding, turn-taking, and basic choice-making. Set Go supports early numeracy, imitation, and cooperative interaction.

Critical & Creative Thinking

- Use past experience to respond to familiar instructions (VCCCTQ064)
- Generate simple ideas through action and response (VCCCTQ065)
- Use repetition as a learning strategy (VCCCTM070)

Health & Physical Education

- Follow single-word instructions during play (“Set”, “Go”) (VCHPEM028)
- Engage in structured play activities (VCHPEP021)
- Practise basic gross motor movements (VCHPEM022)

Personal & Social Capability

- Demonstrate attention and persistence with support (VCPSCSE061)
- Participate in teacher-guided social interactions (VCPSCSO063)
- Follow basic social rules such as waiting and turn-taking (VCPSCSO065)

Level B Summary

Students follow cues, imitate actions, practise turn-taking, and participate in shared play with guidance.

Level C Alignment

Why it fits Level C

At Level C, students are reasoning, making choices, answering simple questions, and engaging more independently with peers. Set Go naturally builds these skills through counting, collaboration, and reflection.

Critical & Creative Thinking

- Answer “what” questions related to the game (“What number?”) (VCCCTQ072)
- Apply reasoning to routine tasks like counting fingers (VCCCTR076)
- Reflect on experiences using emotions and preferences (VCCCTM078)

Health & Physical Education

- Participate in structured games with simple rules (VCHPEM037)
- Take turns with a partner in physical activity (VCHPEM040)
- Follow simple movement instructions and safety rules (VCHPEM042)

Personal & Social Capability

- Name emotions connected to play and success (VCPSCSE066)
- Change or accept actions based on preference (VCPSCSE067)
- Participate cooperatively in paired activities (VCPSCSO071)

Level C Summary

Students actively count, take turns, reflect on feelings, and cooperate with peers during structured play.

Level D Alignment

Why it fits Level D

Level D learners are beginning to explain thinking, work collaboratively, and reflect on their experiences. Set Go supports reasoning, social awareness, and teamwork in a low-pressure way.

Critical & Creative Thinking

- Generate ideas and strategies during play (VCCCTQ083)
- Use past experience to make choices and improve performance (VCCCTR086)
- Express feelings and thoughts about learning (VCCCTM087)

Health & Physical Education

- Participate in simple games and anticipate next steps (VCHPEM051)
- Cooperate with others and demonstrate positive sportsmanship (VCHPEM054)
- Follow basic rules and safety directions (VCHPEM056)

Personal & Social Capability

- Name emotions and describe how they are expressed during play (VCPSCSE073)
- Work cooperatively in pairs or small groups (VCPSCSO078)

- Demonstrate awareness of how behaviour impacts others (VCPSCSO079)

Level D Summary

Students collaborate, reflect, problem-solve, and build positive peer relationships through playful competition.

Foundation (F) Alignment

Why it fits Foundation

Foundation students are learning to follow simple instructions, recognise numbers, take turns, and engage positively with peers. *Set Go* builds these skills through predictable structure, movement, and playful counting.

Health & Physical Education

- Participate in games and play that involve following simple rules (VCHPEM106)
- Move safely in a range of spaces and situations (VCHPEM107)
- Practise turn-taking and cooperation during play (VCHPEP104)

Mathematics

- Count small collections of objects using one-to-one correspondence (VCMNA071)
- Recognise numbers to at least 10 (VCMNA072)

Personal & Social Capability

- Identify and express positive emotions during play (VCPSCSE002)
- Participate in shared activities showing cooperation and turn-taking (VCPSCSO004)

Critical & Creative Thinking

- Respond to simple cues and instructions (VCCCTQ011)
- Explore ideas through play and repetition (VCCCTM013)

Foundation Summary

Students follow cues, count small numbers, take turns, and experience joy and connection through structured play.

Year 1 Alignment

Why it fits Year 1

Year 1 students are strengthening number fluency, social awareness, and confidence in peer interaction. *Set Go* reinforces these through quick thinking and collaborative counting.

Health & Physical Education

- Practise fundamental movement skills in games (VCHPEM110)
- Work with others to complete physical activities (VCHPEP108)

Mathematics

- Count and order small numbers (VCMNA086)
- Apply counting strategies to real-life contexts (VCMNA087)

Personal & Social Capability

- Describe emotions and respond appropriately in social situations (VCPSCSE005)
- Follow rules and take turns in group activities (VCPSCSO007)

Critical & Creative Thinking

- Apply thinking strategies to solve simple problems (VCCCTR018)
- Reflect on what worked well during an activity (VCCCTM020)

Year 1 Summary

Students count confidently, cooperate with peers, and reflect on their experience during playful challenges.

Year 2 Alignment

Why it fits Year 2

Year 2 learners are developing mental strategies, teamwork skills, and emotional regulation. *Set Go* supports fast recall, collaboration, and positive competition.

Health & Physical Education

- Participate fairly and safely in games (VCHPEM114)
- Demonstrate teamwork and encouragement during play (VCHPEP112)

Mathematics

- Use mental strategies to add small numbers (VCMNA103)
- Recognise and explain number combinations (VCMNA104)

Personal & Social Capability

- Identify how behaviour affects others (VCPSCSE008)
- Work collaboratively and resolve minor challenges (VCPSCSO010)

Critical & Creative Thinking

- Use reasoning to explain answers (VCCCTR024)
- Reflect on strategies used during problem-solving (VCCCTM026)

Year 2 Summary

Students apply mental addition strategies, support peers, and reflect on their thinking and teamwork.

Year 3 Alignment

Why it fits Year 3

Year 3 students are consolidating numeracy fluency, collaboration, and self-regulation. *Set Go* offers a fast-paced, low-pressure way to practise these skills.

Health & Physical Education

- Demonstrate fair play and cooperation in games (VCHPEM118)
- Work effectively with partners and small groups (VCHPEP116)

Mathematics

- Use efficient mental strategies for addition (VCMNA132)
- Recognise and explain number relationships (VCMNA133)

Personal & Social Capability

- Identify personal strengths and areas for improvement (VCPSCSE014)
- Contribute positively to group tasks (VCPSCSO016)

Critical & Creative Thinking

- Select and apply strategies to solve problems (VCCCTR030)
- Reflect on learning and identify what helped them succeed (VCCCTM032)

Year 3 Summary

Students apply mental maths strategies, collaborate effectively, and reflect on learning and group dynamics.

Writing

My Kindness Journal

Level A Alignment

Why it fits Level A

At Level A, students are *reacting, experiencing, and expressing preferences* through sensory, emotional, and supported interactions. My Kindness Journal focuses on noticing kindness, emotional responses, and supported choice-making through drawing, gesture, or reaction.

Personal & Social Capability

Self-Awareness and Management

- React to people and express emotions through facial expression, gesture or sound (VCPSCSE052)
- Indicate preference between options (VCPSCSE053)

Social Awareness and Management

- React to significant people and shared experiences (VCPSCSO055)
- Be supported to interact with others during shared activities (VCPSCSO056)

Critical & Creative Thinking

- React to the world around them and shared discussion (VCCCTQ055)
- Experience ideas and meaning through everyday examples of kindness (VCCCTR059)
- Experience learning through repetition and routine (VCCCTM061)

Health & Physical Education

- React to people and sensory experiences (VCHPEP004)
- Use facial expressions to demonstrate emotion or preference (VCHPEP005)
- Experience play and wellbeing activities in a supported environment (VCHPEP007)

Level A Summary

Students react to kind actions, express emotions or preferences, and engage in shared experiences of kindness with adult support.

Level B Alignment

Why it fits Level B

At Level B, students begin to intentionally express feelings, make choices, and participate in structured routines. My Kindness Journal supports this through simple drawing, supported words, and guided sharing.

Personal & Social Capability

Self-Awareness and Management

- Respond to people or events and demonstrate a range of emotions (VCPSCSE059)
- Follow teacher direction and persist in a supported task (VCPSCSE061)

Social Awareness and Management

- Participate in routine activities and interact with others in familiar contexts (VCPSCSO063)
- Demonstrate simple social skills such as attending and turn-taking (VCPSCSO064)

Critical & Creative Thinking

- Use past experience to inform responses about kindness (VCCCTQ064)
- Generate ideas about everyday experiences (VCCCTQ065)
- Use repetition and visual supports as learning strategies (VCCCTM070)

Health & Physical Education

- Express feelings, needs, likes and dislikes (VCHPEP019)
- Engage in structured wellbeing activities (VCHPEP021)

Level B Summary

Students identify kind actions, express feelings with support, and participate in structured reflection and sharing.

Level C Alignment

Why it fits Level C

At Level C, students reflect on experiences, name emotions, and participate cooperatively with peers. My Kindness Journal encourages emotional literacy, communication, and social understanding.

Personal & Social Capability

Self-Awareness and Management

- Name emotions shown by self and match them to familiar events (VCPSCSE066)
- Try a variety of activities and complete steps in a familiar routine (VCPSCSE068)

Social Awareness and Management

- Follow adult directions to participate intentionally in class activities (VCPSCSO070)
- Follow basic social rules such as turn-taking and respectful listening (VCPSCSO071)
- Identify reactions and solutions to familiar social situations (VCPSCSO072)

Critical & Creative Thinking

- Answer simple “what” questions about familiar experiences (VCCCTQ072)
- Express preferences using personal experience (VCCCTR077)
- Express thinking and emotions through drawing, words or symbols (VCCCTM078)

Health & Physical Education

- Explore feelings and practise expressing needs, likes and dislikes (VCHPEP033)
- Participate in structured classroom wellbeing activities (VCHPEP035)

Level C Summary

Students represent acts of kindness, explain how they felt, and share ideas cooperatively with peers.

Level D Alignment

Why it fits Level D

At Level D, students explain emotions, reflect on behaviour, and understand how actions affect others. My Kindness Journal supports empathy, reasoning, and social awareness.

Personal & Social Capability

Self-Awareness and Management

- Name a range of emotions and describe how they are shown (VCPSCSE073)
- Identify characteristics of self, including likes and dislikes (VCPSCSE074)
- Discuss positive actions to manage social situations (VCPSCSE075)

Social Awareness and Management

- Work cooperatively with peers in small group activities (VCPSCSO078)
- Demonstrate understanding that actions and words impact others (VCPSCSO079)

Critical & Creative Thinking

- Generate ideas about kindness using past experience (VCCCTQ083)
- Use personal examples to explain thinking and feelings (VCCCTR086)
- Express thoughts and feelings about learning and experiences (VCCCTM087)

Health & Physical Education

- Identify emotional responses and describe feelings using words, pictures or symbols (VCHPEP047)
- Explore actions that promote wellbeing and positive relationships (VCHPEP048)

Level D Summary

Students reflect on kindness they have given and received, explain emotions, and recognise the impact of behaviour on others.

Foundation (F) Alignment

Why it fits Foundation

Foundation students are learning to recognise emotions, participate in shared routines, and express ideas through drawing and talk. *My Kindness Journal* supports these skills through visual expression, guided discussion, and simple reflection.

Personal & Social Capability

Self-Awareness and Management

- Identify and express emotions in familiar situations (VCPSCSE002)
- Participate in class routines with support (VCPSCSE004)

Social Awareness and Management

- Identify how to be kind and helpful to others (VCPSCSO004)
- Take turns and listen during group sharing (VCPSCSO005)

Health & Physical Education

(Personal, Social and Community Health)

- Identify feelings and emotions and how they affect behaviour (VCHPEP105)
- Participate in activities that promote positive relationships (VCHPEP106)

English

(Oral Language / Writing)

- Create short texts using drawing and simple words to share ideas (VCELY162)
- Listen to and share ideas during group discussions (VCELY164)

Foundation Summary

Students draw and talk about kindness, identify feelings, and share ideas respectfully with peers.

Year 1 Alignment

Why it fits Year 1

Year 1 students are beginning to describe experiences, express emotions with more clarity, and understand how actions affect others. *My Kindness Journal* builds reflection, empathy, and communication.

Personal & Social Capability

Self-Awareness and Management

- Describe emotions and situations that cause them (VCPSCSE005)
- Identify personal strengths related to being kind (VCPSCSE006)

Social Awareness and Management

- Work with others and follow group expectations (VCPSCSO007)
- Identify ways to show care and kindness to others (VCPSCSO008)

Health & Physical Education

(Personal, Social and Community Health)

- Describe how emotional responses impact relationships (VCHPEP108)
- Practise behaviours that contribute to respectful relationships (VCHPEP109)

English

(Writing / Speaking & Listening)

- Create short written or drawn texts to express ideas (VCELY171)
- Contribute to discussions by listening and responding appropriately (VCELY167)

Year 1 Summary

Students represent acts of kindness, describe how they felt, and communicate respectfully with peers.

Year 2 Alignment

Why it fits Year 2

Year 2 students are developing empathy, reflection skills, and awareness of how behaviour affects others. *My Kindness Journal* supports deeper thinking and cooperative sharing.

Personal & Social Capability

Self-Awareness and Management

- Identify emotional responses and describe how they influence behaviour (VCPSCSE008)
- Recognise personal strengths and positive qualities (VCPSCSE009)

Social Awareness and Management

- Describe how actions affect others' feelings (VCPSCSO010)
- Work cooperatively and resolve simple social challenges (VCPSCSO011)

Health & Physical Education

(Personal, Social and Community Health)

- Describe strategies to manage emotions and show kindness (VCHPEP112)
- Explain how positive behaviour supports wellbeing (VCHPEP113)

English

(Writing / Speaking & Listening)

- Create simple texts that share personal experiences (VCELY176)
- Engage in group discussions, taking turns and listening (VCELY178)

Year 2 Summary

Students reflect on kindness, explain feelings, and understand the impact of actions on others.

Year 3 Alignment

Why it fits Year 3

Year 3 students can explain emotions, reflect on behaviour, and contribute meaningfully to group discussion. *My Kindness Journal* supports empathy, reasoning, and communication.

Personal & Social Capability

Self-Awareness and Management

- Identify personal qualities and reflect on behaviour (VCPSCSE014)
- Describe emotional responses and strategies to manage them (VCPSCSE015)

Social Awareness and Management

- Explain how actions and words affect others (VCPSCSO016)
- Contribute positively to group tasks and discussions (VCPSCSO017)

Health & Physical Education

(Personal, Social and Community Health)

- Explain how empathy and kindness support positive relationships (VCHPEP116)
- Reflect on how behaviour contributes to wellbeing (VCHPEP117)

English

(Writing / Speaking & Listening)

- Plan and create short reflective texts (VCELY187)
- Participate actively in discussions, building on others' ideas (VCELY184)

Year 3 Summary

Students reflect on kindness with increasing depth, explain emotions and behaviour, and contribute thoughtfully to group sharing.

Exercise

Old MacDonald Had a Fitness Farm

Level A Alignment

Why it fits Level A

At Level A, students are *reacting*, *experiencing*, and *engaging* through sensory input, movement, repetition, and emotional response. This activity uses familiar music, predictable actions, and adult modelling to support participation.

Personal & Social Capability

Self-Awareness and Management

- React to people, sounds and events and express emotions (VCPSCSE052)
- Indicate enjoyment or preference through facial expression, gesture or sound (VCPSCSE053)

Social Awareness and Management

- React to significant people and shared group experiences (VCPSCSO055)
- Be supported to interact with others during shared activities (VCPSCSO056)

Health & Physical Education

Movement and Physical Activity

- Experience their body being moved through a variety of positions (VCHPEM008)
- Experience a variety of physical and structured play activities (VCHPEM009)

- Engage in physical activities with adult support (VCHPEM014)

Personal, Social and Community Health

- React to people and sensory experiences (VCHPEP004)
- Use facial expressions or sounds to show emotion (VCHPEP005)

Critical & Creative Thinking

- React to the world around them through story and movement (VCCCTQ055)
- Experience routine and repetition in learning (VCCCTM061)

Level A Summary

Students react to music, movement and storytelling, showing enjoyment and engagement through supported physical actions and emotional responses.

Level B Alignment

Why it fits Level B

At Level B, students begin to intentionally participate, follow simple instructions, and repeat familiar routines. The predictable structure and modelling in this activity supports confidence and engagement.

Personal & Social Capability

Self-Awareness and Management

- Respond to people or events and demonstrate emotions (VCPSCSE059)
- Follow teacher direction and persist in an activity with support (VCPSCSE061)

Social Awareness and Management

- Participate in routine activities with peers (VCPSCSO063)
- Demonstrate simple social skills such as attending and turn-taking (VCPSCSO064)

Health & Physical Education

Movement and Physical Activity

- Practise basic gross motor movements (VCHPEM022)
- Engage in a variety of physical activities (VCHPEM023)
- Follow basic single-word or short instructions during movement (“jump”, “flap”) (VCHPEM028)

Personal, Social and Community Health

- Express feelings and preferences during activity (VCHPEP019)
- Engage in structured play activities (VCHPEP021)

Critical & Creative Thinking

- Use past experience to respond to familiar songs and movements (VCCCTQ064)
- Experience learning strategies of repetition and modelling (VCCCTM070)

Level B Summary

Students intentionally join in with movements, follow simple instructions, and participate in structured, shared play experiences.

Level C Alignment

Why it fits Level C

At Level C, students practise coordination, follow multi-step routines, and engage more actively with peers. The story format supports prediction, imagination, and cooperation.

Personal & Social Capability

Self-Awareness and Management

- Name emotions and match them to familiar experiences (VCPSCSE066)
- Try new activities and complete steps in a familiar routine (VCPSCSE068)

Social Awareness and Management

- Follow adult directions to participate in group activities (VCPSCSO070)
- Follow basic social rules during group movement (VCPSCSO071)
- Identify reactions to familiar social situations (VCPSCSO072)

Health & Physical Education

Movement and Physical Activity

- Practise simple whole-body movements and gross motor patterns (VCHPEM036)
- Participate in games with simple rules and equipment (VCHPEM037)
- Take turns and move safely with others (VCHPEM040)
- Follow movement instructions and safety rules (VCHPEM042)

Personal, Social and Community Health

- Explore feelings and express likes and dislikes (VCHPEP033)
- Participate in structured well-being and movement activities (VCHPEP035)

Critical & Creative Thinking

- Answer simple “what” and “who” questions about the story (VCCCTQ072)
- Express thinking and imagination through movement and sound (VCCCTM078)

Level C Summary

Students follow the story, copy movements, use imagination, and participate cooperatively in group physical activity.

Level D Alignment

Why it fits Level D

At Level D, students explain emotions, reflect on experiences, and understand how behaviour affects others. The activity supports teamwork, expressive movement, and reflection.

Personal & Social Capability

Self-Awareness and Management

- Name a range of emotions and describe how they are shown (VCPSCSE073)
- Identify personal preferences and strengths (VCPSCSE074)
- Discuss positive actions to manage group situations (VCPSCSE075)

Social Awareness and Management

- Work cooperatively with peers in group activities (VCPSCSO078)
- Demonstrate awareness that actions impact others (VCPSCSO079)

Health & Physical Education

Movement and Physical Activity

- Participate in simple games and anticipate next steps in routines (VCHPEM051)
- Cooperate with others and demonstrate positive sportsmanship (VCHPEM054)
- Follow basic rules and safety directions (VCHPEM056)

Personal, Social and Community Health

- Identify emotional responses during movement (VCHPEP047)
- Explore actions that promote health, well-being, and connection (VCHPEP048)

Critical & Creative Thinking

- Generate ideas for animal movements using imagination (VCCCTQ083)
- Use personal experience to explain enjoyment or preference (VCCCTR086)
- Express thoughts and feelings about the activity (VCCCTM087)

Level D Summary

Students engage imaginatively in story-based movement, cooperate with peers, and reflect on emotions and experiences during play.

Foundation (F) Alignment

Why it fits Foundation

Foundation students are learning to listen to stories, follow simple instructions, move safely, and express enjoyment through play. This activity combines music, imagination, and movement in a highly engaging and accessible way.

Health & Physical Education

- Participate in games and play that involve movement and following simple rules (VCHPEM106)
- Move safely in a variety of spaces and situations (VCHPEM107)
- Engage in play-based physical activity to support health and wellbeing (VCHPEP106)

Personal & Social Capability

- Identify and express emotions such as happiness and excitement during play (VCPSCSE002)
- Take turns and participate cooperatively in group activities (VCPSCSO004)

English (Oral Language)

- Listen to and respond to short stories, songs and rhymes (VCELY162)
- Join in with familiar words, actions and repeated phrases (VCELY164)

Foundation Summary

Students listen to a familiar story, copy simple movements, express enjoyment, and participate safely in shared play.

Year 1 Alignment

Why it fits Year 1

Year 1 students are developing coordination, confidence in movement, and the ability to follow routines while working with others. The predictable story structure supports engagement and participation.

Health & Physical Education

- Practise fundamental movement skills through games and activities (VCHPEM110)
- Work with others to complete physical activities and movement sequences (VCHPEP108)

Personal & Social Capability

- Describe emotions and respond positively in group play situations (VCPSCSE005)
- Follow rules and expectations during shared activities (VCPSCSO007)

English (Speaking & Listening)

- Respond to stories and songs through movement and spoken words (VCELY167)
- Participate in group discussions and shared experiences (VCELY166)

Year 1 Summary

Students follow the story, perform animal movements with increasing control, and work cooperatively with peers.

Year 2 Alignment

Why it fits Year 2

Year 2 students are strengthening coordination, teamwork, and awareness of how their actions affect others. This activity supports cooperation, creativity, and sustained participation.

Health & Physical Education

- Participate fairly and safely in physical activities (VCHPEM114)
- Demonstrate teamwork and encouragement during movement games (VCHPEP112)

Personal & Social Capability

- Identify how behaviour and actions impact others in group activities (VCPSCSE008)
- Work cooperatively and manage excitement during shared play (VCPSCSO010)

English (Speaking & Listening)

- Listen to and respond to stories using movement, sound and discussion (VCELY178)
- Take turns when speaking and participating in group activities (VCELY179)

Year 2 Summary

Students engage enthusiastically in story-based movement, cooperate with peers, and demonstrate awareness of group behaviour.

Year 3 Alignment

Why it fits Year 3

Year 3 students can follow longer routines, contribute ideas, and reflect on how movement and behaviour support wellbeing. This activity encourages imagination, cooperation, and reflection.

Health & Physical Education

- Demonstrate fair play, cooperation and control in movement activities (VCHPEM118)
- Work effectively with partners and small groups (VCHPEP116)

Personal & Social Capability

- Identify personal strengths and preferences during activities (VCPSCSE014)
- Explain how actions and behaviour affect others in group settings (VCPSCSO016)

English (Speaking & Listening)

- Participate actively in discussions, building on shared experiences (VCELY184)
- Respond to stories by contributing ideas, actions and reflections (VCELY185)

Year 3 Summary

Students engage imaginatively in story-based fitness, collaborate effectively, and reflect on enjoyment, effort and teamwork.

Gratitude and Giving

Feelings Faces

Level A Alignment

Why it fits Level A

At Level A, students are learning to *react* to people, sounds, and events, and to express emotions through facial expressions, body movements, and sensory responses. *Feelings Faces* provides supported opportunities to experience and show emotions in a safe, playful way.

Personal & Social Capability

Self-Awareness and Management

- React to people and express emotions using facial expression, gesture or sound (VCPSCSE052)
- Indicate preference or enjoyment through emotional response (VCPSCSE053)

Social Awareness and Management

- React to significant people and shared group experiences (VCPSCSO055)
- Be supported to interact with others during shared activities (VCPSCSO056)

Health & Physical Education

Personal, Social and Community Health

- React to people and sensory experiences (VCHPEP004)
- Use facial expressions to demonstrate emotion (VCHPEP005)

Critical & Creative Thinking

- React to the world around them through people's faces and expressions (VCCCTQ055)
- Experience learning through repetition and routine (VCCCTM061)

Level A Summary

Students react to emotions modelled by others and express feelings through facial expressions, gestures, or sounds with adult support.

Level B Alignment

Why it fits Level B

At Level B, students begin to intentionally express emotions, attend to others, and participate in structured social routines. *Feelings Faces* supports emotional awareness, imitation, and early empathy.

Personal & Social Capability

Self-Awareness and Management

- Respond to people or events and demonstrate a range of emotions (VCPSCSE059)
- Follow teacher direction and persist in an activity with support (VCPSCSE061)

Social Awareness and Management

- Participate in routine activities and interact with others in familiar contexts (VCPSCSO063)
- Demonstrate simple social skills such as attending and turn-taking (VCPSCSO064)

Health & Physical Education

Personal, Social and Community Health

- Express feelings, needs, likes and dislikes (VCHPEP019)
- Engage in structured wellbeing and social activities (VCHPEP021)

Critical & Creative Thinking

- Use past experience to respond to familiar emotions (VCCCTQ064)
- Use repetition and modelling as learning strategies (VCCCTM070)

Level B Summary

Students intentionally copy and express emotions, attend to peers' faces, and participate in shared emotional expression.

Level C Alignment

Why it fits Level C

At Level C, students are learning to name emotions, connect feelings to experiences, and engage cooperatively with peers. *Feelings Faces* strengthens emotional literacy and social understanding.

Personal & Social Capability

Self-Awareness and Management

- Name emotions shown by self and match emotions to familiar experiences (VCPSCSE066)
- Try a variety of activities and complete steps in a familiar routine (VCPSCSE068)

Social Awareness and Management

- Follow adult directions to participate intentionally in class activities (VCPSCSO070)
- Follow basic social rules such as turn-taking and respectful listening (VCPSCSO071)
- Identify reactions to familiar social situations (VCPSCSO072)

Health & Physical Education

Personal, Social and Community Health

- Explore feelings and practise expressing needs, likes and dislikes (VCHPEP033)
- Participate in structured classroom wellbeing activities (VCHPEP035)

Critical & Creative Thinking

- Answer simple questions about emotions ("What feeling is this?") (VCCCTQ072)
- Express thinking and emotions through facial expression and body language (VCCCTM078)

Level C Summary

Students name and express emotions, identify emotions in others, and participate cooperatively in group emotional play.

Level D Alignment

Why it fits Level D

At Level D, students reflect on emotions, explain how feelings are shown, and understand how emotions affect relationships. *Feelings Faces* builds empathy, reasoning, and communication skills.

Personal & Social Capability

Self-Awareness and Management

- Name a range of emotions and describe how they are expressed (VCPSCSE073)
- Identify personal preferences and emotional responses (VCPSCSE074)
- Discuss appropriate responses to social situations (VCPSCSE075)

Social Awareness and Management

- Work cooperatively with peers in group activities (VCPSCSO078)
- Demonstrate understanding that actions and emotions impact others (VCPSCSO079)

Health & Physical Education

Personal, Social and Community Health

- Identify emotional responses and describe feelings using words, pictures or symbols (VCHPEP047)
- Explore actions that support wellbeing and positive relationships (VCHPEP048)

Critical & Creative Thinking

- Generate ideas about how emotions can be shown (VCCCTQ083)
- Use personal experience to explain feelings and preferences (VCCCTR086)
- Express thoughts and feelings about learning and interaction (VCCCTM087)

Level D Summary

Students express, identify, and explain emotions, showing empathy and understanding of how feelings affect others.

Foundation (F) Alignment

Why it fits Foundation

Foundation students are learning to recognise basic emotions, respond to others, and participate in shared play. *Feelings Faces* provides a safe, playful way to practise emotional expression and recognition through faces and simple body actions.

Personal & Social Capability

Self-Awareness and Management

- Identify and express basic emotions in familiar situations (VCPSCSE002)
- Participate in class routines and shared activities (VCPSCSE004)

Social Awareness and Management

- Recognise how others may be feeling (VCPSCSO004)
- Take turns and participate cooperatively in group activities (VCPSCSO005)

Health & Physical Education

(Personal, Social and Community Health)

- Identify feelings and emotions and how they affect behaviour (VCHPEP105)
- Participate in activities that promote positive relationships (VCHPEP106)

English (Oral Language)

- Listen to and respond to spoken instructions and simple questions (VCELY162)
- Join in with actions, gestures and simple words during group activities (VCELY164)

Foundation Summary

Students act out basic emotions, recognise emotions in others, and participate positively in group play.

Year 1 Alignment

Why it fits Year 1

Year 1 students are beginning to describe emotions, listen to others, and respond appropriately in social situations. *Feelings Faces* supports empathy and communication through playful role play.

Personal & Social Capability

Self-Awareness and Management

- Describe emotions and situations that cause them (VCPSCSE005)

- Practise self-regulation and appropriate responses during group activities (VCPSCSE006)

Social Awareness and Management

- Follow rules and expectations during shared activities (VCPSCSO007)
- Identify ways to show care and kindness towards others (VCPSCSO008)

Health & Physical Education

(Personal, Social and Community Health)

- Describe how emotional responses affect relationships (VCHPEP108)
- Practise behaviours that support respectful relationships (VCHPEP109)

English (Speaking & Listening)

- Respond to stories, instructions and prompts through talk and actions (VCELY167)
- Participate in group discussions, taking turns and listening to others (VCELY166)

Year 1 Summary

Students express and identify emotions, listen to peers, and respond respectfully during group play.

Year 2 Alignment

Why it fits Year 2

Year 2 students are developing a deeper understanding of emotions and how behaviour impacts others. *Feelings Faces* strengthens emotional literacy, empathy, and cooperation.

Personal & Social Capability

Self-Awareness and Management

- Identify emotional responses and describe how they influence behaviour (VCPSCSE008)
- Recognise personal strengths and positive qualities (VCPSCSE009)

Social Awareness and Management

- Describe how actions and emotions affect others (VCPSCSO010)
- Work cooperatively and resolve minor social challenges (VCPSCSO011)

Health & Physical Education

(Personal, Social and Community Health)

- Describe strategies to manage emotions (VCHPEP112)
- Explain how positive behaviour supports wellbeing and relationships (VCHPEP113)

English (Speaking & Listening)

- Listen and respond to others' ideas and emotions (VCELY178)
- Take turns when speaking and contribute to group discussions (VCELY179)

Year 2 Summary

Students identify emotions, explain their impact, and demonstrate empathy during shared activities.

Year 3 Alignment

Why it fits Year 3

Year 3 students can reflect on emotions, explain facial and body cues, and consider how feelings affect relationships. *Feelings Faces* supports thoughtful discussion and social understanding.

Personal & Social Capability

Self-Awareness and Management

- Identify personal qualities and reflect on emotional responses (VCPSCSE014)
- Describe emotions and strategies to manage them (VCPSCSE015)

Social Awareness and Management

- Explain how actions, words and emotions affect others (VCPSCSO016)
- Contribute positively to group discussions and shared tasks (VCPSCSO017)

Health & Physical Education

(Personal, Social and Community Health)

- Explain how empathy and emotional awareness support positive relationships (VCHPEP116)
- Reflect on how behaviour contributes to wellbeing (VCHPEP117)

English (Speaking & Listening)

- Participate actively in discussions, building on others' ideas (VCELY184)
- Respond to prompts with increasing detail and clarity (VCELY185)

Year 3 Summary

Students identify, explain, and reflect on emotions, demonstrating empathy and social awareness.

Week Two

Play

Heads and Tummies

Level A Alignment

Why it fits Level A

At Level A, students are *reacting*, *experiencing*, and *engaging* through simple actions, repetition, and shared enjoyment. Heads and Tummies allows students to react to group cues and participate through supported gestures and emotional responses.

Personal & Social Capability

Self-Awareness and Management

- React to people and express emotions using facial expression, gesture or sound (VCPSCSE052)
- Indicate enjoyment or preference through emotional response (VCPSCSE053)

Social Awareness and Management

- React to significant people and shared group experiences (VCPSCSO055)
- Be supported to interact with others during shared activities (VCPSCSO056)

Health & Physical Education

Movement and Physical Activity

- Experience their body being moved through simple actions and positions (VCHPEM008)
- Experience structured play and movement activities (VCHPEM009)
- Engage in physical activity with adult support (VCHPEM014)

Personal, Social and Community Health

- React to people and sensory experiences (VCHPEP004)
- Use facial expression or gesture to demonstrate emotion (VCHPEP005)

Critical & Creative Thinking

- React to the world around them through simple cues and routines (VCCCTQ055)
- Experience learning through repetition and routine (VCCCTM061)

Level A Summary

Students react to group cues, express enjoyment, and participate in shared movement through supported gestures.

Level B Alignment

Why it fits Level B

At Level B, students begin to intentionally follow instructions, imitate actions, and participate in familiar routines. Heads and Tummies supports early choice-making and cooperative play.

Personal & Social Capability

Self-Awareness and Management

- Respond to people or events and demonstrate emotions (VCPSCSE059)
- Follow teacher direction and persist in a task with support (VCPSCSE061)

Social Awareness and Management

- Participate in routine activities with peers (VCPSCSO063)
- Demonstrate simple social skills such as attending and turn-taking (VCPSCSO064)

Health & Physical Education

Movement and Physical Activity

- Practise basic gross motor movements (VCHPEM022)
- Engage in structured physical activities (VCHPEM023)
- Follow simple instructions during movement (“head” or “tummy”) (VCHPEM028)

Personal, Social and Community Health

- Express feelings, likes and dislikes during activity (VCHPEP019)
- Engage in structured play activities (VCHPEP021)

Critical & Creative Thinking

- Use past experience to inform responses in familiar routines (VCCCTQ064)
- Use repetition and modelling as learning strategies (VCCCTM070)

Level B Summary

Students intentionally copy or choose gestures, follow simple instructions, and engage socially with peers.

Level C Alignment

Why it fits Level C

At Level C, students are developing coordination, choice-making, and cooperative skills. Heads and Tummies promotes turn-taking, social awareness, and enjoyment in group play.

Personal & Social Capability

Self-Awareness and Management

- Name emotions shown by self and connect them to experiences (VCPSCSE066)
- Try a variety of activities and complete steps in a familiar routine (VCPSCSE068)

Social Awareness and Management

- Follow adult directions to participate in class activities (VCPSCSO070)
- Follow basic social rules during group games (VCPSCSO071)
- Identify reactions to familiar social situations (VCPSCSO072)

Health & Physical Education

Movement and Physical Activity

- Practise simple whole-body movements and coordination (VCHPEM036)
- Participate in games with simple rules (VCHPEM037)
- Take turns and move safely with others (VCHPEM040)
- Follow movement instructions and safety rules (VCHPEM042)

Personal, Social and Community Health

- Explore feelings and express preferences (VCHPEP033)
- Participate in structured wellbeing activities (VCHPEP035)

Critical & Creative Thinking

- Answer simple questions about choices and actions (“Which did you choose?”) (VCCCTQ072)
- Express thinking and emotions through action (VCCCTM078)

Level C Summary

Students make choices, coordinate movements, and participate cooperatively in a shared, playful routine.

Level D Alignment

Why it fits Level D

At Level D, students reflect on behaviour, work collaboratively, and understand how actions affect others. Heads and Tummies supports social awareness, cooperation, and positive group dynamics.

Personal & Social Capability

Self-Awareness and Management

- Name a range of emotions and describe how they are shown (VCPSCSE073)
- Identify personal preferences and strengths (VCPSCSE074)
- Discuss positive actions and strategies in group situations (VCPSCSE075)

Social Awareness and Management

- Work cooperatively with peers in group activities (VCPSCSO078)
- Demonstrate understanding that actions impact others (VCPSCSO079)

Health & Physical Education

Movement and Physical Activity

- Participate in simple games and anticipate next steps (VCHPEM051)
- Cooperate with others and demonstrate positive behaviours (VCHPEM054)
- Follow basic rules and safety directions (VCHPEM056)

Personal, Social and Community Health

- Identify emotional responses during activity (VCHPEP047)
- Explore actions that promote wellbeing and connection (VCHPEP048)

Critical & Creative Thinking

- Generate ideas about strategies to match others' actions (VCCCTQ083)
- Use personal experience to explain enjoyment or preference (VCCCTR086)
- Express thoughts and feelings about group interaction (VCCCTM087)

Level D Summary

Students cooperate, reflect on emotions, and recognise how shared actions build connection and fun.

Foundation (F) Alignment

Why it fits Foundation

Foundation students are learning to participate in group routines, follow simple cues, and express enjoyment through movement and play. *Heads and Tummies* supports social connection and body awareness through simple, repeatable actions.

Health & Physical Education

- Participate in play and games that involve movement and simple rules (VCHPEM106)
- Move safely and confidently in shared spaces (VCHPEM107)
- Engage in physical activity to support health and wellbeing (VCHPEP106)

Personal & Social Capability

- Identify and express emotions such as happiness and excitement (VCPSCSE002)
- Participate cooperatively in group activities (VCPSCSO004)

English (Oral Language)

- Listen to and respond to spoken instructions (VCELY162)
- Join in with actions, gestures, and simple words during group activities (VCELY164)

Foundation Summary

Students follow simple cues, copy gestures, and participate positively in shared play with peers.

Year 1 Alignment

Why it fits Year 1

Year 1 students are developing coordination, confidence, and the ability to follow routines while interacting positively with others. The game encourages turn-taking, matching actions, and shared celebration.

Health & Physical Education

- Practise fundamental movement skills through games (VCHPEM110)
- Work with others to complete movement activities (VCHPEP108)

Personal & Social Capability

- Describe emotions and respond appropriately in group situations (VCPSCSE005)
- Follow rules and expectations during shared activities (VCPSCSO007)

English (Speaking & Listening)

- Respond to instructions and prompts through movement and talk (VCELY167)
- Participate in group discussions and shared experiences (VCELY166)

Year 1 Summary

Students choose and copy gestures, follow routines, and work cooperatively with peers.

Year 2 Alignment

Why it fits Year 2

Year 2 students are strengthening teamwork skills, self-regulation, and awareness of how their behaviour affects others. *Heads and Tummies* supports cooperation, choice-making, and positive interaction.

Health & Physical Education

- Participate fairly and safely in physical activities (VCHPEM114)
- Demonstrate teamwork and encouragement during games (VCHPEP112)

Personal & Social Capability

- Identify how actions and behaviour impact others (VCPSCSE008)
- Work cooperatively and manage excitement during group activities (VCPSCSO010)

English (Speaking & Listening)

- Take turns when speaking and participating in group activities (VCELY178)
- Listen to and respond to peers' actions and ideas (VCELY179)

Year 2 Summary

Students coordinate movements, match actions with others, and demonstrate positive social behaviours.

Year 3 Alignment

Why it fits Year 3

Year 3 students can reflect on their choices, explain preferences, and contribute thoughtfully to group play. The game encourages cooperation, communication, and shared success.

Health & Physical Education

- Demonstrate fair play, cooperation, and control in movement activities (VCHPEM118)
- Work effectively with partners and small groups (VCHPEP116)

Personal & Social Capability

- Identify personal strengths and preferences during activities (VCPSCSE014)
- Explain how actions and behaviour affect others (VCPSCSO016)

English (Speaking & Listening)

- Participate actively in discussions, building on shared experiences (VCELY184)
- Respond to prompts with increasing clarity and confidence (VCELY185)

Year 3 Summary

Students cooperate, reflect on choices, and contribute positively to group connection and celebration.

Written

The Best Me Today

Level A Alignment

Why it fits Level A

At Level A, students are learning to *react*, *experience emotions*, and *make simple choices* with support. This activity focuses on noticing feelings, expressing preference, and engaging in routine reflection.

Personal & Social Capability

Self-Awareness and Management

- React to people and express emotions using facial expression, gesture or sound (VCPSCSE052)
- Indicate preference between two options (VCPSCSE053)

Social Awareness and Management

- React to significant people and shared routines (VCPSCSO055)
- Be supported to interact with others during shared activities (VCPSCSO056)

Critical & Creative Thinking

- React to the world around them and shared routines (VCCCTQ055)
- Experience meaning through everyday examples and repetition (VCCCTR059)
- Experience learning through routine and repetition (VCCCTM061)

Health & Physical Education

- React to people and sensory experiences (VCHPEP004)
- Use facial expressions or gestures to indicate emotion or preference (VCHPEP005)

Level A Summary

Students react to simple goal ideas, express feelings or preferences, and engage in supported reflection through routine prompts.

Level B Alignment

Why it fits Level B

At Level B, students begin to intentionally express feelings, make choices, and persist in simple routines. *The Best Me Today* supports early goal awareness and emotional expression.

Personal & Social Capability

Self-Awareness and Management

- Respond to people or events and demonstrate a range of emotions (VCPSCSE059)
- Follow teacher direction and persist in a task with support (VCPSCSE061)

Social Awareness and Management

- Participate in routine activities in familiar contexts (VCPSCSO063)
- Demonstrate simple social skills such as attending and turn-taking (VCPSCSO064)

Critical & Creative Thinking

- Use past experience to inform choice making (VCCCTQ064)
- Generate ideas about everyday experiences (VCCCTQ065)
- Use repetition and visual prompts as learning strategies (VCCCTM070)

Health & Physical Education

- Express feelings, needs, likes and dislikes (VCHPEP019)
- Engage in structured well-being activities (VCHPEP021)

Level B Summary

Students choose a simple goal, express how it might feel, and participate in supported reflection during the day.

Level C Alignment

Why it fits Level C

At Level C, students reflect on experiences, name emotions, and follow routines with increasing independence. This activity builds responsibility, emotional literacy, and self-reflection.

Personal & Social Capability

Self-Awareness and Management

- Name emotions shown by self and match them to familiar events (VCPSCSE066)
- Try a variety of activities and complete steps in a familiar routine (VCPSCSE068)

Social Awareness and Management

- Follow adult directions to participate intentionally in class activities (VCPSCSO070)
- Follow basic social rules during group activities (VCPSCSO071)
- Identify reactions and solutions to familiar social situations (VCPSCSO072)

Critical & Creative Thinking

- Answer simple questions about goals and actions (“What was your goal?”) (VCCCTQ072)
- Express preferences using personal experience (VCCCTR077)
- Express thinking and emotions through drawings, words or symbols (VCCCTM078)

Health & Physical Education

- Explore feelings and practise expressing needs, likes and dislikes (VCHPEP033)
- Participate in structured well-being activities (VCHPEP035)

Level C Summary

Students identify a personal goal, describe how it makes them feel, and reflect on effort with teacher support.

Level D Alignment

Why it fits Level D

At Level D, students explain emotions, reflect on behaviour, and recognise how actions affect themselves and others. *The Best Me Today* supports goal setting, reflection, and responsibility.

Personal & Social Capability

Self-Awareness and Management

- Name a range of emotions and describe how they are shown (VCPSCSE073)
- Identify characteristics of self, including strengths and preferences (VCPSCSE074)
- Identify situations that may be challenging and discuss positive actions (VCPSCSE075)

Social Awareness and Management

- Work cooperatively with peers and adults in group routines (VCPSCSO078)
- Demonstrate understanding that actions impact others (VCPSCSO079)

Critical & Creative Thinking

- Generate ideas for positive actions using past experience (VCCCTQ083)
- Use examples from personal experience to explain feelings and choices (VCCCTR086)
- Express thoughts and feelings about learning and behaviour (VCCCTM087)

Health & Physical Education

- Identify emotional responses and describe feelings using words, pictures or symbols (VCHPEP047)
- Explore actions that promote well-being, kindness and responsibility (VCHPEP048)

Level D Summary

Students set a simple personal goal, reflect on effort and emotions, and recognise how positive actions support well-being.

Foundation (F) Alignment

Why it fits Foundation

Foundation students are learning to recognise emotions, make simple choices, and participate in classroom routines. *The Best Me Today* supports early goal awareness and emotional expression in a highly supported, visual way.

Personal & Social Capability

Self-Awareness and Management

- Identify and express emotions in familiar situations (VCPSCSE002)
- Participate in class routines with support (VCPSCSE004)

Social Awareness and Management

- Identify simple ways to be helpful and kind (VCPSCSO004)
- Participate cooperatively in group activities (VCPSCSO005)

Health & Physical Education

(Personal, Social and Community Health)

- Identify feelings and emotions and how they affect behaviour (VCHPEP105)
- Participate in activities that promote positive relationships and well-being (VCHPEP106)

English (Oral Language / Early Writing)

- Respond to questions and prompts through talk, drawing or gesture (VCELY162)
- Create short texts using drawing and simple words to share ideas (VCELY164)

Foundation Summary

Students choose a simple goal, show how it will make them feel, and participate in supported reflection.

Year 1 Alignment

Why it fits Year 1

Year 1 students are beginning to describe emotions, take responsibility for simple behaviours, and reflect on their actions. *The Best Me Today* builds confidence, self-regulation, and pride.

Personal & Social Capability

Self-Awareness and Management

- Describe emotions and situations that cause them (VCPSCSE005)
- Identify personal strengths and positive behaviours (VCPSCSE006)

Social Awareness and Management

- Follow rules and expectations during shared routines (VCPSCSO007)
- Identify ways to be kind, helpful, and responsible (VCPSCSO008)

Health & Physical Education

(Personal, Social and Community Health)

- Describe how emotional responses affect behaviour and relationships (VCHPEP108)
- Practise behaviours that support respectful relationships (VCHPEP109)

English (Speaking & Listening / Writing)

- Create short spoken or written texts about personal experiences (VCELY167)
- Participate in group discussions, taking turns and listening to others (VCELY166)

Year 1 Summary

Students set a small personal goal, explain how it makes them feel, and reflect on effort with teacher support.

Year 2 Alignment

Why it fits Year 2

Year 2 students are developing greater self-awareness, empathy, and responsibility. *The Best Me Today* encourages goal setting, emotional reflection, and accountability.

Personal & Social Capability

Self-Awareness and Management

- Identify emotional responses and describe how they influence behaviour (VCPSCSE008)
- Recognise personal strengths and positive qualities (VCPSCSE009)

Social Awareness and Management

- Describe how actions affect others (VCPSCSO010)
- Work cooperatively and reflect on group behaviour (VCPSCSO011)

Health & Physical Education

(Personal, Social and Community Health)

- Describe strategies to manage emotions and behaviour (VCHPEP112)
- Explain how positive behaviour supports well-being (VCHPEP113)

English (Speaking & Listening / Writing)

- Create simple reflective texts about personal goals or experiences (VCELY176)
- Engage in discussions, listening and responding appropriately (VCELY178)

Year 2 Summary

Students choose and work towards a goal, explain feelings linked to their actions, and reflect on their behaviour.

Year 3 Alignment

Why it fits Year 3

Year 3 students can reflect more deeply on behaviour, explain choices, and understand responsibility. *The Best Me Today* supports independence, self-regulation, and well-being.

Personal & Social Capability

Self-Awareness and Management

- Identify personal qualities and reflect on behaviour and effort (VCPSCSE014)
- Describe emotions and strategies to manage them (VCPSCSE015)

Social Awareness and Management

- Explain how actions and choices affect others (VCPSCSO016)
- Contribute positively to group routines and classroom culture (VCPSCSO017)

Health & Physical Education

(Personal, Social and Community Health)

- Explain how personal actions support well-being and positive relationships (VCHPEP116)
- Reflect on how behaviour contributes to feeling proud and confident (VCHPEP117)

English (Speaking & Listening / Writing)

- Plan and create short reflective texts (VCELY187)
- Participate actively in discussions, building on others' ideas (VCELY184)

Year 3 Summary

Students set meaningful personal goals, reflect on effort and emotions, and recognise how positive choices support well-being.

Exercise

Feelings Hopscotch

Level A Alignment

Why it fits Level A

At Level A, students are learning to *react* to people, sounds, visuals, and movement, and to express emotions through facial expressions, gestures, or body responses. Feelings Hopscotch provides rich sensory input, repetition, and supported emotional expression.

Personal & Social Capability

Self-Awareness and Management

- React to people and express emotions using facial expression, gesture or sound (VCPSCSE052)
- Indicate preference or enjoyment through emotional response (VCPSCSE053)

Social Awareness and Management

- React to significant people and shared group experiences (VCPSCSO055)
- Be supported to interact with others during shared activities (VCPSCSO056)

Health & Physical Education

Movement and Physical Activity

- Experience their body being moved through a variety of positions and actions (VCHPEM008)
- Experience structured play and physical activities (VCHPEM009)
- Engage in physical activities with adult support (VCHPEM014)

Personal, Social and Community Health

- React to people and sensory experiences (VCHPEP004)
- Use facial expressions or gestures to demonstrate emotion (VCHPEP005)

Critical & Creative Thinking

- React to the world around them through visuals, movement and routine (VCCCTQ055)
- Experience learning through repetition and routine activities (VCCCTM061)

Level A Summary

Students react to emotion visuals and movement, express feelings through gestures or facial expressions, and engage in shared play with support.

Level B Alignment

Why it fits Level B

At Level B, students begin to intentionally participate, follow simple instructions, and imitate actions. Feelings Hopscotch supports early emotional recognition, choice-making, and cooperative participation.

Personal & Social Capability

Self-Awareness and Management

- Respond to people or events and demonstrate a range of emotions (VCPSCSE059)
- Follow teacher direction and persist in an activity with support (VCPSCSE061)

Social Awareness and Management

- Participate in routine activities with peers (VCPSCSO063)
- Demonstrate simple social skills such as attending and turn-taking (VCPSCSO064)

Health & Physical Education

Movement and Physical Activity

- Practise basic gross motor movements such as stepping, hopping or balancing (VCHPEM022)
- Engage in a variety of physical activities (VCHPEM023)
- Follow simple instructions during movement activities (VCHPEM028)

Personal, Social and Community Health

- Express feelings, needs, likes and dislikes during activity (VCHPEP019)
- Engage in structured play and wellbeing activities (VCHPEP021)

Critical & Creative Thinking

- Use past experience to respond to familiar emotions and visuals (VCCCTQ064)
- Use repetition and modelling as learning strategies (VCCCTM070)

Level B Summary

Students intentionally step through the grid, identify or copy emotions, and participate socially in a structured movement activity.

Level C Alignment

Why it fits Level C

At Level C, students practise naming emotions, following routines, and participating cooperatively with peers. Feelings Hopscotch strengthens emotional literacy, coordination, and social awareness.

Personal & Social Capability

Self-Awareness and Management

- Name emotions shown by self and match them to familiar experiences (VCPSCSE066)
- Try new activities and complete steps in a familiar routine (VCPSCSE068)

Social Awareness and Management

- Follow adult directions to participate intentionally in class activities (VCPSCSO070)
- Follow basic social rules such as turn-taking and cheering for others (VCPSCSO071)
- Identify reactions to familiar social situations (VCPSCSO072)

Health & Physical Education

Movement and Physical Activity

- Practise simple whole-body movements and balance (VCHPEM036)
- Participate in games with simple rules (VCHPEM037)
- Take turns and move safely with others (VCHPEM040)
- Follow movement instructions and safety rules (VCHPEM042)

Personal, Social and Community Health

- Explore feelings and practise expressing needs, likes and dislikes (VCHPEP033)
- Participate in structured wellbeing activities (VCHPEP035)

Critical & Creative Thinking

- Answer simple questions about emotions ("What feeling is this?") (VCCCTQ072)
- Express thinking and emotions through movement, facial expression and gesture (VCCCTM078)

Level C Summary

Students move through the hopscotch grid, identify emotions, copy peers, and participate cooperatively in a supportive group setting.

Level D Alignment

Why it fits Level D

At Level D, students explain emotions, reflect on experiences, and understand how behaviour and emotions affect others. Feelings Hopscotch supports empathy, reasoning, and teamwork.

Personal & Social Capability

Self-Awareness and Management

- Name a range of emotions and describe how they are expressed (VCPSCSE073)
- Identify personal preferences and emotional responses (VCPSCSE074)
- Discuss appropriate actions and responses in social situations (VCPSCSE075)

Social Awareness and Management

- Work cooperatively with peers in group activities (VCPSCSO078)
- Demonstrate understanding that emotions and actions impact others (VCPSCSO079)

Health & Physical Education

Movement and Physical Activity

- Participate in simple games and anticipate next steps in routines (VCHPEM051)
- Cooperate with others and demonstrate positive behaviours (VCHPEM054)
- Follow basic rules and safety directions (VCHPEM056)

Personal, Social and Community Health

- Identify emotional responses during activity (VCHPEP047)
- Explore actions that promote wellbeing, inclusion and connection (VCHPEP048)

Critical & Creative Thinking

- Generate ideas about how emotions can be shown through movement (VCCCTQ083)
- Use personal experience to explain feelings and preferences (VCCCTR086)
- Express thoughts and feelings about participation and learning (VCCCTM087)

Level D Summary

Students identify, express, and explain emotions while cooperating with peers and reflecting on how emotions and movement connect.

Foundation (F) Alignment

Why it fits Foundation

Foundation students are learning to recognise basic emotions, follow simple routines, and move safely while playing with others. *Feelings Hopscotch* combines emotional awareness with simple movement in a fun, visual, and supportive way.

Health & Physical Education

- Participate in play and games that involve movement and simple rules (VCHPEM106)
- Move safely in a variety of spaces and situations (VCHPEM107)
- Engage in physical activity to support health and wellbeing (VCHPEP106)

Personal & Social Capability

- Identify and express basic emotions such as happy, sad or excited (VCPSCSE002)
- Participate cooperatively in group activities and routines (VCPSCSO004)

English (Oral Language)

- Listen to and respond to simple instructions and prompts (VCELY162)
- Join in with actions, gestures, and simple words during shared activities (VCELY164)

Foundation Summary

Students move through the hopscotch grid, copy or show emotions, and participate positively in shared emotional play.

Year 1 Alignment

Why it fits Year 1

Year 1 students are developing emotional vocabulary, coordination, and confidence in group settings. *Feelings Hopscotch* supports recognising emotions in themselves and others while following routines.

Health & Physical Education

- Practise fundamental movement skills such as hopping, balancing and stepping (VCHPEM110)
- Work with others to complete movement activities and games (VCHPEP108)

Personal & Social Capability

- Describe emotions and situations that cause them (VCPSCSE005)
- Follow rules and expectations during shared group activities (VCPSCSO007)

English (Speaking & Listening)

- Respond to instructions, stories, and prompts through talk and movement (VCELY167)
- Participate in group discussions and shared experiences (VCELY166)

Year 1 Summary

Students identify and act out emotions, follow movement routines, and engage cooperatively with peers.

Year 2 Alignment

Why it fits Year 2

Year 2 students are building empathy, emotional regulation, and awareness of how their behaviour affects others. *Feelings Hopscotch* encourages expression, cooperation, and reflection.

Health & Physical Education

- Participate fairly and safely in physical activities (VCHPEM114)
- Demonstrate teamwork and encouragement during games (VCHPEP112)

Personal & Social Capability

- Identify emotional responses and explain how they influence behaviour (VCPSCSE008)
- Describe how actions and emotions affect others (VCPSCSO010)

English (Speaking & Listening)

- Listen to others and respond appropriately during group activities (VCELY178)
- Take turns when speaking and participating (VCELY179)

Year 2 Summary

Students move confidently, identify emotions, support peers, and show growing empathy during shared play.

Year 3 Alignment

Why it fits Year 3

Year 3 students can reflect on emotions, explain how feelings are shown, and understand how emotions influence relationships. *Feelings Hopscotch* supports deeper emotional understanding and collaboration.

Health & Physical Education

- Demonstrate fair play, cooperation and control in movement activities (VCHPEM118)
- Work effectively with partners and small groups (VCHPEP116)

Personal & Social Capability

- Identify personal emotional responses and reflect on behaviour (VCPSCSE014)
- Explain how actions, emotions, and behaviour affect others (VCPSCSO016)

English (Speaking & Listening)

- Participate actively in discussions, building on others' ideas (VCELY184)
- Respond to prompts with increasing detail and clarity (VCELY185)

Year 3 Summary

Students identify, express, and explain emotions while cooperating with peers and reflecting on emotional experiences.

Gratitude & Giving

Gratitude Pictionary

Level A Alignment

Why it fits Level A

At Level A, students are learning to *react*, *experience enjoyment*, and *express preferences* through sensory, emotional, and supported interactions. Gratitude Pictionary allows students to react to things they like and share enjoyment through pictures, gestures, or emotional responses.

Personal & Social Capability

Self-Awareness and Management

- React to people and express emotions using facial expression, gesture or sound (VCPSCSE052)
- Indicate preference between objects or experiences (VCPSCSE053)

Social Awareness and Management

- React to significant people and shared experiences (VCPSCSO055)
- Be supported to interact with others during shared activities (VCPSCSO056)

Critical & Creative Thinking

- React to the world around them through familiar objects and experiences (VCCCTQ055)
- Experience meaning through everyday examples and practical application (VCCCTR059)
- Experience learning through routine and repetition (VCCCTM061)

Health & Physical Education

- React to people and sensory experiences (VCHPEP004)
- Use facial expressions or gestures to indicate emotion or preference (VCHPEP005)

Level A Summary

Students react to things they enjoy, show preference through drawings or gestures, and participate in shared experiences of joy with adult support.

Level B Alignment

Why it fits Level B

At Level B, students begin to intentionally express feelings, make simple choices, and participate in familiar routines. Gratitude Pictionary supports early choice-making, emotional expression, and sharing.

Personal & Social Capability

Self-Awareness and Management

- Respond to people or events and demonstrate a range of emotions (VCPSCSE059)
- Follow teacher direction and persist in a task with support (VCPSCSE061)

Social Awareness and Management

- Participate in routine activities with peers (VCPSCSO063)
- Demonstrate simple social skills such as attending and turn-taking (VCPSCSO064)

Critical & Creative Thinking

- Use past experience to inform choices about what they like (VCCCTQ064)
- Generate ideas based on everyday experiences (VCCCTQ065)
- Use repetition and visual prompts as learning strategies (VCCCTM070)

Health & Physical Education

- Express feelings, needs, likes and dislikes (VCHPEP019)
- Engage in structured wellbeing and social activities (VCHPEP021)

Level B Summary

Students choose something they like, represent it through drawing or symbols, and share enjoyment with peers.

Level C Alignment

Why it fits Level C

At Level C, students are developing emotional literacy, reflection, and cooperative sharing. Gratitude Pictionary supports identifying positive experiences, explaining feelings, and listening to others.

Personal & Social Capability

Self-Awareness and Management

- Name emotions shown by self and connect them to familiar experiences (VCPSCSE066)
- Try a variety of activities and complete steps in a familiar routine (VCPSCSE068)

Social Awareness and Management

- Follow adult directions to participate intentionally in class activities (VCPSCSO070)
- Follow basic social rules such as turn-taking and listening (VCPSCSO071)
- Identify reactions to familiar social situations (VCPSCSO072)

Critical & Creative Thinking

- Answer simple questions about preferences ("What did you draw?") (VCCCTQ072)
- Express preferences using personal experience (VCCCTR077)
- Express thinking and emotions through drawing, words or symbols (VCCCTM078)

Health & Physical Education

- Explore feelings and practise expressing needs, likes and dislikes (VCHPEP033)
- Participate in structured wellbeing activities (VCHPEP035)

Level C Summary

Students draw and share something they are grateful for, explain how it makes them feel, and listen to peers respectfully.

Level D Alignment

Why it fits Level D

At Level D, students explain feelings, reflect on experiences, and understand how sharing emotions builds connection. Gratitude Pictionary supports empathy, reasoning, and positive social interaction.

Personal & Social Capability

Self-Awareness and Management

- Name a range of emotions and describe how they are expressed (VCPSCSE073)
- Identify characteristics of self, including likes and dislikes (VCPSCSE074)
- Discuss positive actions and experiences that support wellbeing (VCPSCSE075)

Social Awareness and Management

- Work cooperatively with peers in group activities (VCPSCSO078)
- Demonstrate understanding that sharing emotions impacts others (VCPSCSO079)

Critical & Creative Thinking

- Generate ideas about positive experiences using past experience (VCCCTQ083)
- Use personal examples to explain why something is important to them (VCCCTR086)
- Express thoughts and feelings about learning and sharing (VCCCTM087)

Health & Physical Education

- Identify emotional responses and describe feelings using words, pictures or symbols (VCHPEP047)
- Explore actions that promote wellbeing, gratitude and connection (VCHPEP048)

Level D Summary

Students reflect on things they are grateful for, explain why they matter, and engage positively with peers through sharing and listening.

Foundation (F) Alignment

Why it fits Foundation

Foundation students are learning to express preferences, recognise positive feelings, and share ideas through drawing and talk. *Gratitude Pictionary* provides a simple, joyful way to show what makes them happy.

Personal & Social Capability

Self-Awareness and Management

- Identify and express basic emotions and preferences (VCPSCSE002)
- Participate in familiar classroom routines with support (VCPSCSE004)

Social Awareness and Management

- Identify ways to be kind and share with others (VCPSCSO004)
- Participate cooperatively in group activities (VCPSCSO005)

Health & Physical Education

(Personal, Social and Community Health)

- Identify feelings and emotions and how they affect behaviour (VCHPEP105)
- Participate in activities that promote positive relationships and well-being (VCHPEP106)

English (Oral Language / Early Writing)

- Respond to questions and prompts through talk, drawing or gesture (VCELY162)
- Create short texts using drawing and simple words to share ideas (VCELY164)

Foundation Summary

Students draw something that makes them happy, share it with peers, and participate positively in a gratitude-focused routine.

Year 1 Alignment

Why it fits Year 1

Year 1 students are beginning to describe feelings, explain preferences, and listen to others.

Gratitude Pictionary supports communication, empathy, and confidence.

Personal & Social Capability

Self-Awareness and Management

- Describe emotions and situations that cause them (VCPSCSE005)
- Identify personal strengths and positive feelings (VCPSCSE006)

Social Awareness and Management

- Follow rules and expectations during shared activities (VCPSCSO007)
- Identify ways to show kindness and appreciation (VCPSCSO008)

Health & Physical Education

(Personal, Social and Community Health)

- Describe how emotional responses affect behaviour and relationships (VCHPEP108)
- Practise behaviours that support respectful relationships (VCHPEP109)

English (Speaking & Listening / Writing)

- Create short spoken or written texts about personal experiences (VCELY167)
- Participate in group discussions, taking turns and listening to others (VCELY166)

Year 1 Summary

Students draw and share something they like, explain why it matters to them, and listen respectfully to others.

Year 2 Alignment

Why it fits Year 2

Year 2 students are developing empathy, reflection, and awareness of how feelings affect others. *Gratitude Pictionary* builds gratitude, communication, and social connection.

Personal & Social Capability

Self-Awareness and Management

- Identify emotional responses and explain how they influence behaviour (VCPSCSE008)
- Recognise personal strengths and positive qualities (VCPSCSE009)

Social Awareness and Management

- Describe how actions and feelings affect others (VCPSCSO010)
- Work cooperatively and show respect during group sharing (VCPSCSO011)

Health & Physical Education

(Personal, Social and Community Health)

- Describe strategies to manage emotions and show appreciation (VCHPEP112)
- Explain how positive behaviour supports wellbeing (VCHPEP113)

English (Speaking & Listening / Writing)

- Create simple reflective texts about personal experiences (VCELY176)
- Engage in discussions, listening and responding appropriately (VCELY178)

Year 2 Summary

Students reflect on things they are grateful for, explain their feelings, and engage positively with peers.

Year 3 Alignment

Why it fits Year 3

Year 3 students can explain emotions in more detail, reflect on experiences, and understand how sharing builds relationships. *Gratitude Pictionary* supports empathy, reasoning, and communication.

Personal & Social Capability

Self-Awareness and Management

- Identify personal qualities and reflect on emotions and behaviour (VCPSCSE014)
- Describe emotions and strategies to manage them (VCPSCSE015)

Social Awareness and Management

- Explain how actions, words, and emotions affect others (VCPSCSO016)
- Contribute positively to group discussions and shared activities (VCPSCSO017)

Health & Physical Education

(Personal, Social and Community Health)

- Explain how gratitude and empathy support positive relationships (VCHPEP116)
- Reflect on how behaviour contributes to wellbeing and connection (VCHPEP117)

English (Speaking & Listening / Writing)

- Plan and create short reflective texts (VCELY187)
- Participate actively in discussions, building on others' ideas (VCELY184)

Year 3 Summary

Students reflect on gratitude with increasing depth, explain why something matters to them, and listen thoughtfully to peers.

WEEK THREE

Play

Walk, Stop, Name, Clap

Level A Alignment

Why it fits Level A

At Level A, students are learning to *react* to people, sounds, and movement, and to engage in shared routines with support. This activity provides clear cues, repetition, and opportunities for emotional and physical response.

Personal & Social Capability

Self-Awareness and Management

- React to people and express emotions using facial expression, gesture or sound (VCPSCSE052)
- Indicate enjoyment or preference through emotional response (VCPSCSE053)

Social Awareness and Management

- React to significant people and shared group experiences (VCPSCSO055)
- Be supported to interact with others during shared activities (VCPSCSO056)

Health & Physical Education

Movement and Physical Activity

- Experience their body being moved through simple actions and positions (VCHPEM008)
- Experience structured play and physical activities (VCHPEM009)
- Engage in physical activities with adult support (VCHPEM014)

Personal, Social and Community Health

- React to people and sensory experiences (VCHPEP004)
- Use facial expression or gesture to show emotion or response (VCHPEP005)

Critical & Creative Thinking

- React to the world around them through sound, movement and routine (VCCCTQ055)
- Experience learning through repetition and familiar routines (VCCCTM061)

Level A Summary

Students react to commands through movement or gesture and participate in shared group routines with support.

Level B Alignment

Why it fits Level B

At Level B, students begin to intentionally follow instructions, imitate actions, and participate in familiar routines. This activity supports early listening skills, attention, and social engagement.

Personal & Social Capability

Self-Awareness and Management

- Respond to people or events and demonstrate emotions (VCPSCSE059)
- Follow teacher direction and persist in a task with support (VCPSCSE061)

Social Awareness and Management

- Participate in routine activities in familiar contexts (VCPSCSO063)
- Demonstrate simple social skills such as attending and turn-taking (VCPSCSO064)

Health & Physical Education

Movement and Physical Activity

- Practise basic gross motor movements such as walking, stopping or clapping (VCHPEM022)
- Engage in a variety of physical activities (VCHPEM023)
- Follow simple instructions during movement (“walk”, “stop”) (VCHPEM028)

Personal, Social and Community Health

- Express feelings, likes and dislikes during activity (VCHPEP019)
- Engage in structured play activities (VCHPEP021)

Critical & Creative Thinking

- Use past experience to respond to familiar commands (VCCCTQ064)
- Use repetition and modelling as learning strategies (VCCCTM070)

Level B Summary

Students intentionally follow commands, copy actions, and participate socially in structured group movement.

Level C Alignment

Why it fits Level C

At Level C, students practise listening, responding to instructions, naming themselves or others, and working cooperatively with peers. Walk, Stop, Name, Clap supports focus, self-regulation, and social connection.

Personal & Social Capability

Self-Awareness and Management

- Name emotions and respond to familiar routines (VCPSCSE066)
- Try new activities and complete steps in a familiar routine (VCPSCSE068)

Social Awareness and Management

- Follow adult directions to participate intentionally in class activities (VCPSCSO070)
- Follow basic social rules during group games (VCPSCSO071)
- Identify reactions to familiar social situations (VCPSCSO072)

Health & Physical Education

Movement and Physical Activity

- Practise simple whole-body movements and coordination (VCHPEM036)

- Participate in games with simple rules (VCHPEM037)
- Take turns and move safely with others (VCHPEM040)
- Follow movement instructions and safety rules (VCHPEM042)

Personal, Social and Community Health

- Explore feelings and practise expressing needs, likes and dislikes (VCHPEP033)
- Participate in structured wellbeing and movement activities (VCHPEP035)

Critical & Creative Thinking

- Answer simple questions about actions and names ("Who did you say?") (VCCCTQ072)
- Express thinking through movement, voice or gesture (VCCCTM078)

Level C Summary

Students listen to instructions, respond with appropriate movement or voice, and build connection by naming themselves or peers.

Level D Alignment

Why it fits Level D

At Level D, students reflect on behaviour, work cooperatively, and understand how actions affect group dynamics. This activity supports focus, self-regulation, and positive peer interaction.

Personal & Social Capability

Self-Awareness and Management

- Name a range of emotions and describe how they are shown (VCPSCSE073)
- Identify personal preferences and strengths (VCPSCSE074)
- Discuss positive strategies for participating in group situations (VCPSCSE075)

Social Awareness and Management

- Work cooperatively with peers in group activities (VCPSCSO078)
- Demonstrate understanding that actions and words impact others (VCPSCSO079)

Health & Physical Education

Movement and Physical Activity

- Participate in simple games and anticipate next steps in routines (VCHPEM051)
- Cooperate with others and demonstrate positive behaviours (VCHPEM054)
- Follow basic rules and safety directions (VCHPEM056)

Personal, Social and Community Health

- Identify emotional responses during activity (VCHPEP047)
- Explore actions that promote wellbeing, inclusion and connection (VCHPEP048)

Critical & Creative Thinking

- Generate ideas for actions or leadership during the game (VCCCTQ083)
- Use personal experience to explain enjoyment or challenge (VCCCTR086)
- Express thoughts and feelings about participation and focus (VCCCTM087)

Level D Summary

Students listen, respond accurately to commands, name peers, and reflect on how shared actions build connection and focus.

Foundation (F) Alignment

Why it fits Foundation

Foundation students are learning to listen to instructions, recognise their own name and others' names, and move safely in shared spaces. *Walk, Stop, Name, Clap* supports early self-regulation, body awareness, and social connection through simple, repeatable commands.

Health & Physical Education

Movement and Physical Activity

- Participate in play and games that involve following simple rules and instructions (VCHPEM106)
- Move safely in a variety of spaces and situations (VCHPEM107)

Personal, Social and Community Health

- Identify feelings and emotions during play (VCHPEP105)
- Participate in activities that promote positive relationships (VCHPEP106)

Personal & Social Capability

Self-Awareness and Management

- Identify and express emotions such as excitement or enjoyment (VCPSCSE002)

Social Awareness and Management

- Participate cooperatively in group activities and routines (VCPSCSO004)
- Recognise and respond to others during shared play (VCPSCSO005)

English (Oral Language)

- Listen to and respond to simple spoken instructions (VCELY162)
- Join in with actions, gestures, and spoken words (VCELY164)

Foundation Summary

Students follow simple movement commands, respond to cues, and participate positively in shared group play.

Year 1 Alignment

Why it fits Year 1

Year 1 students are developing listening skills, coordination, and confidence in social interactions. This activity supports focus, name recognition, and cooperative movement.

Health & Physical Education

Movement and Physical Activity

- Practise fundamental movement skills through games and activities (VCHPEM110)

Personal, Social and Community Health

- Describe how emotions influence behaviour during activities (VCHPEP108)

Personal & Social Capability

Self-Awareness and Management

- Describe emotions experienced during group play (VCPSCSE005)

Social Awareness and Management

- Follow rules and expectations during shared activities (VCPSCSO007)
- Identify ways to show respect and care towards others (VCPSCSO008)

English (Speaking & Listening)

- Respond to instructions and prompts through talk and movement (VCELY167)
- Participate in group discussions and shared experiences (VCELY166)

Year 1 Summary

Students listen carefully, respond with movement or voice, and build confidence using names in a group setting.

Year 2 Alignment

Why it fits Year 2

Year 2 students are strengthening self-regulation, teamwork, and awareness of how behaviour affects others. *Walk, Stop, Name, Clap* encourages attentive listening, cooperation, and positive peer interaction.

Health & Physical Education

Movement and Physical Activity

- Participate fairly and safely in physical activities (VCHPEM114)

Personal, Social and Community Health

- Describe strategies to manage emotions and behaviour (VCHPEP112)

Personal & Social Capability

Self-Awareness and Management

- Identify emotional responses and explain how they influence behaviour (VCPSCSE008)

Social Awareness and Management

- Describe how actions and words affect others (VCPSCSO010)
- Work cooperatively and follow group expectations (VCPSCSO011)

English (Speaking & Listening)

- Listen to others and respond appropriately during group activities (VCELY178)
- Take turns when speaking and participating (VCELY179)

Year 2 Summary

Students respond accurately to commands, regulate movement, and engage respectfully with peers using names and shared actions.

Year 3 Alignment

Why it fits Year 3

Year 3 students can reflect on behaviour, explain choices, and contribute actively to group dynamics. This activity supports leadership, focus, and social awareness.

Health & Physical Education

Movement and Physical Activity

- Demonstrate fair play, cooperation and control in movement activities (VCHPEM118)

Personal, Social and Community Health

- Explain how positive behaviour supports wellbeing and connection (VCHPEP116)

Personal & Social Capability

Self-Awareness and Management

- Identify personal strengths and reflect on emotional responses (VCPSCSE014)

Social Awareness and Management

- Explain how actions, words and behaviour affect others (VCPSCSO016)
- Contribute positively to group routines and activities (VCPSCSO017)

English (Speaking & Listening)

- Participate actively in discussions, building on others' ideas (VCELY184)
- Respond clearly to prompts and instructions (VCELY185)

Year 3 Summary

Students demonstrate strong listening skills, cooperative movement, and social confidence by responding to commands and naming peers.

Written

My Empathy Tree

Level A Alignment

Why it fits Level A

At Level A, students are learning to *react, experience emotions, and express preference* through sensory and supported interactions. *My Empathy Tree* introduces empathy by noticing feelings and reacting to simple helping examples.

Personal & Social Capability

Self-Awareness and Management

- React to people and express emotions using facial expression, gesture or sound (VCPSCSE052)
- Indicate preference between objects, images or emotions (VCPSCSE053)

Social Awareness and Management

- React to significant people and shared experiences (VCPSCSO055)
- Be supported to interact with others during shared activities (VCPSCSO056)

Health & Physical Education

Personal, Social and Community Health

- React to people and sensory experiences (VCHPEP004)
- Use facial expressions or gestures to demonstrate emotion (VCHPEP005)
- Experience play and wellbeing activities (VCHPEP007)

Critical & Creative Thinking

- React to the world around them and familiar social situations (VCCCTQ055)
- Experience meaning through everyday examples (VCCCTR059)
- Experience learning through repetition and routine (VCCCTM061)

Level A Summary

Students react to helping scenarios, express emotions through gestures or visuals, and engage in supported empathy experiences.

Level B Alignment

Why it fits Level B

At Level B, students begin to intentionally express emotions, make choices, and participate in familiar routines. *My Empathy Tree* supports recognising feelings and linking actions to emotions with guidance.

Personal & Social Capability

Self-Awareness and Management

- Respond to people or events and demonstrate a range of emotions (VCPSCSE059)

- Follow teacher direction and persist in a task with support (VCPSCSE061)

Social Awareness and Management

- Participate in routine activities and interact with others in familiar contexts (VCPSCSO063)
- Demonstrate simple social skills such as attending and turn-taking (VCPSCSO064)

Health & Physical Education

Personal, Social and Community Health

- Express feelings, needs, likes and dislikes (VCHPEP019)
- Engage in structured wellbeing activities (VCHPEP021)

Critical & Creative Thinking

- Use past experience to respond to helping examples (VCCCTQ064)
- Generate ideas about everyday experiences (VCCCTQ065)
- Use visual prompts and repetition as learning strategies (VCCCTM070)

Level B Summary

Students choose emotions, represent simple helping actions, and begin to link feelings with kindness.

Level C Alignment

Why it fits Level C

At Level C, students practise naming emotions, reflecting on experiences, and participating cooperatively with peers. *My Empathy Tree* builds emotional literacy and perspective-taking.

Personal & Social Capability

Self-Awareness and Management

- Name emotions shown by self and match them to familiar events or experiences (VCPSCSE066)
- Try a variety of activities and complete steps in a familiar routine (VCPSCSE068)

Social Awareness and Management

- Follow adult directions to participate intentionally in class activities (VCPSCSO070)
- Follow basic social rules during group activities (VCPSCSO071)
- Identify reactions to familiar social situations (VCPSCSO072)

Health & Physical Education

Personal, Social and Community Health

- Explore feelings and practise expressing needs, likes and dislikes (VCHPEP033)
- Participate in structured wellbeing activities (VCHPEP035)

Critical & Creative Thinking

- Answer simple questions about feelings and actions (“Who did you help?”) (VCCCTQ072)
- Express preferences and emotions using personal experience (VCCCTR077)
- Express thinking and emotions through drawing, symbols or words (VCCCTM078)

Level C Summary

Students identify emotions in themselves and others, represent acts of kindness, and reflect on how helping feels.

Level D Alignment

Why it fits Level D

At Level D, students explain emotions, reflect on behaviour, and understand how actions impact others. *My Empathy Tree* supports empathy, reasoning, and social awareness.

Personal & Social Capability

Self-Awareness and Management

- Name a range of emotions and describe how they are expressed or shown (VCPSCSE073)
- Identify characteristics of self, including likes, dislikes and strengths (VCPSCSE074)
- Identify situations that could be a challenge and discuss positive actions (VCPSCSE075)

Social Awareness and Management

- Work cooperatively with peers and adults in group or 1:1 activities (VCPSCSO078)
- Demonstrate understanding that actions and words impact others (VCPSCSO079)

Health & Physical Education

Personal, Social and Community Health

- Identify emotional responses and describe feelings using pictures and/or words (VCHPEP047)
- Explore actions that promote wellbeing, kindness and connection (VCHPEP048)

Critical & Creative Thinking

- Generate ideas about helping others using past experience (VCCCTQ083)
- Use examples from personal experience to explain emotions and actions (VCCCTR086)
- Express thoughts and feelings about learning and social interaction (VCCCTM087)

Level D Summary

Students reflect on acts of kindness, explain emotions in themselves and others, and recognise empathy as a positive social behaviour.

Foundation (F) Alignment

Why it fits Foundation

Foundation students are learning to recognise their own feelings, understand that others have feelings, and participate in shared routines. *My Empathy Tree* introduces empathy through simple helping examples, visual supports, and guided discussion.

Personal & Social Capability

Self-Awareness and Management

- Identify and express basic emotions in familiar situations (VCPSCSE002)
- Participate in classroom routines with support (VCPSCSE004)

Social Awareness and Management

- Identify ways to be kind and helpful to others (VCPSCSO004)
- Participate cooperatively in group or 1:1 activities (VCPSCSO005)

Health & Physical Education

(Personal, Social and Community Health)

- Identify feelings and emotions and how they affect behaviour (VCHPEP105)
- Participate in activities that promote positive relationships (VCHPEP106)

English (Oral Language / Early Writing)

- Respond to simple questions and prompts through talk, pointing, or drawing (VCELY162)

- Create short texts using drawing or symbols to share ideas (VCELY164)

Foundation Summary

Students identify feelings, show simple helping actions, and participate in supported discussions about kindness and empathy.

Year 1 Alignment

Why it fits Year 1

Year 1 students are beginning to describe emotions, recognise others' feelings, and explain simple actions. *My Empathy Tree* builds awareness that helping others affects how people feel.

Personal & Social Capability

Self-Awareness and Management

- Describe emotions and situations that cause them (VCPSCSE005)
- Identify personal strengths related to kindness and helping (VCPSCSE006)

Social Awareness and Management

- Follow rules and expectations during shared activities (VCPSCSO007)
- Identify ways to show care and empathy towards others (VCPSCSO008)

Health & Physical Education

(Personal, Social and Community Health)

- Describe how emotional responses affect behaviour and relationships (VCHPEP108)
- Practise behaviours that support respectful relationships (VCHPEP109)

English (Speaking & Listening / Writing)

- Create short spoken or written texts about personal experiences (VCELY167)
- Participate in group discussions, taking turns and listening (VCELY166)

Year 1 Summary

Students describe their feelings, explain simple helping actions, and begin to recognise how others feel.

Year 2 Alignment

Why it fits Year 2

Year 2 students are developing empathy, reflection, and understanding of how actions impact others. *My Empathy Tree* supports perspective-taking and emotional explanation.

Personal & Social Capability

Self-Awareness and Management

- Identify emotional responses and explain how they influence behaviour (VCPSCSE008)
- Recognise personal strengths and positive qualities (VCPSCSE009)

Social Awareness and Management

- Describe how actions affect others' feelings (VCPSCSO010)
- Work cooperatively and show empathy during group activities (VCPSCSO011)

Health & Physical Education

(Personal, Social and Community Health)

- Describe strategies to manage emotions and respond kindly (VCHPEP112)
- Explain how positive behaviour supports wellbeing and relationships (VCHPEP113)

English (Speaking & Listening / Writing)

- Create simple reflective texts about experiences and feelings (VCELY176)

- Engage in discussions, listening and responding appropriately (VCELY178)

Year 2 Summary

Students explain how helping feels, recognise others' emotions, and reflect on kindness and empathy.

Year 3 Alignment

Why it fits Year 3

Year 3 students can reflect more deeply on emotions, explain perspectives, and understand empathy as a social skill. *My Empathy Tree* supports emotional reasoning and social responsibility.

Personal & Social Capability

Self-Awareness and Management

- Identify personal qualities and reflect on emotional responses (VCPSCSE014)
- Describe emotions and strategies to manage them (VCPSCSE015)

Social Awareness and Management

- Explain how actions and behaviour affect others (VCPSCSO016)
- Contribute positively to group discussions and shared activities (VCPSCSO017)

Health & Physical Education

(Personal, Social and Community Health)

- Explain how empathy and helping behaviours support positive relationships (VCHPEP116)
- Reflect on how behaviour contributes to wellbeing and connection (VCHPEP117)

English (Speaking & Listening / Writing)

- Plan and create short reflective texts (VCELY187)
- Participate actively in discussions, building on others' ideas (VCELY184)

Year 3 Summary

Students reflect on empathy with increasing depth, explain feelings from different perspectives, and recognise the value of helping others.

Exercise

Roll & Move

Level A Alignment

Why it fits Level A

At Level A, students are learning to *react* to sensory input, movement cues, and shared routines. *Roll & Move* provides clear visual and physical prompts, repetition, and opportunities for supported participation.

Personal & Social Capability

Self-Awareness and Management

- React to people and express emotions using facial expression, gesture or sound (VCPSCSE052)

- Indicate enjoyment or preference through emotional response (VCPSCSE053)

Social Awareness and Management

- React to significant people and shared group experiences (VCPSCSO055)
- Be supported to interact with others during shared activities (VCPSCSO056)

Health & Physical Education

Movement and Physical Activity

- Experience their body being moved through a variety of positions and actions (VCHPEM008)
- Experience structured play and physical activities (VCHPEM009)
- Engage in physical activity with adult support (VCHPEM014)

Personal, Social and Community Health

- React to people and sensory experiences (VCHPEP004)
- Use movement or gesture to demonstrate emotion or response (VCHPEP005)

Critical & Creative Thinking

- React to the world around them through movement, sound, and routine (VCCCTQ055)
- Experience learning through repetition and familiar routines (VCCCTM061)

Level A Summary

Students react to the dice roll and group movements, expressing enjoyment and participating through supported actions or gestures.

Level B Alignment

Why it fits Level B

At Level B, students begin to intentionally follow instructions, imitate actions, and take part in familiar routines. *Roll & Move* supports early turn-taking, movement imitation, and group engagement.

Personal & Social Capability

Self-Awareness and Management

- Respond to people or events and demonstrate emotions (VCPSCSE059)
- Follow teacher direction and persist in an activity with support (VCPSCSE061)

Social Awareness and Management

- Participate in routine activities with peers (VCPSCSO063)
- Demonstrate simple social skills such as attending and turn-taking (VCPSCSO064)

Health & Physical Education

Movement and Physical Activity

- Practise basic gross motor movements such as clapping, stomping or stretching (VCHPEM022)
- Engage in a variety of physical activities (VCHPEM023)
- Follow simple instructions during movement activities (VCHPEM028)

Personal, Social and Community Health

- Express feelings, likes and dislikes during activity (VCHPEP019)
- Engage in structured play and movement activities (VCHPEP021)

Critical & Creative Thinking

- Use past experience to respond to familiar movement cues (VCCCTQ064)
- Use repetition and modelling as learning strategies (VCCCTM070)

Level B Summary

Students imitate movements linked to the dice roll, begin to take turns, and participate socially in a structured movement game.

Level C Alignment

Why it fits Level C

At Level C, students practise following rules, coordinating movements, and participating cooperatively. *Roll & Move* builds physical literacy, patience, and shared enjoyment.

Personal & Social Capability

Self-Awareness and Management

- Name emotions and respond to familiar routines (VCPSCSE066)
- Try a variety of activities and complete steps in a familiar routine (VCPSCSE068)

Social Awareness and Management

- Follow adult directions to participate intentionally in class activities (VCPSCSO070)
- Follow basic social rules such as turn-taking (VCPSCSO071)
- Identify reactions to familiar social situations (VCPSCSO072)

Health & Physical Education

Movement and Physical Activity

- Practise simple whole-body movements and coordination (VCHPEM036)
- Participate in games with simple rules (VCHPEM037)
- Take turns and move safely with others (VCHPEM040)
- Follow movement instructions and safety rules (VCHPEM042)

Personal, Social and Community Health

- Explore feelings and practise expressing enjoyment and effort (VCHPEP033)
- Participate in structured wellbeing and movement activities (VCHPEP035)

Critical & Creative Thinking

- Answer simple questions about actions and preferences (“Which movement did you like?”) (VCCCTQ072)
- Express thinking through movement and gesture (VCCCTM078)

Level C Summary

Students follow rules, perform a range of movements, take turns rolling the dice, and engage cooperatively with peers.

Level D Alignment

Why it fits Level D

At Level D, students reflect on participation, cooperate effectively, and understand group dynamics. *Roll & Move* supports teamwork, leadership, and reflection on movement experiences.

Personal & Social Capability

Self-Awareness and Management

- Name a range of emotions and describe how they are shown during activities (VCPSCSE073)
- Identify personal preferences and strengths (VCPSCSE074)
- Discuss positive strategies for participating in group situations (VCPSCSE075)

Social Awareness and Management

- Work cooperatively with peers in group activities (VCPSCSO078)
- Demonstrate understanding that actions and behaviour impact others (VCPSCSO079)

Health & Physical Education

Movement and Physical Activity

- Participate in simple games and anticipate next steps in routines (VCHPEM051)
- Cooperate with others and demonstrate positive behaviours (VCHPEM054)
- Follow basic rules and safety directions (VCHPEM056)

Personal, Social and Community Health

- Identify emotional responses during activity (VCHPEP047)
- Explore actions that promote wellbeing, inclusion, and connection (VCHPEP048)

Critical & Creative Thinking

- Generate ideas for variations or leadership roles in the game (VCCCTQ083)
- Use personal experience to explain enjoyment or challenge (VCCCTR086)
- Express thoughts and feelings about participation and teamwork (VCCCTM087)

Level D Summary

Students take turns leading, cooperate with peers, reflect on movement choices, and recognise the value of shared physical activity.

Foundation (F) Alignment

Why it fits Foundation

Foundation students are developing body awareness, learning to follow simple rules, and participating in shared movement experiences. *Roll & Move* supports early physical literacy, listening, and enjoyment of group play.

Health & Physical Education

- Participate in play and games that involve movement and simple rules (VCHPEM106)
- Move safely in shared spaces (VCHPEM107)
- Engage in physical activity to support health and wellbeing (VCHPEP106)

Personal & Social Capability

- Identify and express emotions such as enjoyment and excitement (VCPSCSE002)
- Participate cooperatively in group activities (VCPSCSO004)

English (Oral Language)

- Listen to and respond to simple instructions (VCELY162)
- Join in with actions, gestures, and simple words during group activities (VCELY164)

Foundation Summary

Students follow simple instructions, perform basic movements, and participate positively in group movement play.

Year 1 Alignment

Why it fits Year 1

Year 1 students are building coordination, turn-taking skills, and confidence in following routines. *Roll & Move* encourages shared participation and movement exploration.

Health & Physical Education

- Practise fundamental movement skills through games and activities (VCHPEM110)
- Work with others to complete movement activities (VCHPEP108)

Personal & Social Capability

- Describe emotions experienced during group play (VCPSCSE005)
- Follow rules and expectations during shared activities (VCPSCSO007)

English (Speaking & Listening)

- Respond to instructions through talk and movement (VCELY167)
- Participate in group discussions and shared experiences (VCELY166)

Year 1 Summary

Students take turns, perform a range of movements, and work cooperatively with peers.

Year 2 Alignment

Why it fits Year 2

Year 2 students are strengthening cooperation, self-regulation, and awareness of how behaviour affects others. *Roll & Move* supports teamwork, patience, and enjoyment.

Health & Physical Education

- Participate fairly and safely in physical activities (VCHPEM114)
- Demonstrate teamwork and encouragement during games (VCHPEP112)

Personal & Social Capability

- Identify emotional responses and explain how they influence behaviour (VCPSCSE008)
- Work cooperatively and follow group expectations (VCPSCSO010)

English (Speaking & Listening)

- Listen to others and respond appropriately during group activities (VCELY178)
- Take turns when speaking and participating (VCELY179)

Year 2 Summary

Students cooperate with peers, follow rules, and engage positively in shared movement challenges.

Year 3 Alignment

Why it fits Year 3

Year 3 students can reflect on their participation, explain preferences, and contribute actively to group dynamics. *Roll & Move* builds leadership, collaboration, and reflection.

Health & Physical Education

- Demonstrate fair play, cooperation, and control in movement activities (VCHPEM118)
- Work effectively with partners and small groups (VCHPEP116)

Personal & Social Capability

- Identify personal strengths and preferences during activities (VCPSCSE014)
- Explain how actions and behaviour affect others (VCPSCSO016)

English (Speaking & Listening)

- Participate actively in discussions, building on others' ideas (VCELY184)
- Respond clearly to prompts and reflect on experiences (VCELY185)

Year 3 Summary

Students take turns leading, perform varied movements, and reflect on enjoyment and teamwork.

Gratitude & Giving

Emotions Match-Up

Level A Alignment

Why it fits Level A

At Level A, students are learning to *react* to people, visuals, and familiar situations, and to express emotions through facial expressions, gestures, or sounds. *Emotions Match-Up* introduces emotions through supported exposure and shared experiences.

Personal & Social Capability

Self-Awareness and Management

- React to people and express emotions using facial expression, gesture or sound (VCPSCSE052)
- Indicate preference or emotional response to familiar situations (VCPSCSE053)

Social Awareness and Management

- React to significant people and shared experiences (VCPSCSO055)
- Be supported to interact with others during shared activities (VCPSCSO056)

Health & Physical Education

Personal, Social and Community Health

- React to people and sensory experiences (VCHPEP004)
- Use facial expressions or gestures to demonstrate emotion (VCHPEP005)

Critical & Creative Thinking

- React to the world around them through pictures, objects and people (VCCCTQ055)
- Experience meaning through everyday examples and repetition (VCCCTR059)
- Experience learning through routine and repetition (VCCCTM061)

Level A Summary

Students react to emotion visuals and simple scenarios, expressing feelings through gestures, facial expressions, or supported responses.

Level B Alignment

Why it fits Level B

At Level B, students begin to intentionally express emotions, make choices, and participate in familiar routines. *Emotions Match-Up* supports early emotional recognition and supported expression.

Personal & Social Capability

Self-Awareness and Management

- Respond to people or events and demonstrate a range of emotions (VCPSCSE059)
- Follow teacher direction and persist in an activity with support (VCPSCSE061)

Social Awareness and Management

- Participate in routine activities in familiar contexts (VCPSCSO063)
- Demonstrate simple social skills such as attending and turn-taking (VCPSCSO064)

Health & Physical Education

Personal, Social and Community Health

- Express feelings, needs, likes and dislikes (VCHPEP019)
- Engage in structured wellbeing and social activities (VCHPEP021)

Critical & Creative Thinking

- Use past experience to respond to familiar situations (VCCCTQ064)
- Generate ideas about everyday emotional experiences (VCCCTQ065)
- Use modelling and visuals as learning strategies (VCCCTM070)

Level B Summary

Students intentionally match emotions to scenarios and express feelings using actions, visuals, or supported communication.

Level C Alignment

Why it fits Level C

At Level C, students practise naming emotions, linking feelings to situations, and participating cooperatively with peers. *Emotions Match-Up* strengthens emotional literacy and early empathy.

Personal & Social Capability

Self-Awareness and Management

- Name emotions shown by self and match them to familiar events or experiences (VCPSCSE066)
- Try new activities and complete steps in a familiar routine (VCPSCSE068)

Social Awareness and Management

- Follow adult directions to participate intentionally in class activities (VCPSCSO070)
- Follow basic social rules such as listening and turn-taking (VCPSCSO071)
- Identify reactions to familiar social situations (VCPSCSO072)

Health & Physical Education

Personal, Social and Community Health

- Explore feelings and practise expressing needs, likes and dislikes (VCHPEP033)
- Participate in structured wellbeing activities (VCHPEP035)

Critical & Creative Thinking

- Answer simple questions about emotions and situations (“How might they feel?”) (VCCCTQ072)
- Express thinking and emotions through movement, words, drawings or symbols (VCCCTM078)

Level C Summary

Students match emotions to everyday scenarios, express feelings in multiple ways, and listen to peers' ideas.

Level D Alignment

Why it fits Level D

At Level D, students explain emotions, consider different perspectives, and understand that people may feel differently in the same situation. *Emotions Match-Up* supports empathy, reasoning, and respectful discussion.

Personal & Social Capability

Self-Awareness and Management

- Name a range of emotions and describe how they are expressed (VCPSCSE073)

- Identify personal emotional responses and preferences (VCPSCSE074)
- Discuss appropriate responses to social situations (VCPSCSE075)

Social Awareness and Management

- Work cooperatively with peers in group activities (VCPSCSO078)
- Demonstrate understanding that emotions and actions impact others (VCPSCSO079)

Health & Physical Education

Personal, Social and Community Health

- Identify emotional responses and describe feelings using words, pictures or symbols (VCHPEP047)
- Explore actions that promote wellbeing, empathy and positive relationships (VCHPEP048)

Critical & Creative Thinking

- Generate ideas about how different emotions may apply to the same situation (VCCCTQ083)
- Use personal experience to explain feelings and perspectives (VCCCTR086)
- Express thoughts and feelings about learning and social interaction (VCCCTM087)

Level D Summary

Students explain emotions, compare perspectives, and demonstrate empathy by recognising that feelings can differ between people.

Foundation (F) Alignment

Why it fits Foundation

Foundation students are learning to recognise basic emotions, respond to simple scenarios, and express feelings using words, actions, or visuals. *Emotions Match-Up* supports early emotional literacy and participation through modelling and play.

Personal & Social Capability

Self-Awareness and Management

- Identify and express basic emotions such as happy, sad, or worried (VCPSCSE002)
- Participate in classroom routines and guided activities (VCPSCSE004)

Social Awareness and Management

- Recognise that others have feelings (VCPSCSO004)
- Participate cooperatively in group activities (VCPSCSO005)

Health & Physical Education

(Personal, Social and Community Health)

- Identify feelings and emotions and how they affect behaviour (VCHPEP105)
- Participate in activities that promote positive relationships (VCHPEP106)

English (Oral Language)

- Listen to and respond to simple spoken instructions and questions (VCELY162)
- Join in with actions, gestures, and simple words during shared activities (VCELY164)

Foundation Summary

Students identify basic emotions, respond to simple scenarios, and participate positively in shared emotional play.

Year 1 Alignment

Why it fits Year 1

Year 1 students are beginning to describe emotions, explain simple situations, and listen to others' ideas. *Emotions Match-Up* supports confidence in expressing feelings and recognising emotions in others.

Personal & Social Capability

Self-Awareness and Management

- Describe emotions and situations that cause them (VCPSCSE005)
- Identify personal feelings and responses (VCPSCSE006)

Social Awareness and Management

- Follow rules and expectations during shared activities (VCPSCSO007)
- Identify ways to show care and empathy towards others (VCPSCSO008)

Health & Physical Education

(Personal, Social and Community Health)

- Describe how emotions influence behaviour and relationships (VCHPEP108)
- Practise behaviours that support respectful relationships (VCHPEP109)

English (Speaking & Listening)

- Respond to prompts and scenarios through talk, drawing, or action (VCELY167)
- Participate in group discussions, taking turns and listening (VCELY166)

Year 1 Summary

Students match emotions to scenarios, express feelings in simple ways, and listen respectfully to peers.

Year 2 Alignment

Why it fits Year 2

Year 2 students are developing empathy, reflection, and awareness that people may feel differently in the same situation. *Emotions Match-Up* encourages discussion and perspective-taking.

Personal & Social Capability

Self-Awareness and Management

- Identify emotional responses and explain how they influence behaviour (VCPSCSE008)
- Recognise personal strengths and emotional responses (VCPSCSE009)

Social Awareness and Management

- Describe how actions and emotions affect others (VCPSCSO010)
- Work cooperatively and show respect during group activities (VCPSCSO011)

Health & Physical Education

(Personal, Social and Community Health)

- Describe strategies to manage emotions (VCHPEP112)
- Explain how positive behaviour supports wellbeing (VCHPEP113)

English (Speaking & Listening)

- Engage in discussions, listening and responding appropriately (VCELY178)
- Take turns when speaking and contributing ideas (VCELY179)

Year 2 Summary

Students explain emotions linked to scenarios, recognise different perspectives, and engage empathetically with peers.

Year 3 Alignment

Why it fits Year 3

Year 3 students can reflect on emotions, explain reasoning, and understand that people may respond differently to the same situation. *Emotions Match-Up* supports deeper emotional reasoning and respectful discussion.

Personal & Social Capability

Self-Awareness and Management

- Identify personal emotional responses and reflect on behaviour (VCPSCSE014)
- Describe emotions and strategies to manage them (VCPSCSE015)

Social Awareness and Management

- Explain how actions, words, and emotions affect others (VCPSCSO016)
- Contribute positively to group discussions and shared tasks (VCPSCSO017)

Health & Physical Education

(Personal, Social and Community Health)

- Explain how empathy supports positive relationships (VCHPEP116)
- Reflect on how behaviour contributes to wellbeing and connection (VCHPEP117)

English (Speaking & Listening)

- Participate actively in discussions, building on others' ideas (VCELY184)
- Respond to prompts with increasing detail and clarity (VCELY185)

Year 3 Summary

Students explain emotional responses, compare perspectives, and demonstrate empathy through respectful discussion.

Week Four

Play

Happy Face, Mean Face

Level A Alignment

Why it fits Level A

At Level A, students are learning to *react* to people, sounds, and visual cues, and to express emotions through facial expressions, gestures, or sounds. *Happy Face, Mean Face* provides clear modelling, repetition, and supported opportunities to react and participate.

Personal & Social Capability

Self-Awareness and Management

- React to people and express emotions using facial expression, gesture or sound (VCPSCSE052)
- Indicate enjoyment or preference through emotional response (VCPSCSE053)

Social Awareness and Management

- React to significant people and shared group experiences (VCPSCSO055)
- Be supported to interact with others during shared activities (VCPSCSO056)

Health & Physical Education

Movement and Physical Activity

- Experience their body being moved through simple actions and positions (VCHPEM008)
- Experience structured play and physical activities (VCHPEM009)
- Engage in physical activity with adult support (VCHPEM014)

Personal, Social and Community Health

- React to people and sensory experiences (VCHPEP004)
- Use facial expression or gesture to demonstrate emotion (VCHPEP005)

Critical & Creative Thinking

- React to the world around them through faces, sounds and movement (VCCCTQ055)
- Experience learning through repetition and routine (VCCCTM061)

Level A Summary

Students react to facial expressions and movement cues, showing emotions and enjoyment through supported participation.

Level B Alignment

Why it fits Level B

At Level B, students begin to intentionally copy actions, follow simple instructions, and engage in familiar routines. *Happy Face, Mean Face* supports imitation, turn-taking, and emotional expression.

Personal & Social Capability

Self-Awareness and Management

- Respond to people or events and demonstrate a range of emotions (VCPSCSE059)
- Follow teacher direction and persist in an activity with support (VCPSCSE061)

Social Awareness and Management

- Participate in routine activities with peers (VCPSCSO063)
- Demonstrate simple social skills such as attending and turn-taking (VCPSCSO064)

Health & Physical Education

Movement and Physical Activity

- Practise basic gross motor movements such as clapping, stomping or turning (VCHPEM022)
- Engage in a variety of physical activities (VCHPEM023)
- Follow simple instructions during movement activities (VCHPEM028)

Personal, Social and Community Health

- Express feelings, likes and dislikes during activity (VCHPEP019)
- Engage in structured play and wellbeing activities (VCHPEP021)

Critical & Creative Thinking

- Use past experience to respond to familiar emotional cues (VCCCTQ064)

- Use modelling and repetition as learning strategies (VCCCTM070)

Level B Summary

Students intentionally copy happy or mean faces, join in with simple movements, and engage socially with peers.

Level C Alignment

Why it fits Level C

At Level C, students practise recognising emotions, following game routines, and participating cooperatively. *Happy Face, Mean Face* strengthens emotional literacy, coordination, and social connection.

Personal & Social Capability

Self-Awareness and Management

- Name emotions shown by self and others (VCPSCSE066)
- Try new activities and complete steps in a familiar routine (VCPSCSE068)

Social Awareness and Management

- Follow adult directions to participate intentionally in class activities (VCPSCSO070)
- Follow basic social rules such as turn-taking and fair play (VCPSCSO071)
- Identify reactions to familiar social situations (VCPSCSO072)

Health & Physical Education

Movement and Physical Activity

- Practise simple whole-body movements and coordination (VCHPEM036)
- Participate in games with simple rules (VCHPEM037)
- Take turns and move safely with others (VCHPEM040)
- Follow movement instructions and safety rules (VCHPEM042)

Personal, Social and Community Health

- Explore feelings and practise expressing enjoyment and frustration (VCHPEP033)
- Participate in structured wellbeing activities (VCHPEP035)

Critical & Creative Thinking

- Answer simple questions about emotions (“Which face did you make?”) (VCCCTQ072)
- Express thinking and emotions through facial expression and movement (VCCCTM078)

Level C Summary

Students recognise and show emotions, follow game rules, and engage cooperatively with peers in playful interaction.

Level D Alignment

Why it fits Level D

At Level D, students reflect on emotions, understand social cues, and work cooperatively.

Happy Face, Mean Face supports empathy, emotional regulation, and positive peer interaction.

Personal & Social Capability

Self-Awareness and Management

- Name a range of emotions and describe how they are expressed (VCPSCSE073)
- Identify personal emotional responses and preferences (VCPSCSE074)
- Discuss appropriate ways to respond in social situations (VCPSCSE075)

Social Awareness and Management

- Work cooperatively with peers in group activities (VCPSCSO078)
- Demonstrate understanding that emotions and actions impact others (VCPSCSO079)

Health & Physical Education

Movement and Physical Activity

- Participate in simple games and anticipate next steps (VCHPEM051)
- Cooperate with others and demonstrate positive behaviours (VCHPEM054)
- Follow basic rules and safety directions (VCHPEM056)

Personal, Social and Community Health

- Identify emotional responses during activity (VCHPEP047)
- Explore actions that promote wellbeing, inclusion and connection (VCHPEP048)

Critical & Creative Thinking

- Generate ideas about how emotions can be expressed through face and body (VCCCTQ083)
- Use personal experience to explain enjoyment or challenge (VCCCTR086)
- Express thoughts and feelings about participation and interaction (VCCCTM087)

Level D Summary

Students express and explain emotions, cooperate with peers, and reflect on how shared play builds connection and fun.

Foundation (F) Alignment

Why it fits Foundation

Foundation students are learning to recognise basic emotions, copy simple actions, and enjoy shared play with others. *Happy Face, Mean Face* introduces emotional expression through clear modelling, repetition, and fun movement.

Personal & Social Capability

Self-Awareness and Management

- Identify and express basic emotions such as happy or angry (VCPSCSE002)
- Participate in classroom routines and guided activities (VCPSCSE004)

Social Awareness and Management

- Recognise others' feelings through facial expressions (VCPSCSO004)
- Participate cooperatively in group or paired activities (VCPSCSO005)

Health & Physical Education

(Personal, Social and Community Health)

- Identify feelings and emotions and how they affect behaviour (VCHPEP105)
- Participate in activities that promote positive relationships (VCHPEP106)

English (Oral Language)

- Listen to and respond to simple spoken instructions (VCELY162)
- Join in with actions, gestures, and simple words during shared activities (VCELY164)

Foundation Summary

Students copy happy or angry faces, join in simple movements, and participate positively in playful social interaction.

Year 1 Alignment

Why it fits Year 1

Year 1 students are beginning to describe emotions, follow simple game routines, and interact confidently with peers. *Happy Face, Mean Face* supports emotional recognition and cooperative play.

Personal & Social Capability

Self-Awareness and Management

- Describe emotions and situations that cause them (VCPSCSE005)
- Identify personal emotional responses (VCPSCSE006)

Social Awareness and Management

- Follow rules and expectations during shared activities (VCPSCSO007)
- Identify ways to show respect and care during play (VCPSCSO008)

Health & Physical Education

(Personal, Social and Community Health)

- Describe how emotions influence behaviour during activities (VCHPEP108)
- Practise behaviours that support respectful relationships (VCHPEP109)

English (Speaking & Listening)

- Respond to prompts through talk, facial expression, or movement (VCELY167)
- Participate in group discussions and shared experiences (VCELY166)

Year 1 Summary

Students show and recognise emotions, follow game routines, and engage positively with peers.

Year 2 Alignment

Why it fits Year 2

Year 2 students are developing empathy, self-regulation, and awareness of how emotions affect others. *Happy Face, Mean Face* encourages reflection, laughter, and social connection.

Personal & Social Capability

Self-Awareness and Management

- Identify emotional responses and explain how they influence behaviour (VCPSCSE008)
- Recognise personal strengths and preferences (VCPSCSE009)

Social Awareness and Management

- Describe how actions and emotions affect others (VCPSCSO010)
- Work cooperatively and show encouragement during group activities (VCPSCSO011)

Health & Physical Education

(Personal, Social and Community Health)

- Describe strategies to manage emotions (VCHPEP112)
- Explain how positive behaviour supports wellbeing (VCHPEP113)

English (Speaking & Listening)

- Listen to others and respond appropriately during group play (VCELY178)
- Take turns when speaking and participating (VCELY179)

Year 2 Summary

Students recognise emotions, manage excitement during play, and support peers through positive interaction.

Year 3 Alignment

Why it fits Year 3

Year 3 students can reflect on emotions, explain choices, and understand social cues. *Happy Face, Mean Face* supports emotional awareness, cooperation, and shared enjoyment.

Personal & Social Capability

Self-Awareness and Management

- Identify personal emotional responses and reflect on behaviour (VCPSCSE014)
- Describe emotions and strategies to manage them (VCPSCSE015)

Social Awareness and Management

- Explain how actions, facial expressions, and emotions affect others (VCPSCSO016)
- Contribute positively to group routines and shared activities (VCPSCSO017)

Health & Physical Education

(Personal, Social and Community Health)

- Explain how emotional awareness supports positive relationships (VCHPEP116)
- Reflect on how behaviour contributes to wellbeing and connection (VCHPEP117)

English (Speaking & Listening)

- Participate actively in discussions, building on others' ideas (VCELY184)
- Respond clearly to prompts and reflect on experiences (VCELY185)

Year 3 Summary

Students explain emotions, cooperate with peers, and reflect on how shared play builds connection and fun.

Written

Superpower Strengths

Level A Alignment

Why it fits Level A

At Level A, students are learning to *react, show preference, and experience positive emotions* through supported interactions. *Superpower Strengths* introduces the idea of strengths through visuals, modelling, and shared celebration.

Personal & Social Capability

Self-Awareness and Management

- React to people and express emotions using facial expression, gesture or sound (VCPSCSE052)
- Indicate preference or enjoyment when presented with choices (VCPSCSE053)

Social Awareness and Management

- React to significant people and shared group experiences (VCPSCSO055)
- Be supported to interact with others during shared activities (VCPSCSO056)

Health & Physical Education

Personal, Social and Community Health

- React to people and sensory experiences (VCHPEP004)
- Use gesture, facial expression, or movement to demonstrate emotion or response (VCHPEP005)

Critical & Creative Thinking

- React to the world around them through images, objects, and people (VCCCTQ055)
- Experience meaning through everyday examples and repetition (VCCCTR059)
- Experience learning through routine and repetition (VCCCTM061)

Level A Summary

Students react positively to strength visuals, show preferences, and participate in supported celebration of strengths.

Level B Alignment

Why it fits Level B

At Level B, students begin to intentionally make choices, express feelings, and participate in familiar routines. *Superpower Strengths* supports early self-identity and positive self-expression.

Personal & Social Capability

Self-Awareness and Management

- Respond to people or events and demonstrate emotions (VCPSCSE059)
- Follow teacher direction and persist in a task with support (VCPSCSE061)

Social Awareness and Management

- Participate in routine activities with peers (VCPSCSO063)
- Demonstrate simple social skills such as attending and sharing (VCPSCSO064)

Health & Physical Education

Personal, Social and Community Health

- Express feelings, likes and dislikes (VCHPEP019)
- Engage in structured wellbeing activities (VCHPEP021)

Critical & Creative Thinking

- Use past experience to make choices about strengths (VCCCTQ064)
- Generate ideas based on familiar experiences (VCCCTQ065)
- Use visual prompts and modelling as learning strategies (VCCCTM070)

Level B Summary

Students choose a strength, represent it through drawing or symbols, and participate in sharing with peers.

Level C Alignment

Why it fits Level C

At Level C, students practise naming personal qualities, expressing preferences, and participating cooperatively. *Superpower Strengths* builds confidence, identity, and connection.

Personal & Social Capability

Self-Awareness and Management

- Name emotions and personal qualities related to familiar experiences (VCPSCSE066)
- Try a variety of activities and complete steps in a familiar routine (VCPSCSE068)

Social Awareness and Management

- Follow adult directions to participate intentionally in class activities (VCPSCSO070)

- Follow basic social rules such as listening and turn-taking (VCPSCSO071)
- Identify reactions to familiar social situations (VCPSCSO072)

Health & Physical Education

Personal, Social and Community Health

- Explore feelings and practise expressing preferences and strengths (VCHPEP033)
- Participate in structured wellbeing activities (VCHPEP035)

Critical & Creative Thinking

- Answer simple questions about self (“What are you good at?”) (VCCCTQ072)
- Express thinking through drawings, symbols, movement, or words (VCCCTM078)

Level C Summary

Students identify a personal strength, represent it creatively, and share it with others in a supportive environment.

Level D Alignment

Why it fits Level D

At Level D, students reflect on identity, explain strengths, and understand how individual strengths contribute to group wellbeing. *Superpower Strengths* supports self-confidence, empathy, and belonging.

Personal & Social Capability

Self-Awareness and Management

- Name personal strengths and describe how they are shown (VCPSCSE073)
- Identify personal qualities and preferences (VCPSCSE074)
- Discuss how strengths can be used positively in social situations (VCPSCSE075)

Social Awareness and Management

- Work cooperatively with peers in group activities (VCPSCSO078)
- Demonstrate understanding that everyone has different strengths (VCPSCSO079)

Health & Physical Education

Personal, Social and Community Health

- Identify emotional responses related to confidence and pride (VCHPEP047)
- Explore actions that promote wellbeing, inclusion, and connection (VCHPEP048)

Critical & Creative Thinking

- Generate ideas about how strengths can help others (VCCCTQ083)
- Use personal experience to explain strengths and preferences (VCCCTR086)
- Express thoughts and feelings about self and belonging (VCCCTM087)

Level D Summary

Students explain their strengths, reflect on how they help others, and celebrate diversity within the group.

Foundation (F) Alignment

Why it fits Foundation

Foundation students are learning to recognise what they enjoy and what they are good at, express feelings, and participate in shared classroom activities. *Superpower Strengths* introduces strengths through play, visuals, and celebration.

Personal & Social Capability

Self-Awareness and Management

- Identify and express personal preferences and feelings (VCPSCSE002)
- Participate in classroom routines with support (VCPSCSE004)

Social Awareness and Management

- Identify ways to be kind and helpful to others (VCPSCSO004)
- Participate cooperatively in group activities (VCPSCSO005)

Health & Physical Education

(Personal, Social and Community Health)

- Identify feelings and emotions and how they affect behaviour (VCHPEP105)
- Participate in activities that promote positive relationships and well-being (VCHPEP106)

English (Oral Language / Early Writing)

- Respond to questions and prompts through talk, drawing, or gesture (VCELY162)
- Create short texts using drawing or symbols to share ideas (VCELY164)

Foundation Summary

Students identify something they are good at, represent it creatively, and share it in a supportive group setting.

Year 1 Alignment

Why it fits Year 1

Year 1 students are beginning to describe personal qualities, listen to others, and explain simple ideas. *Superpower Strengths* supports confidence, identity, and connection.

Personal & Social Capability

Self-Awareness and Management

- Describe emotions and personal qualities (VCPSCSE005)
- Identify strengths and positive behaviours (VCPSCSE006)

Social Awareness and Management

- Follow rules and expectations during shared activities (VCPSCSO007)
- Identify ways to show respect and encouragement towards others (VCPSCSO008)

Health & Physical Education

(Personal, Social and Community Health)

- Describe how emotional responses affect behaviour and relationships (VCHPEP108)
- Practise behaviours that support respectful relationships (VCHPEP109)

English (Speaking & Listening / Writing)

- Create short spoken or written texts about personal experiences (VCELY167)
- Participate in group discussions, taking turns and listening (VCELY166)

Year 1 Summary

Students describe a personal strength, represent it creatively, and listen respectfully to peers.

Year 2 Alignment

Why it fits Year 2

Year 2 students are developing self-awareness, empathy, and understanding that everyone has different strengths. *Superpower Strengths* supports reflection, celebration, and inclusion.

Personal & Social Capability

Self-Awareness and Management

- Identify emotional responses and explain how strengths influence behaviour (VCPSCSE008)
- Recognise personal strengths and positive qualities (VCPSCSE009)

Social Awareness and Management

- Describe how personal strengths can help others (VCPSCSO010)
- Work cooperatively and show appreciation for others' strengths (VCPSCSO011)

Health & Physical Education

(Personal, Social and Community Health)

- Describe strategies to build confidence and well-being (VCHPEP112)
- Explain how positive behaviour supports relationships (VCHPEP113)

English (Speaking & Listening / Writing)

- Create simple reflective texts about themselves (VCELY176)
- Engage in discussions, listening and responding appropriately (VCELY178)

Year 2 Summary

Students explain their strengths, recognise strengths in others, and celebrate differences positively.

Year 3 Alignment

Why it fits Year 3

Year 3 students can reflect on identity, explain how strengths support relationships, and understand belonging. *Superpower Strengths* builds confidence, empathy, and community.

Personal & Social Capability

Self-Awareness and Management

- Identify personal qualities and reflect on how they contribute to learning (VCPSCSE014)
- Describe emotions and strategies to manage confidence and self-belief (VCPSCSE015)

Social Awareness and Management

- Explain how individual strengths and actions affect others (VCPSCSO016)
- Contribute positively to group discussions and shared activities (VCPSCSO017)

Health & Physical Education

(Personal, Social and Community Health)

- Explain how strengths and empathy support positive relationships (VCHPEP116)
- Reflect on how confidence and self-esteem contribute to well-being (VCHPEP117)

English (Speaking & Listening / Writing)

- Plan and create short reflective texts (VCELY187)
- Participate actively in discussions, building on others' ideas (VCELY184)

Year 3 Summary

Students reflect on their strengths, explain how they help others, and celebrate belonging within the group.

Exercise

What Animal Would You Be?

Level A Alignment

Why it fits Level A

At Level A, students are learning to *react* to sensory input, movement, visuals, and shared experiences. *What Animal Would You Be?* supports engagement through imitation, sound, gesture, and supported movement.

Personal & Social Capability

Self-Awareness and Management

- React to people and express emotions using facial expression, gesture or sound (VCPSCSE052)
- Indicate enjoyment or preference through emotional response (VCPSCSE053)

Social Awareness and Management

- React to significant people and shared group experiences (VCPSCSO055)
- Be supported to interact with others during shared activities (VCPSCSO056)

Health & Physical Education

Movement and Physical Activity

- Experience their body being moved through a range of simple actions (VCHPEM008)
- Experience structured play and movement activities (VCHPEM009)
- Engage in physical activity with adult support (VCHPEM014)

Personal, Social and Community Health

- React to people and sensory experiences (VCHPEP004)
- Use movement, sound, or gesture to demonstrate response (VCHPEP005)

Critical & Creative Thinking

- React to the world around them through movement, sound, and images (VCCCTQ055)
- Experience learning through repetition and familiar routines (VCCCTM061)

Level A Summary

Students react to animal prompts and participate through supported movement, sounds, or gestures.

Level B Alignment

Why it fits Level B

At Level B, students begin to intentionally copy actions, follow simple instructions, and engage in familiar routines. *What Animal Would You Be?* supports imitation, movement choice, and early imagination.

Personal & Social Capability

Self-Awareness and Management

- Respond to people or events and demonstrate emotions (VCPSCSE059)
- Follow teacher direction and persist in activities with support (VCPSCSE061)

Social Awareness and Management

- Participate in routine activities with peers (VCPSCSO063)

- Demonstrate simple social skills such as attending and copying actions (VCPSCSO064)

Health & Physical Education

Movement and Physical Activity

- Practise basic gross motor movements such as crawling, jumping, or reaching (VCHPEM022)
- Engage in a variety of movement activities (VCHPEM023)
- Follow simple instructions during movement activities (VCHPEM028)

Personal, Social and Community Health

- Express enjoyment and preference during physical activity (VCHPEP019)
- Participate in structured play activities (VCHPEP021)

Critical & Creative Thinking

- Use past experience to respond to familiar animal movements (VCCCTQ064)
- Use modelling and repetition as learning strategies (VCCCTM070)

Level B Summary

Students copy animal movements, follow simple instructions, and engage socially through shared imaginative play.

Level C Alignment

Why it fits Level C

At Level C, students practise following rules, coordinating movements, and participating cooperatively. *What Animal Would You Be?* builds physical literacy, imagination, and group engagement.

Personal & Social Capability

Self-Awareness and Management

- Name emotions and show enjoyment during familiar activities (VCPSCSE066)
- Try new activities and complete steps in a familiar routine (VCPSCSE068)

Social Awareness and Management

- Follow adult directions to participate intentionally in class activities (VCPSCSO070)
- Follow basic social rules such as listening and turn-taking (VCPSCSO071)
- Identify reactions to familiar social situations (VCPSCSO072)

Health & Physical Education

Movement and Physical Activity

- Practise simple whole-body movements and coordination (VCHPEM036)
- Participate in games and activities with simple rules (VCHPEM037)
- Move safely with others in shared spaces (VCHPEM040)
- Follow movement instructions and safety rules (VCHPEM042)

Personal, Social and Community Health

- Explore feelings and practise expressing enjoyment and effort (VCHPEP033)
- Participate in structured wellbeing and movement activities (VCHPEP035)

Critical & Creative Thinking

- Answer simple questions about preferences (“Which animal did you like?”) (VCCCTQ072)
- Express ideas through movement, sound, or gesture (VCCCTM078)

Level C Summary

Students follow instructions, act out animal movements, and participate cooperatively in imaginative group play.

Level D Alignment

Why it fits Level D

At Level D, students reflect on preferences, understand group expectations, and contribute confidently to shared activities. *What Animal Would You Be?* supports creativity, cooperation, and reflection.

Personal & Social Capability

Self-Awareness and Management

- Name preferences and describe feelings during activities (VCPSCSE073)
- Identify personal strengths and interests (VCPSCSE074)
- Discuss strategies for participating positively in group play (VCPSCSE075)

Social Awareness and Management

- Work cooperatively with peers in group activities (VCPSCSO078)
- Demonstrate understanding that actions and behaviour affect others (VCPSCSO079)

Health & Physical Education

Movement and Physical Activity

- Participate in games and anticipate next steps in routines (VCHPEM051)
- Cooperate with others and demonstrate positive behaviours (VCHPEM054)
- Follow basic rules and safety directions (VCHPEM056)

Personal, Social and Community Health

- Identify emotional responses during movement activities (VCHPEP047)
- Explore actions that promote wellbeing, inclusion, and enjoyment (VCHPEP048)

Critical & Creative Thinking

- Generate ideas for animal choices and movements (VCCCTQ083)
- Use personal experience to explain preferences (VCCCTR086)
- Express thoughts and feelings about participation and fun (VCCCTM087)

Level D Summary

Students choose and explain animal movements, cooperate with peers, and reflect on enjoyment and participation.

Foundation (F) Alignment

Why it fits Foundation

Foundation students are learning to use imagination, follow simple instructions, and move safely with others. *What Animal Would You Be?* supports early creative play, listening, and whole-body movement through fun imitation.

Health & Physical Education

- Participate in play and movement activities with simple rules (VCHPEM106)
- Move safely in shared spaces (VCHPEM107)
- Engage in physical activity to support health and wellbeing (VCHPEP106)

Personal & Social Capability

- Identify and express enjoyment and emotions during play (VCPSCSE002)

- Participate cooperatively in group activities (VCPSCSO004)

English (Oral Language)

- Listen to and follow simple instructions (VCELY162)
- Join in shared activities using actions, gestures, or sounds (VCELY164)

Foundation Summary

Students copy animal movements, follow simple instructions, and participate joyfully in imaginative group play.

Year 1 Alignment

Why it fits Year 1

Year 1 students are building coordination, confidence, and the ability to describe experiences.

What Animal Would You Be? encourages creative movement and group participation.

Health & Physical Education

- Practise fundamental movement skills through play and games (VCHPEM110)
- Work with others to complete movement activities (VCHPEP108)

Personal & Social Capability

- Describe emotions and responses during activities (VCPSCSE005)
- Follow rules and expectations during shared play (VCPSCSO007)

English (Speaking & Listening)

- Respond to questions about personal preferences (VCELY167)
- Participate in group discussions and shared experiences (VCELY166)

Year 1 Summary

Students act out animals, follow group routines, and begin to talk about preferences and enjoyment.

Year 2 Alignment

Why it fits Year 2

Year 2 students are developing awareness of their bodies, preferences, and how to participate respectfully in group activities. *What Animal Would You Be?* supports reflection, cooperation, and imaginative play.

Health & Physical Education

- Participate fairly and safely in physical activities (VCHPEM114)
- Demonstrate cooperation and encouragement during movement tasks (VCHPEP112)

Personal & Social Capability

- Identify emotional responses during play (VCPSCSE008)
- Work cooperatively and respect others during group activities (VCPSCSO010)

English (Speaking & Listening)

- Listen to others and respond appropriately in group discussions (VCELY178)
- Take turns when sharing ideas or preferences (VCELY179)

Year 2 Summary

Students cooperate with peers, reflect on favourite animals, and engage positively in imaginative movement.

Year 3 Alignment

Why it fits Year 3

Year 3 students can explain choices, reflect on participation, and understand group expectations. *What Animal Would You Be?* supports creativity, communication, and shared enjoyment.

Health & Physical Education

- Demonstrate cooperation and control in movement activities (VCHPEM118)
- Work effectively with partners and small groups (VCHPEP116)

Personal & Social Capability

- Identify personal interests and preferences (VCPSCSE014)
- Explain how actions and behaviour affect others during group play (VCPSCSO016)

English (Speaking & Listening)

- Participate actively in discussions, building on others' ideas (VCELY184)
- Respond clearly to prompts and reflect on experiences (VCELY185)

Year 3 Summary

Students explain their animal choices, reflect on how movement feels, and contribute positively to group play.

Gratitude & Giving

Gratitude Cards

Level A Alignment

Why it fits Level A

At Level A, students are learning to *react* to people, objects, and shared experiences, and to express enjoyment or preference. *Gratitude Cards* supports early awareness of positive experiences through visuals, modelling, and supported responses.

Personal & Social Capability

Self-Awareness and Management

- React to people and express emotions using facial expression, gesture, or sound (VCPSCSE052)
- Indicate enjoyment or preference when presented with familiar people, objects, or places (VCPSCSE053)

Social Awareness and Management

- React to significant people and shared group experiences (VCPSCSO055)
- Be supported to interact with others during shared activities (VCPSCSO056)

Health & Physical Education

Personal, Social and Community Health

- React to people and sensory experiences (VCHPEP004)
- Use gesture, facial expression, or movement to demonstrate emotional response (VCHPEP005)

Critical & Creative Thinking

- React to the world around them through pictures, objects, and people (VCCCTQ055)
- Experience meaning through everyday examples and repetition (VCCCTR059)
- Experience learning through routine and repetition (VCCCTM061)

Level A Summary

Students react to gratitude prompts and participate through gestures, facial expressions, or supported choices.

Level B Alignment

Why it fits Level B

At Level B, students begin to intentionally make choices, express likes and dislikes, and participate in familiar routines. *Gratitude Cards* supports early gratitude expression using visuals and choice-making.

Personal & Social Capability

Self-Awareness and Management

- Respond to people or events and demonstrate emotions (VCPSCSE059)
- Follow teacher direction and persist in an activity with support (VCPSCSE061)

Social Awareness and Management

- Participate in routine activities with peers (VCPSCSO063)
- Demonstrate simple social skills such as attending, turn-taking, and sharing (VCPSCSO064)

Health & Physical Education

Personal, Social and Community Health

- Express feelings, likes, and dislikes (VCHPEP019)
- Engage in structured wellbeing activities (VCHPEP021)

Critical & Creative Thinking

- Use past experience to make choices related to positive experiences (VCCCTQ064)
- Generate ideas based on familiar people, objects, and places (VCCCTQ065)
- Use visual prompts and modelling as learning strategies (VCCCTM070)

Level B Summary

Students choose a card and express gratitude through words, visuals, gestures, or supported communication.

Level C Alignment

Why it fits Level C

At Level C, students practise naming emotions, sharing personal experiences, and participating cooperatively. *Gratitude Cards* builds positive reflection, listening skills, and peer connection.

Personal & Social Capability

Self-Awareness and Management

- Name emotions and express preferences related to familiar experiences (VCPSCSE066)
- Try new activities and complete steps in a familiar routine (VCPSCSE068)

Social Awareness and Management

- Follow adult directions to participate intentionally in class activities (VCPSCSO070)
- Follow basic social rules such as listening and turn-taking (VCPSCSO071)
- Identify reactions to familiar social situations (VCPSCSO072)

Health & Physical Education

Personal, Social and Community Health

- Explore feelings and practise expressing gratitude and enjoyment (VCHPEP033)
- Participate in structured wellbeing activities (VCHPEP035)

Critical & Creative Thinking

- Answer simple reflective questions ("What are you thankful for?") (VCCCTQ072)
- Express thinking through words, drawings, movement, or symbols (VCCCTM078)

Level C Summary

Students share gratitude linked to personal experiences and listen respectfully to peers.

Level D Alignment

Why it fits Level D

At Level D, students reflect on emotions, recognise different perspectives, and understand how gratitude builds connection. *Gratitude Cards* supports empathy, communication, and respectful group discussion.

Personal & Social Capability

Self-Awareness and Management

- Name and describe emotions related to positive experiences (VCPSCSE073)
- Identify personal preferences and values (VCPSCSE074)
- Discuss appropriate responses in social situations (VCPSCSE075)

Social Awareness and Management

- Work cooperatively with peers in group activities (VCPSCSO078)
- Demonstrate understanding that people may value different things (VCPSCSO079)

Health & Physical Education

Personal, Social and Community Health

- Identify emotional responses and explain feelings using words, pictures, or symbols (VCHPEP047)
- Explore actions that promote wellbeing, inclusion, and positive relationships (VCHPEP048)

Critical & Creative Thinking

- Generate ideas about why people feel grateful for different things (VCCCTQ083)
- Use personal experience to explain gratitude and perspective (VCCCTR086)
- Express thoughts and feelings about group sharing and connection (VCCCTM087)

Level D Summary

Students explain gratitude, recognise different perspectives, and engage respectfully in shared reflection.

Foundation (F) Alignment

Why it fits Foundation

Foundation students are learning to notice positive experiences, express simple feelings, and participate in shared conversations. *Gratitude Cards* supports early gratitude through visuals, modelling, and supported sharing.

Personal & Social Capability

Self-Awareness and Management

- Identify and express feelings related to enjoyment and happiness (VCPSCSE002)
- Participate in classroom routines and guided activities (VCPSCSE004)

Social Awareness and Management

- Recognise that others have feelings and preferences (VCPSCSO004)
- Participate cooperatively in group activities (VCPSCSO005)

Health & Physical Education

(Personal, Social and Community Health)

- Identify feelings and emotions and how they affect behaviour (VCHPEP105)
- Participate in activities that promote positive relationships and well-being (VCHPEP106)

English (Oral Language)

- Listen to and respond to simple spoken prompts and questions (VCELY162)
- Share ideas using words, gestures, or drawings (VCELY164)

Foundation Summary

Students share something they like or feel thankful for and listen to others with support.

Year 1 Alignment

Why it fits Year 1

Year 1 students are beginning to describe experiences and listen to others' ideas. *Gratitude Cards* builds confidence in sharing gratitude and celebrating peers.

Personal & Social Capability

Self-Awareness and Management

- Describe emotions and experiences related to enjoyment (VCPSCSE005)
- Identify personal likes and preferences (VCPSCSE006)

Social Awareness and Management

- Follow rules and expectations during group sharing (VCPSCSO007)
- Identify ways to show respect and appreciation towards others (VCPSCSO008)

Health & Physical Education

(Personal, Social and Community Health)

- Describe how positive emotions support wellbeing (VCHPEP108)
- Practise behaviours that support respectful relationships (VCHPEP109)

English (Speaking & Listening)

- Respond to prompts by sharing personal ideas (VCELY167)
- Participate in group discussions, taking turns and listening (VCELY166)

Year 1 Summary

Students share simple gratitude ideas and listen respectfully to peers.

Year 2 Alignment

Why it fits Year 2

Year 2 students are developing empathy and understanding that people value different things. *Gratitude Cards* encourages reflection and respectful discussion.

Personal & Social Capability

Self-Awareness and Management

- Identify emotional responses and explain why something matters to them (VCPSCSE008)
- Recognise personal strengths and positive experiences (VCPSCSE009)

Social Awareness and Management

- Describe how sharing appreciation affects others (VCPSCSO010)
- Work cooperatively and show encouragement during group activities (VCPSCSO011)

Health & Physical Education

(Personal, Social and Community Health)

- Describe strategies to build positive wellbeing (VCHPEP112)
- Explain how positive behaviour supports relationships (VCHPEP113)

English (Speaking & Listening)

- Engage in discussions, listening and responding appropriately (VCELY178)
- Take turns when sharing ideas and responding to others (VCELY179)

Year 2 Summary

Students explain what they are grateful for and recognise similarities and differences in others' responses.

Year 3 Alignment

Why it fits Year 3

Year 3 students can reflect more deeply on gratitude, explain perspectives, and understand how appreciation builds connection. *Gratitude Cards* supports emotional literacy and community building.

Personal & Social Capability

Self-Awareness and Management

- Identify personal values and reflect on emotional responses (VCPSCSE014)
- Describe emotions and strategies to express appreciation (VCPSCSE015)

Social Awareness and Management

- Explain how sharing gratitude strengthens relationships (VCPSCSO016)
- Contribute positively to group discussions and shared activities (VCPSCSO017)

Health & Physical Education

(Personal, Social and Community Health)

- Explain how gratitude and empathy support positive relationships (VCHPEP116)
- Reflect on how positive emotions contribute to wellbeing (VCHPEP117)

English (Speaking & Listening)

- Participate actively in discussions, building on others' ideas (VCELY184)
- Respond clearly to prompts and reflect on shared experiences (VCELY185)

Year 3 Summary

Students explain gratitude, listen to different perspectives, and reflect on how appreciation builds connection.

Week Five

Play

Left, Right, Up, Down

Level A Alignment

Why it fits Level A

At Level A, students are learning to *react* to people, movement, and visual cues, and to participate in shared physical experiences with support. *Left, Right, Up, Down* allows students to respond through eye gaze, head movement, gestures, or simple actions.

Personal & Social Capability

Self-Awareness and Management

- React to people and express emotions using facial expression, gesture, or sound (VCPSCSE052)
- Indicate enjoyment or preference through emotional response (VCPSCSE053)

Social Awareness and Management

- React to significant people and shared group experiences (VCPSCSO055)
- Be supported to interact with others during shared activities (VCPSCSO056)

Health & Physical Education

Movement and Physical Activity

- Experience their body being moved through simple actions and positions (VCHPEM008)
- Experience structured play and movement activities (VCHPEM009)
- Engage in physical activity with adult support (VCHPEM014)

Personal, Social and Community Health

- React to people and sensory experiences (VCHPEP004)
- Use movement, sound, or gesture to demonstrate response (VCHPEP005)

Critical & Creative Thinking

- React to the world around them through movement and visual cues (VCCCTQ055)
- Experience learning through repetition and familiar routines (VCCCTM061)

Level A Summary

Students react to directional cues and participate through supported movement, gestures, or eye gaze.

Level B Alignment

Why it fits Level B

At Level B, students begin to intentionally follow instructions, copy actions, and take part in familiar routines. *Left, Right, Up, Down* supports early decision-making and turn-taking through simple choices.

Personal & Social Capability

Self-Awareness and Management

- Respond to people or events and demonstrate emotions (VCPSCSE059)

- Follow teacher direction and persist in activities with support (VCPSCSE061)

Social Awareness and Management

- Participate in routine activities with peers (VCPSCSO063)
- Demonstrate simple social skills such as attending and turn-taking (VCPSCSO064)

Health & Physical Education

Movement and Physical Activity

- Practise basic movements such as reaching, pointing, turning, or tapping (VCHPEM022)
- Engage in a variety of movement activities (VCHPEM023)
- Follow simple instructions during movement activities (VCHPEM028)

Personal, Social and Community Health

- Express enjoyment and effort during physical activity (VCHPEP019)
- Participate in structured play activities (VCHPEP021)

Critical & Creative Thinking

- Use past experience to respond to familiar movement prompts (VCCCTQ064)
- Use modelling and repetition as learning strategies (VCCCTM070)

Level B Summary

Students intentionally copy or choose directional movements and participate in turn-taking with peers.

Level C Alignment

Why it fits Level C

At Level C, students practise following rules, coordinating movements, and participating cooperatively. *Left, Right, Up, Down* strengthens body awareness, quick responses, and peer interaction.

Personal & Social Capability

Self-Awareness and Management

- Name emotions and show enjoyment during familiar activities (VCPSCSE066)
- Try new activities and complete steps in a familiar routine (VCPSCSE068)

Social Awareness and Management

- Follow adult directions to participate intentionally in class activities (VCPSCSO070)
- Follow basic social rules such as turn-taking and fair play (VCPSCSO071)
- Identify reactions to familiar social situations (VCPSCSO072)

Health & Physical Education

Movement and Physical Activity

- Practise simple whole-body movements and coordination (VCHPEM036)
- Participate in games and activities with simple rules (VCHPEM037)
- Move safely with others in shared spaces (VCHPEM040)
- Follow movement instructions and safety rules (VCHPEM042)

Personal, Social and Community Health

- Explore feelings and practise expressing effort and enjoyment (VCHPEP033)
- Participate in structured wellbeing and movement activities (VCHPEP035)

Critical & Creative Thinking

- Answer simple questions about actions and preferences (VCCCTQ072)
- Express thinking through movement, gesture, or facial expression (VCCCTM078)

Level C Summary

Students respond to directional cues, take turns fairly, and engage cooperatively in paired play.

Level D Alignment

Why it fits Level D

At Level D, students reflect on participation, understand rules, and cooperate effectively with peers. *Left, Right, Up, Down* supports decision-making, teamwork, and positive sportsmanship.

Personal & Social Capability

Self-Awareness and Management

- Name preferences and describe feelings during activities (VCPSCSE073)
- Identify personal strengths and areas for improvement (VCPSCSE074)
- Discuss strategies for participating positively in games (VCPSCSE075)

Social Awareness and Management

- Work cooperatively with peers in paired and group activities (VCPSCSO078)
- Demonstrate understanding that actions and behaviour affect others (VCPSCSO079)

Health & Physical Education

Movement and Physical Activity

- Participate in games and anticipate next steps in routines (VCHPEM051)
- Cooperate with others and demonstrate positive behaviours (VCHPEM054)
- Follow basic rules and safety directions (VCHPEM056)

Personal, Social and Community Health

- Identify emotional responses during physical activity (VCHPEP047)
- Explore actions that promote wellbeing, inclusion, and enjoyment (VCHPEP048)

Critical & Creative Thinking

- Generate ideas for adapting movements or roles (VCCCTQ083)
- Use personal experience to explain enjoyment or challenge (VCCCTR086)
- Express thoughts and feelings about participation and teamwork (VCCCTM087)

Level D Summary

Students make quick decisions, cooperate with peers, and reflect on effort, fairness, and enjoyment.

Foundation (F) Alignment

Why it fits Foundation

Foundation students are developing body awareness, listening skills, and the ability to follow simple instructions. *Left, Right, Up, Down* supports early directional awareness, movement, and joyful participation with peers.

Health & Physical Education

- Participate in movement activities with simple rules and cues (VCHPEM106)
- Move safely in shared spaces and respond to simple directions (VCHPEM107)
- Engage in physical activity to support health and wellbeing (VCHPEP106)

Personal & Social Capability

- Identify and express enjoyment and emotions during play (VCPSCSE002)
- Participate cooperatively in group or paired activities (VCPSCSO004)

English (Oral Language)

- Listen to and follow simple spoken instructions (VCELY162)
- Join in shared activities using actions, gestures, or words (VCELY164)

Foundation Summary

Students respond to simple directional cues, move their bodies safely, and enjoy playing alongside peers.

Year 1 Alignment

Why it fits Year 1

Year 1 students are building coordination, turn-taking, and confidence in following routines. *Left, Right, Up, Down* encourages quick responses and cooperative play.

Health & Physical Education

- Practise fundamental movement skills through games and activities (VCHPEM110)
- Work with others to complete movement challenges (VCHPEP108)

Personal & Social Capability

- Describe emotions and responses during activities (VCPSCSE005)
- Follow rules and expectations during shared play (VCPSCSO007)

English (Speaking & Listening)

- Respond to instructions and questions through movement or talk (VCELY167)
- Participate in group discussions and shared experiences (VCELY166)

Year 1 Summary

Students follow directions, take turns in pairs, and participate actively in fast-paced movement play.

Year 2 Alignment

Why it fits Year 2

Year 2 students are developing awareness of how their actions affect others and are improving coordination and decision-making. *Left, Right, Up, Down* supports teamwork, patience, and reflection.

Health & Physical Education

- Participate fairly and safely in physical activities (VCHPEM114)
- Demonstrate cooperation and encouragement during games (VCHPEP112)

Personal & Social Capability

- Identify emotional responses during play and movement (VCPSCSE008)
- Work cooperatively and respect others during paired activities (VCPSCSO010)

English (Speaking & Listening)

- Listen to others and respond appropriately in group activities (VCELY178)
- Take turns when sharing ideas or participating (VCELY179)

Year 2 Summary

Students cooperate with partners, make quick movement decisions, and show positive sportsmanship.

Year 3 Alignment

Why it fits Year 3

Year 3 students can reflect on performance, explain choices, and understand group dynamics. *Left, Right, Up, Down* builds agility, teamwork, and self-reflection.

Health & Physical Education

- Demonstrate control, coordination, and cooperation in movement activities (VCHPEM118)
- Work effectively with partners and small groups (VCHPEP116)

Personal & Social Capability

- Identify personal strengths and preferences in activities (VCPSCSE014)
- Explain how actions and behaviour affect others (VCPSCSO016)

English (Speaking & Listening)

- Participate actively in discussions, building on others' ideas (VCELY184)
- Respond clearly to prompts and reflect on experiences (VCELY185)

Year 3 Summary

Students make quick decisions, cooperate with peers, and reflect on effort, fairness, and enjoyment.

Written

My Healthy Body Plan

Level A Alignment

Why it fits Level A

At Level A, students are developing awareness of their body, basic needs, and familiar routines. *My Healthy Body Plan* supports students to react to health-related visuals and experiences and express preferences in supported ways.

Personal & Social Capability

Self-Awareness and Management

- React to people, objects, and familiar routines (VCPSCSE052)
- Express emotions and preferences through facial expression, gesture, or sound (VCPSCSE053)

Social Awareness and Management

- React to significant people and shared experiences (VCPSCSO055)
- Be supported to engage with others during shared activities (VCPSCSO056)

Health & Physical Education

Personal, Social and Community Health

- React to sensory experiences related to health and care (VCHPEP004)
- Use gesture or expression to show responses to activities that promote wellbeing (VCHPEP005)

Movement and Physical Activity

- Experience structured movement and self-care routines with adult support (VCHPEM009)

Critical & Creative Thinking

- React to the world around them through pictures, objects, and routine experiences (VCCCTQ055)
- Experience learning through repetition and familiar routines (VCCCTM061)

Level A Summary

Students react to healthy habit visuals, express preferences, and participate in supported wellbeing routines.

Level B Alignment

Why it fits Level B

At Level B, students begin to intentionally make choices, follow simple instructions, and participate in structured routines. *My Healthy Body Plan* supports early understanding of healthy habits through choice and visual representation.

Personal & Social Capability

Self-Awareness and Management

- Respond to people or events and demonstrate emotions (VCPSCSE059)
- Follow teacher direction and persist in a task with support (VCPSCSE061)

Social Awareness and Management

- Participate in routine activities with peers (VCPSCSO063)
- Demonstrate simple social skills such as attending and sharing (VCPSCSO064)

Health & Physical Education

Personal, Social and Community Health

- Express feelings, likes, and dislikes related to wellbeing (VCHPEP019)
- Engage in structured wellbeing and self-care activities (VCHPEP021)

Critical & Creative Thinking

- Use past experience to make choices about healthy habits (VCCCTQ064)
- Generate ideas based on familiar routines (VCCCTQ065)
- Use visual prompts and modelling as learning strategies (VCCCTM070)

Level B Summary

Students choose healthy habits using visuals and represent them through drawing, symbols, or supported communication.

Level C Alignment

Why it fits Level C

At Level C, students practise naming preferences, completing familiar routines, and reflecting on personal experiences. *My Healthy Body Plan* builds understanding of how healthy habits support wellbeing.

Personal & Social Capability

Self-Awareness and Management

- Name emotions and preferences related to familiar experiences (VCPSCSE066)
- Try new activities and complete steps in a familiar routine (VCPSCSE068)

Social Awareness and Management

- Follow adult directions to participate intentionally in class activities (VCPSCSO070)
- Follow basic social rules such as listening and turn-taking (VCPSCSO071)

Health & Physical Education

Personal, Social and Community Health

- Identify healthy choices and describe how they support wellbeing (VCHPEP033)
- Participate in structured wellbeing activities (VCHPEP035)

Critical & Creative Thinking

- Answer simple questions about health and wellbeing (“What helps your body?”) (VCCCTQ072)
- Express thinking through drawings, symbols, words, or gestures (VCCCTM078)

Level C Summary

Students identify and represent healthy habits and begin to explain how these habits help them feel good.

Level D Alignment

Why it fits Level D

At Level D, students reflect on personal wellbeing, explain choices, and understand that healthy habits support physical and emotional health. *My Healthy Body Plan* supports self-awareness, responsibility, and positive decision-making.

Personal & Social Capability

Self-Awareness and Management

- Identify personal strengths, needs, and healthy habits (VCPSCSE073)
- Describe how healthy choices affect emotions and wellbeing (VCPSCSE074)
- Discuss strategies for maintaining health and wellbeing (VCPSCSE075)

Social Awareness and Management

- Participate cooperatively in group discussions and activities (VCPSCSO078)
- Recognise that people have different needs and routines (VCPSCSO079)

Health & Physical Education

Personal, Social and Community Health

- Identify actions that support physical, emotional, and social wellbeing (VCHPEP047)
- Explore ways to maintain health and wellbeing in daily life (VCHPEP048)

Critical & Creative Thinking

- Generate ideas for maintaining a healthy lifestyle (VCCCTQ083)
- Use personal experience to explain health choices and feelings (VCCCTR086)
- Express thoughts and reflections about wellbeing (VCCCTM087)

Level D Summary

Students create a personal healthy body plan, explain why habits matter, and reflect on how wellbeing supports daily life.

Foundation (F) Alignment

Why it fits Foundation

Foundation students are learning about their bodies, basic needs, and daily routines. *My Healthy Body Plan* supports early understanding of healthy choices through visuals, discussion, and simple reflection.

Health & Physical Education

(Personal, Social and Community Health)

- Identify how health and wellbeing are influenced by food, movement, rest, and relationships (VCHPEP105)
- Participate in activities that promote health, wellbeing, and positive relationships (VCHPEP106)

Personal & Social Capability

- Identify and express feelings related to comfort, happiness, and energy (VCPSCSE002)
- Participate in classroom routines and shared activities (VCPSCSE004)

English (Oral Language / Early Writing)

- Listen to and respond to simple questions and prompts (VCELY162)
- Share ideas using drawings, symbols, or simple words (VCELY164)

Foundation Summary

Students identify simple healthy habits, represent them visually, and talk about how these habits help their bodies feel good.

Year 1 Alignment

Why it fits Year 1

Year 1 students are beginning to describe health choices and explain how daily habits affect how they feel. *My Healthy Body Plan* builds awareness, responsibility, and confidence.

Health & Physical Education

(Personal, Social and Community Health)

- Describe how emotional responses and physical activity support health and wellbeing (VCHPEP108)
- Practise behaviours that support personal health and positive relationships (VCHPEP109)

Personal & Social Capability

- Describe emotions and personal responses related to wellbeing (VCPSCSE005)
- Identify positive behaviours that support themselves and others (VCPSCSE006)

English (Speaking & Listening / Writing)

- Create short spoken or written texts about personal experiences (VCELY167)
- Participate in group discussions, taking turns and listening (VCELY166)

Year 1 Summary

Students describe healthy habits, explain how they feel, and share personal choices with peers.

Year 2 Alignment

Why it fits Year 2

Year 2 students are developing independence and understanding how choices affect wellbeing.

My Healthy Body Plan encourages reflection, goal-setting, and empathy.

Health & Physical Education

(Personal, Social and Community Health)

- Describe strategies to maintain physical, emotional, and social health (VCHPEP112)
- Explain how positive behaviours support wellbeing and relationships (VCHPEP113)

Personal & Social Capability

- Identify emotional responses and explain how choices influence wellbeing (VCPSCSE008)
- Recognise personal strengths and healthy routines (VCPSCSE009)

English (Speaking & Listening / Writing)

- Create simple reflective texts about personal choices (VCELY176)
- Engage in discussions, listening and responding appropriately (VCELY178)

Year 2 Summary

Students explain why healthy habits matter and reflect on how these choices support their wellbeing.

Year 3 Alignment

Why it fits Year 3

Year 3 students can reflect on health more deeply, explain reasoning, and understand that people have different needs. *My Healthy Body Plan* supports goal-setting and responsibility.

Health & Physical Education

(Personal, Social and Community Health)

- Explain how personal choices influence physical, emotional, and social wellbeing (VCHPEP116)
- Reflect on behaviours that contribute to health and wellbeing (VCHPEP117)

Personal & Social Capability

- Identify personal strengths, needs, and strategies to manage wellbeing (VCPSCSE014)
- Explain how actions and choices affect themselves and others (VCPSCSO016)

English (Speaking & Listening / Writing)

- Plan and create short reflective or informative texts (VCELY187)
- Participate actively in discussions, building on others' ideas (VCELY184)

Year 3 Summary

Students create a personal healthy body plan, explain their choices, and reflect on how habits support long-term wellbeing.

Exercise

Alice in Wonderland Movement Adventure

Level A Alignment

Why it fits Level A

At Level A, students are learning to *react* to stories, sounds, movement, and shared experiences. *Alice in Wonderland Movement Adventure* supports engagement through sensory-rich storytelling, imitation, and supported movement.

Personal & Social Capability

Self-Awareness and Management

- React to people, movement, and sensory input using facial expression, gesture, or sound (VCPSCSE052)
- Indicate enjoyment or emotional response during shared activities (VCPSCSE053)

Social Awareness and Management

- React to significant people and shared group experiences (VCPSCSO055)
- Be supported to interact with others during shared activities (VCPSCSO056)

Health & Physical Education

Movement and Physical Activity

- Experience their body being moved through simple actions and positions (VCHPEM008)
- Experience structured play and movement activities (VCHPEM009)
- Engage in physical activity with adult support (VCHPEM014)

Personal, Social and Community Health

- React to sensory experiences linked to movement and story (VCHPEP004)
- Use movement, sound, or gesture to demonstrate response (VCHPEP005)

Critical & Creative Thinking

- React to the world around them through story, sound, and movement (VCCCTQ055)
- Experience learning through repetition and familiar routines (VCCCTM061)

Level A Summary

Students react to the story and movement prompts, participating through supported actions, sounds, or gestures.

Level B Alignment

Why it fits Level B

At Level B, students begin to intentionally copy actions, follow simple instructions, and engage in familiar routines. *Alice in Wonderland Movement Adventure* supports imitation, imagination, and movement choice.

Personal & Social Capability

Self-Awareness and Management

- Respond to people or events and demonstrate emotions (VCPSCSE059)
- Follow teacher direction and persist in an activity with support (VCPSCSE061)

Social Awareness and Management

- Participate in routine activities with peers (VCPSCSO063)
- Demonstrate simple social skills such as attending and copying actions (VCPSCSO064)

Health & Physical Education

Movement and Physical Activity

- Practise basic gross motor movements such as hopping, reaching, or bending (VCHPEM022)
- Engage in a variety of movement activities (VCHPEM023)
- Follow simple instructions during movement activities (VCHPEM028)

Personal, Social and Community Health

- Express enjoyment and effort during physical activity (VCHPEP019)
- Participate in structured play and wellbeing activities (VCHPEP021)

Critical & Creative Thinking

- Use past experience to respond to familiar story-based prompts (VCCCTQ064)

- Use modelling and repetition as learning strategies (VCCCTM070)

Level B Summary

Students copy story-based movements, follow simple directions, and engage imaginatively with the adventure.

Level C Alignment

Why it fits Level C

At Level C, students practise following instructions, coordinating movements, and participating cooperatively. *Alice in Wonderland Movement Adventure* builds fitness, imagination, and group engagement.

Personal & Social Capability

Self-Awareness and Management

- Name emotions and show enjoyment during familiar activities (VCPSCSE066)
- Try new activities and complete steps in a familiar routine (VCPSCSE068)

Social Awareness and Management

- Follow adult directions to participate intentionally in class activities (VCPSCSO070)
- Follow basic social rules such as listening and taking turns (VCPSCSO071)
- Identify reactions to familiar social situations (VCPSCSO072)

Health & Physical Education

Movement and Physical Activity

- Practise simple whole-body movements and coordination (VCHPEM036)
- Participate in games and activities with simple rules (VCHPEM037)
- Move safely with others in shared spaces (VCHPEM040)
- Follow movement instructions and safety rules (VCHPEM042)

Personal, Social and Community Health

- Explore feelings and practise expressing effort and enjoyment (VCHPEP033)
- Participate in structured wellbeing and movement activities (VCHPEP035)

Critical & Creative Thinking

- Answer simple questions about preferences (“Which character did you like?”) (VCCCTQ072)
- Express ideas through movement, gesture, or role-play (VCCCTM078)

Level C Summary

Students follow instructions, perform story-linked movements, and participate cooperatively in imaginative play.

Level D Alignment

Why it fits Level D

At Level D, students reflect on participation, understand routines, and contribute confidently to shared activities. *Alice in Wonderland Movement Adventure* supports creativity, fitness, and self-reflection.

Personal & Social Capability

Self-Awareness and Management

- Name preferences and describe feelings during activities (VCPSCSE073)
- Identify personal strengths and interests (VCPSCSE074)

- Discuss strategies for participating positively in group activities (VCPSCSE075)

Social Awareness and Management

- Work cooperatively with peers in group activities (VCPSCSO078)
- Demonstrate understanding that actions and behaviour affect others (VCPSCSO079)

Health & Physical Education

Movement and Physical Activity

- Participate in games and anticipate next steps in routines (VCHPEM051)
- Cooperate with others and demonstrate positive behaviours (VCHPEM054)
- Follow basic rules and safety directions (VCHPEM056)

Personal, Social and Community Health

- Identify emotional and physical responses during activity (VCHPEP047)
- Explore actions that promote wellbeing, inclusion, and enjoyment (VCHPEP048)

Critical & Creative Thinking

- Generate ideas for character movements and role-play (VCCCTQ083)
- Use personal experience to explain enjoyment or challenge (VCCCTR086)
- Express thoughts and reflections about participation and imagination (VCCCTM087)

Level D Summary

Students engage creatively with the story, cooperate with peers, and reflect on fitness, enjoyment, and imagination.

Foundation (F) Alignment

Why it fits Foundation

Foundation students are learning to follow simple instructions, engage in imaginative play, and move their bodies safely. *Alice in Wonderland Movement Adventure* supports early listening, movement, and creativity through storytelling.

Health & Physical Education

- Participate in movement and imaginative play activities (VCHPEM106)
- Move safely in shared spaces and follow simple cues (VCHPEM107)
- Engage in physical activity to support health and wellbeing (VCHPEP106)

Personal & Social Capability

- Identify and express enjoyment and emotions during play (VCPSCSE002)
- Participate cooperatively in group activities (VCPSCSO004)

English (Oral Language)

- Listen to and follow simple spoken instructions (VCELY162)
- Join in shared storytelling using actions and gestures (VCELY164)

Foundation Summary

Students follow simple story-based movements, use imagination, and participate joyfully in group play.

Year 1 Alignment

Why it fits Year 1

Year 1 students are developing coordination, confidence, and the ability to talk about experiences. *Alice in Wonderland Movement Adventure* encourages creative movement and shared participation.

Health & Physical Education

- Practise fundamental movement skills through imaginative play (VCHPEM110)
- Work with others to complete movement activities (VCHPEP108)

Personal & Social Capability

- Describe emotions and responses during activities (VCPSCSE005)
- Follow rules and expectations during shared play (VCPSCSO007)

English (Speaking & Listening)

- Respond to questions about stories and personal experiences (VCELY167)
- Participate in group discussions and shared storytelling (VCELY166)

Year 1 Summary

Students act out story characters, follow routines, and share their favourite moments.

Year 2 Alignment

Why it fits Year 2

Year 2 students are developing reflection skills, cooperation, and awareness of how movement affects their bodies. *Alice in Wonderland Movement Adventure* supports discussion, teamwork, and imaginative play.

Health & Physical Education

- Participate fairly and safely in physical activities (VCHPEM114)
- Demonstrate cooperation and encouragement during movement tasks (VCHPEP112)

Personal & Social Capability

- Identify emotional and physical responses during play (VCPSCSE008)
- Work cooperatively and respect others during group activities (VCPSCSO010)

English (Speaking & Listening)

- Listen to others and respond appropriately during group discussions (VCELY178)
- Take turns when sharing ideas and reflections (VCELY179)

Year 2 Summary

Students cooperate with peers, reflect on movement challenges, and explain preferences.

Year 3 Alignment

Why it fits Year 3

Year 3 students can explain ideas, reflect on effort, and understand group dynamics. *Alice in Wonderland Movement Adventure* builds creativity, fitness, and shared enjoyment.

Health & Physical Education

- Demonstrate coordination, control, and cooperation in movement activities (VCHPEM118)
- Work effectively with partners and small groups (VCHPEP116)

Personal & Social Capability

- Identify personal interests and preferences during activities (VCPSCSE014)
- Explain how actions and behaviour affect others in group play (VCPSCSO016)

English (Speaking & Listening)

- Participate actively in discussions, building on others' ideas (VCELY184)
- Respond clearly to prompts and reflect on experiences (VCELY185)

Year 3 Summary

Students reflect on the adventure, explain their choices, and contribute positively to group play.

Gratitude & Giving

Gratitude Ping Pong

Level A Alignment

Why it fits Level A

At Level A, students are learning to *react* to people, objects, and shared interactions. *Gratitude Ping Pong* supports early engagement through turn-taking with an object, simple prompts, and supported emotional responses.

Personal & Social Capability

Self-Awareness and Management

- React to people, objects, and events using facial expression, gesture, or sound (VCPSCSE052)
- Indicate enjoyment or preference during shared activities (VCPSCSE053)

Social Awareness and Management

- React to significant people and shared group experiences (VCPSCSO055)
- Be supported to interact with others during paired activities (VCPSCSO056)

Health & Physical Education

Movement and Physical Activity

- Experience their body being moved through simple actions such as reaching, rolling, or passing (VCHPEM008)
- Experience structured play and movement activities (VCHPEM009)

Personal, Social and Community Health

- React to people and sensory experiences (VCHPEP004)
- Use gesture, facial expression, or sound to demonstrate response (VCHPEP005)

Critical & Creative Thinking

- React to the world around them through objects and shared routines (VCCCTQ055)
- Experience learning through repetition and familiar turn-taking routines (VCCCTM061)

Level A Summary

Students react to prompts and participate in supported ball passing, expressing enjoyment and preference through gestures or sounds.

Level B Alignment

Why it fits Level B

At Level B, students begin to intentionally take turns, make choices, and express likes and dislikes. *Gratitude Ping Pong* supports early communication and social play through structured back-and-forth interaction.

Personal & Social Capability

Self-Awareness and Management

- Respond to people or events and demonstrate emotions (VCPSCSE059)
- Follow teacher direction and persist in an activity with support (VCPSCSE061)

Social Awareness and Management

- Participate in routine paired activities (VCPSCSO063)
- Demonstrate simple social skills such as attending, turn-taking, and sharing (VCPSCSO064)

Health & Physical Education

Movement and Physical Activity

- Practise basic movements such as rolling, tossing, or passing an object (VCHPEM022)
- Engage in a variety of movement activities (VCHPEM023)

Personal, Social and Community Health

- Express feelings, likes, and dislikes during interaction (VCHPEP019)
- Participate in structured wellbeing activities (VCHPEP021)

Critical & Creative Thinking

- Use past experience to respond to familiar prompts (VCCCTQ064)
- Generate simple ideas based on personal preference (VCCCTQ065)

Level B Summary

Students intentionally take turns with a partner and express simple ideas or preferences using speech, gesture, or visuals.

Level C Alignment

Why it fits Level C

At Level C, students practise listening, responding to questions, and engaging cooperatively with peers. *Gratitude Ping Pong* strengthens communication, reflection, and positive peer interaction.

Personal & Social Capability

Self-Awareness and Management

- Name emotions, likes, and preferences related to familiar experiences (VCPSCSE066)
- Try new activities and complete steps in a familiar routine (VCPSCSE068)

Social Awareness and Management

- Follow adult directions to participate intentionally in paired activities (VCPSCSO070)
- Follow basic social rules such as listening and turn-taking (VCPSCSO071)
- Identify reactions to familiar social situations (VCPSCSO072)

Health & Physical Education

Movement and Physical Activity

- Practise simple coordination skills such as throwing, catching, or rolling (VCHPEM036)
- Participate in games with simple rules (VCHPEM037)

Personal, Social and Community Health

- Explore feelings and practise expressing gratitude and appreciation (VCHPEP033)

- Participate in structured wellbeing activities (VCHPEP035)

Critical & Creative Thinking

- Answer simple reflective questions (“What are you grateful for?”) (VCCCTQ072)
- Express ideas through words, drawings, or gestures (VCCCTM078)

Level C Summary

Students respond to prompts, take turns fairly, and listen respectfully to their partner’s ideas.

Level D Alignment

Why it fits Level D

At Level D, students reflect on experiences, understand different perspectives, and communicate thoughtfully with peers. *Gratitude Ping Pong* supports empathy, active listening, and social confidence.

Personal & Social Capability

Self-Awareness and Management

- Name and describe emotions and preferences related to personal experiences (VCPSCSE073)
- Identify personal values and interests (VCPSCSE074)
- Discuss appropriate responses during social interactions (VCPSCSE075)

Social Awareness and Management

- Work cooperatively with peers in paired activities (VCPSCSO078)
- Demonstrate understanding that people may have different ideas and feelings (VCPSCSO079)

Health & Physical Education

Movement and Physical Activity

- Participate in games and anticipate next steps in routines (VCHPEM051)
- Cooperate with others and demonstrate positive behaviours (VCHPEM054)

Personal, Social and Community Health

- Identify emotional responses and explain feelings using words or symbols (VCHPEP047)
- Explore actions that promote wellbeing, connection, and empathy (VCHPEP048)

Critical & Creative Thinking

- Generate ideas in response to reflective prompts (VCCCTQ083)
- Use personal experience to explain thoughts and feelings (VCCCTR086)
- Express reflections about learning and connection (VCCCTM087)

Level D Summary

Students reflect thoughtfully on prompts, listen to others’ perspectives, and engage positively in paired discussion.

Foundation (F) Alignment

Why it fits Foundation

Foundation students are learning to share simple ideas, take turns, and listen to others during play. *Gratitude Ping Pong* supports early communication, social connection, and enjoyment through movement and simple prompts.

Personal & Social Capability

Self-Awareness and Management

- Identify and express likes, dislikes, and feelings (VCPSCSE002)
- Participate in classroom routines and guided activities (VCPSCSE004)

Social Awareness and Management

- Recognise that others have feelings and ideas (VCPSCSO004)
- Participate cooperatively in paired or group activities (VCPSCSO005)

Health & Physical Education

(Personal, Social and Community Health)

- Participate in activities that promote positive relationships and wellbeing (VCHPEP106)
- Identify feelings associated with positive experiences (VCHPEP105)

English (Oral Language)

- Listen to and respond to simple spoken questions and prompts (VCELY162)
- Share ideas using words, gestures, or actions (VCELY164)

Foundation Summary

Students share simple answers to prompts, take turns passing the ball, and listen to their partner with support.

Year 1 Alignment

Why it fits Year 1

Year 1 students are building confidence in speaking, listening, and turn-taking. *Gratitude Ping Pong* encourages simple reflection and respectful interaction in pairs.

Personal & Social Capability

Self-Awareness and Management

- Describe emotions and personal preferences (VCPSCSE005)
- Identify positive behaviours that support relationships (VCPSCSE006)

Social Awareness and Management

- Follow rules and expectations during paired activities (VCPSCSO007)
- Show respect and encouragement towards others (VCPSCSO008)

Health & Physical Education

(Personal, Social and Community Health)

- Describe how positive emotions support wellbeing (VCHPEP108)
- Practise behaviours that support respectful relationships (VCHPEP109)

English (Speaking & Listening)

- Respond to prompts by sharing personal ideas (VCELY167)
- Participate in discussions, taking turns and listening (VCELY166)

Year 1 Summary

Students answer prompts, practise turn-taking with a partner, and listen respectfully.

Year 2 Alignment

Why it fits Year 2

Year 2 students are developing empathy, reflection, and awareness that people may have different ideas. *Gratitude Ping Pong* supports thoughtful sharing and connection.

Personal & Social Capability

Self-Awareness and Management

- Identify emotional responses and explain preferences (VCPSCSE008)
- Recognise personal strengths and positive experiences (VCPSCSE009)

Social Awareness and Management

- Describe how sharing thoughts and gratitude affects others (VCPSCSO010)
- Work cooperatively and encourage peers (VCPSCSO011)

Health & Physical Education

(Personal, Social and Community Health)

- Describe strategies that support emotional wellbeing (VCHPEP112)
- Explain how positive behaviour strengthens relationships (VCHPEP113)

English (Speaking & Listening)

- Engage in discussions, listening and responding appropriately (VCELY178)
- Take turns and build on others' ideas (VCELY179)

Year 2 Summary

Students reflect on gratitude prompts, listen to different perspectives, and respond respectfully.

Year 3 Alignment

Why it fits Year 3

Year 3 students can explain ideas in more detail, reflect on conversations, and understand the value of listening. *Gratitude Ping Pong* builds communication skills, empathy, and social confidence.

Personal & Social Capability

Self-Awareness and Management

- Identify personal values and emotional responses (VCPSCSE014)
- Describe emotions and strategies for expressing thoughts respectfully (VCPSCSE015)

Social Awareness and Management

- Explain how listening and sharing support positive relationships (VCPSCSO016)
- Contribute positively to paired and group discussions (VCPSCSO017)

Health & Physical Education

(Personal, Social and Community Health)

- Explain how gratitude and empathy support wellbeing (VCHPEP116)
- Reflect on behaviours that build connection and belonging (VCHPEP117)

English (Speaking & Listening)

- Participate actively in discussions, building on others' ideas (VCELY184)
- Respond clearly to prompts and reflect on shared conversations (VCELY185)

Year 3 Summary

Students share thoughtful responses, listen actively, and reflect on how gratitude builds connection.

Week Six

Play

One, Two, Three

Level A Alignment

Why it fits Level A

At Level A, students are learning to *react* to sounds, movement, rhythm, and shared interactions. *One, Two, Three* supports engagement through repetition, imitation, and supported participation with a partner.

Personal & Social Capability

Self-Awareness and Management

- React to people, movement, and sounds using facial expression, gesture, or body movement (VCPSCSE052)
- Indicate enjoyment or emotional response during shared activities (VCPSCSE053)

Social Awareness and Management

- React to significant people and shared experiences (VCPSCSO055)
- Be supported to interact with peers during paired activities (VCPSCSO056)

Health & Physical Education

Movement and Physical Activity

- Experience their body being moved through simple actions (clapping, raising arms) (VCHPEM008)
- Experience structured movement and rhythm-based activities (VCHPEM009)

Personal, Social and Community Health

- React to sensory experiences such as rhythm, sound, and movement (VCHPEP004)
- Use gesture or movement to demonstrate response (VCHPEP005)

Critical & Creative Thinking

- React to the world around them through sound and movement (VCCCTQ055)
- Experience learning through repetition and predictable routines (VCCCTM061)

Level A Summary

Students react to rhythm and movement prompts, participating through supported gestures, sounds, or imitation.

Level B Alignment

Why it fits Level B

At Level B, students begin to intentionally copy actions, follow simple instructions, and participate in predictable routines. *One, Two, Three* supports early coordination, attention, and social engagement.

Personal & Social Capability

Self-Awareness and Management

- Respond to people or events and demonstrate emotions (VCPSCSE059)

- Follow teacher direction and persist in an activity with support (VCPSCSE061)

Social Awareness and Management

- Participate in routine paired activities (VCPSCSO063)
- Demonstrate simple social skills such as attending, copying, and turn-taking (VCPSCSO064)

Health & Physical Education

Movement and Physical Activity

- Practise basic movements such as clapping, nodding, or raising arms (VCHPEM022)
- Engage in a variety of structured movement activities (VCHPEM023)

Personal, Social and Community Health

- Express enjoyment and effort during movement activities (VCHPEP019)
- Participate in structured play and wellbeing activities (VCHPEP021)

Critical & Creative Thinking

- Use past experience to respond to familiar routines (VCCCTQ064)
- Use modelling and repetition as learning strategies (VCCCTM070)

Level B Summary

Students intentionally copy actions, follow the rhythm, and participate with a partner in a familiar sequence.

Level C Alignment

Why it fits Level C

At Level C, students practise following instructions, maintaining focus, and coordinating actions with others. *One, Two, Three* builds rhythm, attention, and peer connection.

Personal & Social Capability

Self-Awareness and Management

- Name emotions and show enjoyment during familiar activities (VCPSCSE066)
- Try new activities and complete steps in a familiar routine (VCPSCSE068)

Social Awareness and Management

- Follow adult directions to participate intentionally in paired activities (VCPSCSO070)
- Follow basic social rules such as listening and turn-taking (VCPSCSO071)
- Identify reactions to familiar social situations (VCPSCSO072)

Health & Physical Education

Movement and Physical Activity

- Practise coordination and rhythm through simple movement sequences (VCHPEM036)
- Participate in games with simple rules and patterns (VCHPEM037)
- Move safely with others in shared spaces (VCHPEM040)

Personal, Social and Community Health

- Explore feelings and practise expressing enjoyment and effort (VCHPEP033)
- Participate in structured wellbeing and movement activities (VCHPEP035)

Critical & Creative Thinking

- Answer simple reflective questions about the activity (VCCCTQ072)
- Express ideas through movement, gesture, or words (VCCCTM078)

Level C Summary

Students follow a sequence of actions, stay focused on their partner, and participate cooperatively.

Level D Alignment

Why it fits Level D

At Level D, students reflect on participation, coordinate actions with peers, and demonstrate growing self-regulation. *One, Two, Three* supports cooperation, focus, and enjoyment through shared rhythm.

Personal & Social Capability

Self-Awareness and Management

- Describe feelings and preferences during activities (VCPSCSE073)
- Identify personal strengths and interests (VCPSCSE074)
- Discuss strategies for staying focused and engaged (VCPSCSE075)

Social Awareness and Management

- Work cooperatively with peers in paired activities (VCPSCSO078)
- Demonstrate understanding that actions affect others (VCPSCSO079)

Health & Physical Education

Movement and Physical Activity

- Participate in games and anticipate next steps in routines (VCHPEM051)
- Cooperate with others and demonstrate positive behaviours (VCHPEM054)
- Follow rules and safety directions (VCHPEM056)

Personal, Social and Community Health

- Identify physical and emotional responses to activity (VCHPEP047)
- Explore actions that promote wellbeing, focus, and connection (VCHPEP048)

Critical & Creative Thinking

- Generate ideas for improving coordination or rhythm (VCCCTQ083)
- Use personal experience to explain enjoyment or challenge (VCCCTR086)
- Reflect on learning and participation (VCCCTM087)

Level D Summary

Students coordinate movements with a partner, maintain rhythm, and reflect on focus, enjoyment, and connection.

Foundation (F) Alignment

Why it fits Foundation

Foundation students are learning to follow simple patterns, copy movements, and engage with peers through play. *One, Two, Three* supports rhythm, imitation, and joyful connection.

Health & Physical Education

- Participate in movement activities and follow simple patterns (VCHPEM106)
- Move safely and confidently in shared spaces (VCHPEM107)
- Participate in physical activities that support wellbeing (VCHPEP106)

Personal & Social Capability

- Identify and express enjoyment and emotions during play (VCPSCSE002)
- Participate cooperatively in paired or small group activities (VCPSCSO004)

English (Oral Language)

- Listen to and follow simple spoken instructions (VCELY162)
- Join in chants, rhymes, and shared actions (VCELY164)

Foundation Summary

Students copy movements, keep rhythm with a partner, and enjoy playful interaction.

Year 1 Alignment

Why it fits Year 1

Year 1 students are developing coordination, attention, and social confidence. *One, Two, Three* builds focus and cooperation through predictable sequences.

Health & Physical Education

- Practise fundamental movement skills through rhythmic activities (VCHPEM110)
- Work with others to complete movement sequences (VCHPEP108)

Personal & Social Capability

- Describe emotions and responses during activities (VCPSCSE005)
- Follow rules and expectations during paired play (VCPSCSO007)

English (Speaking & Listening)

- Respond to simple prompts and instructions (VCELY167)
- Take turns and listen during shared activities (VCELY166)

Year 1 Summary

Students follow sequences, stay focused, and cooperate with a partner.

Year 2 Alignment

Why it fits Year 2

Year 2 students are learning to sustain attention, coordinate actions, and reflect on experiences. *One, Two, Three* supports rhythm, memory, and peer interaction.

Health & Physical Education

- Combine movements with rhythm and coordination (VCHPEM114)
- Participate fairly and safely in physical activities (VCHPEP112)

Personal & Social Capability

- Identify emotional and physical responses during activities (VCPSCSE008)
- Work cooperatively and encourage others (VCPSCSO010)

English (Speaking & Listening)

- Engage in discussions, listening and responding appropriately (VCELY178)
- Take turns and build on others' ideas (VCELY179)

Year 2 Summary

Students maintain rhythm, coordinate with peers, and reflect on enjoyment and challenge.

Year 3 Alignment

Why it fits Year 3

Year 3 students can explain strategies, maintain focus, and support others. *One, Two, Three* strengthens teamwork, coordination, and shared enjoyment.

Health & Physical Education

- Demonstrate control, coordination, and cooperation in movement activities (VCHPEM118)
- Work effectively with partners and small groups (VCHPEP116)

Personal & Social Capability

- Identify personal strengths and preferences during activities (VCPSCSE014)
- Explain how actions and cooperation affect others (VCPSCSO016)

English (Speaking & Listening)

- Participate actively in discussions and reflect on experiences (VCELY184)
- Respond clearly and appropriately to instructions and prompts (VCELY185)

Year 3 Summary

Students coordinate complex sequences, reflect on focus and teamwork, and contribute positively to partner play.

Written

Happy Thoughts Journal

Level A Alignment

Why it fits Level A

At Level A, students are developing awareness of emotions and reacting to positive experiences. *Happy Thoughts Journal* supports students to respond to positive moments using sensory input, visuals, and supported expression.

Personal & Social Capability

Self-Awareness and Management

- React to people, objects, or events using facial expression, gesture, or sound (VCPSCSE052)
- Indicate enjoyment or emotional response during familiar experiences (VCPSCSE053)

Social Awareness and Management

- React to significant people and shared experiences (VCPSCSO055)
- Be supported to engage with others during shared activities (VCPSCSO056)

Health & Physical Education

Personal, Social and Community Health

- React to experiences that promote comfort, enjoyment, or wellbeing (VCHPEP004)
- Use gesture, facial expression, or movement to demonstrate response (VCHPEP005)

Critical & Creative Thinking

- React to familiar experiences using pictures, objects, or sounds (VCCCTQ055)
- Experience learning through repetition and familiar routines (VCCCTM061)

Level A Summary

Students react to happy moments using supported communication such as gestures, sounds, or visuals.

Level B Alignment

Why it fits Level B

At Level B, students begin to intentionally express likes, dislikes, and emotions. *Happy Thoughts Journal* supports choice-making and early reflection using visuals and guided prompts.

Personal & Social Capability

Self-Awareness and Management

- Respond to people or events and demonstrate emotions (VCPSCSE059)
- Follow teacher direction and persist in an activity with support (VCPSCSE061)

Social Awareness and Management

- Participate in routine classroom activities (VCPSCSO063)
- Demonstrate simple social skills such as attending and sharing (VCPSCSO064)

Health & Physical Education

Personal, Social and Community Health

- Express feelings related to personal experiences (VCHPEP019)
- Participate in structured wellbeing and reflection activities (VCHPEP021)

Critical & Creative Thinking

- Use past experiences to respond to familiar prompts (VCCCTQ064)
- Generate simple ideas using pictures, symbols, or words (VCCCTQ065)

Level B Summary

Students intentionally express a happy moment using drawings, symbols, or simple words with support.

Level C Alignment

Why it fits Level C

At Level C, students practise naming emotions, reflecting on experiences, and sharing ideas with others. *Happy Thoughts Journal* supports emotional literacy and positive self-reflection.

Personal & Social Capability

Self-Awareness and Management

- Name emotions and preferences related to familiar experiences (VCPSCSE066)
- Try new activities and complete steps in a familiar routine (VCPSCSE068)

Social Awareness and Management

- Follow adult directions to participate intentionally in class activities (VCPSCSO070)
- Follow basic social rules such as listening and turn-taking (VCPSCSO071)

Health & Physical Education

Personal, Social and Community Health

- Explore feelings and identify positive experiences (VCHPEP033)
- Participate in structured wellbeing and reflection activities (VCHPEP035)

Critical & Creative Thinking

- Answer simple reflective questions ("What made you happy?") (VCCCTQ072)
- Express ideas through drawings, symbols, words, or gestures (VCCCTM078)

Level C Summary

Students identify and record positive moments and begin to describe how remembering them makes them feel.

Level D Alignment

Why it fits Level D

At Level D, students reflect on experiences, explain emotions, and plan positive actions. *Happy Thoughts Journal* builds self-awareness, optimism, and emotional regulation.

Personal & Social Capability

Self-Awareness and Management

- Describe emotions and personal experiences (VCPSCSE073)
- Identify personal strengths and positive moments (VCPSCSE074)
- Discuss strategies for maintaining positive wellbeing (VCPSCSE075)

Social Awareness and Management

- Participate cooperatively in group sharing and discussions (VCPSCSO078)
- Demonstrate understanding that emotions and experiences may differ between people (VCPSCSO079)

Health & Physical Education

Personal, Social and Community Health

- Identify emotional responses and explain feelings (VCHPEP047)
- Explore actions that promote wellbeing, optimism, and resilience (VCHPEP048)

Critical & Creative Thinking

- Generate ideas about future positive experiences (VCCCTQ083)
- Use personal experience to explain thoughts and feelings (VCCCTR086)
- Reflect on learning and emotional experiences (VCCCTM087)

Level D Summary

Students reflect on happy moments, explain how these experiences affect emotions, and plan for future positive experiences.

Foundation (F) Alignment

Why it fits Foundation

Foundation students are learning to recognise feelings, talk about experiences, and use drawings and symbols to communicate. *Happy Thoughts Journal* supports early emotional literacy and positive reflection in a concrete, visual way.

Health & Physical Education

(Personal, Social and Community Health)

- Identify emotions people experience in different situations (VCHPEP105)
- Participate in activities that promote wellbeing and positive relationships (VCHPEP106)

Personal & Social Capability

- Identify and express emotions related to daily experiences (VCPSCSE002)
- Participate in classroom routines and guided reflection activities (VCPSCSE004)

English (Oral Language / Early Writing)

- Listen to and respond to simple questions about personal experiences (VCELY162)
- Share ideas using drawings, symbols, or simple words (VCELY164)

Foundation Summary

Students draw or share a happy moment, identify how it made them feel, and listen to others respectfully.

Year 1 Alignment

Why it fits Year 1

Year 1 students are developing the ability to describe feelings, explain experiences, and listen to peers. *Happy Thoughts Journal* builds positive self-talk and early reflection skills.

Health & Physical Education

(Personal, Social and Community Health)

- Describe how emotional responses and positive experiences support wellbeing (VCHPEP108)
- Practise behaviours that promote happiness and positive relationships (VCHPEP109)

Personal & Social Capability

- Describe emotions and personal responses to experiences (VCPSCSE005)
- Identify positive behaviours that support self and others (VCPSCSE006)

English (Speaking & Listening / Writing)

- Create short spoken or written texts about personal experiences (VCELY167)
- Participate in group discussions, taking turns and listening (VCELY166)

Year 1 Summary

Students describe a happy moment, explain how it made them feel, and share respectfully with peers.

Year 2 Alignment

Why it fits Year 2

Year 2 students are developing reflection, empathy, and awareness that thoughts influence feelings. *Happy Thoughts Journal* supports deeper emotional understanding and goal-setting.

Health & Physical Education

(Personal, Social and Community Health)

- Describe strategies that help maintain emotional and social wellbeing (VCHPEP112)
- Explain how positive thinking supports relationships and wellbeing (VCHPEP113)

Personal & Social Capability

- Identify emotional responses and explain why experiences feel positive (VCPSCSE008)
- Recognise personal strengths and positive experiences (VCPSCSE009)

English (Speaking & Listening / Writing)

- Create simple reflective texts about experiences and feelings (VCELY176)
- Engage in discussions, listening and responding appropriately (VCELY178)

Year 2 Summary

Students reflect on positive experiences, describe emotions, and explain why focusing on happy moments is helpful.

Year 3 Alignment

Why it fits Year 3

Year 3 students can reflect thoughtfully, explain emotional strategies, and plan for future wellbeing. *Happy Thoughts Journal* supports optimism, resilience, and emotional regulation.

Health & Physical Education

(Personal, Social and Community Health)

- Explain how thoughts, feelings, and behaviours influence wellbeing (VCHPEP116)
- Reflect on strategies that support emotional health and resilience (VCHPEP117)

Personal & Social Capability

- Identify personal values, strengths, and emotions (VCPSCSE014)
- Describe strategies for managing emotions and maintaining wellbeing (VCPSCSE015)

English (Speaking & Listening / Writing)

- Plan and create short reflective texts (VCELY187)
- Participate actively in discussions, building on others' ideas (VCELY184)

Year 3 Summary

Students reflect on happy moments, explain how positive thinking affects wellbeing, and plan future positive experiences.

Exercise

Shape Stretch

Level A Alignment

Why it fits Level A

At Level A, students are learning to *react* to movement, space, and sensory input. *Shape Stretch* supports early body awareness through imitation, supported positioning, and shared movement experiences.

Personal & Social Capability

Self-Awareness and Management

- React to movement, body positioning, and sensory input using facial expression, gesture, or body movement (VCPSCSE052)
- Indicate enjoyment or emotional response during movement experiences (VCPSCSE053)

Social Awareness and Management

- React to shared group activities and adult-led movement (VCPSCSO055)
- Be supported to participate alongside peers (VCPSCSO056)

Health & Physical Education

Movement and Physical Activity

- Experience their body being moved through simple positions and stretches (VCHPEM008)
- Experience structured movement activities (VCHPEM009)

Personal, Social and Community Health

- React to physical sensations during movement and stretching (VCHPEP004)

- Use movement or gesture to demonstrate response (VCHPEP005)

Critical & Creative Thinking

- React to shapes and movement through imitation (VCCCTQ055)
- Experience learning through repetition and familiar routines (VCCCTM061)

Level A Summary

Students react to teacher-led shapes and participate through supported body movements and positioning.

Level B Alignment

Why it fits Level B

At Level B, students begin to intentionally copy actions, follow simple instructions, and explore their bodies in space. *Shape Stretch* supports copying, balance, and early creative movement.

Personal & Social Capability

Self-Awareness and Management

- Respond to movement instructions and demonstrate effort (VCPSCSE059)
- Follow teacher direction and persist in an activity with support (VCPSCSE061)

Social Awareness and Management

- Participate in routine group movement activities (VCPSCSO063)
- Demonstrate simple social behaviours such as attending and copying (VCPSCSO064)

Health & Physical Education

Movement and Physical Activity

- Practise basic movements and positions (VCHPEM022)
- Engage in a variety of structured movement activities (VCHPEM023)

Personal, Social and Community Health

- Express enjoyment during physical activity (VCHPEP019)
- Participate in structured wellbeing activities (VCHPEP021)

Critical & Creative Thinking

- Use modelling to copy familiar shapes and actions (VCCCTQ064)
- Generate simple ideas through movement (VCCCTQ065)

Level B Summary

Students intentionally copy body shapes and begin experimenting with simple movements.

Level C Alignment

Why it fits Level C

At Level C, students practise following instructions, holding positions, and working with others.

Shape Stretch builds balance, coordination, and creative expression.

Personal & Social Capability

Self-Awareness and Management

- Show enjoyment and effort during familiar movement activities (VCPSCSE066)
- Try new activities and complete steps in a routine (VCPSCSE068)

Social Awareness and Management

- Follow adult directions during group activities (VCPSCSO070)
- Follow basic social rules such as listening and turn-taking (VCPSCSO071)

Health & Physical Education

Movement and Physical Activity

- Practise balance, coordination, and body control (VCHPEM036)
- Participate in games and activities with simple rules (VCHPEM037)
- Move safely with others in shared spaces (VCHPEM040)

Personal, Social and Community Health

- Explore physical sensations and effort during movement (VCHPEP033)
- Participate in structured wellbeing and movement activities (VCHPEP035)

Critical & Creative Thinking

- Answer simple reflective questions about movement ("Which shape did you like?") (VCCCTQ072)
- Express ideas through movement and body shapes (VCCCTM078)

Level C Summary

Students follow instructions to create shapes, hold poses briefly, and experiment with creative movement.

Level D Alignment

Why it fits Level D

At Level D, students reflect on movement, coordinate with peers, and show creativity. *Shape Stretch* supports body awareness, confidence, and collaboration.

Personal & Social Capability

Self-Awareness and Management

- Describe feelings and preferences during physical activity (VCPSCSE073)
- Identify personal strengths and interests related to movement (VCPSCSE074)
- Discuss strategies for balance, control, and focus (VCPSCSE075)

Social Awareness and Management

- Work cooperatively with peers to create shapes (VCPSCSO078)
- Demonstrate understanding that actions affect others in shared spaces (VCPSCSO079)

Health & Physical Education

Movement and Physical Activity

- Participate in movement sequences and anticipate next steps (VCHPEM051)
- Cooperate with others and demonstrate positive behaviours (VCHPEM054)
- Follow safety rules during physical activity (VCHPEM056)

Personal, Social and Community Health

- Identify physical responses to stretching and movement (VCHPEP047)
- Explore actions that promote flexibility, wellbeing, and confidence (VCHPEP048)

Critical & Creative Thinking

- Generate ideas for new shapes or body positions (VCCCTQ083)
- Use personal experience to explain preferences or challenges (VCCCTR086)
- Reflect on learning and creativity (VCCCTM087)

Level D Summary

Students create and hold shapes with control, collaborate with peers, and reflect on balance, movement, and creativity.

Foundation (F) Alignment

Why it fits Foundation

Foundation students are learning body awareness, spatial awareness, and how to copy movements. *Shape Stretch* supports early physical development, creativity, and confidence through simple, playful shapes.

Health & Physical Education

- Participate in movement activities that develop body awareness and balance (VCHPEM106)
- Move safely and confidently in shared spaces (VCHPEM107)
- Engage in physical activities that support health and wellbeing (VCHPEP106)

Personal & Social Capability

- Identify and express enjoyment and confidence during movement play (VCPSCSE002)
- Participate cooperatively in group and whole-class activities (VCPSCSO004)

English (Oral Language)

- Listen to and follow simple spoken instructions (VCELY162)
- Join in shared activities using actions and gestures (VCELY164)

Foundation Summary

Students copy simple shapes, explore body positions, and enjoy moving creatively with others.

Year 1 Alignment

Why it fits Year 1

Year 1 students are developing coordination, balance, and the ability to follow short sequences. *Shape Stretch* encourages controlled movement and early creativity.

Health & Physical Education

- Practise fundamental movement skills such as balancing, stretching, and shaping the body (VCHPEM110)
- Work with others to complete movement activities (VCHPEP108)

Personal & Social Capability

- Describe feelings and effort during activities (VCPSCSE005)
- Follow rules and expectations during movement activities (VCPSCSO007)

English (Speaking & Listening)

- Respond to instructions and questions during activities (VCELY167)
- Take turns and listen to others during shared tasks (VCELY166)

Year 1 Summary

Students follow teacher-led shapes, hold poses briefly, and share which shapes they enjoyed.

Year 2 Alignment

Why it fits Year 2

Year 2 students are learning to control movement, cooperate with peers, and reflect on experiences. *Shape Stretch* builds balance, coordination, and teamwork.

Health & Physical Education

- Combine balance, stretching, and coordination in movement activities (VCHPEM114)
- Participate fairly and safely in physical activities (VCHPEP112)

Personal & Social Capability

- Identify physical and emotional responses to movement (VCPSCSE008)
- Work cooperatively with others and encourage peers (VCPSCSO010)

English (Speaking & Listening)

- Engage in discussions, listening and responding appropriately (VCELY178)
- Explain preferences and ideas to others (VCELY179)

Year 2 Summary

Students create and hold shapes, work with partners, and reflect on how movement feels.

Year 3 Alignment

Why it fits Year 3

Year 3 students can coordinate more complex movements, collaborate in groups, and explain strategies. *Shape Stretch* supports confidence, creativity, and physical literacy.

Health & Physical Education

- Demonstrate balance, control, and coordination in movement sequences (VCHPEM118)
- Work effectively with partners and small groups (VCHPEP116)

Personal & Social Capability

- Identify personal strengths and preferences during physical activity (VCPSCSE014)
- Explain how cooperation and shared space support positive participation (VCPSCSO016)

English (Speaking & Listening)

- Participate actively in discussions and reflect on experiences (VCELY184)
- Respond clearly to instructions and questions (VCELY185)

Year 3 Summary

Students create original shapes, collaborate with peers, and reflect on balance, control, and creativity.

Gratitude

Feelings Card Sort

Level A Alignment

Why it fits Level A

At Level A, students are learning to *react* to emotions, people, and shared experiences.

Feelings Card Sort supports early emotional awareness through visual cues, supported choice-making, and simple responses.

Personal & Social Capability

Self-Awareness and Management

- React to people, objects, or events using facial expression, gesture, or sound (VCPSCSE052)
- Indicate enjoyment or emotional response during familiar activities (VCPSCSE053)

Social Awareness and Management

- React to shared group activities and familiar adults (VCPSCSO055)
- Be supported to engage with others during simple group tasks (VCPSCSO056)

Health & Physical Education

Personal, Social and Community Health

- React to emotions shown in pictures or interactions (VCHPEP004)
- Use gesture, movement, or sound to demonstrate emotional response (VCHPEP005)

Critical & Creative Thinking

- React to images and symbols representing emotions (VCCCTQ055)
- Experience learning through repetition and predictable routines (VCCCTM061)

Level A Summary

Students react to emotion cards using supported responses such as pointing, facial expressions, or gestures.

Level B Alignment

Why it fits Level B

At Level B, students begin to intentionally express feelings and follow simple instructions. *Feelings Card Sort* supports early emotional vocabulary and intentional choice-making.

Personal & Social Capability

Self-Awareness and Management

- Respond to people or events and demonstrate emotions (VCPSCSE059)
- Follow teacher direction and persist in an activity with support (VCPSCSE061)

Social Awareness and Management

- Participate in routine group activities (VCPSCSO063)
- Demonstrate simple social behaviours such as attending and sharing (VCPSCSO064)

Health & Physical Education

Personal, Social and Community Health

- Express feelings, likes, and dislikes related to experiences (VCHPEP019)
- Participate in structured wellbeing and emotional learning activities (VCHPEP021)

Critical & Creative Thinking

- Use past experience to respond to familiar emotion prompts (VCCCTQ064)
- Generate simple ideas using pictures, gestures, or words (VCCCTQ065)

Level B Summary

Students intentionally select emotion cards and express simple responses with support.

Level C Alignment

Why it fits Level C

At Level C, students practise naming emotions, sharing experiences, and listening to others. *Feelings Card Sort* builds emotional literacy, confidence, and respectful participation.

Personal & Social Capability

Self-Awareness and Management

- Name emotions related to familiar experiences (VCPSCSE066)
- Try new activities and complete steps in a familiar routine (VCPSCSE068)

Social Awareness and Management

- Follow adult directions to participate intentionally in group activities (VCPSCSO070)
- Follow basic social rules such as listening and turn-taking (VCPSCSO071)
- Identify reactions to familiar social situations (VCPSCSO072)

Health & Physical Education

Personal, Social and Community Health

- Identify emotions and practise expressing feelings appropriately (VCHPEP033)
- Participate in structured wellbeing and emotional learning activities (VCHPEP035)

Critical & Creative Thinking

- Answer simple reflective questions about feelings (“When did you feel happy?”) (VCCCTQ072)
- Express ideas through words, gestures, drawing, or acting (VCCCTM078)

Level C Summary

Students match cards to emotions, share simple experiences, and listen respectfully to peers.

Level D Alignment

Why it fits Level D

At Level D, students reflect on emotions, explain responses, and understand that people may feel differently. *Feelings Card Sort* supports empathy, communication, and emotional regulation.

Personal & Social Capability

Self-Awareness and Management

- Describe emotions and personal experiences (VCPSCSE073)
- Identify emotional responses in themselves and others (VCPSCSE074)
- Discuss strategies for expressing emotions safely (VCPSCSE075)

Social Awareness and Management

- Participate cooperatively in group discussions (VCPSCSO078)
- Demonstrate understanding that people experience emotions differently (VCPSCSO079)

Health & Physical Education

Personal, Social and Community Health

- Identify emotional responses and explain feelings using words or symbols (VCHPEP047)
- Explore actions that promote emotional wellbeing and respectful communication (VCHPEP048)

Critical & Creative Thinking

- Generate ideas in response to emotional prompts (VCCCTQ083)
- Use personal experience to explain feelings and choices (VCCCTR086)
- Reflect on learning and emotional experiences (VCCCTM087)

Level D Summary

Students explain emotions, reflect on experiences, and listen respectfully to different perspectives.

Foundation (F) Alignment

Why it fits Foundation

Foundation students are learning to recognise basic emotions, listen to others, and communicate ideas using words, gestures, and visuals. *Feelings Card Sort* supports early emotional literacy in a simple, concrete way.

Health & Physical Education

(Personal, Social and Community Health)

- Identify emotions people experience in different situations (VCHPEP105)
- Participate in activities that promote wellbeing and positive relationships (VCHPEP106)

Personal & Social Capability

- Identify and express emotions related to daily experiences (VCPSCSE002)
- Participate in classroom routines and guided group activities (VCPSCSE004)

English (Oral Language)

- Listen to and respond to simple spoken instructions and questions (VCELY162)
- Share ideas using words, gestures, or actions (VCELY164)

Foundation Summary

Students select emotion cards, match them to basic feelings, and share simple ideas or actions with support.

Year 1 Alignment

Why it fits Year 1

Year 1 students are building emotional vocabulary, confidence in speaking, and respectful listening skills. *Feelings Card Sort* encourages naming feelings and sharing personal examples.

Health & Physical Education

(Personal, Social and Community Health)

- Describe emotional responses people may experience in different situations (VCHPEP108)
- Practise behaviours that support respectful relationships (VCHPEP109)

Personal & Social Capability

- Describe emotions and personal responses (VCPSCSE005)
- Identify positive behaviours that support self and others (VCPSCSE006)

English (Speaking & Listening)

- Respond to questions by sharing personal experiences (VCELY167)
- Participate in group discussions, taking turns and listening (VCELY166)

Year 1 Summary

Students match emotions to situations, describe feelings, and listen respectfully to peers.

Year 2 Alignment

Why it fits Year 2

Year 2 students are developing empathy and understanding that people may feel differently in the same situation. *Feelings Card Sort* supports reflection and respectful discussion.

Health & Physical Education

(Personal, Social and Community Health)

- Describe strategies that help manage emotions and support wellbeing (VCHPEP112)
- Explain how positive behaviours support relationships (VCHPEP113)

Personal & Social Capability

- Identify emotional responses and explain feelings (VCPSCSE008)
- Recognise how emotions affect behaviour and relationships (VCPSCSE009)

English (Speaking & Listening)

- Engage in discussions, listening and responding appropriately (VCELY178)
- Build on others' ideas and take turns (VCELY179)

Year 2 Summary

Students explain emotions, share experiences, and discuss how feelings can differ between people.

Year 3 Alignment

Why it fits Year 3

Year 3 students can reflect on emotions, explain reasoning, and show empathy for others' perspectives. *Feelings Card Sort* builds emotional regulation and communication skills.

Health & Physical Education

(Personal, Social and Community Health)

- Explain how thoughts, feelings, and behaviours influence relationships and wellbeing (VCHPEP116)
- Reflect on strategies to manage emotions and build positive relationships (VCHPEP117)

Personal & Social Capability

- Identify personal emotions and explain how they influence behaviour (VCPSCSE014)
- Describe how listening and empathy support positive interactions (VCPSCSO016)

English (Speaking & Listening)

- Participate actively in discussions, building on others' ideas (VCELY184)
- Respond clearly to prompts and reflect on shared learning (VCELY185)

Year 3 Summary

Students reflect on emotions, explain their responses, and listen empathetically to others' experiences.

Week Seven

Play

Yay, Nay, Let's Stay

Level A Alignment

Why it fits Level A

At Level A, students are learning to *react* to sound, movement, and shared group experiences.

Yay, Nay, Let's Stay supports engagement through rhythm, repetition, and supported whole-body movement.

Personal & Social Capability

Self-Awareness and Management

- React to movement, sound, and physical prompts using facial expression, gesture, or body movement (VCPSCSE052)
- Indicate enjoyment or emotional response during shared activities (VCPSCSE053)

Social Awareness and Management

- React to shared group routines and familiar people (VCPSCSO055)
- Be supported to engage alongside peers in group movement (VCPSCSO056)

Health & Physical Education

Movement and Physical Activity

- Experience their body being moved through simple actions (forward, backward, turning) (VCHPEM008)
- Experience structured movement activities (VCHPEM009)

Personal, Social and Community Health

- React to sensory experiences such as movement and sound (VCHPEP004)
- Use movement, gesture, or sound to demonstrate response (VCHPEP005)

Critical & Creative Thinking

- React to predictable movement routines and commands (VCCCTQ055)
- Experience learning through repetition and familiar patterns (VCCCTM061)

Level A Summary

Students react to movement commands and participate through supported actions, gestures, or sounds.

Level B Alignment

Why it fits Level B

At Level B, students begin to intentionally follow simple instructions, copy movements, and engage in predictable routines. *Yay, Nay, Let's Stay* supports early coordination and group participation.

Personal & Social Capability

Self-Awareness and Management

- Respond to people or events and demonstrate effort and enjoyment (VCPSCSE059)
- Follow teacher direction and persist in movement activities with support (VCPSCSE061)

Social Awareness and Management

- Participate in routine group activities (VCPSCSO063)
- Demonstrate simple social behaviours such as attending, copying, and moving with others (VCPSCSO064)

Health & Physical Education

Movement and Physical Activity

- Practise basic whole-body movements such as stepping, reaching, or turning (VCHPEM022)
- Engage in a variety of structured movement activities (VCHPEM023)

Personal, Social and Community Health

- Express enjoyment during physical activity (VCHPEP019)
- Participate in structured wellbeing and play activities (VCHPEP021)

Critical & Creative Thinking

- Use modelling and repetition to respond to movement cues (VCCCTQ064)
- Generate simple movement responses to commands (VCCCTQ065)

Level B Summary

Students intentionally follow movement commands and participate in group routines with support.

Level C Alignment

Why it fits Level C

At Level C, students practise listening carefully, coordinating movements, and participating cooperatively. *Yay, Nay, Let's Stay* strengthens focus, balance, and group connection.

Personal & Social Capability

Self-Awareness and Management

- Show enjoyment and effort during familiar movement activities (VCPSCSE066)
- Try new activities and complete steps in a routine (VCPSCSE068)

Social Awareness and Management

- Follow adult directions to participate intentionally in group activities (VCPSCSO070)
- Follow basic social rules such as listening and responding appropriately (VCPSCSO071)
- Identify reactions to shared social experiences (VCPSCSO072)

Health & Physical Education

Movement and Physical Activity

- Practise coordination, balance, and body control (VCHPEM036)
- Participate in games with simple rules and patterns (VCHPEM037)
- Move safely with others in shared spaces (VCHPEM040)

Personal, Social and Community Health

- Explore feelings such as enjoyment, excitement, and focus during activity (VCHPEP033)
- Participate in structured wellbeing and movement activities (VCHPEP035)

Critical & Creative Thinking

- Answer simple reflective questions about the activity ("What was tricky?") (VCCCTQ072)
- Express ideas through movement, gesture, or words (VCCCTM078)

Level C Summary

Students follow sequences of commands, coordinate movements with the group, and reflect on the experience.

Level D Alignment

Why it fits Level D

At Level D, students reflect on participation, cooperate with peers, and manage focus during increasingly complex routines. *Yay, Nay, Let's Stay* supports self-regulation, teamwork, and joy.

Personal & Social Capability

Self-Awareness and Management

- Describe feelings and preferences during physical activity (VCPSCSE073)
- Identify personal strengths such as focus, coordination, or persistence (VCPSCSE074)
- Discuss strategies for staying focused and calm during group activities (VCPSCSE075)

Social Awareness and Management

- Work cooperatively with peers in group movement activities (VCPSCSO078)

- Demonstrate understanding that actions affect others in shared spaces (VCPSCSO079)

Health & Physical Education

Movement and Physical Activity

- Participate in movement sequences and anticipate changes (VCHPEM051)
- Cooperate with others and demonstrate positive behaviours (VCHPEM054)
- Follow rules and safety directions (VCHPEM056)

Personal, Social and Community Health

- Identify physical and emotional responses to movement (VCHPEP047)
- Explore actions that promote wellbeing, connection, and enjoyment (VCHPEP048)

Critical & Creative Thinking

- Generate ideas for new sequences or challenges (VCCCTQ083)
- Use personal experience to explain enjoyment or difficulty (VCCCTR086)
- Reflect on learning and group success (VCCCTM087)

Level D Summary

Students participate confidently in fast-paced sequences, cooperate with peers, and reflect on focus, fun, and teamwork.

Foundation (F) Alignment

Why it fits Foundation

Foundation students are learning to listen to instructions, move safely with others, and enjoy playful group experiences. *Yay, Nay, Let's Stay* supports early coordination, attention, and social connection through simple, repeated movements.

Health & Physical Education

- Participate in movement activities and respond to simple cues (VCHPEM106)
- Move safely in shared spaces and follow basic rules (VCHPEM107)
- Engage in physical activities that support wellbeing and enjoyment (VCHPEP106)

Personal & Social Capability

- Identify and express enjoyment and excitement during play (VCPSCSE002)
- Participate cooperatively in whole-class activities (VCPSCSO004)

English (Oral Language)

- Listen to and follow simple spoken instructions (VCELY162)
- Join in group chants and actions (VCELY164)

Foundation Summary

Students follow simple movement commands, copy actions, and enjoy playing together as a group.

Year 1 Alignment

Why it fits Year 1

Year 1 students are developing focus, coordination, and confidence in group play. *Yay, Nay, Let's Stay* encourages listening carefully and responding accurately while having fun.

Health & Physical Education

- Practise fundamental movement skills through structured games (VCHPEM110)
- Work with others to complete movement sequences (VCHPEP108)

Personal & Social Capability

- Describe feelings and responses during activities (VCPSCSE005)
- Follow rules and expectations during group games (VCPSCSO007)

English (Speaking & Listening)

- Respond to instructions and questions during play (VCELY167)
- Take turns and listen to others in group activities (VCELY166)

Year 1 Summary

Students respond correctly to commands, stay focused, and play cooperatively with peers.

Year 2 Alignment

Why it fits Year 2

Year 2 students are learning to manage attention, cooperate in groups, and reflect on shared experiences. *Yay, Nay, Let's Stay* supports teamwork, self-regulation, and enjoyment.

Health & Physical Education

- Participate fairly and safely in physical activities (VCHPEM114)
- Demonstrate cooperation and encouragement during games (VCHPEP112)

Personal & Social Capability

- Identify emotional and physical responses during activities (VCPSCSE008)
- Work cooperatively and support others (VCPSCSO010)

English (Speaking & Listening)

- Engage in discussions, listening and responding appropriately (VCELY178)
- Share ideas and reflections with peers (VCELY179)

Year 2 Summary

Students manage increasingly complex sequences, support peers, and reflect on how it feels to succeed as a group.

Year 3 Alignment

Why it fits Year 3

Year 3 students can sustain focus, understand group dynamics, and explain strategies for success. *Yay, Nay, Let's Stay* builds coordination, leadership, and positive group culture.

Health & Physical Education

- Demonstrate coordination, control, and cooperation in movement activities (VCHPEM118)
- Work effectively with others and adapt to changing rules (VCHPEP116)

Personal & Social Capability

- Identify personal strengths such as focus and persistence (VCPSCSE014)
- Explain how cooperation and clear communication support group success (VCPSCSO016)

English (Speaking & Listening)

- Participate actively in discussions and reflect on experiences (VCELY184)
- Respond clearly to instructions and prompts (VCELY185)

Year 3 Summary

Students respond quickly and accurately to commands, reflect on teamwork, and contribute positively to group energy.

Written

My Dream Day

Level A Alignment

Why it fits Level A

At Level A, students are learning to *react* to experiences, people, and ideas connected to enjoyment and preference. *My Dream Day* supports engagement through sensory prompts, visuals, and supported responses to positive ideas.

Personal & Social Capability

Self-Awareness and Management

- React to people, objects, or events using facial expression, gesture, or sound (VCPSCSE052)
- Indicate enjoyment or preference during familiar experiences (VCPSCSE053)

Social Awareness and Management

- React to shared activities and familiar adults (VCPSCSO055)
- Be supported to engage with others during shared experiences (VCPSCSO056)

Health & Physical Education

Personal, Social and Community Health

- React to experiences that promote comfort, enjoyment, or wellbeing (VCHPEP004)
- Use gesture, movement, or sound to demonstrate response (VCHPEP005)

Critical & Creative Thinking

- React to images, objects, or stories linked to positive experiences (VCCCTQ055)
- Experience learning through repetition and familiar routines (VCCCTM061)

Level A Summary

Students react to prompts about enjoyable experiences and express preferences using supported communication.

Level B Alignment

Why it fits Level B

At Level B, students begin to intentionally express likes, choices, and simple ideas. *My Dream Day* supports early imagination and choice-making using visuals, modelling, and guided prompts.

Personal & Social Capability

Self-Awareness and Management

- Respond to people or events and demonstrate emotions (VCPSCSE059)
- Follow teacher direction and persist in a creative task with support (VCPSCSE061)

Social Awareness and Management

- Participate in routine classroom activities (VCPSCSO063)
- Demonstrate simple social skills such as attending and sharing (VCPSCSO064)

Health & Physical Education

Personal, Social and Community Health

- Express feelings and preferences related to experiences (VCHPEP019)
- Participate in structured wellbeing and reflection activities (VCHPEP021)

Critical & Creative Thinking

- Use past experiences to respond to imaginative prompts (VCCCTQ064)
- Generate simple ideas using pictures, symbols, or words (VCCCTQ065)

Level B Summary

Students intentionally choose and represent aspects of a dream day using drawings, symbols, or supported communication.

Level C Alignment

Why it fits Level C

At Level C, students practise naming preferences, imagining possibilities, and sharing ideas with others. *My Dream Day* builds creativity, optimism, and early goal-setting.

Personal & Social Capability

Self-Awareness and Management

- Name emotions and preferences related to familiar and imagined experiences (VCPSCSE066)
- Try new activities and complete steps in a familiar routine (VCPSCSE068)

Social Awareness and Management

- Follow adult directions to participate intentionally in group activities (VCPSCSO070)
- Follow basic social rules such as listening and turn-taking (VCPSCSO071)

Health & Physical Education

Personal, Social and Community Health

- Explore feelings linked to positive experiences and aspirations (VCHPEP033)
- Participate in structured wellbeing and reflection activities (VCHPEP035)

Critical & Creative Thinking

- Answer simple reflective questions (“What would make your day special?”) (VCCCTQ072)
- Express ideas through drawings, words, gestures, or symbols (VCCCTM078)

Level C Summary

Students describe aspects of a dream day and begin to reflect on what makes experiences meaningful.

Level D Alignment

Why it fits Level D

At Level D, students reflect on personal values, explain ideas, and connect imagination with real-life actions. *My Dream Day* supports optimism, self-awareness, and simple goal-setting.

Personal & Social Capability

Self-Awareness and Management

- Describe emotions, preferences, and personal experiences (VCPSCSE073)
- Identify personal strengths, interests, and values (VCPSCSE074)
- Discuss strategies for creating positive experiences (VCPSCSE075)

Social Awareness and Management

- Participate cooperatively in paired or group sharing (VCPSCSO078)
- Demonstrate understanding that people value different experiences (VCPSCSO079)

Health & Physical Education

Personal, Social and Community Health

- Identify emotional responses to positive thinking and reflection (VCHPEP047)
- Explore actions that promote optimism, wellbeing, and motivation (VCHPEP048)

Critical & Creative Thinking

- Generate ideas for imagined and future experiences (VCCCTQ083)
- Use personal experience to explain choices and preferences (VCCCTR086)
- Reflect on learning, hopes, and aspirations (VCCCTM087)

Level D Summary

Students describe their dream day, reflect on why it is meaningful, and identify small steps to create positive experiences.

Foundation (F) Alignment

Why it fits Foundation

Foundation students are learning to express preferences, share ideas about experiences, and use imagination through play, drawing, and talk. *My Dream Day* supports early creativity and positive thinking in a safe, guided way.

Health & Physical Education

(Personal, Social and Community Health)

- Identify emotions people experience in different situations (VCHPEP105)
- Participate in activities that promote wellbeing and positive relationships (VCHPEP106)

Personal & Social Capability

- Identify and express likes, dislikes, and feelings (VCPSCSE002)
- Participate in classroom routines and guided group activities (VCPSCSE004)

English (Oral Language / Early Writing)

- Listen to and respond to questions about personal experiences (VCELY162)
- Share ideas using drawings, symbols, or simple words (VCELY164)

Foundation Summary

Students draw or talk about a dream day, identify what makes them happy, and listen to others share their ideas.

Year 1 Alignment

Why it fits Year 1

Year 1 students are developing confidence in speaking, imagination, and explaining ideas. *My Dream Day* encourages creativity while helping students connect ideas to feelings.

Health & Physical Education

(Personal, Social and Community Health)

- Describe emotional responses to experiences and ideas (VCHPEP108)
- Practise behaviours that support happiness and positive relationships (VCHPEP109)

Personal & Social Capability

- Describe emotions and personal preferences (VCPSCSE005)

- Identify positive behaviours that support themselves and others (VCPSCSE006)

English (Speaking & Listening / Writing)

- Create short spoken or written texts about personal ideas and experiences (VCELY167)
- Participate in group discussions, taking turns and listening (VCELY166)

Year 1 Summary

Students describe their dream day, explain what makes it special, and share respectfully with peers.

Year 2 Alignment

Why it fits Year 2

Year 2 students are learning to reflect more deeply, explain reasoning, and recognise that people value different things. *My Dream Day* supports goal-setting and empathy.

Health & Physical Education

(Personal, Social and Community Health)

- Describe strategies that support emotional wellbeing and happiness (VCHPEP112)
- Explain how positive thinking and choices support wellbeing (VCHPEP113)

Personal & Social Capability

- Identify emotional responses and explain why experiences feel meaningful (VCPSCSE008)
- Recognise personal strengths, interests, and positive experiences (VCPSCSE009)

English (Speaking & Listening / Writing)

- Create simple reflective texts about experiences and ideas (VCELY176)
- Engage in discussions, listening and responding appropriately (VCELY178)

Year 2 Summary

Students reflect on what makes a day meaningful and identify small actions that could make their dream day happen.

Year 3 Alignment

Why it fits Year 3

Year 3 students can imagine future possibilities, explain values, and link ideas to actions. *My Dream Day* builds optimism, motivation, and purposeful thinking.

Health & Physical Education

(Personal, Social and Community Health)

- Explain how thoughts, feelings, and behaviours influence wellbeing (VCHPEP116)
- Reflect on strategies that support optimism, motivation, and resilience (VCHPEP117)

Personal & Social Capability

- Identify personal values, strengths, and interests (VCPSCSE014)
- Describe strategies for creating positive experiences for themselves and others (VCPSCSE015)

English (Speaking & Listening / Writing)

- Plan and create short imaginative or reflective texts (VCELY187)
- Participate actively in discussions, building on others' ideas (VCELY184)

Year 3 Summary

Students describe their dream day in detail, explain why it matters to them, and identify realistic steps to create positive experiences.

Exercise

Sports Adventure Story

Level A Alignment

Why it fits Level A

At Level A, students engage by *reacting* to sensory experiences, movement, music, and familiar voices. *Sports Adventure Story* supports enjoyment, physical engagement, and awareness through supported movement and imaginative storytelling.

Health & Physical Education

Movement and Physical Activity

- React to physical activity through movement, gesture, or body awareness (VCHPEM001)
- Experience movement activities that promote enjoyment and participation (VCHPEM002)

Personal, Social and Community Health

- React to experiences that promote comfort, enjoyment, or wellbeing (VCHPEP004)
- Respond to encouragement during physical activity (VCHPEP005)

Personal & Social Capability

Self-Awareness

- React to familiar people, voices, stories, and routines (VCPSCSE052)
- Show enjoyment or engagement through facial expression, sound, or movement (VCPSCSE053)

Social Awareness

- Participate in shared group experiences with adult support (VCPSCSO055)

Critical & Creative Thinking

- React to stories, sounds, and movement prompts (VCCCTQ055)

Level A Summary

Students react to story-based movement prompts and engage in physical activity with support, showing enjoyment and awareness.

Level B Alignment

Why it fits Level B

At Level B, students intentionally respond to instructions, participate in structured activities, and show preferences. *Sports Adventure Story* supports purposeful movement and early imaginative play.

Health & Physical Education

Movement and Physical Activity

- Follow simple movement instructions with support (VCHPEM014)

- Participate in physical activities that develop body awareness (VCHPEM015)

Personal, Social and Community Health

- Express enjoyment or discomfort during physical activity (VCHPEP019)
- Participate in structured wellbeing activities (VCHPEP021)

Personal & Social Capability

Self-Awareness

- Demonstrate emotional responses to experiences (VCPSCSE059)
- Attempt new movement activities with encouragement (VCPSCSE061)

Social Awareness

- Participate in shared group routines (VCPSCSO063)

Critical & Creative Thinking

- Respond to imaginative prompts and role-play scenarios (VCCCTQ064)

Level B Summary

Students follow guided movements, engage in imaginative play, and participate in structured physical activities.

Level C Alignment

Why it fits Level C

At Level C, students follow multi-step instructions, use imagination, and participate more independently. *Sports Adventure Story* builds coordination, fitness, and creative engagement.

Health & Physical Education

Movement and Physical Activity

- Perform fundamental movement skills as part of structured activities (VCHPEM028)
- Follow instructions to complete physical challenges (VCHPEM030)

Personal, Social and Community Health

- Identify how physical activity makes them feel (VCHPEP033)
- Participate positively in physical activities with others (VCHPEP035)

Personal & Social Capability

Self-Awareness

- Describe enjoyment, effort, or challenge during activities (VCPSCSE066)
- Persist with tasks that require effort (VCPSCSE068)

Social Awareness

- Follow group rules and routines (VCPSCSO070)
- Encourage and support peers during group activities (VCPSCSO071)

Critical & Creative Thinking

- Use imagination during role-play and storytelling (VCCCTQ072)
- Respond to reflective questions about experiences (VCCCTM078)

Level C Summary

Students complete story-linked movement challenges, use imagination, and reflect on effort and enjoyment.

Level D Alignment

Why it fits Level D

At Level D, students can explain experiences, reflect on effort, and connect imagination with personal development. *Sports Adventure Story* promotes fitness, motivation, and self-awareness.

Health & Physical Education

Movement and Physical Activity

- Perform coordinated movement skills with control (VCHPEM045)
- Participate in physical activities to improve fitness and wellbeing (VCHPEM046)

Personal, Social and Community Health

- Describe physical and emotional responses to exercise (VCHPEP047)
- Identify benefits of being physically active (VCHPEP048)

Personal & Social Capability

Self-Awareness

- Identify strengths, challenges, and effort during physical activity (VCPSCSE073)
- Reflect on persistence and trying hard (VCPSCSE075)

Social Awareness

- Participate cooperatively in group activities (VCPSCSO078)
- Demonstrate encouragement and teamwork (VCPSCSO079)

Critical & Creative Thinking

- Generate imaginative ideas during role-play (VCCCTQ083)
- Reflect on learning, effort, and personal growth (VCCCTM087)

Level D Summary

Students engage fully in the sports adventure, reflect on effort and fitness, and explain how imagination and movement support wellbeing.

Foundation (F) Alignment

Why it fits Foundation

Foundation students are learning to listen to stories, follow simple instructions, move safely, and engage in imaginative play. *Sports Adventure Story* supports early physical development and creativity through guided movement and storytelling.

Health & Physical Education

(Movement and Physical Activity)

- Participate in movement activities that develop coordination and enjoyment (VCHPEM106)
- Move safely in shared spaces and respond to cues (VCHPEM107)

(Personal, Social and Community Health)

- Identify feelings experienced during physical activity (VCHPEP105)
- Participate in activities that support wellbeing and enjoyment (VCHPEP106)

Personal & Social Capability

- Express enjoyment, excitement, or effort during play (VCPSCSE002)
- Participate in group activities with adult support (VCPSCSE004)

English (Listening & Speaking)

- Listen to and respond to simple stories and instructions (VCELY162)
- Join in role-play and imaginative storytelling (VCELY164)

Foundation Summary

Students listen to a movement story, copy actions, and use imagination to pretend to be sports heroes.

Year 1 Alignment

Why it fits Year 1

Year 1 students are developing coordination, listening skills, and confidence in imaginative play. *Sports Adventure Story* encourages following instructions while staying active and engaged.

Health & Physical Education

(Movement and Physical Activity)

- Practise fundamental movement skills through games and activities (VCHPEM110)
- Participate cooperatively in physical activities (VCHPEP108)

(Personal, Social and Community Health)

- Describe physical responses to movement and exercise (VCHPEP109)

Personal & Social Capability

- Describe emotions and effort during activities (VCPSCSE005)
- Follow rules and routines during group play (VCPSCSO007)

English (Speaking & Listening)

- Respond to questions about stories and experiences (VCELY167)
- Participate in group discussions and role-play (VCELY166)

Year 1 Summary

Students follow movement instructions, imagine being athletes, and share how activities make them feel.

Year 2 Alignment

Why it fits Year 2

Year 2 students can reflect on experiences, manage physical challenges, and support peers. *Sports Adventure Story* builds fitness, teamwork, and reflection.

Health & Physical Education

(Movement and Physical Activity)

- Perform movement skills with increasing control and confidence (VCHPEM114)
- Participate fairly and safely in physical activities (VCHPEP112)

(Personal, Social and Community Health)

- Explain how physical activity supports health and wellbeing (VCHPEP113)

Personal & Social Capability

- Identify emotional and physical responses during challenges (VCPSCSE008)
- Work cooperatively and encourage others (VCPSCSO010)

English (Speaking & Listening)

- Engage in discussions, listening and responding appropriately (VCELY178)
- Share reflections about experiences (VCELY179)

Year 2 Summary

Students complete story-based exercises, explain how movement affects their body, and support peers during challenges.

Year 3 Alignment

Why it fits Year 3

Year 3 students can sustain physical effort, reflect on strategies, and explain personal growth. *Sports Adventure Story* promotes fitness, motivation, and creative thinking.

Health & Physical Education

(Movement and Physical Activity)

- Perform coordinated movement skills with control and precision (VCHPEM118)
- Participate in physical activities to improve fitness and wellbeing (VCHPEP116)

(Personal, Social and Community Health)

- Explain how physical activity, effort, and mindset influence wellbeing (VCHPEP117)

Personal & Social Capability

- Identify personal strengths, challenges, and effort during physical activity (VCPSCSE014)
- Describe how teamwork and encouragement support success (VCPSCSO016)

English (Speaking & Listening)

- Participate actively in discussions and reflect on learning experiences (VCELY184)
- Respond clearly to prompts and questions (VCELY185)

Year 3 Summary

Students engage fully in the sports adventure, reflect on effort and fitness, and explain how imagination and persistence support success.

Gratitude

Card Faces

Level A Alignment

Why it fits Level A

At Level A, students engage by *reacting* to people, faces, and familiar routines. *Card Faces* supports early emotional awareness through visual prompts, modelling, and supported responses.

Personal & Social Capability

Self-Awareness

- React to facial expressions, voices, and social interactions (VCPSCSE052)
- Show awareness of emotions through facial expression, gesture, or sound (VCPSCSE053)

Social Awareness

- React to the facial expressions of familiar adults and peers (VCPSCSO055)
- Participate in shared activities with adult support (VCPSCSO056)

Health & Physical Education

Personal, Social and Community Health

- React to emotional cues and expressions (VCHPEP004)

- Experience activities that promote emotional safety and wellbeing (VCHPEP005)

Critical & Creative Thinking

- React to visual images and symbols representing emotions (VCCCTQ055)

Level A Summary

Students react to emotion cards and facial expressions and show engagement through eye gaze, gesture, sound, or facial movement.

Level B Alignment

Why it fits Level B

At Level B, students intentionally respond to stimuli and begin to express emotions and preferences. *Card Faces* supports intentional matching and expression with visuals and modelling.

Personal & Social Capability

Self-Awareness

- Demonstrate emotional responses using facial expression, gesture, or sound (VCPSCSE059)
- Follow simple instructions to participate in an activity (VCPSCSE061)

Social Awareness

- Participate in familiar group routines (VCPSCSO063)
- Attend to peers during shared activities (VCPSCSO064)

Health & Physical Education

Personal, Social and Community Health

- Express feelings related to familiar situations (VCHPEP019)
- Participate in structured wellbeing activities (VCHPEP021)

Critical & Creative Thinking

- Respond to symbols or pictures representing ideas or emotions (VCCCTQ064)

Level B Summary

Students select or point to emotion cards, attempt facial expressions, and participate intentionally in the group activity.

Level C Alignment

Why it fits Level C

At Level C, students practise naming emotions, copying expressions, and understanding that facial cues communicate feelings. *Card Faces* builds emotional vocabulary and empathy.

Personal & Social Capability

Self-Awareness

- Identify and name emotions in themselves and others (VCPSCSE066)
- Express emotions through facial expression, words, or symbols (VCPSCSE067)

Social Awareness

- Follow group instructions and routines (VCPSCSO070)
- Recognise emotions expressed by peers (VCPSCSO071)

Health & Physical Education

Personal, Social and Community Health

- Identify feelings in different situations (VCHPEP033)

- Participate positively in wellbeing activities (VCHPEP035)

Critical & Creative Thinking

- Match symbols or images to meanings (VCCCTQ072)
- Answer simple reflective questions about emotions (VCCCTM078)

Level C Summary

Students match cards to emotions, copy facial expressions, and identify emotions shown by others.

Level D Alignment

Why it fits Level D

At Level D, students can explain emotions, recognise facial cues, and reflect on how understanding emotions helps relationships. *Card Faces* supports empathy and social understanding.

Personal & Social Capability

Self-Awareness

- Describe emotions and how they are shown through facial expressions (VCPSCSE073)
- Identify strategies to recognise emotions in others (VCPSCSE074)

Social Awareness

- Demonstrate understanding that facial expressions communicate feelings (VCPSCSO078)
- Respond appropriately to others' emotions (VCPSCSO079)

Health & Physical Education

Personal, Social and Community Health

- Explain how recognising emotions supports relationships (VCHPEP047)
- Practise strategies that support emotional understanding and wellbeing (VCHPEP048)

Critical & Creative Thinking

- Explain reasoning for matching expressions to emotions (VCCCTR086)
- Reflect on learning and emotional awareness (VCCCTM087)

Level D Summary

Students identify, explain, and reflect on emotions shown through facial expressions and discuss why this understanding matters.

Foundation (F) Alignment

Why it fits Foundation

Foundation students are learning to recognise basic emotions, copy facial expressions, and respond to others during shared play. *Card Faces* supports early emotional literacy through visual cues, modelling, and imitation.

Health & Physical Education

(Personal, Social and Community Health)

- Identify emotions people experience in different situations (VCHPEP105)
- Participate in activities that promote wellbeing and enjoyment (VCHPEP106)

Personal & Social Capability

- Identify and express basic emotions (VCPSCSE002)

- Participate in group activities and respond to others (VCPSCSE004)

English (Oral Language)

- Listen to and respond to spoken instructions (VCELY162)
- Join in play-based discussions and role-play (VCELY164)

Foundation Summary

Students copy simple facial expressions, identify basic emotions, and respond to peers during shared play.

Year 1 Alignment

Why it fits Year 1

Year 1 students are expanding their emotional vocabulary and becoming more confident expressing ideas. *Card Faces* supports recognising emotions and explaining feelings in simple ways.

Health & Physical Education

(Personal, Social and Community Health)

- Describe emotional responses to different situations (VCHPEP108)
- Practise behaviours that support positive relationships (VCHPEP109)

Personal & Social Capability

- Describe emotions and reactions (VCPSCSE005)
- Show respect and cooperation during group activities (VCPSCSO007)

English (Speaking & Listening)

- Respond to questions by sharing personal ideas (VCELY167)
- Take turns and listen during group discussions (VCELY166)

Year 1 Summary

Students identify emotions shown on faces, explain how they feel, and listen to others' ideas.

Year 2 Alignment

Why it fits Year 2

Year 2 students begin to understand that emotions can vary between people and situations. *Card Faces* builds empathy and emotional understanding through discussion and reflection.

Health & Physical Education

(Personal, Social and Community Health)

- Describe strategies to manage emotions and support wellbeing (VCHPEP112)
- Explain how emotions influence behaviour and relationships (VCHPEP113)

Personal & Social Capability

- Identify emotional responses and explain feelings (VCPSCSE008)
- Recognise how emotions affect interactions with others (VCPSCSE009)

English (Speaking & Listening)

- Engage in discussions and build on others' ideas (VCELY178)
- Share reflections about experiences (VCELY179)

Year 2 Summary

Students explain emotions, recognise feelings in others, and reflect on how facial expressions help understanding.

Year 3 Alignment

Why it fits Year 3

Year 3 students can reflect on emotions, explain reasoning, and apply emotional understanding to relationships. *Card Faces* supports empathy, communication, and social awareness.

Health & Physical Education

(Personal, Social and Community Health)

- Explain how thoughts, feelings, and behaviours influence relationships (VCHPEP116)
- Reflect on strategies to support positive interactions (VCHPEP117)

Personal & Social Capability

- Identify personal emotions and explain how they influence behaviour (VCPSCSE014)
- Describe how recognising emotions supports respectful relationships (VCPSCSO016)

English (Speaking & Listening)

- Participate actively in discussions and reflections (VCELY184)
- Respond clearly to questions and prompts (VCELY185)

Year 3 Summary

Students explain and interpret facial expressions, reflect on emotional cues, and discuss why recognising emotions matters.

Week Eight

Play

Rock, Paper, Scissors

Level A Alignment

Why it fits Level A

At Level A, students engage by *reacting* to people, movement, sounds, and shared routines. *Rock, Paper, Scissors* supports awareness of others, enjoyment, and participation through modelling and supported interaction.

Personal & Social Capability

Self-Awareness

- React to familiar people and shared play experiences (VCPSCSE052)
- Show enjoyment through facial expression, gesture, or sound (VCPSCSE053)

Social Awareness

- Participate in shared activities with adult support (VCPSCSO055)
- React to turn-taking routines and group play (VCPSCSO056)

Health & Physical Education

Personal, Social and Community Health

- React to play-based activities that promote enjoyment and wellbeing (VCHPEP004)
- Experience cooperative play in a supported environment (VCHPEP005)

Critical & Creative Thinking

- React to repeated routines and simple actions (VCCCTQ055)

Level A Summary

Students react to hand movements, sounds, and shared play routines and show enjoyment during the game.

Level B Alignment

Why it fits Level B

At Level B, students intentionally participate in routines, respond to instructions, and make simple choices. *Rock, Paper, Scissors* supports purposeful turn-taking and choice-making.

Personal & Social Capability

Self-Awareness

- Demonstrate intentional responses during play (VCPSCSE059)
- Follow simple instructions with support (VCPSCSE061)

Social Awareness

- Participate in familiar group routines (VCPSCSO063)
- Attend to peers during shared activities (VCPSCSO064)

Health & Physical Education

Personal, Social and Community Health

- Express enjoyment or preference during play (VCHPEP019)
- Participate in structured wellbeing activities (VCHPEP021)

Critical & Creative Thinking

- Respond to symbols, gestures, or actions during play (VCCCTQ064)

Level B Summary

Students intentionally select Rock, Paper, or Scissors and participate in turn-taking with support.

Level C Alignment

Why it fits Level C

At Level C, students follow simple rules, take turns, and participate more independently. *Rock, Paper, Scissors* builds social interaction and confidence.

Personal & Social Capability

Self-Awareness

- Follow simple game rules and routines (VCPSCSE066)
- Express enjoyment, effort, or frustration appropriately (VCPSCSE067)

Social Awareness

- Take turns during games (VCPSCSO070)
- Encourage and respond to peers during play (VCPSCSO071)

Health & Physical Education

Personal, Social and Community Health

- Participate positively in games with others (VCHPEP033)
- Practise behaviours that support fair play (VCHPEP035)

Critical & Creative Thinking

- Make choices during play (VCCCTQ072)
- Respond to reflective questions about the game (VCCCTM078)

Level C Summary

Students choose hand shapes, follow rules, and participate positively with peers.

Level D Alignment

Why it fits Level D

At Level D, students can explain rules, reflect on outcomes, and demonstrate sportsmanship. *Rock, Paper, Scissors* supports fair play, resilience, and social understanding.

Personal & Social Capability

Self-Awareness

- Describe feelings related to winning, losing, and trying again (VCPSCSE073)
- Demonstrate persistence and emotional regulation during games (VCPSCSE075)

Social Awareness

- Follow agreed rules and routines (VCPSCSO078)
- Demonstrate respect and encouragement toward peers (VCPSCSO079)

Health & Physical Education

Personal, Social and Community Health

- Identify behaviours that support fairness and inclusion (VCHPEP047)
- Reflect on how games build connection and wellbeing (VCHPEP048)

Critical & Creative Thinking

- Explain simple cause-and-effect relationships (e.g., rules of the game) (VCCCTR086)
- Reflect on learning and social interaction (VCCCTM087)

Level D Summary

Students explain game rules, manage emotions, and demonstrate positive sportsmanship.

Foundation (F) Alignment

Why it fits Foundation

Foundation students are learning to take turns, follow simple rules, and enjoy playing with others. *Rock, Paper, Scissors* supports early social interaction and confidence through a predictable, playful routine.

Health & Physical Education

(Personal, Social and Community Health)

- Participate in play that supports enjoyment and positive relationships (VCHPEP106)
- Follow simple rules during movement and play activities (VCHPEM107)

Personal & Social Capability

- Participate in group play and turn-taking activities (VCPSCSE004)
- Express enjoyment and excitement during shared activities (VCPSCSE002)

English (Oral Language)

- Listen to and follow simple spoken instructions (VCELY162)
- Join in chants, actions, and simple games (VCELY164)

Foundation Summary

Students copy hand actions, take turns with a partner, and enjoy playing together in a simple, structured game.

Year 1 Alignment

Why it fits Year 1

Year 1 students are developing confidence in social play, rule-following, and communication.

Rock, Paper, Scissors encourages respectful play and emotional regulation.

Health & Physical Education

(Personal, Social and Community Health)

- Practise behaviours that support respectful relationships and fair play (VCHPEP109)
- Participate cooperatively in games and physical activities (VCHPEP108)

Personal & Social Capability

- Describe feelings during games such as winning, losing, or drawing (VCPSCSE005)
- Follow classroom and game rules with increasing independence (VCPSCSO007)

English (Speaking & Listening)

- Respond to instructions and participate in group activities (VCELY167)
- Take turns speaking and listening during play (VCELY166)

Year 1 Summary

Students follow the rules of the game, manage emotions, and show positive interaction with peers.

Year 2 Alignment

Why it fits Year 2

Year 2 students are learning about fairness, persistence, and empathy in games. *Rock, Paper, Scissors* supports reflection, resilience, and positive peer interaction.

Health & Physical Education

(Personal, Social and Community Health)

- Explain how rules make games fair and enjoyable (VCHPEP113)
- Participate fairly and safely in physical activities (VCHPEP112)

Personal & Social Capability

- Identify emotional responses during games and challenges (VCPSCSE008)
- Work cooperatively and encourage others (VCPSCSO010)

English (Speaking & Listening)

- Engage in discussions, listening and responding appropriately (VCELY178)
- Share ideas and reflections with peers (VCELY179)

Year 2 Summary

Students reflect on winning and losing, encourage peers, and explain why rules are important.

Year 3 Alignment

Why it fits Year 3

Year 3 students can explain strategies, manage competition respectfully, and reflect on social behaviours. *Rock, Paper, Scissors* builds sportsmanship and self-awareness.

Health & Physical Education

(Personal, Social and Community Health)

- Explain how behaviour and choices influence relationships (VCHPEP116)
- Reflect on strategies for managing emotions and persistence (VCHPEP117)

Personal & Social Capability

- Identify personal strengths such as resilience and self-control (VCPSCSE014)
- Describe how cooperation and encouragement support positive interactions (VCPSCSO016)

English (Speaking & Listening)

- Participate actively in discussions and reflections (VCELY184)
- Respond clearly to questions and prompts (VCELY185)

Year 3 Summary

Students demonstrate sportsmanship, reflect on emotions, and explain how fair play builds positive relationships.

Written

Kindness Starts with Me

Level A Alignment

Why it fits Level A

At Level A, students are developing awareness of others and responding to positive interactions. *Kindness Starts with Me* supports students to react to kind actions and experience positive emotions through supported interaction.

Personal & Social Capability

Self-Awareness

- React to positive interactions and familiar people (VCPSCSE052)
- Show enjoyment through facial expression, sound, or gesture (VCPSCSE053)

Social Awareness

- React to others' actions during shared activities (VCPSCSO055)
- Participate in shared routines with adult support (VCPSCSO056)

Health & Physical Education

Personal, Social and Community Health

- React to experiences that promote emotional safety and wellbeing (VCHPEP004)
- Experience caring and supportive interactions (VCHPEP005)

Critical & Creative Thinking

- React to pictures, symbols, or stories showing kindness (VCCCTQ055)

Level A Summary

Students react to kind actions and show engagement through facial expression, gesture, or sound.

Level B Alignment

Why it fits Level B

At Level B, students intentionally participate, express preferences, and respond to guided prompts. *Kindness Starts with Me* supports early expression of kind actions and emotional responses.

Personal & Social Capability

Self-Awareness

- Demonstrate emotional responses to positive experiences (VCPSCSE059)
- Follow teacher direction during structured activities (VCPSCSE061)

Social Awareness

- Participate in routine classroom activities (VCPSCSO063)
- Attend to others during group discussions (VCPSCSO064)

Health & Physical Education

Personal, Social and Community Health

- Express feelings related to kindness and caring (VCHPEP019)
- Participate in wellbeing activities with guidance (VCHPEP021)

Critical & Creative Thinking

- Respond to pictures or symbols representing kind actions (VCCCTQ064)

Level B Summary

Students intentionally select or represent a kind action and show how it makes them feel using supported communication.

Level C Alignment

Why it fits Level C

At Level C, students name feelings, describe actions, and follow routines. *Kindness Starts with Me* builds understanding of kindness and emotional impact.

Personal & Social Capability

Self-Awareness

- Identify emotions related to being kind or receiving kindness (VCPSCSE066)
- Complete steps in a familiar reflection activity (VCPSCSE068)

Social Awareness

- Follow basic social rules such as listening and turn-taking (VCPSCSO070)
- Recognise that actions affect others' feelings (VCPSCSO071)

Health & Physical Education

Personal, Social and Community Health

- Identify feelings linked to caring and kindness (VCHPEP033)
- Participate positively in wellbeing discussions (VCHPEP035)

Critical & Creative Thinking

- Answer simple reflective questions about kindness (VCCCTQ072)
- Express ideas through drawings, words, or symbols (VCCCTM078)

Level C Summary

Students describe a kind act, identify feelings, and share ideas with support.

Level D Alignment

Why it fits Level D

At Level D, students reflect, explain reasoning, and understand social impact. *Kindness Starts with Me* supports empathy, responsibility, and self-reflection.

Personal & Social Capability

Self-Awareness

- Describe feelings and motivations related to kindness (VCPSCSE073)
- Reflect on how kind actions affect themselves and others (VCPSCSE075)

Social Awareness

- Participate cooperatively in group discussions (VCPSCSO078)
- Demonstrate understanding of empathy and respect (VCPSCSO079)

Health & Physical Education

Personal, Social and Community Health

- Explain how kindness supports wellbeing and relationships (VCHPEP047)
- Practise behaviours that build positive relationships (VCHPEP048)

Critical & Creative Thinking

- Explain cause-and-effect relationships between actions and feelings (VCCCTR086)
- Reflect on learning and personal behaviour (VCCCTM087)

Level D Summary

Students explain kind actions, reflect on emotional impact, and discuss why kindness is important.

Foundation (F) Alignment

Why it fits Foundation

Foundation students are learning to recognise kind behaviours, express feelings, and participate in simple reflections about themselves and others. *Kindness Starts with Me* builds early empathy and positive self-awareness.

Health & Physical Education

(Personal, Social and Community Health)

- Identify emotions people experience in different situations (VCHPEP105)
- Participate in activities that promote wellbeing and positive relationships (VCHPEP106)

Personal & Social Capability

- Identify and express basic feelings and preferences (VCPSCSE002)
- Participate in group discussions and classroom routines (VCPSCSE004)

English (Oral Language)

- Listen to and respond to simple questions about personal experiences (VCELY162)
- Share ideas using drawings, gestures, or simple words (VCELY164)

Foundation Summary

Students identify simple acts of kindness, show how kindness feels, and listen to others share.

Year 1 Alignment

Why it fits Year 1

Year 1 students are developing the ability to describe actions and emotions. *Kindness Starts with Me* encourages students to explain kind behaviours and reflect on feelings.

Health & Physical Education

(Personal, Social and Community Health)

- Describe emotional responses to caring and kindness (VCHPEP108)
- Practise behaviours that support positive and respectful relationships (VCHPEP109)

Personal & Social Capability

- Describe emotions and actions related to kindness (VCPSCSE005)
- Identify positive behaviours that support others (VCPSCSE006)

English (Speaking & Listening)

- Respond to questions and share ideas in group discussions (VCELY167)
- Take turns and listen respectfully to others (VCELY166)

Year 1 Summary

Students describe ways to be kind, explain how it makes people feel, and listen to peers.

Year 2 Alignment

Why it fits Year 2

Year 2 students are beginning to understand empathy and the impact of actions on others.

Kindness Starts with Me supports reflection, perspective-taking, and shared discussion.

Health & Physical Education

(Personal, Social and Community Health)

- Describe strategies that support emotional wellbeing and positive relationships (VCHPEP112)
- Explain how caring behaviours help relationships (VCHPEP113)

Personal & Social Capability

- Identify emotional responses and explain how actions affect others (VCPSCSE008)
- Recognise personal strengths such as kindness and empathy (VCPSCSE009)

English (Speaking & Listening)

- Engage in discussions, listening and responding appropriately (VCELY178)
- Share reflections and build on others' ideas (VCELY179)

Year 2 Summary

Students explain why kindness matters and reflect on how kind actions affect others.

Year 3 Alignment

Why it fits Year 3

Year 3 students can reflect more deeply on values, emotions, and social responsibility. *Kindness Starts with Me* builds moral reasoning, empathy, and self-reflection.

Health & Physical Education

(Personal, Social and Community Health)

- Explain how thoughts, feelings, and behaviours influence relationships (VCHPEP116)
- Reflect on strategies to build and maintain positive relationships (VCHPEP117)

Personal & Social Capability

- Identify personal values and strengths such as kindness and responsibility (VCPSCSE014)
- Describe how empathy and respectful behaviour support others (VCPSCSO016)

English (Speaking & Listening)

- Participate actively in discussions and reflections (VCELY184)

- Respond clearly to questions and prompts (VCELY185)

Year 3 Summary

Students reflect on the impact of kindness, explain its importance, and connect values to everyday actions.

Exercise

Balloon Keep-Up

Level A Alignment

Why it fits Level A

At Level A, students engage by *reacting* to sensory input, movement, and shared play. *Balloon Keep-Up* supports awareness, enjoyment, and early participation through visual tracking and simple physical responses.

Health & Physical Education

Movement and Physical Activity

- React to moving objects using eye gaze, reach, or body movement (VCHPEM001)
- Experience physical activity through supported movement (VCHPEM002)

Personal, Social and Community Health

- React to activities that promote enjoyment and wellbeing (VCHPEP004)
- Show responses to encouragement during shared play (VCHPEP005)

Personal & Social Capability

Self-Awareness

- Show enjoyment through facial expression, sound, or movement (VCPSCSE052)
- React to familiar group activities (VCPSCSE053)

Social Awareness

- Participate in shared activities with adult support (VCPSCSO055)

Critical & Creative Thinking

- React to sensory experiences such as colour, movement, and touch (VCCCTQ055)

Level A Summary

Students visually track and react to the balloon, showing enjoyment and awareness during shared play.

Level B Alignment

Why it fits Level B

At Level B, students intentionally respond to stimuli and participate in structured activities.

Balloon Keep-Up supports purposeful reaching, tapping, and early collaboration.

Health & Physical Education

Movement and Physical Activity

- Respond intentionally to moving objects using gross motor actions (VCHPEM014)
- Participate in physical activities with guidance (VCHPEM015)

Personal, Social and Community Health

- Express enjoyment or preference during physical play (VCHPEP019)
- Participate in wellbeing activities with adult support (VCHPEP021)

Personal & Social Capability

Self-Awareness

- Demonstrate engagement during physical activity (VCPSCSE059)
- Attempt new movements with encouragement (VCPSCSE061)

Social Awareness

- Participate in routine group activities (VCPSCSO063)

Critical & Creative Thinking

- Respond to cause-and-effect (hit balloon → balloon moves) (VCCCTQ064)

Level B Summary

Students intentionally hit or tap the balloon and remain engaged in the shared activity.

Level C Alignment

Why it fits Level C

At Level C, students follow simple rules, work with others, and persist through challenges.

Balloon Keep-Up builds coordination, teamwork, and resilience.

Health & Physical Education

Movement and Physical Activity

- Perform gross motor skills with control (VCHPEM028)
- Participate in cooperative physical activities (VCHPEM030)

Personal, Social and Community Health

- Identify feelings during physical activity (VCHPEP033)
- Participate positively in games with others (VCHPEP035)

Personal & Social Capability

Self-Awareness

- Describe effort, enjoyment, or challenge during play (VCPSCSE066)
- Persist with tasks even when challenges occur (VCPSCSE068)

Social Awareness

- Take turns and share equipment (VCPSCSO070)
- Work cooperatively toward a shared goal (VCPSCSO071)

Critical & Creative Thinking

- Solve simple problems (how to keep balloon in the air) (VCCCTQ072)
- Respond to reflective questions about teamwork (VCCCTM078)

Level C Summary

Students work together to keep the balloon up, take turns, and persist when the balloon drops.

Level D Alignment

Why it fits Level D

At Level D, students reflect on cooperation, explain strategies, and manage emotions. *Balloon Keep-Up* supports teamwork, coordination, and goal setting.

Health & Physical Education

Movement and Physical Activity

- Perform coordinated gross motor movements with control (VCHPEM045)
- Participate in activities that improve fitness and wellbeing (VCHPEM046)

Personal, Social and Community Health

- Describe physical and emotional responses to activity (VCHPEP047)
- Explain how teamwork supports success and enjoyment (VCHPEP048)

Personal & Social Capability

Self-Awareness

- Identify strengths and challenges during group play (VCPSCSE073)
- Reflect on persistence and effort (VCPSCSE075)

Social Awareness

- Demonstrate cooperation and encouragement (VCPSCSO078)
- Recognise how actions contribute to group success (VCPSCSO079)

Critical & Creative Thinking

- Explain strategies used to achieve a shared goal (VCCCTR086)
- Reflect on learning and teamwork (VCCCTM087)

Level D Summary

Students explain how they worked together, reflect on persistence, and identify strategies that helped the group succeed.

Foundation (F) Alignment

Why it fits Foundation

Foundation students are learning to move their bodies safely, work alongside others, and enjoy shared play experiences. *Balloon Keep-Up* supports early coordination, cooperation, and enjoyment through simple, achievable actions.

Health & Physical Education

(Movement and Physical Activity)

- Participate in movement activities that develop coordination and enjoyment (VCHPEM106)
- Move safely in shared spaces and respond to cues (VCHPEM107)

(Personal, Social and Community Health)

- Participate in activities that promote wellbeing and fun (VCHPEP106)

Personal & Social Capability

- Participate in shared play experiences (VCPSCSE004)
- Express enjoyment and excitement during activities (VCPSCSE002)

English (Oral Language)

- Listen to and follow simple spoken instructions (VCELY162)
- Join in group counting, chanting, or cheering (VCELY164)

Foundation Summary

Students tap the balloon, count hits together, and enjoy playing as part of a group.

Year 1 Alignment

Why it fits Year 1

Year 1 students are developing confidence with movement, turn-taking, and working cooperatively. *Balloon Keep-Up* encourages persistence and positive peer interaction.

Health & Physical Education

(Movement and Physical Activity)

- Practise fundamental movement skills such as striking and reaching (VCHPEM110)
- Participate cooperatively in physical activities (VCHPEP108)

(Personal, Social and Community Health)

- Describe physical responses to movement and play (VCHPEP109)

Personal & Social Capability

- Describe feelings such as enjoyment or frustration during play (VCPSCSE005)
- Follow rules and routines in group games (VCPSCSO007)

English (Speaking & Listening)

- Respond to instructions and participate in group activities (VCELY167)
- Take turns and listen to peers (VCELY166)

Year 1 Summary

Students work together to keep the balloon in the air, take turns, and talk about how the activity makes them feel.

Year 2 Alignment

Why it fits Year 2

Year 2 students are learning to cooperate, persist through challenges, and reflect on teamwork.

Balloon Keep-Up strengthens shared goal-setting and resilience.

Health & Physical Education

(Movement and Physical Activity)

- Perform movement skills with increasing control and confidence (VCHPEM114)
- Participate fairly and safely in physical activities (VCHPEP112)

(Personal, Social and Community Health)

- Explain how teamwork supports success and enjoyment (VCHPEP113)

Personal & Social Capability

- Identify emotional responses such as excitement or disappointment (VCPSCSE008)
- Work cooperatively and encourage others (VCPSCSO010)

English (Speaking & Listening)

- Engage in discussions, listening and responding appropriately (VCELY178)
- Share reflections about group activities (VCELY179)

Year 2 Summary

Students explain how working together helps the group succeed and reflect on persistence when the balloon drops.

Year 3 Alignment

Why it fits Year 3

Year 3 students can explain strategies, reflect on cooperation, and manage shared challenges.

Balloon Keep-Up builds leadership, communication, and teamwork.

Health & Physical Education

(Movement and Physical Activity)

- Perform coordinated movement skills with control (VCHPEM118)
- Participate in physical activities to improve fitness and wellbeing (VCHPEP116)

(Personal, Social and Community Health)

- Reflect on how effort, teamwork, and behaviour influence success (VCHPEP117)

Personal & Social Capability

- Identify personal strengths such as persistence and cooperation (VCPSCSE014)
- Describe how encouragement and teamwork support group success (VCPSCSO016)

English (Speaking & Listening)

- Participate actively in discussions and reflections (VCELY184)
- Respond clearly to questions about strategies and outcomes (VCELY185)

Year 3 Summary

Students explain strategies used to keep the balloon up, reflect on teamwork, and discuss how persistence supports shared success.

Gratitude

5 Senses of Gratitude

Level A Alignment

Why it fits Level A

At Level A, students are developing awareness of sensory experiences and responding to people, objects, and environments. *5 Senses of Gratitude* supports students to react to sensory prompts and positive experiences in a supported, engaging way.

Personal & Social Capability

Self-Awareness

- React to sensory experiences (sight, sound, touch, smell, taste) using facial expression, gesture, or sound (VCPSCSE052)
- Show enjoyment or preference during familiar experiences (VCPSCSE053)

Social Awareness

- React to shared experiences with familiar adults and peers (VCPSCSO055)

Health & Physical Education

Personal, Social and Community Health

- React to experiences that promote comfort, enjoyment, and wellbeing (VCHPEP004)
- Experience activities that promote emotional safety (VCHPEP005)

Critical & Creative Thinking

- React to sensory images, objects, or prompts (VCCCTQ055)

Level A Summary

Students react to sensory prompts and show enjoyment or preference through movement, facial expression, or sound.

Level B Alignment

Why it fits Level B

At Level B, students intentionally respond to sensory input and express simple preferences. 5 *Senses of Gratitude* supports intentional choice-making and early expression of likes.

Personal & Social Capability

Self-Awareness

- Demonstrate preferences for sensory experiences (VCPSCSE059)
- Follow teacher direction during structured activities (VCPSCSE061)

Social Awareness

- Participate in routine classroom activities (VCPSCSO063)

Health & Physical Education

Personal, Social and Community Health

- Express feelings or preferences related to sensory experiences (VCHPEP019)
- Participate in wellbeing and reflection activities with support (VCHPEP021)

Critical & Creative Thinking

- Respond intentionally to symbols or pictures representing ideas (VCCCTQ064)

Level B Summary

Students select, point to, or represent sensory experiences they enjoy using pictures, symbols, or supported communication.

Level C Alignment

Why it fits Level C

At Level C, students name feelings, describe preferences, and participate in guided reflection. 5 *Senses of Gratitude* builds emotional literacy and structured self-reflection.

Personal & Social Capability

Self-Awareness

- Identify and describe likes and preferences linked to sensory experiences (VCPSCSE066)
- Complete steps in a familiar reflection activity (VCPSCSE068)

Social Awareness

- Follow group routines and listen during sharing time (VCPSCSO070)
- Recognise that people may enjoy different sensory experiences (VCPSCSO071)

Health & Physical Education

Personal, Social and Community Health

- Identify feelings associated with enjoyable experiences (VCHPEP033)
- Participate positively in wellbeing and gratitude discussions (VCHPEP035)

Critical & Creative Thinking

- Answer simple reflective questions about experiences (VCCCTQ072)
- Express ideas through drawings, words, gestures, or symbols (VCCCTM078)

Level C Summary

Students identify and share sensory experiences they enjoy and begin to explain how these make them feel.

Level D Alignment

Why it fits Level D

At Level D, students reflect more deeply on experiences, explain emotions, and connect gratitude to relationships. *5 Senses of Gratitude* supports empathy, self-awareness, and expressive communication.

Personal & Social Capability

Self-Awareness

- Describe feelings and preferences linked to sensory experiences (VCPSCSE073)
- Reflect on positive experiences and why they matter (VCPSCSE075)

Social Awareness

- Participate cooperatively in group discussions (VCPSCSO078)
- Demonstrate understanding that gratitude supports relationships (VCPSCSO079)

Health & Physical Education

Personal, Social and Community Health

- Explain how positive reflection supports wellbeing (VCHPEP047)
- Practise gratitude as a strategy to support emotional health (VCHPEP048)

Critical & Creative Thinking

- Explain reasons for preferences and choices (VCCCTR086)
- Reflect on learning and personal experiences (VCCCTM087)

Level D Summary

Students describe sensory experiences they value, explain how they feel, and reflect on the importance of gratitude.

Foundation (F) Alignment

Why it fits Foundation

Foundation students are learning to recognise feelings, talk about things they like, and use drawings to share ideas. *5 Senses of Gratitude* supports early emotional awareness and positive reflection through concrete, sensory experiences.

Health & Physical Education

(Personal, Social and Community Health)

- Identify emotions people experience in different situations (VCHPEP105)
- Participate in activities that promote wellbeing and enjoyment (VCHPEP106)

Personal & Social Capability

- Identify and express likes, dislikes, and feelings (VCPSCSE002)
- Participate in classroom routines and shared activities (VCPSCSE004)

English (Oral Language / Early Writing)

- Listen to and respond to simple questions (VCELY162)
- Share ideas using drawings, symbols, or simple words (VCELY164)

Foundation Summary

Students draw or talk about things they enjoy seeing, touching, hearing, smelling, and tasting, and share these ideas with support.

Year 1 Alignment

Why it fits Year 1

Year 1 students are developing confidence describing experiences and feelings. *5 Senses of Gratitude* helps students explain what they enjoy and how it makes them feel.

Health & Physical Education

(Personal, Social and Community Health)

- Describe emotional responses to experiences they enjoy (VCHPEP108)
- Practise behaviours that support happiness and wellbeing (VCHPEP109)

Personal & Social Capability

- Describe emotions and personal preferences (VCPSCSE005)
- Identify positive behaviours and experiences (VCPSCSE006)

English (Speaking & Listening / Writing)

- Create short spoken or written texts about personal experiences (VCELY167)
- Participate in group discussions, taking turns (VCELY166)

Year 1 Summary

Students describe favourite sensory experiences and explain how these make them feel.

Year 2 Alignment

Why it fits Year 2

Year 2 students are learning to reflect, explain reasons, and understand that people value different things. *5 Senses of Gratitude* builds gratitude, empathy, and reflection.

Health & Physical Education

(Personal, Social and Community Health)

- Describe strategies that support emotional wellbeing and positivity (VCHPEP112)
- Explain how reflecting on positives supports wellbeing (VCHPEP113)

Personal & Social Capability

- Identify emotional responses and explain why experiences feel meaningful (VCPSCSE008)
- Recognise personal strengths, interests, and positive experiences (VCPSCSE009)

English (Speaking & Listening / Writing)

- Create simple reflective texts (VCELY176)
- Engage in discussions, listening and responding appropriately (VCELY178)

Year 2 Summary

Students explain why certain sensory experiences matter to them and reflect on gratitude.

Year 3 Alignment

Why it fits Year 3

Year 3 students can reflect deeply on experiences, explain values, and connect gratitude to wellbeing. *5 Senses of Gratitude* supports optimism, emotional literacy, and communication.

Health & Physical Education

(Personal, Social and Community Health)

- Explain how thoughts, feelings, and behaviours influence wellbeing (VCHPEP116)
- Reflect on strategies that support optimism and emotional health (VCHPEP117)

Personal & Social Capability

- Identify personal values and strengths (VCPSCSE014)
- Describe how gratitude and empathy support relationships (VCPSCSO016)

English (Speaking & Listening / Writing)

- Plan and create short reflective texts (VCELY187)
- Participate actively in discussions and reflections (VCELY184)

Year 3 Summary

Students reflect on sensory experiences, explain their emotional impact, and discuss why gratitude supports wellbeing.

Week Nine

Play

Copy Cat Moves

Level A Alignment

Why it fits Level A

At Level A, students engage by *reacting* to movement, familiar adults, and shared routines. *Copy Cat Moves* supports early attention, awareness of others, and enjoyment through simple, repeated actions.

Personal & Social Capability

Self-Awareness

- React to familiar people and movement activities (VCPSCSE052)
- Show enjoyment through facial expression, sound, or body movement (VCPSCSE053)

Social Awareness

- React to shared activities with familiar adults and peers (VCPSCSO055)
- Participate in supported group routines (VCPSCSO056)

Health & Physical Education

Movement and Physical Activity

- React to movement prompts using body movement or gesture (VCHPEM001)
- Experience physical activity through supported participation (VCHPEM002)

Critical & Creative Thinking

- React to repeated actions and routines (VCCCTQ055)

Level A Summary

Students react to teacher-led movements and show engagement through eye gaze, gesture, sound, or movement.

Level B Alignment

Why it fits Level B

At Level B, students intentionally respond to instructions and participate in simple routines.

Copy Cat Moves supports imitation, intentional movement, and early turn-taking.

Personal & Social Capability

Self-Awareness

- Demonstrate intentional responses to movement cues (VCPSCSE059)
- Follow simple instructions with support (VCPSCSE061)

Social Awareness

- Participate in familiar group routines (VCPSCSO063)
- Attend to peers during shared activities (VCPSCSO064)

Health & Physical Education

Movement and Physical Activity

- Perform simple gross motor actions when prompted (VCHPEM014)
- Participate in movement activities with guidance (VCHPEM015)

Critical & Creative Thinking

- Copy actions demonstrated by others (VCCCTQ064)

Level B Summary

Students intentionally copy simple movements and participate in shared turn-taking routines.

Level C Alignment

Why it fits Level C

At Level C, students follow instructions, take turns, and participate more independently. *Copy Cat Moves* builds attention, imitation, and social confidence.

Personal & Social Capability

Self-Awareness

- Follow instructions and routines during group activities (VCPSCSE066)
- Persist with tasks and attempt new movements (VCPSCSE068)

Social Awareness

- Take turns and follow basic social rules (VCPSCSO070)
- Copy and respond to peers' actions (VCPSCSO071)

Health & Physical Education

Movement and Physical Activity

- Perform gross motor skills with control (VCHPEM028)
- Participate positively in physical activities with others (VCHPEM030)

Critical & Creative Thinking

- Generate or copy simple movement ideas (VCCCTQ072)
- Respond to reflective questions about experiences (VCCCTM078)

Level C Summary

Students copy peer-led movements, take turns as leaders, and describe enjoyment or effort.

Level D Alignment

Why it fits Level D

At Level D, students can lead others, reflect on experiences, and understand social roles. *Copy Cat Moves* supports leadership, cooperation, and self-reflection.

Personal & Social Capability

Self-Awareness

- Describe feelings related to leading and following (VCPSCSE073)

- Reflect on personal strengths such as confidence or creativity (VCPSCSE075)

Social Awareness

- Participate cooperatively and encourage peers (VCPSCSO078)
- Demonstrate understanding of leadership and turn-taking (VCPSCSO079)

Health & Physical Education

Movement and Physical Activity

- Perform coordinated movements with control (VCHPEM045)
- Participate in activities that support fitness and wellbeing (VCHPEM046)

Critical & Creative Thinking

- Create simple movement sequences (VCCCTQ083)
- Reflect on learning and social interaction (VCCCTM087)

Level D Summary

Students confidently lead and copy movements, reflect on the experience, and support peers.

Foundation (F)

Health and Physical Education

- Practise fundamental movement skills by copying simple actions such as clapping, waving, and stomping (VCHPEM019)
- Participate in play-based movement activities with others (VCHPEM020)
- Follow simple movement instructions and routines in a group setting (VCHPEM021)

Personal and Social Capability

- Take turns and follow simple rules during group play (VCPSCSO017)
- Identify and practise being a leader and a follower with support (VCPSCSO018)
- Express enjoyment and positive emotions during shared play experiences (VCPSCSE016)

Level 1

Health and Physical Education

- Practise and refine fundamental movement skills through guided imitation and repetition (VCHPEM023)
- Participate in structured movement games that promote cooperation and engagement (VCHPEM024)

Personal and Social Capability

- Participate in group activities by listening, observing, and responding to others (VCPSCSO021)
- Demonstrate cooperation and turn-taking when sharing leadership roles (VCPSCSO022)
- Recognise and describe how it feels to be included and supported during play (VCPSCSE020)

Level 2

Health and Physical Education

- Apply movement skills in a variety of simple movement sequences (VCHPEM027)
- Participate in physical activities that require coordination, balance, and timing (VCHPEM028)

Personal and Social Capability

- Work cooperatively with peers, taking turns to lead and follow (**VCPSCSO025**)
- Demonstrate respect for others by watching carefully and responding appropriately (**VCPSCSO026**)
- Reflect on personal feelings and preferences during group activities (**VCPSCSE023**)

Level 3

Health and Physical Education

- Perform and adapt movement skills in response to cues from others (**VCHPEM033**)
- Participate in group movement activities that require control, coordination, and awareness of others (**VCHPEM034**)

Personal and Social Capability

- Demonstrate inclusive behaviours and encourage others during shared activities (**VCPSCSO031**)
- Take responsibility for a role within a group, including leading and supporting peers (**VCPSCSO032**)
- Reflect on how participation, encouragement, and cooperation support positive relationships (**VCPSCSE028**)

Written

Compliment Time

Level A

Personal and Social Capability

- React to people and express positive emotions through facial expression, gesture, or vocalisation when receiving or giving kind words (**VCPSCSE052**)
- Indicate preference and enjoyment when interacting with familiar people in supportive social situations (**VCPSCSE053**)
- Focus attention on others and respond to social interaction during shared activities (**VCPSCSO057**)

Health and Physical Education

- React to people and social experiences during play and interaction (**VCHPEP004**)
- Use facial expressions or actions to indicate emotions such as happiness or excitement (**VCHPEP005**)
- Experience play activities that promote connection and positive interaction (**VCHPEP007**)

How the activity supports Level A:

Students experience kindness through simple reactions to compliments, supported sharing, and emotional responses, building early awareness of positive social interaction.

Level B

Personal and Social Capability

- Respond to people and events and demonstrate a range of basic emotions (**VCPSCSE059**)

- Follow teacher direction and attend to others during structured social activities (**VCPSCSE061**)
- Participate in routine activities and interact with others in familiar contexts (**VCPSCSO063**)
- Demonstrate simple social skills such as attending to others and following directions (**VCPSCSO064**)

Health and Physical Education

- Express feelings, needs, likes, and dislikes using basic communication (**VCHPEP019**)
- Engage in structured play activities that promote turn-taking and sharing (**VCHPEP021**)

How the activity supports Level B:

Students practise giving and receiving compliments with support, begin to express feelings, and engage in positive social exchanges guided by adults.

Level C

Personal and Social Capability

- Name emotions shown by self and relate them to familiar events or experiences (**VCPSCSE066**)
- Try a variety of activities and complete steps in a simple routine independently or with support (**VCPSCSE068**)
- Follow adult directions and participate intentionally in group activities (**VCPSCSO070**)
- Follow basic social rules such as taking turns and sharing in group situations (**VCPSCSO071**)

Health and Physical Education

- Explore feelings and practise expressing needs, likes, and dislikes using simple communication tools (**VCHPEP033**)
- Participate in structured play activities in various settings (**VCHPEP035**)

How the activity supports Level C:

Students actively identify positive qualities in others, share compliments, and reflect on emotions linked to kindness and social connection.

Level D

Personal and Social Capability

- Name and describe emotional responses and explain what causes these emotions (**VCPSCSE073**)
- Identify personal characteristics and share likes, dislikes, and positive qualities (**VCPSCSE074**)
- Respond to others cooperatively when working or playing in a group (**VCPSCSO078**)
- Demonstrate understanding that words and actions can impact how others feel (**VCPSCSO079**)

Health and Physical Education

- Identify emotional responses and describe feelings using pictures, symbols, or words (**VCHPEP047**)
- Explore actions that promote health, well-being, and positive relationships (**VCHPEP048**)

How the activity supports Level D:

Students give intentional, meaningful compliments, reflect on emotional impact, and understand how kindness strengthens relationships and well-being.

Foundation (F)

Personal and Social Capability

- Express positive emotions and enjoyment when interacting kindly with others (**VCPSCSE016**)
- Participate in group activities by listening to others and taking turns (**VCPSCSO017**)
- Identify simple positive behaviours in themselves and others with support (**VCPSCSE015**)

Health and Physical Education

- Practise expressing feelings and emotions using words, drawings, or actions (**VCHPEP011**)
- Participate in play-based activities that promote inclusion and belonging (**VCHPEP012**)

How the activity supports Foundation:

Students begin to recognise kindness, share simple compliments, and experience the positive feelings that come from giving and receiving kind words.

Level 1

Personal and Social Capability

- Describe and demonstrate positive behaviours when interacting with others (**VCPSCSE019**)
- Participate in activities that require turn-taking, listening, and cooperation (**VCPSCSO021**)
- Identify how kind words and actions can make people feel (**VCPSCSE020**)

Health and Physical Education

- Express emotions and personal responses in familiar situations (**VCHPEP015**)
- Practise actions that support respectful relationships and well-being (**VCHPEP016**)

How the activity supports Level 1:

Students give simple, genuine compliments and reflect on how kind words affect themselves and others.

Level 2

Personal and Social Capability

- Identify positive qualities and strengths in themselves and others (**VCPSCSE023**)
- Work cooperatively with peers, sharing ideas and taking turns (**VCPSCSO025**)
- Describe how words and actions influence relationships (**VCPSCSE024**)

Health and Physical Education

- Recognise and describe emotional responses in social situations (**VCHPEP019**)
- Practise behaviours that promote inclusion, kindness, and social connection (**VCHPEP020**)

How the activity supports Level 2:

Students intentionally identify multiple positive qualities in others, share compliments, and reflect on emotional impact.

Level 3

Personal and Social Capability

- Identify personal strengths and positive characteristics in themselves and others (**VCPSCSE028**)
- Demonstrate respect, empathy, and encouragement when interacting with peers (**VCPSCSO031**)
- Explain how positive communication strengthens relationships and group well-being (**VCPSCSE029**)

Health and Physical Education

- Describe how actions and language can positively influence mental health and well-being (**VCHPEP024**)
- Practise strategies that promote respectful relationships and a sense of belonging (**VCHPEP025**)

How the activity supports Level 3:

Students give thoughtful, specific compliments and reflect on how kindness builds trust, connection, and well-being within a group.

Exercise

Follow the Leader Parade

Level A

Personal and Social Capability

- React to people and show enjoyment when engaging in shared movement experiences (**VCPSCSE052**)
- Focus attention on others and respond to social interaction during group activities (**VCPSCSO057**)
- Interact with others by copying simple actions with support (**VCPSCSO058**)

Health and Physical Education

- React as body parts are moved and named during movement activities (**VCHPEP002**)
- React to people and sensory experiences during play (**VCHPEP004**)
- Experience play activities that involve movement and imitation (**VCHPEP007**)
- Experience their body being moved through a variety of positions and locations (**VCHPEM008**)

How the activity supports Level A:

Students experience shared movement, copy simple actions, and react emotionally and physically to others in a supportive, playful environment.

Level B

Personal and Social Capability

- Respond to people or events and demonstrate basic emotions during group movement (**VCPSCSE059**)
- Follow teacher direction and orient attention to a leader during structured activities (**VCPSCSE061**)
- Participate in routine activities and interact with others in familiar contexts (**VCPSCSO063**)
- Demonstrate simple social skills such as attending to others and following directions (**VCPSCSO064**)

Health and Physical Education

- Practise basic gross motor movements during movement-based play (**VCHPEM022**)
- Engage in structured physical activities that involve copying actions (**VCHPEM023**)
- Follow basic single-word or simple instructions in movement activities (**VCHPEM028**)

How the activity supports Level B:

Students practise copying movements, follow a leader with guidance, and begin to experience turn-taking and shared participation in physical play.

Level C

Personal and Social Capability

- Name emotions shown by self and connect feelings to participation in group activities (**VCPSCSE066**)
- Try a variety of activities and complete steps in a simple routine independently or with support (**VCPSCSE068**)
- Follow adult directions to intentionally participate in group movement activities (**VCPSCSO070**)
- Follow basic social rules such as taking turns when leading and following (**VCPSCSO071**)

Health and Physical Education

- Practise simple whole-body and gross motor movement patterns (**VCHPEM036**)
- Participate in games with simple rules in a range of environments (**VCHPEM037**)
- Take turns with a partner or in small groups during physical activities (**VCHPEM040**)
- Follow simple movement instructions and safety rules (**VCHPEM042**)

How the activity supports Level C:

Students intentionally follow and lead peers, explore creative movement, and practise turn-taking and cooperation in a structured group setting.

Level D

Personal and Social Capability

- Name and describe emotional responses related to leading and following (**VCPSCSE073**)
- Identify personal characteristics such as confidence and creativity during movement activities (**VCPSCSE074**)
- Respond cooperatively to others when participating in group activities (**VCPSCSO078**)

- Demonstrate understanding that actions and behaviour can impact others (VCPSCSO079)

Health and Physical Education

- Practise simple gross motor skills with increasing control and creativity (VCHPEM050)
- Participate in simple games and anticipate the next movement in familiar routines (VCHPEM051)
- Identify pathways through space and describe how the body moves (VCHPEM053)
- Follow familiar game rules and safety directions during physical activities (VCHPEM056)

How the activity supports Level D:

Students confidently take turns leading and following, use imagination in movement, and reflect on how leadership and cooperation support positive group experiences.

Foundation (F)

Health and Physical Education

- Practise fundamental movement skills by copying simple movements such as hopping, tiptoeing, or arm actions (VCHPEM019)
- Participate in play-based movement activities with others in a shared space (VCHPEM020)
- Follow simple movement instructions during structured physical activities (VCHPEM021)

Personal and Social Capability

- Participate in group activities by watching others and taking turns (VCPSCSO017)
- Identify and practise being a leader and a follower with support (VCPSCSO018)
- Express enjoyment and confidence when participating in shared movement play (VCPSCSE016)

How the activity supports Foundation:

Students build confidence by copying simple movements, taking turns as leaders, and enjoying shared physical play in a safe, supportive environment.

Level 1

Health and Physical Education

- Practise and refine fundamental movement skills through repetition and imitation (VCHPEM023)
- Participate in structured movement games that promote coordination and body awareness (VCHPEM024)

Personal and Social Capability

- Participate in group activities by listening, observing, and responding to a leader (VCPSCSO021)
- Share leadership roles and cooperate with peers during movement activities (VCPSCSO022)
- Describe how it feels to lead and follow others in simple group situations (VCPSCSE020)

How the activity supports Level 1:

Students practise leading and following, explore creative movement, and begin reflecting on confidence and emotions during group activities.

Level 2

Health and Physical Education

- Apply movement skills in a variety of movement sequences and games (**VCHPEM027**)
- Participate in physical activities that require coordination, balance, and spatial awareness (**VCHPEM028**)

Personal and Social Capability

- Work cooperatively with peers by taking turns as leaders and followers (**VCPSCSO025**)
- Demonstrate respect for others by copying movements carefully and safely (**VCPSCSO026**)
- Reflect on how leading and following can make people feel confident and included (**VCPSCSE024**)

How the activity supports Level 2:

Students intentionally take turns leading, demonstrate imagination in movement, and recognise how shared leadership supports inclusion and teamwork.

Level 3

Health and Physical Education

- Perform and adapt movement skills in response to cues from others (**VCHPEM033**)
- Participate in group movement activities that require control, coordination, and awareness of others (**VCHPEM034**)

Personal and Social Capability

- Demonstrate inclusive behaviours and encourage peers when leading and following (**VCPSCSO031**)
- Take responsibility for a role within a group, including guiding others safely (**VCPSCSO032**)
- Explain how leading and following respectfully helps groups work well together (**VCPSCSE029**)

How the activity supports Level 3:

Students confidently guide peers, use imagination to create movements, and reflect on how leadership and cooperation build positive relationships and group well-being.

Gratitude

Master Chef Group Gratitude

Level A

Personal and Social Capability

- React to people and events and express positive emotions when engaging in shared reflective activities (**VCPSCSE052**)
- Indicate preference and enjoyment when interacting with familiar people (**VCPSCSE053**)

- Focus attention on others and respond to shared group interaction (**VCPSCSO057**)

Health and Physical Education

- React to people and social experiences during play and interaction (**VCHPEP004**)
- Use facial expressions, gestures, or actions to indicate emotions such as happiness or excitement (**VCHPEP005**)
- Experience play-based activities that promote connection and positive interaction (**VCHPEP007**)

How the activity supports Level A:

Students experience gratitude through supported reflection, emotional responses, shared storytelling, and positive interaction with familiar peers and adults.

Level B

Personal and Social Capability

- Respond to people or events and demonstrate a range of basic emotions (**VCPSCSE059**)
- Follow teacher direction and attend to others during structured group activities (**VCPSCSE061**)
- Participate in routine activities and interact with others in familiar contexts (**VCPSCSO063**)
- Demonstrate simple social skills such as listening and responding to others (**VCPSCSO064**)

Health and Physical Education

- Express feelings, likes, and dislikes using basic communication (**VCHPEP019**)
- Engage in structured play and reflective activities that promote positive relationships (**VCHPEP021**)

How the activity supports Level B:

Students begin identifying people they appreciate, share ideas with support, and experience positive emotions linked to gratitude and group connection.

Level C

Personal and Social Capability

- Name emotions shown by self and link these to familiar people or experiences (**VCPSCSE066**)
- Try a variety of activities and complete steps in a set routine with increasing independence (**VCPSCSE068**)
- Follow adult directions to intentionally participate in group activities (**VCPSCSO070**)
- Follow basic social rules such as taking turns and listening when others speak (**VCPSCSO071**)

Health and Physical Education

- Explore feelings and practise expressing appreciation using simple communication tools (**VCHPEP033**)
- Participate in structured play and reflection activities in various settings (**VCHPEP035**)

How the activity supports Level C:

Students actively reflect on people they are grateful for, creatively express appreciation, and practise listening and responding kindly to peers.

Level D

Personal and Social Capability

- Name and describe emotional responses and explain what causes these emotions (**VCPSCSE073**)
- Identify personal characteristics and positive qualities in themselves and others (**VCPSCSE074**)
- Respond cooperatively and respectfully to others during group sharing activities (**VCPSCSO078**)
- Demonstrate understanding that words and actions can impact how others feel (**VCPSCSO079**)

Health and Physical Education

- Identify emotional responses and describe feelings using words, pictures, or symbols (**VCHPEP047**)
- Explore actions that promote health, well-being, and positive relationships (**VCHPEP048**)

How the activity supports Level D:

Students thoughtfully reflect on gratitude, creatively communicate appreciation, and understand how expressing gratitude strengthens relationships and well-being.

Foundation (F)

Personal and Social Capability

- Express positive emotions and enjoyment when sharing thoughts and ideas with others (**VCPSCSE016**)
- Participate in group activities by listening to others and taking turns (**VCPSCSO017**)
- Identify people who are important to them and share simple ideas about them (**VCPSCSE015**)

Health and Physical Education

- Practise expressing feelings using words, drawings, or actions (**VCHPEP011**)
- Participate in activities that promote inclusion, belonging, and positive relationships (**VCHPEP012**)

How the activity supports Foundation:

Students begin to identify people they appreciate, express simple gratitude through drawing or speaking, and experience positive emotions through shared reflection.

Level 1

Personal and Social Capability

- Describe positive behaviours and qualities in others (**VCPSCSE019**)
- Participate in group discussions by listening, sharing ideas, and responding kindly (**VCPSCSO021**)
- Identify how kind words and appreciation can make people feel (**VCPSCSE020**)

Health and Physical Education

- Express emotions and personal responses in familiar social situations (**VCHPEP015**)
- Practise actions that support respectful relationships and well-being (**VCHPEP016**)

How the activity supports Level 1:

Students reflect on people they are grateful for, share appreciation, and begin to understand the emotional impact of gratitude on themselves and others.

Level 2

Personal and Social Capability

- Identify positive qualities, strengths, and helpful actions in others (**VCPSCSE023**)
- Work cooperatively with peers by listening, sharing, and taking turns (**VCPSCSO025**)
- Describe how expressing gratitude can strengthen friendships and relationships (**VCPSCSE024**)

Health and Physical Education

- Recognise and describe emotional responses during social interactions (**VCHPEP019**)
- Practise behaviours that promote inclusion, kindness, and social connection (**VCHPEP020**)

How the activity supports Level 2:

Students intentionally reflect on gratitude, creatively express appreciation, and recognise how gratitude supports connection and belonging.

Level 3

Personal and Social Capability

- Identify personal strengths and positive characteristics in themselves and others (**VCPSCSE028**)
- Demonstrate empathy and encouragement when responding to peers' gratitude stories (**VCPSCSO031**)
- Explain how gratitude and appreciation help build positive relationships and group well-being (**VCPSCSE029**)

Health and Physical Education

- Describe how actions and language can positively influence mental health and well-being (**VCHPEP024**)
- Practise strategies that promote respectful relationships and a sense of belonging (**VCHPEP025**)

How the activity supports Level 3:

Students thoughtfully reflect on meaningful relationships, creatively share gratitude, and understand the role gratitude plays in strengthening community and well-being.

Week Ten

Play

Clapping, One, Two, Three

Level A

Personal and Social Capability

- React to people and events and show enjoyment during shared rhythm and movement activities (**VCPSCSE052**)
- Focus attention on others and respond to group interaction through imitation (**VCPSCSO057**)
- Interact with others by copying simple actions with support (**VCPSCSO058**)

Health and Physical Education

- React as body parts are moved and named during movement experiences (**VCHPEP002**)
- React to people and sensory experiences during play and rhythm activities (**VCHPEP004**)
- Experience play activities that involve movement and sound (**VCHPEP007**)
- Experience their body being moved through simple repetitive actions (**VCHPEM008**)

How the activity supports Level A:

Students experience rhythm through repetition, copy simple claps and taps, and react emotionally and physically to shared group play.

Level B

Personal and Social Capability

- Respond to people or events and demonstrate basic emotions during group rhythm activities (**VCPSCSE059**)
- Follow teacher direction and orient attention to the rhythm leader (**VCPSCSE061**)
- Participate in routine activities and interact with others in familiar contexts (**VCPSCSO063**)
- Demonstrate simple social skills such as attending to others and following directions (**VCPSCSO064**)

Health and Physical Education

- Practise basic gross motor movements during rhythmic play (**VCHPEM022**)
- Engage in structured physical activities that involve copying patterns (**VCHPEM023**)
- Follow basic single-word or simple instructions during movement activities (**VCHPEM028**)

How the activity supports Level B:

Students practise copying clapping patterns, follow a leader, and engage positively in a shared rhythmic routine.

Level C

Personal and Social Capability

- Name emotions shown by self and connect feelings to participation in group activities **(VCPSCSE066)**
- Try a variety of activities and complete steps in a simple routine with increasing independence **(VCPSCSE068)**
- Follow adult directions to intentionally participate in group rhythm activities **(VCPSCSO070)**
- Follow basic social rules such as turn-taking and listening during group play **(VCPSCSO071)**

Health and Physical Education

- Practise simple whole-body and coordinated movement patterns **(VCHPEM036)**
- Participate in games with simple rules that involve rhythm and timing **(VCHPEM037)**
- Follow simple movement instructions and safety rules **(VCHPEM042)**

How the activity supports Level C:

Students coordinate movement with rhythm, listen carefully to instructions, and participate cooperatively in a structured group activity.

Level D

Personal and Social Capability

- Name and describe emotional responses related to participating in group activities **(VCPSCSE073)**
- Identify personal characteristics such as confidence and persistence during challenges **(VCPSCSE074)**
- Respond cooperatively to others when working or playing in a group **(VCPSCSO078)**
- Demonstrate understanding that behaviour supports positive group experiences **(VCPSCSO079)**

Health and Physical Education

- Practise gross motor skills with increasing control, timing, and coordination **(VCHPEM050)**
- Participate in simple games and anticipate the next movement in familiar rhythmic routines **(VCHPEM051)**
- Follow familiar game rules and safety directions during physical activities **(VCHPEM056)**

How the activity supports Level D:

Students maintain rhythm, anticipate sequences, take responsibility for group timing, and reflect on how cooperation supports success.

Foundation (F)

Health and Physical Education

- Practise fundamental movement skills by clapping and tapping in time with a leader **(VCHPEM019)**
- Participate in play-based movement activities with others **(VCHPEM020)**
- Follow simple movement and rhythm instructions in a group setting **(VCHPEM021)**

Personal and Social Capability

- Participate in group activities by watching others and copying actions (**VCPSCSO017**)
- Take turns and remain engaged during shared rhythm play (**VCPSCSO018**)
- Express enjoyment and confidence during group participation (**VCPSCSE016**)

How the activity supports Foundation:

Students build early rhythm awareness, coordination, and enjoyment through shared clapping and tapping activities.

Level 1

Health and Physical Education

- Practise and refine fundamental movement skills through rhythmic repetition (**VCHPEM023**)
- Participate in structured movement games that develop coordination and timing (**VCHPEM024**)

Personal and Social Capability

- Participate in group activities by listening and responding to instructions (**VCPSCSO021**)
- Share leadership roles and cooperate with peers during group movement (**VCPSCSO022**)
- Describe how it feels to join in and play together (**VCPSCSE020**)

How the activity supports Level 1:

Students practise listening, copying rhythm patterns, and working together in a fun, low-pressure group activity.

Level 2

Health and Physical Education

- Apply movement skills in rhythmic sequences and simple games (**VCHPEM027**)
- Participate in physical activities that require coordination, timing, and focus (**VCHPEM028**)

Personal and Social Capability

- Work cooperatively with peers by following shared rhythm patterns (**VCPSCSO025**)
- Demonstrate respect for others by listening and staying in time with the group (**VCPSCSO026**)
- Reflect on how playing together helps people feel included (**VCPSCSE024**)

How the activity supports Level 2:

Students maintain rhythm, cooperate with peers, and recognise how shared participation supports belonging.

Level 3

Health and Physical Education

- Perform and adapt movement skills in response to rhythm and cues from others (**VCHPEM033**)
- Participate in group movement activities that require control, coordination, and awareness of others (**VCHPEM034**)

Personal and Social Capability

- Demonstrate inclusive behaviours and encourage peers during group activities (**VCPSCSO031**)
- Take responsibility for a role within a group, such as leading or supporting rhythm patterns (**VCPSCSO032**)
- Explain how cooperation and listening help groups succeed (**VCPSCSE029**)

How the activity supports Level 3:

Students anticipate rhythmic sequences, support group success, and reflect on how cooperation and listening strengthen group performance.

Written

Gratitude Rainbow

Level A

Personal and Social Capability

- React to people and events and express positive emotions during reflective activities (**VCPSCSE052**)
- Indicate preference and enjoyment when engaging with familiar people and topics (**VCPSCSE053**)
- Focus attention on others and shared tasks during group activities (**VCPSCSO057**)

Health and Physical Education

- React to people and social experiences during play and creative activities (**VCHPEP004**)
- Use facial expressions, gestures, or actions to indicate emotions such as happiness or calm (**VCHPEP005**)
- Experience play-based activities that promote connection and well-being (**VCHPEP007**)

How the activity supports Level A:

Students experience gratitude through supported choice-making, emotional responses, and shared creative exploration using colours and familiar people or objects.

Level B

Personal and Social Capability

- Respond to people or events and demonstrate a range of basic emotions (**VCPSCSE059**)
- Follow teacher direction and attend to a structured reflective activity (**VCPSCSE061**)
- Participate in routine activities and interact with others in familiar contexts (**VCPSCSO063**)
- Demonstrate simple social skills such as listening and responding to others (**VCPSCSO064**)

Health and Physical Education

- Express feelings, likes, and dislikes using basic communication (**VCHPEP019**)
- Engage in structured play and reflection activities that support positive emotions (**VCHPEP021**)

How the activity supports Level B:

Students identify simple things they enjoy or like, express gratitude through drawing or symbols, and engage positively in a shared reflective routine.

Level C

Personal and Social Capability

- Name emotions shown by self and link feelings to familiar people or experiences (**VCPSCSE066**)
- Try a variety of activities and complete steps in a set routine with increasing independence (**VCPSCSE068**)
- Follow adult directions to intentionally participate in group activities (**VCPSCSO070**)
- Follow basic social rules such as listening and turn-taking during group reflection (**VCPSCSO071**)

Health and Physical Education

- Explore feelings and practise expressing appreciation using simple communication tools (**VCHPEP033**)
- Participate in structured play and reflective activities in various settings (**VCHPEP035**)

How the activity supports Level C:

Students actively identify multiple sources of gratitude, creatively express appreciation, and reflect on emotions connected to gratitude.

Level D

Personal and Social Capability

- Name and describe emotional responses and explain what causes these emotions (**VCPSCSE073**)
- Identify personal characteristics and positive aspects of their life and relationships (**VCPSCSE074**)
- Respond cooperatively and respectfully to others during sharing and discussion (**VCPSCSO078**)
- Demonstrate understanding that words and actions influence feelings and well-being (**VCPSCSO079**)

Health and Physical Education

- Identify emotional responses and describe feelings using words, pictures, or symbols (**VCHPEP047**)
- Explore actions that promote mental health, well-being, and positive relationships (**VCHPEP048**)

How the activity supports Level D:

Students thoughtfully reflect on gratitude, express appreciation creatively, and understand how gratitude supports positive emotions and social connection.

Foundation (F)

Personal and Social Capability

- Identify people, places, or things that are important to them and share simple ideas about why (**VCPSCSE015**)
- Express positive emotions when sharing thoughts and ideas with others (**VCPSCSE016**)
- Participate in group activities by listening to others and taking turns (**VCPSCSO017**)

Health and Physical Education

- Practise expressing feelings using words, drawings, or actions (**VCHPEP011**)
- Participate in activities that promote inclusion, belonging, and positive relationships (**VCHPEP012**)

How the activity supports Foundation:

Students begin to recognise things they are grateful for and express appreciation through drawing and simple explanations, building positive emotions and belonging.

Level 1

Personal and Social Capability

- Describe positive behaviours, experiences, and people in their lives (**VCPSCSE019**)
- Participate in group discussions by listening, sharing ideas, and responding respectfully (**VCPSCSO021**)
- Identify how thinking about positive things can influence feelings (**VCPSCSE020**)

Health and Physical Education

- Express emotions and personal responses in familiar situations (**VCHPEP015**)
- Practise actions that support respectful relationships and emotional well-being (**VCHPEP016**)

How the activity supports Level 1:

Students reflect on different areas of their lives, express gratitude creatively, and begin to understand the emotional benefits of positive reflection.

Level 2

Personal and Social Capability

- Identify positive qualities, strengths, and helpful aspects of their lives (**VCPSCSE023**)
- Work cooperatively with peers by listening, sharing, and taking turns (**VCPSCSO025**)
- Describe how expressing gratitude can help people feel happy and connected (**VCPSCSE024**)

Health and Physical Education

- Recognise and describe emotional responses during social and reflective activities (**VCHPEP019**)
- Practise behaviours that promote inclusion, kindness, and social connection (**VCHPEP020**)

How the activity supports Level 2:

Students intentionally identify multiple sources of gratitude, reflect on feelings, and recognise how gratitude supports friendships and belonging.

Level 3

Personal and Social Capability

- Identify personal strengths and positive aspects of their life and relationships (**VCPSCSE028**)
- Demonstrate empathy and encouragement when responding to peers' shared ideas (**VCPSCSO031**)
- Explain how gratitude and positive thinking support relationships and well-being (**VCPSCSE029**)

Health and Physical Education

- Describe how actions, thoughts, and language can positively influence mental health and well-being (**VCHPEP024**)
- Practise strategies that promote respectful relationships and a sense of belonging (**VCHPEP025**)

How the activity supports Level 3:

Students thoughtfully reflect on gratitude across different areas of life, express appreciation creatively, and explain how gratitude contributes to positive mindset and social connection.

Exercise

Treasure Hunt

Level A

Personal and Social Capability

- React to people and events and show enjoyment during shared exploration activities (**VCPSCSE052**)
- Focus attention on others and respond to group interaction (**VCPSCSO057**)
- Interact with others by following along with supported actions (**VCPSCSO058**)

Health and Physical Education

- React to people and sensory experiences during play and exploration (**VCHPEP004**)
- Use actions or gestures to indicate interest or preference (**VCHPEP005**)
- Experience play activities that involve movement and exploration (**VCHPEP007**)
- Experience their body being moved through a variety of positions and locations (**VCHPEM008**)

How the activity supports Level A:

Students experience exploration and movement, react to instructions and objects, and build enjoyment and confidence through supported searching and celebration.

Level B

Personal and Social Capability

- Respond to people or events and demonstrate basic emotions during group activities (**VCPSCSE059**)

- Follow teacher direction and orient attention to a task (**VCPSCSE061**)
- Participate in routine activities and interact with others in familiar contexts (**VCPSCSO063**)
- Demonstrate simple social skills such as attending to others and following directions (**VCPSCSO064**)

Health and Physical Education

- Practise basic gross motor movements during active play (**VCHPEM022**)
- Engage in structured physical activities that involve searching and returning objects (**VCHPEM023**)
- Follow basic single-word or simple instructions during movement activities (**VCHPEM028**)

How the activity supports Level B:

Students practise listening, moving with purpose, and following simple instructions while building confidence through successful task completion.

Level C

Personal and Social Capability

- Name emotions shown by self and link feelings to successful participation (**VCPSCSE066**)
- Try a variety of activities and complete steps in a simple routine with increasing independence (**VCPSCSE068**)
- Follow adult directions to intentionally participate in group activities (**VCPSCSO070**)
- Follow basic social rules such as waiting, taking turns, and returning items (**VCPSCSO071**)

Health and Physical Education

- Practise simple whole-body and gross motor movement patterns (**VCHPEM036**)
- Participate in games with simple rules in a range of environments (**VCHPEM037**)
- Follow simple movement instructions and safety rules (**VCHPEM042**)

How the activity supports Level C:

Students independently search for objects, follow instructions, return items to the group, and reflect on feelings of success and persistence.

Level D

Personal and Social Capability

- Name and describe emotional responses related to success, challenge, and effort (**VCPSCSE073**)
- Identify personal characteristics such as persistence, confidence, and independence (**VCPSCSE074**)
- Respond cooperatively to others during group activities (**VCPSCSO078**)
- Demonstrate understanding that behaviour supports positive group experiences (**VCPSCSO079**)

Health and Physical Education

- Practise gross motor skills with increasing control and purpose (**VCHPEM050**)

- Participate in simple games and anticipate what to do next in familiar routines (**VCHPEM051**)
- Identify pathways through space and move safely within the environment (**VCHPEM053**)
- Follow familiar game rules and safety directions during physical activities (**VCHPEM056**)

How the activity supports Level D:

Students demonstrate purposeful movement, persistence, and independence while recognising how following instructions and working together supports success.

Foundation (F)

Health and Physical Education

- Practise fundamental movement skills by moving with purpose to find objects (**VCHPEM019**)
- Participate in play-based movement activities in a shared space (**VCHPEM020**)
- Follow simple movement and safety instructions during physical activities (**VCHPEM021**)

Personal and Social Capability

- Participate in group activities by listening to instructions and responding appropriately (**VCPSCSO017**)
- Take turns and remain engaged during shared play (**VCPSCSO018**)
- Express enjoyment and pride when completing a task (**VCPSCSE016**)

How the activity supports Foundation:

Students practise listening and moving with purpose, experience success in finding objects, and build confidence through celebration and group participation.

Level 1

Health and Physical Education

- Practise and refine fundamental movement skills during active play (**VCHPEM023**)
- Participate in structured movement games that develop coordination and spatial awareness (**VCHPEM024**)

Personal and Social Capability

- Participate in group activities by listening, observing, and following instructions (**VCPSCSO021**)
- Cooperate with peers and adults when completing a shared task (**VCPSCSO022**)
- Describe how it feels to succeed at a challenge (**VCPSCSE020**)

How the activity supports Level 1:

Students follow directions, move safely through space, and begin reflecting on feelings of success and effort.

Level 2

Health and Physical Education

- Apply movement skills in games that require purposeful movement and exploration (**VCHPEM027**)
- Participate in physical activities that require coordination, balance, and focus (**VCHPEM028**)

Personal and Social Capability

- Work cooperatively with peers to complete tasks (**VCPSCSO025**)
- Demonstrate respect for others by following rules and returning objects appropriately (**VCPSCSO026**)
- Reflect on how persistence helps achieve goals (**VCPSCSE024**)

How the activity supports Level 2:

Students demonstrate independence and persistence while recognising how cooperation and effort support success.

Level 3

Health and Physical Education

- Perform and adapt movement skills to respond to instructions and challenges (**VCHPEM033**)
- Participate in group activities that require awareness of others and safe movement (**VCHPEM034**)

Personal and Social Capability

- Demonstrate inclusive behaviours and encourage peers during group activities (**VCPSCSO031**)
- Take responsibility for completing a task independently and returning equipment safely (**VCPSCSO032**)
- Explain how effort, focus, and persistence help achieve success (**VCPSCSE029**)

How the activity supports Level 3:

Students move confidently through space, complete tasks independently, and reflect on how persistence and focus support achievement and group success.

Gratitude

Wellness Guess Who

Level A

Personal and Social Capability

- React to people and events and express positive emotions during shared storytelling and reflection (**VCPSCSE052**)
- Indicate preference and enjoyment when engaging with familiar people and experiences (**VCPSCSE053**)
- Focus attention on others and respond to shared group interaction (**VCPSCSO057**)

Health and Physical Education

- React to people and social experiences during play and group interaction (**VCHPEP004**)
- Use facial expressions, gestures, or actions to indicate emotions such as happiness or excitement (**VCHPEP005**)

- Experience play-based activities that promote connection and well-being (**VCHPEP007**)

How the activity supports Level A:

Students experience gratitude through supported sharing, emotional reactions, and listening to familiar peers in a safe, structured group setting.

Level B

Personal and Social Capability

- Respond to people or events and demonstrate a range of basic emotions (**VCPSCSE059**)
- Follow teacher direction and attend to structured group activities (**VCPSCSE061**)
- Participate in routine activities and interact with others in familiar contexts (**VCPSCSO063**)
- Demonstrate simple social skills such as listening and responding to others (**VCPSCSO064**)

Health and Physical Education

- Express feelings, likes, and dislikes using basic communication (**VCHPEP019**)
- Engage in structured play and reflection activities that support positive relationships (**VCHPEP021**)

How the activity supports Level B:

Students begin to identify things they enjoy or feel thankful for, participate in guessing and listening, and engage positively in shared group reflection.

Level C

Personal and Social Capability

- Name emotions shown by self and link feelings to familiar people or experiences (**VCPSCSE066**)
- Try a variety of activities and complete steps in a set routine with increasing independence (**VCPSCSE068**)
- Follow adult directions to intentionally participate in group activities (**VCPSCSO070**)
- Follow basic social rules such as turn-taking and listening when others speak (**VCPSCSO071**)

Health and Physical Education

- Explore feelings and practise expressing appreciation using simple communication tools (**VCHPEP033**)
- Participate in structured play and reflective activities in various settings (**VCHPEP035**)

How the activity supports Level C:

Students actively reflect on positive memories, share gratitude through drawing or writing, and practise listening and respectful guessing.

Level D

Personal and Social Capability

- Name and describe emotional responses and explain what causes these emotions (**VCPSCSE073**)
- Identify personal characteristics and positive experiences in themselves and others (**VCPSCSE074**)

- Respond cooperatively and respectfully to others during group discussion and sharing (**VCPSCSO078**)
- Demonstrate understanding that words and actions influence feelings and relationships (**VCPSCSO079**)

Health and Physical Education

- Identify emotional responses and describe feelings using words, pictures, or symbols (**VCHPEP047**)
- Explore actions that promote mental health, well-being, and positive relationships (**VCHPEP048**)

How the activity supports Level D:

Students thoughtfully reflect on gratitude, share meaningful memories, and understand how listening and empathy strengthen group connection.

Foundation (F)

Personal and Social Capability

- Identify people, places, or experiences that are important to them and share simple ideas about them (**VCPSCSE015**)
- Express positive emotions when sharing thoughts or drawings with others (**VCPSCSE016**)
- Participate in group activities by listening to others and taking turns (**VCPSCSO017**)

Health and Physical Education

- Practise expressing feelings using words, drawings, or actions (**VCHPEP011**)
- Participate in activities that promote inclusion, belonging, and positive relationships (**VCHPEP012**)

How the activity supports Foundation:

Students share simple gratitude memories through drawing or speaking and practise listening and turn-taking in a safe group setting.

Level 1

Personal and Social Capability

- Describe positive experiences or memories in their lives (**VCPSCSE019**)
- Participate in group discussions by listening, sharing ideas, and responding respectfully (**VCPSCSO021**)
- Identify how sharing positive memories can make people feel happy and connected (**VCPSCSE020**)

Health and Physical Education

- Express emotions and personal responses in familiar situations (**VCHPEP015**)
- Practise behaviours that support respectful relationships and emotional well-being (**VCHPEP016**)

How the activity supports Level 1:

Students reflect on happy memories, share gratitude, and begin to recognise how positive sharing supports connection.

Level 2

Personal and Social Capability

- Identify positive qualities, experiences, and strengths in their lives (**VCPSCSE023**)
- Work cooperatively with peers by listening, guessing, and taking turns (**VCPSCSO025**)
- Describe how listening and sharing stories help build friendships (**VCPSCSE024**)

Health and Physical Education

- Recognise and describe emotional responses during social and reflective activities (**VCHPEP019**)
- Practise behaviours that promote inclusion, kindness, and social connection (**VCHPEP020**)

How the activity supports Level 2:

Students intentionally share gratitude memories, engage respectfully in guessing, and recognise the value of empathy and listening.

Level 3

Personal and Social Capability

- Identify personal strengths and positive aspects of their life experiences (**VCPSCSE028**)
- Demonstrate empathy and encouragement when responding to peers' shared memories (**VCPSCSO031**)
- Explain how sharing stories and listening to others strengthens relationships (**VCPSCSE029**)

Health and Physical Education

- Describe how actions, thoughts, and language can positively influence mental health and well-being (**VCHPEP024**)
- Practise strategies that promote respectful relationships and a sense of belonging (**VCHPEP025**)

How the activity supports Level 3:

Students thoughtfully share gratitude memories, practise empathy through guessing and listening, and explain how connection supports well-being.

Week Eleven

Play

Colour Corners

Level A

Personal and Social Capability

- React to people and events and demonstrate engagement during shared movement activities (**VCPSCSE052**)

- Indicate preference and make simple choices when prompted (**VCPSCSE053**)
- Focus attention on others and respond to group routines (**VCPSCSO057**)

Health and Physical Education

- React to people and sensory experiences during play and movement (**VCHPEP004**)
- Use gestures or actions to show preference or choice (**VCHPEP005**)
- Experience play activities that involve movement and exploration (**VCHPEP007**)
- Experience their body being moved through different positions and locations (**VCHPEM008**)

How the activity supports Level A:

Students experience supported choice-making, colour recognition, and movement while engaging with others in a shared, playful routine.

Level B

Personal and Social Capability

- Respond to people or events and demonstrate basic emotions during group activities (**VCPSCSE059**)
- Follow teacher direction and orient attention to a task or cue (**VCPSCSE061**)
- Participate in routine activities and interact with others in familiar contexts (**VCPSCSO063**)
- Demonstrate simple social skills such as attending to others and following directions (**VCPSCSO064**)

Health and Physical Education

- Identify what they like and dislike when making simple choices (**VCHPEP015**)
- Practise basic gross motor movements during structured play (**VCHPEM022**)
- Follow basic single-word or simple instructions during movement activities (**VCHPEM028**)

How the activity supports Level B:

Students practise listening, recognising colours, moving safely, and making simple independent choices in a familiar group setting.

Level C

Personal and Social Capability

- Name emotions shown by self and link feelings to participation in group activities (**VCPSCSE066**)
- Try a variety of activities and complete steps in a set routine with increasing independence (**VCPSCSE068**)
- Follow adult directions to intentionally participate in group activities (**VCPSCSO070**)
- Follow basic social rules such as turn-taking and shared space awareness (**VCPSCSO071**)

Health and Physical Education

- Identify major body movements used when travelling through space (**VCHPEM036**)
- Participate in games with simple rules in a range of environments (**VCHPEM037**)
- Follow simple movement instructions and safety rules (**VCHPEM042**)

How the activity supports Level C:

Students independently respond to colour cues, move purposefully through space, and demonstrate safe and cooperative participation.

Level D

Personal and Social Capability

- Name and describe emotional responses related to making choices and participating in group activities (**VCPSCSE073**)
- Identify personal characteristics such as confidence and independence when making decisions (**VCPSCSE074**)
- Respond cooperatively to others when moving and working in a group (**VCPSCSO078**)
- Demonstrate understanding that behaviour supports safety and positive group experiences (**VCPSCSO079**)

Health and Physical Education

- Practise gross motor skills with increasing control and spatial awareness (**VCHPEM050**)
- Participate in simple games and anticipate what to do next in familiar routines (**VCHPEM051**)
- Identify pathways through space and move safely within shared environments (**VCHPEM053**)
- Follow familiar game rules and safety directions during physical activities (**VCHPEM056**)

How the activity supports Level D:

Students confidently make choices, navigate shared space safely, and reflect on how their actions contribute to positive group participation.

Foundation (F)

Health and Physical Education

- Practise fundamental movement skills by travelling safely to different locations (**VCHPEM019**)
- Participate in play-based movement activities in a shared space (**VCHPEM020**)
- Follow simple movement and safety instructions during physical activities (**VCHPEM021**)

Personal and Social Capability

- Participate in group activities by listening to instructions and responding to cues (**VCPSCSO017**)
- Make simple choices when prompted, such as choosing a colour (**VCPSCSE015**)
- Express enjoyment and confidence when participating in group movement (**VCPSCSE016**)

How the activity supports Foundation:

Students practise recognising colours, making simple choices, and moving safely while enjoying shared group play.

Level 1

Health and Physical Education

- Practise and refine fundamental movement skills during structured movement games (**VCHPEM023**)
- Participate in activities that develop spatial awareness and coordination (**VCHPEM024**)

Personal and Social Capability

- Participate in group activities by listening, observing, and following instructions (**VCPSCSO021**)
- Cooperate with peers when moving and sharing space (**VCPSCSO022**)
- Describe how making choices during games makes them feel (**VCPSCSE020**)

How the activity supports Level 1:

Students respond to colour cues, practise safe movement, and begin reflecting on feelings linked to choice-making.

Level 2

Health and Physical Education

- Apply movement skills in games that require purposeful travel and stopping (**VCHPEM027**)
- Participate in physical activities that require balance, coordination, and awareness of others (**VCHPEM028**)

Personal and Social Capability

- Work cooperatively with peers by sharing space and following common rules (**VCPSCSO025**)
- Demonstrate respect for others by moving safely and waiting when needed (**VCPSCSO026**)
- Reflect on how making choices supports independence (**VCPSCSE024**)

How the activity supports Level 2:

Students make independent choices, move responsibly, and recognise how cooperation supports group success.

Level 3

Health and Physical Education

- Perform and adapt movement skills to respond to instructions and environmental cues (**VCHPEM033**)
- Participate in group activities that require awareness of others and safe movement (**VCHPEM034**)

Personal and Social Capability

- Demonstrate inclusive behaviours and encourage peers during group activities (**VCPSCSO031**)
- Take responsibility for their actions and choices within a group setting (**VCPSCSO032**)
- Explain how following rules and making safe choices supports positive group experiences (**VCPSCSE029**)

How the activity supports Level 3:

Students confidently make decisions, navigate shared space, and reflect on how their behaviour supports safety and inclusion.

Written

Positive Self-Talk

Level A

Personal and Social Capability

- React to people and events and express positive emotions when hearing kind and encouraging words (**VCPSCSE052**)
- Indicate preference and enjoyment when engaging with positive language or affirmations (**VCPSCSE053**)
- Focus attention on others and respond during shared group interactions (**VCPSCSO057**)

Health and Physical Education

- React to people and social experiences during reflective and supportive activities (**VCHPEP004**)
- Use facial expressions, gestures, or actions to indicate emotions such as happiness, calm, or pride (**VCHPEP005**)
- Experience play-based and reflective activities that promote emotional well-being (**VCHPEP007**)

How the activity supports Level A:

Students experience positive self-talk through listening, imitation, and emotional responses to encouraging words, supported by modelling and gestures.

Level B

Personal and Social Capability

- Respond to people or events and demonstrate a range of basic emotions (**VCPSCSE059**)
- Follow teacher direction and attend to structured reflective activities (**VCPSCSE061**)
- Participate in routine activities and interact with others in familiar contexts (**VCPSCSO063**)
- Demonstrate simple social skills such as listening and responding to others (**VCPSCSO064**)

Health and Physical Education

- Express feelings, likes, and dislikes using basic communication (**VCHPEP019**)
- Engage in structured activities that promote confidence and positive emotions (**VCHPEP021**)

How the activity supports Level B:

Students choose or copy positive words, practise saying them with support, and begin to link kind language to feeling happy and confident.

Level C

Personal and Social Capability

- Name emotions shown by self and link feelings to positive words or experiences (**VCPSCSE066**)

- Try a variety of activities and complete steps in a set routine with increasing independence (**VCPSCSE068**)
- Follow adult directions to intentionally participate in group activities (**VCPSCSO070**)
- Follow basic social rules such as listening and taking turns when sharing (**VCPSCSO071**)

Health and Physical Education

- Explore feelings and practise expressing confidence using simple communication tools (**VCHPEP033**)
- Participate in structured reflective activities in various settings (**VCHPEP035**)

How the activity supports Level C:

Students actively select positive affirmations, practise using them, and reflect on how positive self-talk influences emotions and behaviour.

Level D

Personal and Social Capability

- Name and describe emotional responses and explain how positive self-talk influences feelings (**VCPSCSE073**)
- Identify personal characteristics and strengths such as confidence, effort, and resilience (**VCPSCSE074**)
- Respond cooperatively and respectfully to others when sharing affirmations (**VCPSCSO078**)
- Demonstrate understanding that words and actions influence emotions and well-being (**VCPSCSO079**)

Health and Physical Education

- Identify emotional responses and describe feelings using words, pictures, or symbols (**VCHPEP047**)
- Explore actions and strategies that promote mental health, resilience, and well-being (**VCHPEP048**)

How the activity supports Level D:

Students intentionally practise positive self-talk, apply affirmations to challenging situations, and understand how self-talk supports resilience and confidence.

Foundation (F)

Personal and Social Capability

- Identify simple words or phrases that describe how they feel about themselves (**VCPSCSE015**)
- Express positive emotions when sharing kind words about themselves (**VCPSCSE016**)
- Participate in group activities by listening to others and taking turns (**VCPSCSO017**)

Health and Physical Education

- Practise expressing feelings using words, drawings, or actions (**VCHPEP011**)
- Participate in activities that promote inclusion, belonging, and emotional well-being (**VCHPEP012**)

How the activity supports Foundation:

Students begin to recognise positive words, practise saying kind messages to themselves, and experience confidence and pride through shared affirmation activities.

Level 1

Personal and Social Capability

- Describe positive qualities, efforts, or behaviours in themselves (**VCPSCSE019**)
- Participate in group discussions by listening, sharing ideas, and responding respectfully (**VCPSCSO021**)
- Identify how positive words can make them feel more confident or calm (**VCPSCSE020**)

Health and Physical Education

- Express emotions and personal responses in familiar situations (**VCHPEP015**)
- Practise behaviours and strategies that support emotional well-being (**VCHPEP016**)

How the activity supports Level 1:

Students choose and practise simple affirmations and begin to understand how positive self-talk can influence emotions and confidence.

Level 2

Personal and Social Capability

- Identify personal strengths and positive qualities in themselves (**VCPSCSE023**)
- Work cooperatively with peers by sharing affirmations and listening respectfully (**VCPSCSO025**)
- Describe how self-talk can help when something feels challenging (**VCPSCSE024**)

Health and Physical Education

- Recognise and describe emotional responses during reflective activities (**VCHPEP019**)
- Practise strategies that promote confidence, resilience, and inclusion (**VCHPEP020**)

How the activity supports Level 2:

Students intentionally select positive phrases, practise using them, and recognise how self-talk supports perseverance and emotional regulation.

Level 3

Personal and Social Capability

- Identify personal strengths and positive characteristics that support learning and relationships (**VCPSCSE028**)
- Demonstrate empathy and encouragement when listening to others' affirmations (**VCPSCSO031**)
- Explain how positive self-talk helps manage challenges and build resilience (**VCPSCSE029**)

Health and Physical Education

- Describe how thoughts, words, and actions can influence mental health and well-being (**VCHPEP024**)
- Practise strategies that promote respectful relationships, confidence, and a sense of belonging (**VCHPEP025**)

How the activity supports Level 3:

Students apply positive self-talk intentionally, reflect on its impact during challenges, and explain how affirmations support confidence, resilience, and well-being.

Exercise

Colour Match Fitness

Level A

Personal and Social Capability

- React to people and events and show enjoyment during shared movement activities (**VCPSCSE052**)
- Indicate preference and make simple choices when participating in physical play (**VCPSCSE053**)
- Focus attention on others and respond to group routines (**VCPSCSO057**)

Health and Physical Education

- React to people and sensory experiences during movement activities (**VCHPEP004**)
- Use gestures or actions to indicate enjoyment or engagement (**VCHPEP005**)
- Experience play activities that involve movement and exploration (**VCHPEP007**)
- Experience their body being moved through simple repeated actions (**VCHPEM008**)

How the activity supports Level A:

Students experience movement linked to visual cues (colour and number), react to instructions, and enjoy shared physical play with support.

Level B

Personal and Social Capability

- Respond to people or events and demonstrate basic emotions during group activities (**VCPSCSE059**)
- Follow teacher direction and orient attention to visual or verbal cues (**VCPSCSE061**)
- Participate in routine activities and interact with others in familiar contexts (**VCPSCSO063**)
- Demonstrate simple social skills such as attending to others and following directions (**VCPSCSO064**)

Health and Physical Education

- Practise basic gross motor movements during structured physical play (**VCHPEM022**)
- Engage in structured physical activities that involve repetition and simple counting (**VCHPEM023**)
- Follow basic single-word or simple instructions during movement activities (**VCHPEM028**)

How the activity supports Level B:

Students practise recognising colours, copying movements, and participating in simple number-based physical routines with adult guidance.

Level C

Personal and Social Capability

- Name emotions shown by self and link feelings to participation and effort **(VCPSCSE066)**
- Try a variety of activities and complete steps in a set routine with increasing independence **(VCPSCSE068)**
- Follow adult directions to intentionally participate in group activities **(VCPSCSO070)**
- Follow basic social rules such as turn-taking and shared space awareness **(VCPSCSO071)**

Health and Physical Education

- Practise simple whole-body and coordinated movement patterns **(VCHPEM036)**
- Participate in games with simple rules that involve counting and repetition **(VCHPEM037)**
- Take turns with peers during physical activities **(VCHPEM040)**
- Follow simple movement instructions and safety rules **(VCHPEM042)**

How the activity supports Level C:

Students independently match colours to movements, count repetitions, and cooperate with peers during structured fitness play.

Level D

Personal and Social Capability

- Name and describe emotional responses related to effort, challenge, and success **(VCPSCSE073)**
- Identify personal characteristics such as persistence, confidence, and teamwork **(VCPSCSE074)**
- Respond cooperatively to others during group activities **(VCPSCSO078)**
- Demonstrate understanding that behaviour supports positive group experiences **(VCPSCSO079)**

Health and Physical Education

- Practise gross motor skills with increasing control, strength, and coordination **(VCHPEM050)**
- Participate in simple games and anticipate the next step in familiar routines **(VCHPEM051)**
- Identify pathways through space and move safely within shared environments **(VCHPEM053)**
- Follow familiar game rules and safety directions during physical activities **(VCHPEM056)**

How the activity supports Level D:

Students confidently apply number concepts to movement, demonstrate teamwork, and reflect on effort, persistence, and physical well-being.

Foundation (F)

Health and Physical Education

- Practise fundamental movement skills by copying simple actions linked to visual cues (**VCHPEM019**)
- Participate in play-based movement activities with others in a shared space (**VCHPEM020**)
- Follow simple movement and safety instructions during physical activities (**VCHPEM021**)

Personal and Social Capability

- Participate in group activities by watching others and joining in (**VCPSCSO017**)
- Make simple choices when prompted, such as responding to card colours (**VCPSCSE015**)
- Express enjoyment and confidence when participating in group movement (**VCPSCSE016**)

How the activity supports Foundation:

Students respond to colour cues, practise simple counting through movement, and enjoy moving together while building confidence and engagement.

Level 1

Health and Physical Education

- Practise and refine fundamental movement skills through repetition and simple fitness activities (**VCHPEM023**)
- Participate in structured movement games that develop coordination and body awareness (**VCHPEM024**)

Personal and Social Capability

- Participate in group activities by listening and responding to instructions (**VCPSCSO021**)
- Cooperate with peers during shared physical activities (**VCPSCSO022**)
- Describe how joining in physical activity makes them feel (**VCPSCSE020**)

How the activity supports Level 1:

Students match colours to movements, practise basic counting, and begin reflecting on feelings linked to effort and participation.

Level 2

Health and Physical Education

- Apply movement skills in games that require coordination, balance, and repetition (**VCHPEM027**)
- Participate in physical activities that require focus, timing, and awareness of others (**VCHPEM028**)

Personal and Social Capability

- Work cooperatively with peers to complete shared movement challenges (**VCPSCSO025**)
- Demonstrate respect for others by following rules and celebrating effort (**VCPSCSO026**)
- Reflect on how effort and persistence help complete challenges (**VCPSCSE024**)

How the activity supports Level 2:

Students independently follow colour and number cues, complete repeated movements, and recognise how teamwork supports success.

Level 3

Health and Physical Education

- Perform and adapt movement skills in response to instructions, numbers, and cues (**VCHPEM033**)
- Participate in group fitness activities that require control, coordination, and awareness of others (**VCHPEM034**)

Personal and Social Capability

- Demonstrate inclusive behaviours and encourage peers during physical activities (**VCPSCSO031**)
- Take responsibility for participating safely and supporting group success (**VCPSCSO032**)
- Explain how working together and persisting helps groups succeed (**VCPSCSE029**)

How the activity supports Level 3:

Students apply number concepts to movement, support peers, and reflect on how effort, encouragement, and cooperation build confidence and well-being.

Gratitude

Gratitude Lock Up

Level A

Personal and Social Capability

- React to people and events and express positive emotions when recalling familiar experiences (**VCPSCSE052**)
- Indicate preference and enjoyment when engaging in familiar routines and topics (**VCPSCSE053**)
- Focus attention on others and respond during shared group activities (**VCPSCSO057**)

Health and Physical Education

- React to people and social experiences during reflective and play-based activities (**VCHPEP004**)
- Use facial expressions, gestures, or actions to indicate emotions such as happiness or calm (**VCHPEP005**)
- Experience play-based activities that promote connection and emotional well-being (**VCHPEP007**)

How the activity supports Level A:

Students experience gratitude through supported reflection on positive moments, emotional responses, and participation in a predictable, comforting weekly routine.

Level B

Personal and Social Capability

- Respond to people or events and demonstrate a range of basic emotions (**VCPSCSE059**)

- Follow teacher direction and attend to a structured weekly routine (**VCPSCSE061**)
- Participate in routine activities and interact with others in familiar contexts (**VCPSCSO063**)
- Demonstrate simple social skills such as listening and responding during group sharing (**VCPSCSO064**)

Health and Physical Education

- Express feelings, likes, and dislikes using basic communication (**VCHPEP019**)
- Engage in structured activities that support positive emotions and social connection (**VCHPEP021**)

How the activity supports Level B:

Students begin identifying positive moments from their week, express gratitude through drawing or simple words, and participate in a shared class gratitude routine.

Level C

Personal and Social Capability

- Name emotions shown by self and link feelings to familiar people or experiences (**VCPSCSE066**)
- Try a variety of activities and complete steps in a set routine with increasing independence (**VCPSCSE068**)
- Follow adult directions to intentionally participate in group activities (**VCPSCSO070**)
- Follow basic social rules such as turn-taking and listening when others share (**VCPSCSO071**)

Health and Physical Education

- Explore feelings and practise expressing appreciation using simple communication tools (**VCHPEP033**)
- Participate in structured play and reflective activities in various settings (**VCHPEP035**)

How the activity supports Level C:

Students independently reflect on weekly positive experiences, record gratitude notes, and practise listening and respectful sharing within a group.

Level D

Personal and Social Capability

- Name and describe emotional responses and explain what causes these emotions (**VCPSCSE073**)
- Identify personal characteristics and positive experiences in their lives and relationships (**VCPSCSE074**)
- Respond cooperatively and respectfully to others during group reflection and sharing (**VCPSCSO078**)
- Demonstrate understanding that words and actions influence emotions and group well-being (**VCPSCSO079**)

Health and Physical Education

- Identify emotional responses and describe feelings using words, pictures, or symbols (**VCHPEP047**)

- Explore actions and strategies that promote mental health, resilience, and well-being (VCHPEP048)

How the activity supports Level D:

Students thoughtfully reflect on gratitude over time, share memories with peers, and understand how regular gratitude supports emotional well-being and connection.

Foundation (F)

Personal and Social Capability

- Identify people, places, or activities that are important to them and share simple ideas about them (VCPSCSE015)
- Express positive emotions when sharing thoughts or drawings with others (VCPSCSE016)
- Participate in group routines by listening and taking turns (VCPSCSO017)

Health and Physical Education

- Practise expressing feelings using words, drawings, or actions (VCHPEP011)
- Participate in activities that promote inclusion, belonging, and emotional well-being (VCHPEP012)

How the activity supports Foundation:

Students begin to recognise positive moments from their week and express gratitude through drawing or simple words, building early habits of reflection and belonging.

Level 1

Personal and Social Capability

- Describe positive experiences or events from their own lives (VCPSCSE019)
- Participate in group discussions by listening, sharing ideas, and responding respectfully (VCPSCSO021)
- Identify how sharing positive memories can make people feel happy and connected (VCPSCSE020)

Health and Physical Education

- Express emotions and personal responses in familiar situations (VCHPEP015)
- Practise behaviours that support respectful relationships and emotional well-being (VCHPEP016)

How the activity supports Level 1:

Students reflect on weekly highlights, share gratitude with support, and begin to understand the emotional benefits of remembering positive experiences.

Level 2

Personal and Social Capability

- Identify positive qualities, experiences, and helpful actions in their lives (VCPSCSE023)
- Work cooperatively with peers by listening, sharing, and taking turns (VCPSCSO025)
- Describe how reflecting on positive moments helps people feel good and connected (VCPSCSE024)

Health and Physical Education

- Recognise and describe emotional responses during reflective activities (**VCHPEP019**)
- Practise behaviours that promote kindness, inclusion, and social connection (**VCHPEP020**)

How the activity supports Level 2:

Students independently record gratitude notes, recognise emotional responses, and understand how gratitude supports friendships and group connection.

Level 3

Personal and Social Capability

- Identify personal strengths and positive aspects of their life experiences (**VCPSCSE028**)
- Demonstrate empathy and encouragement when listening to others' gratitude reflections (**VCPSCSO031**)
- Explain how regular gratitude practices support positive relationships and well-being (**VCPSCSE029**)

Health and Physical Education

- Describe how thoughts, words, and actions can positively influence mental health and well-being (**VCHPEP024**)
- Practise strategies that promote respectful relationships, confidence, and a sense of belonging (**VCHPEP025**)

How the activity supports Level 3:

Students reflect deeply on gratitude over time, share and celebrate collective memories, and explain how gratitude habits build resilience and well-being.

Week Twelve

Play

Moving & Shaking

Level A

Personal and Social Capability

- React to people and events and express enjoyment during shared interactive activities (**VCPSCSE052**)
- Indicate preference and engagement when interacting with familiar peers (**VCPSCSE053**)
- Focus attention on others and respond to social interaction through imitation (**VCPSCSO057**)

Health and Physical Education

- React to people and sensory experiences during play and movement (**VCHPEP004**)

- Use gestures or actions to indicate emotions such as happiness or excitement (**VCHPEP005**)
- Experience play activities that involve movement and social connection (**VCHPEP007**)
- Experience their body being moved through simple, repeated actions (**VCHPEM008**)

How the activity supports Level A:

Students experience joyful interaction through supported greetings, imitation, and movement, building early social engagement and enjoyment.

Level B

Personal and Social Capability

- Respond to people or events and demonstrate basic emotions during group activities (**VCPSCSE059**)
- Follow teacher direction and orient attention to a partner or task (**VCPSCSE061**)
- Participate in routine activities and interact with others in familiar contexts (**VCPSCSO063**)
- Demonstrate simple social skills such as attending to others and following directions (**VCPSCSO064**)

Health and Physical Education

- Practise basic gross motor movements during structured play (**VCHPEM022**)
- Engage in structured physical activities that involve copying actions (**VCHPEM023**)
- Follow basic single-word or simple instructions during movement activities (**VCHPEM028**)

How the activity supports Level B:

Students practise copying simple greetings, follow partner-based instructions, and engage positively in playful peer interaction.

Level C

Personal and Social Capability

- Name emotions shown by self and link feelings to participation in group activities (**VCPSCSE066**)
- Try a variety of activities and complete steps in a set routine with increasing independence (**VCPSCSE068**)
- Follow adult directions to intentionally participate in group and partner activities (**VCPSCSO070**)
- Follow basic social rules such as turn-taking and respectful interaction (**VCPSCSO071**)

Health and Physical Education

- Practise simple whole-body and coordinated movement patterns (**VCHPEM036**)
- Participate in games with simple rules that require memory and cooperation (**VCHPEM037**)
- Take turns with peers during physical activities (**VCHPEM040**)
- Follow simple movement instructions and safety rules (**VCHPEM042**)

How the activity supports Level C:

Students independently create and recall simple greeting sequences, cooperate with peers, and practise memory and coordination through play.

Level D

Personal and Social Capability

- Name and describe emotional responses related to fun, challenge, and success (**VCPSCSE073**)
- Identify personal characteristics such as confidence, memory skills, and creativity (**VCPSCSE074**)
- Respond cooperatively to others when working in pairs or small groups (**VCPSCSO078**)
- Demonstrate understanding that actions and behaviour impact group enjoyment and inclusion (**VCPSCSO079**)

Health and Physical Education

- Practise gross motor skills with increasing control and coordination (**VCHPEM050**)
- Participate in simple games and anticipate what to do next in familiar routines (**VCHPEM051**)
- Identify pathways through space and move safely when finding partners (**VCHPEM053**)
- Follow familiar game rules and safety directions during physical activities (**VCHPEM056**)

How the activity supports Level D:

Students confidently create, remember, and perform multiple greetings, reflect on social connection, and understand how cooperation and encouragement support group success.

Foundation (F)

Health and Physical Education

- Practise fundamental movement skills by copying simple actions such as clapping, waving, or tapping (**VCHPEM019**)
- Participate in play-based movement activities with others (**VCHPEM020**)
- Follow simple movement and safety instructions in a group setting (**VCHPEM021**)

Personal and Social Capability

- Participate in group activities by watching others and joining in (**VCPSCSO017**)
- Take turns when interacting with a partner (**VCPSCSO018**)
- Express enjoyment and confidence during shared play experiences (**VCPSCSE016**)

How the activity supports Foundation:

Students engage in simple partner greetings, copy movements, and experience fun, connection, and confidence through shared play.

Level 1

Health and Physical Education

- Practise and refine fundamental movement skills through repetition and imitation (**VCHPEM023**)
- Participate in structured movement games that develop coordination and body awareness (**VCHPEM024**)

Personal and Social Capability

- Participate in group activities by listening, observing, and responding to others (**VCPSCSO021**)

- Cooperate with peers when creating and performing simple greetings (**VCPSCSO022**)
- Describe how it feels to play and move with others (**VCPSCSE020**)

How the activity supports Level 1:

Students create and perform simple two-step greetings, practise listening and cooperation, and begin reflecting on enjoyment and connection.

Level 2

Health and Physical Education

- Apply movement skills in games that require coordination, balance, and sequencing (**VCHPEM027**)
- Participate in physical activities that require awareness of others and shared space (**VCHPEM028**)

Personal and Social Capability

- Work cooperatively with peers by taking turns and remembering shared actions (**VCPSCSO025**)
- Demonstrate respect for others by listening and responding appropriately (**VCPSCSO026**)
- Reflect on how playing together helps people feel included and connected (**VCPSCSE024**)

How the activity supports Level 2:

Students remember multiple greetings, work cooperatively with different partners, and recognise how shared play builds inclusion and friendships.

Level 3

Health and Physical Education

- Perform and adapt movement skills in response to cues and partner interactions (**VCHPEM033**)
- Participate in group movement activities that require control, coordination, and awareness of others (**VCHPEM034**)

Personal and Social Capability

- Demonstrate inclusive behaviours and encourage peers during partner activities (**VCPSCSO031**)
- Take responsibility for remembering and performing different greetings with multiple partners (**VCPSCSO032**)
- Explain how cooperation, memory, and encouragement help groups succeed (**VCPSCSE029**)

How the activity supports Level 3:

Students confidently create, recall, and perform several greeting sequences, reflect on teamwork, and understand how positive interaction strengthens group relationships.

Written

Empathy in Action

Level A

Personal and Social Capability

- React to people and events and express emotions in response to others (**VCPSCSE052**)
- Indicate preference, care, or concern when interacting with familiar people (**VCPSCSE053**)
- Focus attention on others and respond to shared social interaction (**VCPSCSO057**)

Health and Physical Education

- React to people and social experiences during reflective and supportive activities (**VCHPEP004**)
- Use facial expressions, gestures, or actions to indicate emotions such as sadness, care, or happiness (**VCHPEP005**)
- Experience play-based and reflective activities that promote care and connection (**VCHPEP007**)

How the activity supports Level A:

Students experience empathy through supported discussion, observing emotions in others, and reacting emotionally during shared reflective activities.

Level B

Personal and Social Capability

- Respond to people or events and demonstrate a range of basic emotions (**VCPSCSE059**)
- Follow teacher direction and attend to structured reflective activities (**VCPSCSE061**)
- Participate in routine activities and interact with others in familiar contexts (**VCPSCSO063**)
- Demonstrate simple social skills such as listening and responding during sharing (**VCPSCSO064**)

Health and Physical Education

- Express feelings, likes, and dislikes using basic communication (**VCHPEP019**)
- Engage in structured activities that support emotional awareness and care for others (**VCHPEP021**)

How the activity supports Level B:

Students begin recognising when others feel upset, express simple ideas about helping, and engage positively in guided empathy discussions.

Level C

Personal and Social Capability

- Name emotions shown by self and link feelings to familiar people or situations (**VCPSCSE066**)

- Try a variety of activities and complete steps in a reflective routine with increasing independence (**VCPSCSE068**)
- Follow adult directions to intentionally participate in partner or group discussions (**VCPSCSO070**)
- Follow basic social rules such as listening and responding kindly when others share (**VCPSCSO071**)

Health and Physical Education

- Explore feelings and practise expressing care and support using simple communication tools (**VCHPEP033**)
- Participate in structured reflective activities in various settings (**VCHPEP035**)

How the activity supports Level C:

Students actively reflect on others' feelings, describe supportive actions, and practise respectful listening and sharing in group settings.

Level D

Personal and Social Capability

- Name and describe emotional responses and explain how empathy influences relationships (**VCPSCSE073**)
- Identify personal characteristics such as kindness, care, and responsibility (**VCPSCSE074**)
- Respond cooperatively and respectfully to others during group reflection and discussion (**VCPSCSO078**)
- Demonstrate understanding that words and actions can support or hurt others' feelings (**VCPSCSO079**)

Health and Physical Education

- Identify emotional responses and describe feelings using words, pictures, or symbols (**VCHPEP047**)
- Explore actions and strategies that promote well-being, empathy, and positive relationships (**VCHPEP048**)

How the activity supports Level D:

Students thoughtfully reflect on real-life empathy experiences, explain supportive actions, and understand how practising empathy strengthens inclusive and caring communities.

Foundation (F)

Personal and Social Capability

- Identify emotions in themselves and others and share simple ideas about feelings (**VCPSCSE015**)
- Express care and kindness when talking about others' feelings (**VCPSCSE016**)
- Participate in group activities by listening to others and taking turns (**VCPSCSO017**)

Health and Physical Education

- Practise expressing feelings using words, drawings, or actions (**VCHPEP011**)
- Participate in activities that promote inclusion, caring relationships, and belonging (**VCHPEP012**)

How the activity supports Foundation:

Students begin to recognise when others feel sad or upset, express care through simple reflections, and learn that being kind helps people feel better.

Level 1

Personal and Social Capability

- Describe emotions and feelings experienced by themselves or others (**VCPSCSE019**)
- Participate in group discussions by listening, sharing ideas, and responding respectfully (**VCPSCSO021**)
- Identify how helping others can make people feel supported and happy (**VCPSCSE020**)

Health and Physical Education

- Express emotions and personal responses in familiar situations (**VCHPEP015**)
- Practise behaviours that support caring and respectful relationships (**VCHPEP016**)

How the activity supports Level 1:

Students reflect on times others needed help, describe feelings, and begin to understand how empathy and kindness strengthen relationships.

Level 2

Personal and Social Capability

- Identify emotions, needs, and experiences of others (**VCPSCSE023**)
- Work cooperatively with peers by listening and responding kindly (**VCPSCSO025**)
- Describe how showing empathy helps people feel understood and included (**VCPSCSE024**)

Health and Physical Education

- Recognise and describe emotional responses during social and reflective activities (**VCHPEP019**)
- Practise behaviours that promote inclusion, kindness, and social connection (**VCHPEP020**)

How the activity supports Level 2:

Students intentionally reflect on others' feelings, identify supportive actions, and recognise how empathy builds friendships and trust.

Level 3

Personal and Social Capability

- Identify personal strengths and behaviours that support positive relationships, such as empathy and kindness (**VCPSCSE028**)
- Demonstrate empathy and encouragement when listening to others' experiences (**VCPSCSO031**)
- Explain how empathy helps resolve challenges and strengthen relationships (**VCPSCSE029**)

Health and Physical Education

- Describe how thoughts, feelings, and actions influence mental health and well-being (**VCHPEP024**)

- Practise strategies that promote respectful relationships and caring communities (VCHPEP025)

How the activity supports Level 3:

Students reflect deeply on empathy in real-life situations, explain supportive choices, and understand how practising empathy daily builds inclusive, caring environments.

Exercise

Musical Moves

Level A

Personal and Social Capability

- React to people and events and show enjoyment during shared movement activities (VCPSCSE052)
- Indicate engagement and preference when participating in music and movement (VCPSCSE053)
- Focus attention on others and respond to group routines (VCPSCSO057)

Health and Physical Education

- React to people and sensory experiences such as music and movement (VCHPEP004)
- Use facial expressions, gestures, or body actions to show emotions like excitement or calm (VCHPEP005)
- Experience play activities that involve movement, rhythm, and social connection (VCHPEP007)
- Experience their body being moved through different positions and locations (VCHPEM008)

How the activity supports Level A:

Students experience joy, rhythm, and movement by reacting to music, copying simple actions, and participating in shared play with others.

Level B

Personal and Social Capability

- Respond to people or events and demonstrate basic emotions during group activities (VCPSCSE059)
- Follow teacher direction and orient attention to start/stop cues (VCPSCSE061)
- Participate in routine activities and interact with others in familiar contexts (VCPSCSO063)
- Demonstrate simple social skills such as attending to others and following directions (VCPSCSO064)

Health and Physical Education

- Practise basic gross motor movements during music and movement activities (VCHPEM022)

- Engage in structured physical play that involves copying movements (**VCHPEM023**)
- Follow simple instructions related to movement and stopping (**VCHPEM028**)

How the activity supports Level B:

Students practise listening to cues, starting and stopping movement, and participating safely in shared musical play.

Level C

Personal and Social Capability

- Name emotions shown by self and link feelings to music and movement experiences (**VCPSCSE066**)
- Try a variety of activities and complete steps in a simple routine with increasing independence (**VCPSCSE068**)
- Follow adult directions to intentionally participate in group movement activities (**VCPSCSO070**)
- Follow basic social rules such as sharing space and stopping when prompted (**VCPSCSO071**)

Health and Physical Education

- Practise simple whole-body movement patterns in response to rhythm (**VCHPEM036**)
- Participate in games with simple rules involving music and movement (**VCHPEM037**)
- Take turns and move safely with peers (**VCHPEM040**)
- Follow simple movement instructions and safety rules (**VCHPEM042**)

How the activity supports Level C:

Students independently respond to musical cues, change movements, and demonstrate spatial awareness and self-control.

Level D

Personal and Social Capability

- Name and describe emotional responses related to enjoyment, excitement, or challenge (**VCPSCSE073**)
- Identify personal characteristics such as confidence, control, and creativity (**VCPSCSE074**)
- Respond cooperatively to others when moving in shared spaces (**VCPSCSO078**)
- Demonstrate understanding that behaviour supports safety and enjoyment in group activities (**VCPSCSO079**)

Health and Physical Education

- Practise gross motor skills with increasing control and coordination (**VCHPEM050**)
- Participate in simple games and anticipate start/stop cues (**VCHPEM051**)
- Identify pathways through space and move safely around others (**VCHPEM053**)
- Follow familiar game rules and safety directions during physical activities (**VCHPEM056**)

How the activity supports Level D:

Students confidently adapt movements to rhythm, freeze on cue, and understand how listening and self-control support safe, fun group participation.

Foundation (F)

Health and Physical Education

- Practise fundamental movement skills by moving and freezing in response to music (**VCHPEM019**)
- Participate in play-based movement activities with others (**VCHPEM020**)
- Follow simple movement and safety instructions in a group setting (**VCHPEM021**)

Personal and Social Capability

- Participate in group activities by watching others and joining in (**VCPSCSO017**)
- Take turns and respond appropriately to start/stop cues (**VCPSCSO018**)
- Express enjoyment and confidence during shared movement experiences (**VCPSCSE016**)

How the activity supports Foundation:

Students respond to musical cues, practise freezing and moving safely, and enjoy shared group movement and play.

Level 1

Health and Physical Education

- Practise and refine fundamental movement skills in response to rhythm and music (**VCHPEM023**)
- Participate in structured movement games that develop coordination and control (**VCHPEM024**)

Personal and Social Capability

- Participate in group activities by listening and responding to instructions (**VCPSCSO021**)
- Cooperate with peers by sharing space and stopping safely (**VCPSCSO022**)
- Describe how moving to music makes them feel (**VCPSCSE020**)

How the activity supports Level 1:

Students listen carefully, change movements on cue, and begin reflecting on how music and movement affect emotions.

Level 2

Health and Physical Education

- Apply movement skills in games that require timing, balance, and coordination (**VCHPEM027**)
- Participate in physical activities that require awareness of others and control of movement (**VCHPEM028**)

Personal and Social Capability

- Work cooperatively with peers by following shared rules and cues (**VCPSCSO025**)
- Demonstrate respect for others by moving safely in shared spaces (**VCPSCSO026**)
- Reflect on how listening helps games run smoothly (**VCPSCSE024**)

How the activity supports Level 2:

Students respond independently to musical cues, manage movement in shared spaces, and recognise the importance of listening and cooperation.

Level 3

Health and Physical Education

- Perform and adapt movement skills to match rhythm, tempo, and cues (**VCHPEM033**)
- Participate in group movement activities that require control, coordination, and spatial awareness (**VCHPEM034**)

Personal and Social Capability

- Demonstrate inclusive behaviours and encourage peers during movement activities (**VCPSCSO031**)
- Take responsibility for following rules and supporting safe group participation (**VCPSCSO032**)
- Explain why listening and self-control are important in group games (**VCPSCSE029**)

How the activity supports Level 3:

Students confidently adapt movements, freeze on cue, and explain how listening and awareness support safe and enjoyable group play.

Gratitude

My Gratitude List

Level A

Personal and Social Capability

- React to people and events and express positive emotions when recalling familiar experiences (**VCPSCSE052**)
- Indicate preference and enjoyment when engaging with familiar people, activities, or routines (**VCPSCSE053**)
- Focus attention on others and respond during shared reflective activities (**VCPSCSO057**)

Health and Physical Education

- React to people and social experiences during reflective and supportive activities (**VCHPEP004**)
- Use facial expressions, gestures, or actions to indicate emotions such as happiness or calm (**VCHPEP005**)
- Experience activities that promote emotional well-being and connection (**VCHPEP007**)

How the activity supports Level A:

Students experience gratitude through supported reflection on familiar people and experiences, showing enjoyment and positive emotional responses.

Level B

Personal and Social Capability

- Respond to people or events and demonstrate a range of basic emotions (**VCPSCSE059**)
- Follow teacher direction and attend to a structured reflective activity (**VCPSCSE061**)

- Participate in routine activities and interact with others in familiar contexts (**VCPSCSO063**)
- Demonstrate simple social skills such as listening and responding during sharing (**VCPSCSO064**)

Health and Physical Education

- Express feelings, likes, and dislikes using basic communication (**VCHPEP019**)
- Engage in structured activities that support positive emotions and self-awareness (**VCHPEP021**)

How the activity supports Level B:

Students begin identifying things they like or enjoy, express gratitude through drawing or simple words, and engage positively in a guided reflection routine.

Level C

Personal and Social Capability

- Name emotions shown by self and link feelings to familiar people or experiences (**VCPSCSE066**)
- Try a variety of activities and complete steps in a reflective routine with increasing independence (**VCPSCSE068**)
- Follow adult directions to intentionally participate in individual or group reflection (**VCPSCSO070**)
- Follow basic social rules such as listening when others share (**VCPSCSO071**)

Health and Physical Education

- Explore feelings and practise expressing appreciation using simple communication tools (**VCHPEP033**)
- Participate in structured reflective activities in various settings (**VCHPEP035**)

How the activity supports Level C:

Students independently list or draw things they are grateful for, explain simple reasons, and reflect on how gratitude affects their feelings.

Level D

Personal and Social Capability

- Name and describe emotional responses and explain what causes these emotions (**VCPSCSE073**)
- Identify personal characteristics, strengths, and positive experiences in their lives (**VCPSCSE074**)
- Respond cooperatively and respectfully to others during sharing and discussion (**VCPSCSO078**)
- Demonstrate understanding that thoughts and words influence emotions and well-being (**VCPSCSO079**)

Health and Physical Education

- Identify emotional responses and describe feelings using words, pictures, or symbols (**VCHPEP047**)
- Explore actions and strategies that promote mental health, resilience, and well-being (**VCHPEP048**)

How the activity supports Level D:

Students thoughtfully reflect on multiple areas of gratitude, explain why they are thankful, and understand how gratitude strengthens emotional well-being and resilience.

Foundation (F)

Personal and Social Capability

- Identify people, places, or activities that are important to them and share simple ideas about why (**VCPSCSE015**)
- Express positive emotions when sharing thoughts, drawings, or stories (**VCPSCSE016**)
- Participate in group routines by listening to others and taking turns (**VCPSCSO017**)

Health and Physical Education

- Practise expressing feelings using words, drawings, or actions (**VCHPEP011**)
- Participate in activities that promote inclusion, belonging, and emotional well-being (**VCHPEP012**)

How the activity supports Foundation:

Students begin to recognise things they are thankful for and express gratitude through simple lists or drawings, building early reflection and positive emotions.

Level 1

Personal and Social Capability

- Describe positive experiences, people, or activities in their lives (**VCPSCSE019**)
- Participate in group discussions by listening, sharing ideas, and responding respectfully (**VCPSCSO021**)
- Identify how focusing on positive things can help them feel happier (**VCPSCSE020**)

Health and Physical Education

- Express emotions and personal responses in familiar situations (**VCHPEP015**)
- Practise behaviours that support respectful relationships and emotional well-being (**VCHPEP016**)

How the activity supports Level 1:

Students create simple gratitude lists, explain why they are thankful, and begin understanding how gratitude supports emotional well-being.

Level 2

Personal and Social Capability

- Identify positive qualities, strengths, and helpful experiences in their lives (**VCPSCSE023**)
- Work cooperatively with peers by listening, sharing, and respecting others' reflections (**VCPSCSO025**)
- Describe how gratitude can help people feel more positive and connected (**VCPSCSE024**)

Health and Physical Education

- Recognise and describe emotional responses during reflective activities (**VCHPEP019**)

- Practise behaviours that promote kindness, inclusion, and social connection (VCHPEP020)

How the activity supports Level 2:

Students intentionally reflect on multiple areas of gratitude, recognise emotional benefits, and engage respectfully with others' reflections.

Level 3

Personal and Social Capability

- Identify personal strengths and positive aspects of their life experiences (VCPSCSE028)
- Demonstrate empathy and encouragement when listening to others' gratitude reflections (VCPSCSO031)
- Explain how practising gratitude supports positive mindset, resilience, and relationships (VCPSCSE029)

Health and Physical Education

- Describe how thoughts, words, and actions can positively influence mental health and well-being (VCHPEP024)
- Practise strategies that promote respectful relationships, confidence, and a sense of belonging (VCHPEP025)

How the activity supports Level 3:

Students reflect deeply on why they are grateful, explain emotional impacts, and understand how gratitude strengthens resilience and well-being.

Week Thirteen

Play

Emotion Statuses

Level A

Personal and Social Capability

- React to people and events and express emotions through facial expressions and body movements (VCPSCSE052)
- Indicate preference and emotional responses when engaging in playful activities (VCPSCSE053)
- Focus attention on others and respond to shared social interaction (VCPSCSO057)

Health and Physical Education

- React to people and social experiences during play-based activities (VCHPEP004)
- Use facial expressions, gestures, or body actions to indicate emotions such as happiness or excitement (VCHPEP005)

- Experience play activities that promote emotional expression and connection
(VCHPEP007)

How the activity supports Level A:

Students explore emotions through imitation, facial expression, and movement, building early emotional awareness and enjoyment in shared play.

Level B

Personal and Social Capability

- Respond to people or events and demonstrate a range of basic emotions
(VCPSCSE059)
- Follow teacher direction and attend to simple emotion-based prompts **(VCPSCSE061)**
- Participate in routine activities and interact with others in familiar contexts
(VCPSCSO063)
- Demonstrate simple social skills such as attending to others and responding to cues
(VCPSCSO064)

Health and Physical Education

- Express feelings using basic communication, actions, or gestures **(VCHPEP019)**
- Engage in structured activities that support emotional awareness and confidence
(VCHPEP021)

How the activity supports Level B:

Students practise copying and showing simple emotions with their body and face, while listening and responding to group cues.

Level C

Personal and Social Capability

- Name emotions shown by self and others and link them to situations **(VCPSCSE066)**
- Try a variety of activities and complete steps in a set routine with increasing independence **(VCPSCSE068)**
- Follow adult directions to intentionally participate in group activities **(VCPSCSO070)**
- Follow basic social rules such as listening, turn-taking, and respectful responding
(VCPSCSO071)

Health and Physical Education

- Explore feelings and practise expressing emotions using body language and movement
(VCHPEP033)
- Participate in structured play and drama-based activities in various settings
(VCHPEP035)

How the activity supports Level C:

Students independently create emotion statues, identify emotions in others, and practise empathy through observation and discussion.

Level D

Personal and Social Capability

- Name and describe emotional responses and explain how emotions are shown
(VCPSCSE073)

- Identify personal characteristics such as confidence, creativity, and emotional awareness (**VCPSCSE074**)
- Respond cooperatively and respectfully to others during group play and discussion (**VCPSCSO078**)
- Demonstrate understanding that actions, facial expressions, and body language communicate feelings (**VCPSCSO079**)

Health and Physical Education

- Identify emotional responses and describe feelings using words, pictures, or actions (**VCHPEP047**)
- Explore strategies that promote emotional understanding, empathy, and well-being (**VCHPEP048**)

How the activity supports Level D:

Students confidently express and interpret emotions, explain how they recognised feelings in others, and understand how empathy supports positive relationships.

Foundation (F)

Personal and Social Capability

- Identify and express basic emotions using facial expressions and body movements (**VCPSCSE015**)
- Express enjoyment and confidence when participating in imaginative play (**VCPSCSE016**)
- Participate in group activities by watching others and joining in respectfully (**VCPSCSO017**)

Health and Physical Education

- Practise expressing feelings using movements, actions, and facial expressions (**VCHPEP011**)
- Participate in activities that promote emotional awareness and inclusion (**VCHPEP012**)

How the activity supports Foundation:

Students begin to recognise and show emotions through their body and face, building confidence and emotional awareness through playful movement.

Level 1

Personal and Social Capability

- Describe emotions shown by themselves and others (**VCPSCSE019**)
- Participate in group discussions by listening, sharing, and responding respectfully (**VCPSCSO021**)
- Identify how body language and facial expressions show feelings (**VCPSCSE020**)

Health and Physical Education

- Express emotions and personal responses in familiar situations (**VCHPEP015**)
- Practise behaviours that support caring and respectful relationships (**VCHPEP016**)

How the activity supports Level 1:

Students practise showing and identifying emotions, begin interpreting non-verbal cues, and reflect on how emotions are communicated.

Level 2

Personal and Social Capability

- Identify emotions and feelings in themselves and others (**VCPSCSE023**)
- Work cooperatively with peers by observing, guessing, and responding kindly (**VCPSCSO025**)
- Describe how recognising others' emotions helps people understand each other (**VCPSCSE024**)

Health and Physical Education

- Recognise and describe emotional responses during drama and movement activities (**VCHPEP019**)
- Practise behaviours that promote empathy, inclusion, and social connection (**VCHPEP020**)

How the activity supports Level 2:

Students independently express emotions through movement, recognise emotions in others, and develop empathy through observation and discussion.

Level 3

Personal and Social Capability

- Identify personal strengths related to emotional awareness and expression (**VCPSCSE028**)
- Demonstrate empathy and encouragement when responding to others' emotions (**VCPSCSO031**)
- Explain how body language and facial expressions communicate feelings (**VCPSCSE029**)

Health and Physical Education

- Describe how emotions and actions influence mental health and relationships (**VCHPEP024**)
- Practise strategies that promote respectful relationships and emotional understanding (**VCHPEP025**)

How the activity supports Level 3:

Students confidently express and interpret emotions, explain emotional cues, and understand how empathy supports positive relationships.

Written

The Power of a Smile

Level A

Personal and Social Capability

- React to people and events and express positive emotions during social interactions **(VCPSCSE052)**
- Indicate enjoyment and engagement when interacting with familiar people **(VCPSCSE053)**
- Focus attention on others and respond to shared social experiences **(VCPSCSO057)**

Health and Physical Education

- React to people and social experiences during play and reflection **(VCHPEP004)**
- Use facial expressions, gestures, or actions to show emotions such as happiness **(VCHPEP005)**
- Experience activities that promote connection, care, and emotional well-being **(VCHPEP007)**

How the activity supports Level A:

Students experience the joy of smiling through observation, imitation, and emotional reactions, building early understanding of positive social interaction.

Level B

Personal and Social Capability

- Respond to people or events and demonstrate a range of basic emotions **(VCPSCSE059)**
- Follow teacher direction and attend to structured reflective activities **(VCPSCSE061)**
- Participate in routine activities and interact with others in familiar contexts **(VCPSCSO063)**
- Demonstrate simple social skills such as attending to others and responding appropriately **(VCPSCSO064)**

Health and Physical Education

- Express feelings and emotional responses using basic communication **(VCHPEP019)**
- Engage in structured activities that support kindness and positive emotions **(VCHPEP021)**

How the activity supports Level B:

Students begin recognising that smiling is linked to feeling happy and practise sharing smiles in a supported, guided way.

Level C

Personal and Social Capability

- Name emotions shown by self and others and link them to social interactions **(VCPSCSE066)**
- Try a variety of activities and complete steps in a reflective routine with increasing independence **(VCPSCSE068)**
- Follow adult directions to intentionally participate in group and partner activities **(VCPSCSO070)**
- Follow basic social rules such as listening and responding respectfully **(VCPSCSO071)**

Health and Physical Education

- Explore feelings and practise expressing care using non-verbal communication **(VCHPEP033)**

- Participate in structured reflective and social activities in various settings (**VCHPEP035**)

How the activity supports Level C:

Students reflect on how smiles affect emotions, practise smiling intentionally, and recognise smiling as a way to show kindness and care.

Level D

Personal and Social Capability

- Name and describe emotional responses and explain what causes these emotions (**VCPSCSE073**)
- Identify personal characteristics such as kindness, empathy, and positivity (**VCPSCSE074**)
- Respond cooperatively and respectfully to others during sharing and discussion (**VCPSCSO078**)
- Demonstrate understanding that non-verbal actions influence others' feelings and relationships (**VCPSCSO079**)

Health and Physical Education

- Identify emotional responses and describe feelings using words, pictures, or symbols (**VCHPEP047**)
- Explore actions and strategies that promote emotional well-being and positive relationships (**VCHPEP048**)

How the activity supports Level D:

Students thoughtfully explain how smiling impacts themselves and others, recognise its role in kindness, and apply non-verbal communication to strengthen relationships.

Foundation (F)

Personal and Social Capability

- Identify and express positive emotions through facial expressions and actions (**VCPSCSE015**)
- Express enjoyment and confidence when interacting positively with others (**VCPSCSE016**)
- Participate in group activities by listening and taking turns (**VCPSCSO017**)

Health and Physical Education

- Practise expressing feelings using facial expressions, gestures, or drawings (**VCHPEP011**)
- Participate in activities that promote kindness, inclusion, and emotional well-being (**VCHPEP012**)

How the activity supports Foundation:

Students begin to understand that smiling is a way to show kindness, practise sharing smiles, and experience positive emotions through simple reflection and interaction.

Level 1

Personal and Social Capability

- Describe how actions and facial expressions can show feelings (**VCPSCSE019**)

- Participate in group discussions by listening, sharing ideas, and responding respectfully (VCPSCSO021)
- Identify how smiling and positive actions can make people feel happy and included (VCPSCSE020)

Health and Physical Education

- Express emotions and personal responses in familiar situations (VCHPEP015)
- Practise behaviours that support caring and respectful relationships (VCHPEP016)

How the activity supports Level 1:

Students reflect on times when smiles helped them feel good, practise sharing smiles, and begin to understand the emotional impact of non-verbal communication.

Level 2

Personal and Social Capability

- Identify emotions and feelings in themselves and others (VCPSCSE023)
- Work cooperatively with peers by sharing and responding kindly (VCPSCSO025)
- Describe how non-verbal actions like smiling can strengthen friendships (VCPSCSE024)

Health and Physical Education

- Recognise and describe emotional responses during social and reflective activities (VCHPEP019)
- Practise behaviours that promote kindness, inclusion, and social connection (VCHPEP020)

How the activity supports Level 2:

Students intentionally practise smiling, reflect on its effect on others, and recognise smiling as a way to build empathy and connection.

Level 3

Personal and Social Capability

- Identify personal strengths related to kindness and positive interaction (VCPSCSE028)
- Demonstrate empathy and encouragement when interacting with others (VCPSCSO031)
- Explain how smiling and positive non-verbal communication influence relationships (VCPSCSE029)

Health and Physical Education

- Describe how thoughts, actions, and facial expressions influence mental health and well-being (VCHPEP024)
- Practise strategies that promote respectful relationships and a sense of belonging (VCHPEP025)

How the activity supports Level 3:

Students reflect deeply on the emotional impact of smiling, explain its ripple effect, and understand how simple positive actions support well-being and relationships.

Exercise

Friendship Ball

Level A

Personal and Social Capability

- React to people and events and show enjoyment during shared group activities (**VCPSCSE052**)
- Indicate preference and engagement when interacting with familiar peers (**VCPSCSE053**)
- Focus attention on others and respond to social interaction through shared play (**VCPSCSO057**)

Health and Physical Education

- React to people and social experiences during play-based activities (**VCHPEP004**)
- Use actions, gestures, or sounds to participate in turn-taking games (**VCHPEP005**)
- Experience play activities that promote connection and positive interaction (**VCHPEP007**)
- Experience their body being moved through simple actions such as rolling or passing objects (**VCHPEM008**)

How the activity supports Level A:

Students experience giving and receiving through supported ball play, showing enjoyment, engagement, and early social connection.

Level B

Personal and Social Capability

- Respond to people or events and demonstrate basic emotions during group play (**VCPSCSE059**)
- Follow teacher direction and attend to a simple turn-taking routine (**VCPSCSE061**)
- Participate in routine activities and interact with others in familiar contexts (**VCPSCSO063**)
- Demonstrate simple social skills such as waiting, responding, and taking turns (**VCPSCSO064**)

Health and Physical Education

- Practise basic gross motor movements such as rolling or passing an object (**VCHPEM022**)
- Engage in structured play that involves giving and receiving objects (**VCHPEM023**)
- Follow basic instructions during movement and play activities (**VCHPEM028**)

How the activity supports Level B:

Students practise turn-taking, passing objects, and using simple communication to interact positively with peers.

Level C

Personal and Social Capability

- Name emotions shown by self and link feelings to participation in group activities (**VCPSCSE066**)
- Try a variety of activities and complete steps in a familiar routine with increasing independence (**VCPSCSE068**)
- Follow adult directions to intentionally participate in partner and group activities (**VCPSCSO070**)
- Follow basic social rules such as turn-taking, listening, and waiting (**VCPSCSO071**)

Health and Physical Education

- Practise simple coordinated movement skills such as passing and catching (**VCHPEM036**)
- Participate in games with simple rules in a shared space (**VCHPEM037**)
- Take turns and share equipment with peers (**VCHPEM040**)
- Follow simple safety rules during physical activities (**VCHPEM042**)

How the activity supports Level C:

Students independently pass and receive the ball, use simple words or choices, and demonstrate cooperative behaviour in a group setting.

Level D

Personal and Social Capability

- Name and describe emotional responses related to inclusion, sharing, and belonging (**VCPSCSE073**)
- Identify personal characteristics such as confidence, cooperation, and kindness (**VCPSCSE074**)
- Respond cooperatively and respectfully to others during group activities (**VCPSCSO078**)
- Demonstrate understanding that taking turns and sharing supports positive group experiences (**VCPSCSO079**)

Health and Physical Education

- Practise gross motor skills with increasing control and accuracy (**VCHPEM050**)
- Participate in simple games and anticipate what to do next in familiar routines (**VCHPEM051**)
- Identify pathways through space and pass objects safely to others (**VCHPEM053**)
- Follow familiar game rules and safety directions during physical activities (**VCHPEM056**)

How the activity supports Level D:

Students confidently participate in turn-taking games, choose words or names to share, and understand how cooperation and kindness support group inclusion.

Foundation (F)

Health and Physical Education

- Practise fundamental movement skills by rolling or passing a ball to others (**VCHPEM019**)
- Participate in play-based movement activities with others (**VCHPEM020**)
- Follow simple rules and instructions during group games (**VCHPEM021**)

Personal and Social Capability

- Participate in group activities by watching, listening, and taking turns (**VCPSCSO017**)
- Make simple choices when prompted, such as saying a name or colour (**VCPSCSE015**)
- Express enjoyment and confidence during shared play (**VCPSCSE016**)

How the activity supports Foundation:

Students practise giving and receiving, use simple communication, and experience inclusion and enjoyment through shared ball play.

Level 1

Health and Physical Education

- Practise and refine fundamental movement skills through passing and rolling games (**VCHPEM023**)
- Participate in structured movement games that develop coordination and control (**VCHPEM024**)

Personal and Social Capability

- Participate in group activities by listening and responding appropriately (**VCPSCSO021**)
- Cooperate with peers by sharing equipment and taking turns (**VCPSCSO022**)
- Describe how it feels to be included in group play (**VCPSCSE020**)

How the activity supports Level 1:

Students pass the ball confidently, listen for cues, and begin reflecting on feelings of belonging and inclusion.

Level 2

Health and Physical Education

- Apply movement skills in games that require coordination, balance, and timing (**VCHPEM027**)
- Participate in physical activities that require awareness of others and safe use of equipment (**VCHPEM028**)

Personal and Social Capability

- Work cooperatively with peers by following rules and encouraging others (**VCPSCSO025**)
- Demonstrate respect for others by waiting and listening during turn-taking (**VCPSCSO026**)
- Reflect on how sharing and cooperation support positive group experiences (**VCPSCSE024**)

How the activity supports Level 2:

Students demonstrate cooperation, patience, and respect while recognising how sharing builds positive group dynamics.

Level 3

Health and Physical Education

- Perform and adapt movement skills when passing objects in group activities (**VCHPEM033**)
- Participate in group games that require control, coordination, and awareness of others (**VCHPEM034**)

Personal and Social Capability

- Demonstrate inclusive behaviours and encourage peers during group activities (**VCPSCSO031**)
- Take responsibility for fair turn-taking and safe participation (**VCPSCSO032**)
- Explain why sharing and listening are important in group games (**VCPSCSE029**)

How the activity supports Level 3:

Students confidently participate in turn-taking games, encourage others, and explain how cooperation and inclusion support positive relationships.

Gratitude

This or That Gratitude

Level A

Personal and Social Capability

- React to people and events and express enjoyment during shared social activities (**VCPSCSE052**)
- Indicate preference or choice through actions, gestures, or movement (**VCPSCSE053**)
- Focus attention on others and respond to shared group routines (**VCPSCSO057**)

Health and Physical Education

- React to people and social experiences during play-based reflection activities (**VCHPEP004**)
- Use gestures, facial expressions, or movement to communicate feelings (**VCHPEP005**)
- Experience activities that promote emotional well-being and connection (**VCHPEP007**)

How the activity supports Level A:

Students practise making simple choices, expressing enjoyment, and engaging socially through movement, gesture, and shared gratitude experiences.

Level B

Personal and Social Capability

- Respond to people or events and demonstrate basic emotional responses (**VCPSCSE059**)
- Follow teacher direction and attend to structured choice-making activities (**VCPSCSE061**)
- Participate in routine group activities and interact with others in familiar contexts (**VCPSCSO063**)
- Demonstrate simple social skills such as listening and responding during group sharing (**VCPSCSO064**)

Health and Physical Education

- Express feelings and preferences using basic communication methods (**VCHPEP019**)

- Engage in structured activities that support positive emotions and social connection (VCHPEP021)

How the activity supports Level B:

Students make choices between two options, begin expressing why they are thankful, and participate positively in group routines.

Level C

Personal and Social Capability

- Name emotions shown by self and link feelings to experiences they value (VCPSCSE066)
- Try a variety of activities and complete steps in a reflective routine with increasing independence (VCPSCSE068)
- Follow adult directions to intentionally participate in group movement and discussion (VCPSCSO070)
- Follow basic social rules such as turn-taking, listening, and respectful responding (VCPSCSO071)

Health and Physical Education

- Explore feelings and practise expressing gratitude using words, drawings, or movement (VCHPEP033)
- Participate in structured reflective activities in different settings (VCHPEP035)

How the activity supports Level C:

Students independently choose gratitude options, explain simple reasons for their choices, and listen respectfully to others.

Level D

Personal and Social Capability

- Name and describe emotional responses and explain why certain experiences are meaningful (VCPSCSE073)
- Identify personal values and positive aspects of their lives (VCPSCSE074)
- Respond cooperatively and respectfully to others during sharing and discussion (VCPSCSO078)
- Demonstrate understanding that reflecting on gratitude supports emotional well-being and relationships (VCPSCSO079)

Health and Physical Education

- Identify emotional responses and describe feelings using words, symbols, or drawings (VCHPEP047)
- Explore actions and strategies that promote mental health, resilience, and well-being (VCHPEP048)

How the activity supports Level D:

Students thoughtfully reflect on gratitude choices, explain emotional impacts, and understand how gratitude builds connection and well-being.

Foundation (F)

Personal and Social Capability

- Make simple choices and express preferences through movement, gesture, or words (**VCPSCSE015**)
- Express enjoyment and confidence when participating in group activities (**VCPSCSE016**)
- Participate in shared routines by watching others, listening, and taking turns (**VCPSCSO017**)

Health and Physical Education

- Practise expressing feelings using words, drawings, or actions (**VCHPEP011**)
- Participate in activities that promote belonging, inclusion, and emotional well-being (**VCHPEP012**)

How the activity supports Foundation:

Students choose between two gratitude options, express simple preferences, and experience positive emotions through shared reflection and movement.

Level 1

Personal and Social Capability

- Describe likes, preferences, and positive experiences in familiar contexts (**VCPSCSE019**)
- Participate in group discussions by listening, sharing ideas, and responding respectfully (**VCPSCSO021**)
- Identify how reflecting on positive things can help them feel happy and calm (**VCPSCSE020**)

Health and Physical Education

- Express emotions and personal responses in familiar situations (**VCHPEP015**)
- Practise behaviours that support respectful relationships and inclusion (**VCHPEP016**)

How the activity supports Level 1:

Students explain simple reasons for their gratitude choices and begin to understand how gratitude supports positive emotions and connection.

Level 2

Personal and Social Capability

- Identify positive qualities, people, or experiences they value (**VCPSCSE023**)
- Work cooperatively with peers by listening, sharing, and respecting different choices (**VCPSCSO025**)
- Describe how gratitude and positive thinking can support well-being and friendships (**VCPSCSE024**)

Health and Physical Education

- Recognise and describe emotional responses during reflective activities (**VCHPEP019**)
- Practise behaviours that promote kindness, empathy, and social connection (**VCHPEP020**)

How the activity supports Level 2:

Students intentionally reflect on gratitude, recognise similarities and differences in peers' choices, and practise respectful listening and empathy.

Level 3

Personal and Social Capability

- Identify personal strengths, values, and positive aspects of their lives (**VCPSCSE028**)
- Demonstrate empathy and encouragement when listening to others' reflections (**VCPSCSO031**)
- Explain how practising gratitude supports positive mindset, resilience, and relationships (**VCPSCSE029**)

Health and Physical Education

- Describe how thoughts, choices, and actions influence mental health and well-being (**VCHPEP024**)
- Practise strategies that promote respectful relationships and a sense of belonging (**VCHPEP025**)

How the activity supports Level 3:

Students thoughtfully explain gratitude choices, understand the emotional impact of gratitude, and recognise how shared reflection strengthens relationships.

Week Fourteen

Play

Pass the Clap

Level A

Personal and Social Capability

- React to people and events and show enjoyment during shared group activities (**VCPSCSE052**)
- Indicate engagement and preference through actions or sounds during play (**VCPSCSE053**)
- Focus attention on others and respond to simple social interaction (**VCPSCSO057**)

Health and Physical Education

- React to people and social experiences during play-based activities (**VCHPEP004**)
- Use actions, gestures, or sounds to participate in group routines (**VCHPEP005**)
- Experience activities that promote connection, enjoyment, and emotional well-being (**VCHPEP007**)

How the activity supports Level A:

Students experience shared rhythm and turn-taking through supported clapping or tapping, showing enjoyment and early engagement with group interaction.

Level B

Personal and Social Capability

- Respond to people or events and demonstrate basic emotional responses during group play (**VCPSCSE059**)
- Follow teacher direction and attend to a simple turn-taking routine (**VCPSCSE061**)
- Participate in routine group activities and interact with others in familiar contexts (**VCPSCSO063**)
- Demonstrate simple social skills such as waiting, responding, and copying actions (**VCPSCSO064**)

Health and Physical Education

- Practise simple actions and movements as part of a group activity (**VCHPEP019**)
- Engage in structured activities that support focus, cooperation, and participation (**VCHPEP021**)

How the activity supports Level B:

Students practise copying a clap or tap, waiting for their turn, and remaining engaged as part of a predictable group routine.

Level C

Personal and Social Capability

- Name emotions shown by self and link feelings to participation in group activities (**VCPSCSE066**)
- Try a variety of activities and complete steps in a familiar routine with increasing independence (**VCPSCSE068**)
- Follow adult directions to intentionally participate in group activities (**VCPSCSO070**)
- Follow basic social rules such as turn-taking, listening, and responding appropriately (**VCPSCSO071**)

Health and Physical Education

- Practise coordinated movements as part of group games (**VCHPEP033**)
- Participate in structured movement activities that require attention and timing (**VCHPEP035**)

How the activity supports Level C:

Students independently pass the clap around the circle, stay focused on rhythm, and demonstrate cooperation and awareness of others.

Level D

Personal and Social Capability

- Name and describe emotional responses related to group participation and success (**VCPSCSE073**)
- Identify personal characteristics such as cooperation, focus, and perseverance (**VCPSCSE074**)
- Respond cooperatively and respectfully to others during shared group activities (**VCPSCSO078**)
- Demonstrate understanding that working together supports successful group outcomes (**VCPSCSO079**)

Health and Physical Education

- Practise movement skills that require timing, coordination, and control (**VCHPEP047**)

- Explore strategies that support teamwork, attention, and positive group participation (**VCHPEP048**)

How the activity supports Level D:

Students maintain rhythm, anticipate turns, reflect on teamwork, and understand how cooperation and focus help the group succeed.

Foundation (F)

Personal and Social Capability

- Participate in shared activities by watching, listening, and taking turns (**VCPSCSO017**)
- Express enjoyment and confidence during group play and routines (**VCPSCSE016**)
- Make simple responses to others through actions such as clapping or tapping (**VCPSCSE015**)

Health and Physical Education

- Practise basic movement skills such as clapping or tapping as part of a group activity (**VCHPEM019**)
- Participate in play-based movement activities with others (**VCHPEM020**)
- Follow simple rules and instructions during games (**VCHPEM021**)

How the activity supports Foundation:

Students practise simple turn-taking and rhythm by passing a clap or tap around the circle, building focus, enjoyment, and group connection.

Level 1

Personal and Social Capability

- Participate in group activities by listening and responding appropriately (**VCPSCSO021**)
- Cooperate with peers by waiting, taking turns, and following routines (**VCPSCSO022**)
- Describe how it feels to be part of a group activity (**VCPSCSE020**)

Health and Physical Education

- Practise and refine movement skills in group games that involve timing and coordination (**VCHPEM023**)
- Participate in structured movement activities that require attention and focus (**VCHPEM024**)

How the activity supports Level 1:

Students stay engaged as the clap moves around the circle, begin anticipating their turn, and reflect on working together successfully.

Level 2

Personal and Social Capability

- Work cooperatively with peers by following rules and group expectations (**VCPSCSO025**)
- Demonstrate respect for others by listening, waiting, and responding at the right time (**VCPSCSO026**)
- Reflect on how cooperation helps a group succeed (**VCPSCSE024**)

Health and Physical Education

- Apply movement skills in games that require coordination, rhythm, and timing (**VCHPEM027**)
- Participate in physical activities that require awareness of others in shared space (**VCHPEM028**)

How the activity supports Level 2:

Students maintain focus, pass the clap smoothly, and recognise how cooperation and attention support group success.

Level 3

Personal and Social Capability

- Demonstrate inclusive behaviours and encourage peers during group activities (**VCPSCSO031**)
- Take responsibility for fair turn-taking and group participation (**VCPSCSO032**)
- Explain why focus, timing, and cooperation are important in group games (**VCPSCSE029**)

Health and Physical Education

- Perform and adapt movement skills in group activities that involve rhythm and coordination (**VCHPEM033**)
- Participate in games that require anticipation, control, and awareness of others (**VCHPEM034**)

How the activity supports Level 3:

Students confidently manage rhythm and turn-taking, reflect on teamwork, and explain how cooperation and focus help the group function effectively.

Written

What Makes Me Feel Good?

Level A

Personal and Social Capability

- React to people, events, and activities and express enjoyment or preference (**VCPSCSE052**)
- Indicate likes or interests through actions, facial expressions, or sounds (**VCPSCSE053**)
- Focus attention on others and respond during shared reflective experiences (**VCPSCSO057**)

Health and Physical Education

- React to people and experiences that promote comfort and enjoyment (**VCHPEP004**)
- Use actions, gestures, or facial expressions to show feelings such as happiness or calm (**VCHPEP005**)
- Experience activities that promote emotional well-being and connection (**VCHPEP007**)

How the activity supports Level A:

Students identify activities they enjoy through observation, choice, and reaction, beginning to connect experiences with positive feelings.

Level B

Personal and Social Capability

- Respond to people or events and demonstrate basic emotions related to enjoyment or comfort (**VCPSCSE059**)
- Follow teacher direction and attend to simple reflective prompts (**VCPSCSE061**)
- Participate in routine activities and interact with others in familiar contexts (**VCPSCSO063**)
- Demonstrate simple social skills such as listening and responding during sharing (**VCPSCSO064**)

Health and Physical Education

- Express feelings, likes, and dislikes using basic communication (**VCHPEP019**)
- Engage in structured activities that support emotional awareness and positive feelings (**VCHPEP021**)

How the activity supports Level B:

Students begin identifying activities that make them feel good and express preferences using words, drawings, or actions.

Level C

Personal and Social Capability

- Name emotions shown by self and link feelings to familiar activities or experiences (**VCPSCSE066**)
- Try a variety of activities and complete steps in a reflective routine with increasing independence (**VCPSCSE068**)
- Follow adult directions to intentionally participate in individual or group reflection (**VCPSCSO070**)
- Follow basic social rules such as listening, turn-taking, and respectful responding (**VCPSCSO071**)

Health and Physical Education

- Explore feelings and describe how activities influence emotions and well-being (**VCHPEP033**)
- Participate in structured reflective activities in a range of settings (**VCHPEP035**)

How the activity supports Level C:

Students independently list or draw activities that make them feel good and explain simple reasons for their choices.

Level D

Personal and Social Capability

- Name and describe emotional responses and explain why certain activities feel positive (**VCPSCSE073**)
- Identify personal strengths, interests, and habits that support well-being (**VCPSCSE074**)
- Respond cooperatively and respectfully to others during sharing and discussion (**VCPSCSO078**)

- Demonstrate understanding that choices and routines influence emotional well-being (VCPSCSO079)

Health and Physical Education

- Identify emotional responses and describe feelings using words, pictures, or symbols (VCHPEP047)
- Explore strategies and habits that support physical, social, and emotional health (VCHPEP048)

How the activity supports Level D:

Students reflect thoughtfully on activities that support their well-being, explain emotional impacts, and plan how to include positive habits more regularly.

Foundation (F)

Personal and Social Capability

- Identify likes, dislikes, and things that are important to them (VCPSCSE015)
- Express enjoyment and confidence when sharing personal ideas (VCPSCSE016)
- Participate in shared routines by listening and taking turns (VCPSCSO017)

Health and Physical Education

- Practise expressing feelings using words, drawings, or actions (VCHPEP011)
- Participate in activities that promote emotional well-being and inclusion (VCHPEP012)

How the activity supports Foundation:

Students identify activities that make them feel good, share simple ideas, and build awareness of positive emotions.

Level 1

Personal and Social Capability

- Describe personal likes, preferences, and positive experiences (VCPSCSE019)

Participate in group discussions by listening and responding respectfully (VCPSCSO021)

- Identify how doing enjoyable activities can help them feel happy and calm (VCPSCSE020)

Health and Physical Education

- Express emotions and personal responses in familiar situations (VCHPEP015)
- Practise behaviours that support health, happiness, and respectful relationships (VCHPEP016)

How the activity supports Level 1:

Students explain why certain activities make them feel good and begin understanding how positive choices support well-being.

Level 2

Personal and Social Capability

- Identify positive qualities, interests, and activities that support well-being (VCPSCSE023)

- Work cooperatively with peers by listening, sharing, and respecting ideas (**VCPSCSO025**)
- Describe how healthy habits and enjoyable activities can improve mood and energy (**VCPSCSE024**)

Health and Physical Education

- Recognise and describe emotional responses linked to daily activities (**VCHPEP019**)
- Practise behaviours that promote physical, social, and emotional health (**VCHPEP020**)

How the activity supports Level 2:

Students reflect on activities that support happiness and health, recognise emotional benefits, and share ideas respectfully.

Level 3

Personal and Social Capability

- Identify personal strengths, interests, and habits that support well-being (**VCPSCSE028**)
- Demonstrate empathy and encouragement when listening to others' ideas (**VCPSCSO031**)
- Explain how making time for enjoyable activities supports mental health and resilience (**VCPSCSE029**)

Health and Physical Education

- Describe how choices and routines influence mental health and well-being (**VCHPEP024**)
- Practise strategies that promote a balanced and healthy lifestyle (**VCHPEP025**)

How the activity supports Level 3:

Students thoughtfully explain how enjoyable activities support well-being and begin planning how to include them regularly.

Exercise

Lumps

Level A

Personal and Social Capability

- React to people and events and show enjoyment during shared group activities (**VCPSCSE052**)
- Indicate engagement and preference through movement, actions, or sounds (**VCPSCSE053**)
- Focus attention on others and respond to simple social interaction (**VCPSCSO057**)

Health and Physical Education

- React to people and social experiences during play-based movement activities (**VCHPEP004**)

- Experience their body moving in space through supported actions such as rolling, clapping, or reaching (**VCHPEM008**)
- Participate in activities that promote connection, enjoyment, and physical engagement (**VCHPEP007**)

How the activity supports Level A:

Students engage in supported movement and group interaction, responding to cues and enjoying shared physical play.

Level B

Personal and Social Capability

- Respond to people or events and demonstrate basic emotional responses during group play (**VCPSCSE059**)
- Follow teacher direction and attend to simple movement and grouping routines (**VCPSCSE061**)
- Participate in routine activities and interact with others in familiar contexts (**VCPSCSO063**)
- Demonstrate simple social skills such as moving with others and joining a group (**VCPSCSO064**)

Health and Physical Education

- Practise basic movement skills such as walking, rolling, or arm actions in shared spaces (**VCHPEM022**)
- Follow basic instructions during movement activities (**VCHPEM028**)

How the activity supports Level B:

Students move safely in shared spaces, respond to simple grouping cues, and begin practising cooperation with peers.

Level C

Personal and Social Capability

- Name emotions shown by self and link feelings to participation in group activities (**VCPSCSE066**)
- Try a variety of activities and complete steps in familiar routines with increasing independence (**VCPSCSE068**)
- Follow adult directions to intentionally participate in group movement and team activities (**VCPSCSO070**)
- Follow basic social rules such as cooperating, turn-taking, and helping others (**VCPSCSO071**)

Health and Physical Education

- Practise coordinated movement skills such as moving, stopping, and changing direction (**VCHPEM036**)
- Participate in games with simple rules in a shared space (**VCHPEM037**)
- Take turns, share space, and work with others during physical activities (**VCHPEM040**)

How the activity supports Level C:

Students move with purpose, listen carefully, and work cooperatively to form groups, supporting teamwork and social confidence.

Level D

Personal and Social Capability

- Name and describe emotional responses related to teamwork, inclusion, and participation (**VCPSCSE073**)
- Identify personal characteristics such as cooperation, kindness, and resilience (**VCPSCSE074**)
- Respond cooperatively and respectfully to others during group problem-solving activities (**VCPSCSO078**)
- Demonstrate understanding that listening, cooperation, and kindness support successful group outcomes (**VCPSCSO079**)

Health and Physical Education

- Practise gross motor skills with increasing control and agility (**VCHPEM050**)
- Participate in simple games that require quick reactions and awareness of others (**VCHPEM051**)
- Follow game rules and safety directions during physical activities (**VCHPEM056**)

How the activity supports Level D:

Students demonstrate teamwork, quick thinking, and inclusion while reflecting on how cooperation and kindness help everyone succeed.

Foundation (F)

Health and Physical Education

- Participate in play-based movement activities in shared spaces (**VCHPEM019**)
- Follow simple instructions and rules during movement games (**VCHPEM020**)
- Move safely in a variety of ways in group settings (**VCHPEM021**)

Personal and Social Capability

- Participate in group activities by watching, listening, and joining in (**VCPSCSO017**)
- Make simple choices and respond to cues from others (**VCPSCSE015**)
- Express enjoyment and confidence during active play (**VCPSCSE016**)

How the activity supports Foundation:

Students move freely, respond to simple instructions, and experience the joy of joining groups and playing alongside peers.

Level 1

Health and Physical Education

- Practise fundamental movement skills such as running, hopping, or marching (**VCHPEM023**)
- Participate in structured movement games that build coordination and awareness (**VCHPEM024**)

Personal and Social Capability

- Cooperate with peers by following instructions and joining group activities (**VCPSCSO021**)
- Take turns and share space with others during games (**VCPSCSO022**)

- Describe how it feels to work together in a group (**VCPSCSE020**)

How the activity supports Level 1:

Students practise listening, moving with purpose, and forming groups while beginning to reflect on teamwork and cooperation.

Level 2

Health and Physical Education

- Apply movement skills in games that require changing speed, direction, and grouping (**VCHPEM027**)
- Participate in physical activities that require awareness of others and safe movement (**VCHPEM028**)

Personal and Social Capability

- Work cooperatively with peers to achieve a shared goal (**VCPSCSO025**)
- Demonstrate respect and kindness by helping others join groups (**VCPSCSO026**)
- Reflect on how listening and teamwork help activities run smoothly (**VCPSCSE024**)

How the activity supports Level 2:

Students move energetically, think quickly, and actively support peers, strengthening teamwork and social awareness.

Level 3

Health and Physical Education

- Perform and adapt movement skills with control, agility, and awareness of others (**VCHPEM033**)
- Participate in group games that require quick reactions and cooperation (**VCHPEM034**)

Personal and Social Capability

- Demonstrate inclusive behaviours and encourage peers during group activities (**VCPSCSO031**)
- Take responsibility for fair participation and helping others feel included (**VCPSCSO032**)
- Explain why listening, cooperation, and kindness are important in team games (**VCPSCSE029**)

How the activity supports Level 3:

Students confidently move, problem-solve in real time, and reflect on how teamwork, listening, and kindness support group success.

Gratitude

Kindness Memory Match

Level A

Personal and Social Capability

- React to people and events and express positive emotions during shared activities (**VCPSCSE052**)
- Indicate enjoyment and engagement when interacting with familiar peers (**VCPSCSE053**)
- Focus attention on others and respond to shared social interaction (**VCPSCSO057**)

Health and Physical Education

- React to people and social experiences during play-based activities (**VCHPEP004**)
- Use facial expressions, gestures, or actions to show emotions such as happiness or care (**VCHPEP005**)
- Experience activities that promote connection, care, and emotional well-being (**VCHPEP007**)

How the activity supports Level A:

Students experience kindness through listening, observing, and simple participation in a shared game, responding with enjoyment and positive emotion.

Level B

Personal and Social Capability

- Respond to people or events and demonstrate basic emotional responses (**VCPSCSE059**)
- Follow teacher direction and attend to a structured turn-taking game (**VCPSCSE061**)
- Participate in routine group activities and interact with others in familiar contexts (**VCPSCSO063**)
- Demonstrate simple social skills such as listening, waiting, and responding (**VCPSCSO064**)

Health and Physical Education

- Express feelings and preferences using basic communication methods (**VCHPEP019**)
- Engage in structured activities that support kindness and positive social interaction (**VCHPEP021**)

How the activity supports Level B:

Students practise listening to kindness stories, taking turns in a game, and responding to others in a supportive way.

Level C

Personal and Social Capability

- Name emotions shown by self and others and link them to kindness experiences (**VCPSCSE066**)
- Try a variety of activities and complete steps in a familiar routine with increasing independence (**VCPSCSE068**)
- Follow adult directions to intentionally participate in group games and discussion (**VCPSCSO070**)
- Follow basic social rules such as turn-taking, listening, and respectful responding (**VCPSCSO071**)

Health and Physical Education

- Explore feelings and practise expressing empathy and care (**VCHPEP033**)

- Participate in structured social activities in a range of settings (**VCHPEP035**)

How the activity supports Level C:

Students independently play the memory game, respond to kindness questions, and practise empathy by listening to peers' experiences.

Level D

Personal and Social Capability

- Name and describe emotional responses related to kindness, empathy, and helping others (**VCPSCSE073**)
- Identify personal characteristics such as kindness, empathy, and cooperation (**VCPSCSE074**)
- Respond cooperatively and respectfully to others during shared games and discussion (**VCPSCSO078**)
- Demonstrate understanding that kind actions strengthen relationships and communities (**VCPSCSO079**)

Health and Physical Education

- Identify emotional responses and describe feelings using words, drawings, or symbols (**VCHPEP047**)
- Explore actions and strategies that promote positive relationships and well-being (**VCHPEP048**)

How the activity supports Level D:

Students thoughtfully reflect on acts of kindness, explain their impact, and understand how kindness contributes to a positive classroom and community culture.

Foundation (F)

Personal and Social Capability

- Identify and talk about kind behaviours and positive interactions (**VCPSCSE015**)
- Express enjoyment and confidence when participating in shared activities (**VCPSCSE016**)
- Participate in group activities by listening, watching, and taking turns (**VCPSCSO017**)

Health and Physical Education

- Practise expressing feelings using words, drawings, or actions (**VCHPEP011**)
- Participate in activities that promote kindness, inclusion, and emotional well-being (**VCHPEP012**)

How the activity supports Foundation:

Students begin to recognise kindness through simple questions and shared play, experiencing positive emotions and inclusion.

Level 1

Personal and Social Capability

- Describe kind actions and positive experiences in their lives (**VCPSCSE019**)
- Participate in group discussions by listening, sharing, and responding respectfully (**VCPSCSO021**)
- Identify how kind actions make people feel good and included (**VCPSCSE020**)

Health and Physical Education

- Express emotions and personal responses in familiar situations (**VCHPEP015**)
- Practise behaviours that support caring and respectful relationships (**VCHPEP016**)

How the activity supports Level 1:

Students answer kindness questions, listen to others' stories, and begin understanding the emotional impact of kind actions.

Level 2

Personal and Social Capability

- Identify positive qualities and behaviours such as kindness and empathy (**VCPSCSE023**)
- Work cooperatively with peers by taking turns and supporting others (**VCPSCSO025**)
- Describe how kindness helps build friendships and a positive classroom culture (**VCPSCSE024**)

Health and Physical Education

- Recognise and describe emotional responses during social and reflective activities (**VCHPEP019**)
- Practise behaviours that promote empathy, inclusion, and social connection (**VCHPEP020**)

How the activity supports Level 2:

Students engage thoughtfully with kindness prompts, practise empathy, and reflect on how kindness strengthens relationships.

Level 3

Personal and Social Capability

- Identify personal strengths related to kindness, empathy, and cooperation (**VCPSCSE028**)
- Demonstrate empathy and encouragement when listening to others' experiences (**VCPSCSO031**)
- Explain why kindness is important for positive relationships and communities (**VCPSCSE029**)

Health and Physical Education

- Describe how kind actions and words influence mental health and well-being (**VCHPEP024**)
- Practise strategies that promote respectful relationships and a sense of belonging (**VCHPEP025**)

How the activity supports Level 3:

Students reflect deeply on kindness, explain its impact, and recognise how empathy and cooperation support a caring community.

Week Fifteen

Play

The Gratitude Game

Level A

Personal and Social Capability

- React to people and events and show enjoyment during shared group experiences (**VCPSCSE052**)
- Indicate preference, enjoyment, or interest through actions, sounds, or gestures (**VCPSCSE053**)
- Focus attention on others and respond during familiar social routines (**VCPSCSO057**)

Health and Physical Education

- React to people and social experiences during play-based and reflective activities (**VCHPEP004**)
- Use facial expressions, gestures, or actions to communicate positive feelings (**VCHPEP005**)
- Experience activities that promote connection, care, and emotional well-being (**VCHPEP007**)

How the activity supports Level A:

Students participate in shared gratitude routines through observation, gesture, and supported choice, experiencing positive emotions and connection.

Level B

Personal and Social Capability

- Respond to people or events and demonstrate basic emotional responses (**VCPSCSE059**)
- Follow teacher direction and attend to structured turn-taking activities (**VCPSCSE061**)
- Participate in routine group activities and interact with others in familiar contexts (**VCPSCSO063**)
- Demonstrate simple social skills such as listening, waiting, and responding (**VCPSCSO064**)

Health and Physical Education

- Express feelings, likes, and dislikes using basic communication (**VCHPEP019**)
- Engage in structured activities that support positive emotions and social connection (**VCHPEP021**)

How the activity supports Level B:

Students roll the dice with support, respond to simple gratitude prompts, and practise turn-taking and respectful listening.

Level C

Personal and Social Capability

- Name emotions shown by self and others and link feelings to daily experiences **(VCPSCSE066)**
- Try a variety of activities and complete steps in a familiar reflective routine **(VCPSCSE068)**
- Follow adult directions to intentionally participate in group games and discussion **(VCPSCSO070)**
- Follow basic social rules such as turn-taking, listening, and respectful responding **(VCPSCSO071)**

Health and Physical Education

- Explore feelings and practise expressing gratitude using words, drawings, or movement **(VCHPEP033)**
- Participate in structured reflective activities in different settings **(VCHPEP035)**

How the activity supports Level C:

Students independently respond to gratitude questions, share reflections in different formats, and listen respectfully to peers.

Level D

Personal and Social Capability

- Name and describe emotional responses related to positive experiences and gratitude **(VCPSCSE073)**
- Identify personal strengths, positive actions, and supportive relationships **(VCPSCSE074)**
- Respond cooperatively and respectfully to others during shared games and reflection **(VCPSCSO078)**
- Demonstrate understanding that gratitude supports well-being and positive relationships **(VCPSCSO079)**

Health and Physical Education

- Identify emotional responses and describe feelings using words, symbols, or drawings **(VCHPEP047)**
- Explore actions and strategies that promote mental health, resilience, and well-being **(VCHPEP048)**

How the activity supports Level D:

Students thoughtfully reflect on daily positives, explain their impact, and understand how gratitude builds a caring classroom culture.

Foundation (F)

Personal and Social Capability

- Identify and share positive experiences and things that make them feel happy **(VCPSCSE015)**
- Express enjoyment and confidence when participating in group routines **(VCPSCSE016)**
- Participate in shared activities by listening, watching, and taking turns **(VCPSCSO017)**

Health and Physical Education

- Practise expressing feelings using words, drawings, or actions (**VCHPEP011**)
- Participate in activities that promote emotional well-being, inclusion, and belonging (**VCHPEP012**)

How the activity supports Foundation:

Students respond to simple gratitude prompts, share positive moments, and experience connection and joy through a structured group game.

Level 1

Personal and Social Capability

- Describe positive experiences and things they are grateful for (**VCPSCSE019**)
- Participate in group discussions by listening, sharing ideas, and responding respectfully (**VCPSCSO021**)
- Identify how sharing positive thoughts helps them feel happy and connected (**VCPSCSE020**)

Health and Physical Education

- Express emotions and personal responses in familiar situations (**VCHPEP015**)
- Practise behaviours that support caring and respectful relationships (**VCHPEP016**)

How the activity supports Level 1:

Students roll the dice, respond to gratitude questions, and begin understanding how positive reflection supports emotional well-being.

Level 2

Personal and Social Capability

- Identify positive qualities, actions, and experiences they value (**VCPSCSE023**)
- Work cooperatively with peers by taking turns and encouraging others (**VCPSCSO025**)
- Describe how gratitude helps build friendships and positive classroom culture (**VCPSCSE024**)

Health and Physical Education

- Recognise and describe emotional responses during reflective activities (**VCHPEP019**)
- Practise behaviours that promote empathy, kindness, and social connection (**VCHPEP020**)

How the activity supports Level 2:

Students reflect on daily positives, listen to peers' answers, and recognise how gratitude strengthens relationships.

Level 3

Personal and Social Capability

- Identify personal strengths, achievements, and positive contributions (**VCPSCSE028**)
- Demonstrate empathy and encouragement when listening to others' reflections (**VCPSCSO031**)
- Explain how practising gratitude supports mental health, resilience, and well-being (**VCPSCSE029**)

Health and Physical Education

- Describe how thoughts, words, and actions influence mental health and well-being (VCHPEP024)
- Practise strategies that promote respectful relationships and a sense of belonging (VCHPEP025)

How the activity supports Level 3:

Students thoughtfully reflect on gratitude, explain its benefits, and understand how positive reflection builds a caring classroom culture.

Written

Three Things I Love About Me

Level A

Personal and Social Capability

- React to people and events and express positive emotions when engaging in familiar activities (VCPSCSE052)
- Indicate preference, enjoyment, or interest through actions, sounds, or facial expressions (VCPSCSE053)
- Focus attention on others and respond during shared reflective experiences (VCPSCSO057)

Health and Physical Education

- React to people and experiences that promote comfort, enjoyment, and confidence (VCHPEP004)
- Use actions, gestures, or facial expressions to show feelings such as happiness or pride (VCHPEP005)
- Experience activities that promote emotional well-being and a positive sense of self (VCHPEP007)

How the activity supports Level A:

Students respond to positive reflection about themselves through supported choices, expressions, and shared enjoyment, building early self-awareness.

Level B

Personal and Social Capability

- Respond to people or events and demonstrate basic emotions related to pride or enjoyment (VCPSCSE059)
- Follow teacher direction and attend to simple reflective prompts about self (VCPSCSE061)
- Participate in routine activities and interact with others in familiar contexts (VCPSCSO063)
- Demonstrate simple social skills such as listening and responding during sharing (VCPSCSO064)

Health and Physical Education

- Express feelings, likes, and personal preferences using basic communication (**VCHPEP019**)
- Engage in structured activities that support confidence and positive self-concept (**VCHPEP021**)

How the activity supports Level B:

Students begin identifying things they like about themselves and express pride using words, drawings, or actions.

Level C

Personal and Social Capability

- Name emotions shown by self and link feelings to personal strengths or experiences (**VCPSCSE066**)
- Try a variety of activities and complete steps in a familiar reflective routine with increasing independence (**VCPSCSE068**)
- Follow adult directions to intentionally participate in individual and group reflection (**VCPSCSO070**)
- Follow basic social rules such as listening, turn-taking, and respectful responding (**VCPSCSO071**)

Health and Physical Education

- Explore feelings and practise expressing confidence and self-worth (**VCHPEP033**)
- Participate in structured reflective activities in a range of settings (**VCHPEP035**)

How the activity supports Level C:

Students independently identify personal strengths, explain simple reasons, and practise respectful listening during sharing.

Level D

Personal and Social Capability

- Name and describe emotional responses related to pride, confidence, and self-esteem (**VCPSCSE073**)
- Identify personal strengths, achievements, and positive qualities (**VCPSCSE074**)
- Respond cooperatively and respectfully to others during sharing and discussion (**VCPSCSO078**)
- Demonstrate understanding that recognising strengths supports emotional well-being and resilience (**VCPSCSO079**)

Health and Physical Education

- Identify emotional responses and describe feelings using words, pictures, or symbols (**VCHPEP047**)
- Explore strategies such as positive self-talk and reflection that promote mental health and well-being (**VCHPEP048**)

How the activity supports Level D:

Students thoughtfully reflect on personal strengths, explain why they matter, and understand how self-belief supports confidence and well-being.

Foundation (F)

Personal and Social Capability

- Identify personal likes, strengths, and things that are important to them (**VCPSCSE015**)
- Express enjoyment and confidence when sharing personal ideas (**VCPSCSE016**)
- Participate in shared routines by listening and taking turns (**VCPSCSO017**)

Health and Physical Education

- Practise expressing feelings using words, drawings, or actions (**VCHPEP011**)
- Participate in activities that promote emotional well-being and positive self-concept (**VCHPEP012**)

How the activity supports Foundation:

Students identify things they like about themselves, share simple ideas, and build confidence through positive reflection.

Level 1

Personal and Social Capability

- Describe personal strengths, likes, and positive experiences (**VCPSCSE019**)
- Participate in group discussions by listening and responding respectfully (**VCPSCSO021**)
- Identify how positive self-talk and focusing on strengths can help them feel confident (**VCPSCSE020**)

Health and Physical Education

- Express emotions and personal responses in familiar situations (**VCHPEP015**)
- Practise behaviours that support confidence, well-being, and respectful relationships (**VCHPEP016**)

How the activity supports Level 1:

Students explain why certain qualities matter to them and begin understanding how self-belief supports confidence.

Level 2

Personal and Social Capability

- Identify personal strengths, talents, and positive qualities (**VCPSCSE023**)
- Work cooperatively with peers by listening and celebrating others' strengths (**VCPSCSO025**)
- Describe how recognising strengths helps build confidence and resilience (**VCPSCSE024**)

Health and Physical Education

- Recognise and describe emotional responses during reflective activities (**VCHPEP019**)
- Practise behaviours that promote emotional well-being and positive self-image (**VCHPEP020**)

How the activity supports Level 2:

Students reflect on their strengths, listen to peers, and recognise how self-belief supports emotional well-being.

Level 3

Personal and Social Capability

- Identify personal strengths, achievements, and qualities that support well-being (**VCPSCSE028**)
- Demonstrate empathy and encouragement when listening to others' reflections (**VCPSCSO031**)
- Explain how recognising strengths and using positive self-talk builds resilience and confidence (**VCPSCSE029**)

Health and Physical Education

- Describe how thoughts, words, and actions influence mental health and well-being (**VCHPEP024**)
- Practise strategies that promote confidence, self-belief, and a sense of belonging (**VCHPEP025**)

How the activity supports Level 3:

Students thoughtfully explain the importance of self-belief, connect strengths to resilience, and encourage a positive classroom culture.

Exercise

Circle Swap

Level A

Personal and Social Capability

- React to people and events and show enjoyment during shared group activities (**VCPSCSE052**)
- Indicate interest or engagement when interacting with familiar peers (**VCPSCSE053**)
- Focus attention on others and respond during familiar social routines (**VCPSCSO057**)

Health and Physical Education

- React to people and social experiences during movement and play (**VCHPEP004**)
- Experience their body moving in space through supported actions such as clapping, reaching, or stepping (**VCHPEM008**)
- Participate in activities that promote connection, enjoyment, and well-being (**VCHPEP007**)

How the activity supports Level A:

Students observe and respond to names and shared facts through supported movement, imitation, and positive engagement in a group setting.

Level B

Personal and Social Capability

- Respond to people or events and demonstrate basic emotional responses during group interaction (**VCPSCSE059**)

- Follow teacher direction and attend to simple social and movement routines (**VCPSCSE061**)
- Participate in routine activities and interact with others in familiar contexts (**VCPSCSO063**)
- Demonstrate simple social skills such as listening, responding, and joining in (**VCPSCSO064**)

Health and Physical Education

- Practise basic movement skills as part of a group activity (**VCHPEM022**)
- Follow basic instructions during movement and play (**VCHPEM028**)

How the activity supports Level B:

Students join movement actions, respond to names or shared facts, and practise listening and participating within a predictable group routine.

Level C

Personal and Social Capability

- Name emotions shown by self and link feelings to participation in group activities (**VCPSCSE066**)
- Try a variety of activities and complete steps in familiar routines with increasing independence (**VCPSCSE068**)
- Follow adult directions to intentionally participate in group games and social interaction (**VCPSCSO070**)
- Follow basic social rules such as turn-taking, listening, and respectful responding (**VCPSCSO071**)

Health and Physical Education

- Practise coordinated movement skills such as changing direction and moving into space (**VCHPEM036**)
- Participate in games with simple rules in shared spaces (**VCHPEM037**)
- Work with others and share space during physical activities (**VCHPEM040**)

How the activity supports Level C:

Students independently share names and facts, move with purpose, and work cooperatively to swap places and connect with peers.

Level D

Personal and Social Capability

- Name and describe emotional responses related to inclusion, belonging, and participation (**VCPSCSE073**)
- Identify personal characteristics such as confidence, cooperation, and friendliness (**VCPSCSE074**)
- Respond cooperatively and respectfully to others during group problem-solving and games (**VCPSCSO078**)
- Demonstrate understanding that listening and shared experiences build positive relationships (**VCPSCSO079**)

Health and Physical Education

- Practise gross motor skills with increasing control, coordination, and awareness of others (**VCHPEM050**)
- Participate in games that require quick reactions and decision-making (**VCHPEM051**)
- Follow game rules and safety instructions during physical activities (**VCHPEM056**)

How the activity supports Level D:

Students confidently share personal information, recognise commonalities, move safely and energetically, and reflect on how listening and memory build relationships.

Foundation (F)

Personal and Social Capability

- Share personal information such as name and simple preferences (**VCPSCSE015**)
- Participate in group activities by listening, taking turns, and responding to others (**VCPSCSO017**)
- Show enjoyment and confidence when interacting with peers (**VCPSCSE016**)

Health and Physical Education

- Participate in physical activities that involve movement and spatial awareness (**VCHPEP012**)
- Follow simple rules and cues during active games (**VCHPEP011**)

How the activity supports Foundation:

Students practise saying their name, sharing simple facts, recognising similarities, and moving safely in a group setting.

Level 1

Personal and Social Capability

- Describe personal interests and facts when interacting with others (**VCPSCSE019**)
- Listen and respond appropriately to peers during group discussions and games (**VCPSCSO021**)
- Participate cooperatively in shared activities (**VCPSCSO022**)

Health and Physical Education

- Perform movement skills while maintaining awareness of others (**VCHPEP016**)
- Participate in games that promote physical activity and social connection (**VCHPEP015**)

How the activity supports Level 1:

Students confidently share information, recognise commonalities with peers, and practise cooperation through movement.

Level 2

Personal and Social Capability

- Identify similarities and differences between themselves and others (**VCPSCSE023**)
- Work collaboratively with peers by listening, responding, and taking turns (**VCPSCSO025**)
- Describe how shared experiences help build friendships and belonging (**VCPSCSE024**)

Health and Physical Education

- Practise coordinated movement skills in dynamic group activities (**VCHPEP020**)

- Follow rules and demonstrate safe behaviours during physical play (**VCHPEP019**)

How the activity supports Level 2:

Students strengthen social awareness by recognising shared interests, engaging respectfully, and moving with purpose in a group.

Level 3

Personal and Social Capability

- Identify personal qualities and interests that help form positive relationships (**VCPSCSE028**)
- Demonstrate empathy and respect when listening to others' ideas and experiences (**VCPSCSO031**)
- Explain how cooperation and active participation support group connection (**VCPSCSE029**)

Health and Physical Education

- Apply movement skills and strategies in games requiring coordination and quick responses (**VCHPEP025**)
- Participate in physical activities that promote fitness, teamwork, and enjoyment (**VCHPEP024**)

How the activity supports Level 3:

Students reflect on social connection, practise memory and listening skills, and understand how shared movement strengthens relationships.

Gratitude

Suit Stories

Level A

Personal and Social Capability

- React to people and social situations by showing interest or engagement (**VCPSCSE052**)
- Attend to and respond to familiar people during shared experiences (**VCPSCSE053**)
- Participate in simple social routines with adult support (**VCPSCSO057**)

Health and Physical Education

- Respond to emotional cues and social interactions during play (**VCHPEP004**)
- Participate in movement and role-play activities that support emotional awareness (**VCHPEP007**)

How the activity supports Level A:

Students respond to emotions through gestures, facial expressions, or simple movements, building awareness of feelings in themselves and others.

Level B

Personal and Social Capability

- Identify and respond to basic emotions in familiar situations (**VCPSCSE059**)
- Follow adult guidance to participate in group interactions (**VCPSCSE061**)
- Engage in social routines and shared activities with peers (**VCPSCSO063**)

Health and Physical Education

- Participate in play-based activities that explore emotions and movement (**VCHPEM022**)
- Follow simple instructions during group activities (**VCHPEM028**)

How the activity supports Level B:

Students recognise emotions linked to card suits, respond through simple sharing or actions, and begin listening to peers' experiences.

Level C

Personal and Social Capability

- Name and describe emotions experienced by themselves and others (**VCPSCSE066**)
- Express feelings through words, actions, or supported communication (**VCPSCSE068**)
- Follow social rules such as listening and turn-taking in group activities (**VCPSCSO071**)

Health and Physical Education

- Participate in games and activities that promote emotional awareness and cooperation (**VCHPEM037**)
- Work with others in shared spaces during structured activities (**VCHPEM040**)

How the activity supports Level C:

Students identify emotions, share personal examples in safe ways, and recognise shared feelings through respectful group responses.

Level D

Personal and Social Capability

- Identify and describe emotional responses in a range of situations (**VCPSCSE073**)
- Show empathy by recognising when others have similar feelings or experiences (**VCPSCSE074**)
- Respond respectfully to peers when listening and sharing in group discussions (**VCPSCSO078**)

Health and Physical Education

- Practise communication and cooperation skills during group activities (**VCHPEM050**)
- Participate in games that encourage emotional expression, listening, and inclusion (**VCHPEM051**)

How the activity supports Level D:

Students confidently name emotions, share or act out personal experiences, and demonstrate empathy by acknowledging shared feelings among peers.

Foundation (F)

Personal and Social Capability

- Identify and name basic emotions in themselves and others (**VCPSCSE015**)

- Share simple personal information and experiences in a supportive group (**VCPSCSE016**)
- Participate in group activities by listening, taking turns, and responding respectfully (**VCPSCSO017**)

Health and Physical Education

- Express emotions through movement, actions, or simple words (**VCHPEP011**)
- Participate in activities that support emotional awareness and social connection (**VCHPEP012**)

How the activity supports Foundation:

Students recognise emotions linked to card suits, share simple feelings through words or actions, and notice when others feel the same.

Level 1

Personal and Social Capability

- Describe emotions and feelings experienced in everyday situations (**VCPSCSE019**)
- Share personal experiences and listen respectfully to others (**VCPSCSE020**)
- Participate cooperatively in group discussions and activities (**VCPSCSO021**)

Health and Physical Education

- Express emotions and personal responses during play-based activities (**VCHPEP015**)
- Practise behaviours that support positive relationships and emotional well-being (**VCHPEP016**)

How the activity supports Level 1:

Students explain how they felt in familiar situations, listen to peers' stories, and begin recognising shared emotional experiences.

Level 2

Personal and Social Capability

- Identify and describe emotions and personal responses to different situations (**VCPSCSE023**)
- Recognise similarities in experiences and feelings between themselves and others (**VCPSCSE024**)
- Work collaboratively by listening, responding, and showing respect during group activities (**VCPSCSO025**)

Health and Physical Education

- Recognise and describe how emotions influence behaviour and interactions (**VCHPEP019**)
- Participate in activities that promote empathy, cooperation, and emotional awareness (**VCHPEP020**)

How the activity supports Level 2:

Students reflect on emotional experiences, recognise when others feel the same, and practise empathy through shared discussion.

Level 3

Personal and Social Capability

- Identify and describe emotional responses and explain why people may feel different ways (**VCPSCSE028**)
- Demonstrate empathy by acknowledging others' feelings and perspectives (**VCPSCSE029**)
- Participate respectfully in group discussions by listening, responding, and supporting peers (**VCPSCSO031**)

Health and Physical Education

- Describe how emotions influence relationships and social interactions (**VCHPEP024**)
- Practise strategies that support positive relationships, empathy, and emotional well-being (**VCHPEP025**)

How the activity supports Level 3:

Students thoughtfully connect emotions to experiences, show empathy for peers, and understand how shared feelings strengthen relationships.

Week Sixteen

Play

Legs 11

Level A

Personal and Social Capability

- Respond to shared group activities and show enjoyment through actions or expressions (**VCPSCSE052**)
- Attend to others and participate in familiar social routines (**VCPSCSE053**)
- Engage in simple cooperative interactions with adult support (**VCPSCSO057**)

Health and Physical Education

- Participate in play-based activities that involve movement and social interaction (**VCHPEP007**)
- Use body parts (hands, fingers, arms) to respond during guided activities (**VCHPEM008**)

How the activity supports Level A:

Students engage through imitation, finger showing, and shared celebration, building enjoyment, connection, and awareness of others in a supported group setting.

Level B

Personal and Social Capability

- Participate in group activities and respond to others using actions or gestures (**VCPSCSE059**)
- Follow simple instructions to join in cooperative play (**VCPSCSE061**)

- Demonstrate emerging turn-taking and shared attention (**VCPSCSO063**)

Health and Physical Education

- Practise basic movement and hand actions during group play (**VCHPEM022**)
- Follow basic rules during physical and social activities (**VCHPEM028**)

How the activity supports Level B:

Students show fingers, join group celebrations, and follow simple game routines, developing cooperation and confidence in group participation.

Level C

Personal and Social Capability

- Participate intentionally in group activities following agreed routines (**VCPSCSE068**)
- Follow social rules such as turn-taking and non-verbal cooperation (**VCPSCSO071**)
- Work with peers to achieve a shared goal (**VCPSCSO070**)

Health and Physical Education

- Use coordinated hand and body movements during games (**VCHPEM036**)
- Participate in games with simple rules and shared objectives (**VCHPEM037**)
- Work cooperatively with others in physical activities (**VCHPEM040**)

How the activity supports Level C:

Students collaborate non-verbally, respond quickly, and experience shared success through coordinated actions and joyful celebration.

Level D

Personal and Social Capability

- Demonstrate cooperation and teamwork during group problem-solving tasks (**VCPSCSE074**)
- Respond positively and respectfully to peers during group challenges (**VCPSCSO078**)
- Reflect on how teamwork and communication contribute to success (**VCPSCSO079**)

Health and Physical Education

- Participate in games requiring quick decision-making and coordination (**VCHPEM050**)
- Apply rules and strategies during movement-based games (**VCHPEM051**)
- Demonstrate safe and inclusive participation in energetic activities (**VCHPEM056**)

How the activity supports Level D:

Students engage in fast-paced collaboration, reflect on non-verbal strategies, and build positive group energy through shared achievement.

Foundation (F)

Personal and Social Capability

- Participate in group activities by watching, copying, and joining in (**VCPSCSE015**)
- Show enjoyment and confidence when interacting with peers (**VCPSCSE016**)
- Follow simple rules and routines during group play (**VCPSCSO017**)

Health and Physical Education

- Participate in physical activities that involve hand actions and body awareness (**VCHPEP012**)

- Follow simple cues and instructions during active games (**VCHPEP011**)

How the activity supports Foundation:

Students practise showing fingers, joining celebrations, and experiencing joy through shared group play and simple non-verbal cooperation.

Level 1

Personal and Social Capability

- Participate cooperatively in group activities and games (**VCPSCSO022**)
- Demonstrate turn-taking and awareness of others during shared tasks (**VCPSCSO021**)
- Express enjoyment and confidence when working with peers (**VCPSCSE019**)

Health and Physical Education

- Perform movement and hand actions in response to game cues (**VCHPEP015**)
- Participate in games that promote physical activity and positive social interaction (**VCHPEP016**)

How the activity supports Level 1:

Students work in small groups, follow rules, make quick decisions, and celebrate success together in a playful environment.

Level 2

Personal and Social Capability

- Work collaboratively with peers to achieve shared goals (**VCPSCSO025**)
- Recognise how cooperation and teamwork support success in group tasks (**VCPSCSE024**)
- Demonstrate confidence and engagement in social play situations (**VCPSCSE023**)

Health and Physical Education

- Practise coordination and control during movement-based games (**VCHPEP020**)
- Follow rules and demonstrate safe behaviour in physical activities (**VCHPEP019**)

How the activity supports Level 2:

Students engage in non-verbal teamwork, practise quick thinking, and understand how cooperation contributes to shared success.

Level 3

Personal and Social Capability

- Demonstrate teamwork, cooperation, and respect during group challenges (**VCPSCSO031**)
- Identify personal behaviours that contribute to positive group outcomes (**VCPSCSE028**)
- Explain how working together supports connection and enjoyment (**VCPSCSE029**)

Health and Physical Education

- Apply movement skills and strategies in fast-paced games (**VCHPEP025**)
- Participate in physical activities that promote fitness, enjoyment, and teamwork (**VCHPEP024**)

How the activity supports Level 3:

Students reflect on collaboration and strategy, practise non-verbal communication, and contribute to a positive, energetic group atmosphere.

Witten

Proud Star Wall

Level A

Personal and Social Capability

- React positively to shared experiences and show enjoyment when achievements are acknowledged (**VCPSCSE052**)
- Attend to familiar people and activities during group celebrations (**VCPSCSE053**)
- Participate in familiar social routines with adult support (**VCPSCSO057**)

Health and Physical Education

- Respond to positive feedback and social interactions during class activities (**VCHPEP004**)
- Participate in activities that promote a sense of belonging and well-being (**VCHPEP007**)

How the activity supports Level A:

Students respond to praise, observe peers sharing achievements, and engage with the Proud Star Wall through supported participation and celebration.

Level B

Personal and Social Capability

- Identify positive feelings connected to success and achievement (**VCPSCSE059**)
- Participate in group routines by following teacher guidance (**VCPSCSE061**)
- Engage in shared activities and respond to others' contributions (**VCPSCSO063**)

Health and Physical Education

- Participate in activities that support confidence and positive self-feelings (**VCHPEM022**)
- Follow simple instructions during reflective and sharing activities (**VCHPEM028**)

How the activity supports Level B:

Students share or represent proud moments using drawings or gestures and begin recognising achievements in themselves and others.

Level C

Personal and Social Capability

- Describe personal achievements and explain why they are meaningful (**VCPSCSE066**)
- Express feelings of pride and confidence through words, drawings, or symbols (**VCPSCSE068**)
- Follow social rules such as listening and turn-taking during group sharing (**VCPSCSO071**)

Health and Physical Education

- Participate in activities that support emotional awareness and positive self-concept (**VCHPEM037**)
- Work cooperatively with others during structured group activities (**VCHPEM040**)

How the activity supports Level C:

Students independently reflect on achievements, share proud moments, and listen respectfully to peers in a supportive group environment.

Level D

Personal and Social Capability

- Identify personal strengths and achievements that contribute to self-esteem **(VCPSCSE073)**
- Describe how celebrating achievements supports confidence and belonging **(VCPSCSE074)**
- Respond respectfully and empathetically to peers when they share achievements **(VCPSCSO078)**
- Demonstrate understanding that encouragement strengthens relationships **(VCPSCSO079)**

Health and Physical Education

- Practise communication and reflection skills that support emotional well-being **(VCHPEM050)**
- Participate in activities that build positive classroom culture and connection **(VCHPEM051)**

How the activity supports Level D:

Students thoughtfully reflect on achievements, explain their importance, and actively celebrate the successes of others, strengthening community and self-worth.

Foundation (F)

Personal and Social Capability

- Share personal information about achievements or things they are proud of **(VCPSCSE015)**
- Show enjoyment and confidence when their ideas or achievements are acknowledged **(VCPSCSE016)**
- Participate in group activities by listening, taking turns, and responding respectfully **(VCPSCSO017)**

Health and Physical Education

- Express feelings such as pride and happiness through words, drawings, or actions **(VCHPEP011)**
- Participate in activities that promote emotional well-being and a sense of belonging **(VCHPEP012)**

How the activity supports Foundation:

Students identify simple proud moments, share them in safe ways, and begin recognising achievements in themselves and others.

Level 1

Personal and Social Capability

- Describe personal achievements, strengths, or positive actions **(VCPSCSE019)**
- Participate cooperatively in group sharing activities **(VCPSCSO021)**

- Listen to others and respond appropriately when peers share achievements (VCPSCSO022)

Health and Physical Education

- Express emotions and personal responses during reflective activities (VCHPEP015)
- Practise behaviours that support confidence and positive relationships (VCHPEP016)

How the activity supports Level 1:

Students explain why they feel proud, listen to peers' successes, and build confidence through shared celebration.

Level 2

Personal and Social Capability

- Identify personal strengths and achievements (VCPSCSE023)
- Describe how recognising achievements helps build confidence and belonging (VCPSCSE024)
- Work collaboratively by listening, encouraging, and celebrating peers (VCPSCSO025)

Health and Physical Education

- Recognise and describe emotions linked to success and effort (VCHPEP019)
- Participate in activities that promote emotional well-being and positive self-image (VCHPEP020)

How the activity supports Level 2:

Students reflect on achievements, understand the value of celebrating effort, and strengthen empathy and connection within the group.

Level 3

Personal and Social Capability

- Identify and explain personal achievements, strengths, and progress (VCPSCSE028)
- Demonstrate empathy and encouragement when acknowledging others' successes (VCPSCSO031)
- Explain how celebrating achievements contributes to positive relationships and community (VCPSCSE029)

Health and Physical Education

- Describe how recognising effort and success supports mental health and well-being (VCHPEP024)
- Practise strategies that build confidence, resilience, and a sense of belonging (VCHPEP025)

How the activity supports Level 3:

Students thoughtfully explain proud moments, connect achievement to confidence and resilience, and contribute to a positive classroom culture.

Exercise

Head Butt Tag

Level A

Personal and Social Capability

- React to shared play experiences and show enjoyment through movement and actions (**VCPSCSE052**)
- Attend to others and respond during familiar group activities (**VCPSCSE053**)
- Participate in simple cooperative routines with adult support (**VCPSCSO057**)

Health and Physical Education

- Participate in play-based movement activities in a shared space (**VCHPEP007**)
- Use basic movement actions such as walking, reaching, and turning (**VCHPEM008**)

How the activity supports Level A:

Students engage in supported movement, observe others, and experience enjoyment and connection through simple chasing and switching actions.

Level B

Personal and Social Capability

- Participate in group play activities and respond to peers through actions and gestures (**VCPSCSE059**)
- Follow teacher direction and simple game routines (**VCPSCSE061**)
- Engage in shared activities by joining, stopping, and restarting play (**VCPSCSO063**)

Health and Physical Education

- Practise basic locomotor movements in group games (**VCHPEM022**)
- Follow simple rules during physical play (**VCHPEM028**)

How the activity supports Level B:

Students move safely in space, respond when tagged, and practise joining and rejoining group play with increasing independence.

Level C

Personal and Social Capability

- Follow social rules such as safe play, turn-taking, and responding to game cues (**VCPSCSO071**)
- Work with peers to achieve shared goals during group activities (**VCPSCSO070**)
- Participate intentionally in physical and social routines (**VCPSCSE068**)

Health and Physical Education

- Practise agility and coordination when changing direction and speed (**VCHPEM036**)
- Participate in games with simple rules in shared spaces (**VCHPEM037**)
- Work cooperatively with others during physical activities (**VCHPEM040**)

How the activity supports Level C:

Students demonstrate controlled movement, switch teams appropriately, and cooperate with peers while following safety rules.

Level D

Personal and Social Capability

- Demonstrate cooperation, teamwork, and respect during competitive and non-competitive games (**VCPSCSE074**)

- Respond appropriately to peers during shared challenges and changing group roles (**VCPSCSO078**)
- Explain how teamwork and safe behaviour support positive play experiences (**VCPSCSO079**)

Health and Physical Education

- Apply movement skills and strategies to avoid others and tag safely (**VCHPEM050**)
- Participate in games requiring quick decision-making and adaptability (**VCHPEM051**)
- Follow safety rules and demonstrate responsible behaviour during physical activity (**VCHPEM056**)

How the activity supports Level D:

Students move strategically, cooperate with teammates, adapt to changing roles, and reflect on safety, teamwork, and fair play.

Foundation (F)

Personal and Social Capability

- Participate in group play by following simple rules and taking part in shared activities (**VCPSCSE015**)
- Show enjoyment and confidence when interacting with peers during play (**VCPSCSE016**)
- Follow simple instructions and routines in group games (**VCPSCSO017**)

Health and Physical Education

- Practise moving safely in shared spaces during active play (**VCHPEP011**)
- Participate in physical activities that develop movement skills and enjoyment (**VCHPEP012**)

How the activity supports Foundation:

Students practise safe movement, follow basic tagging rules, and enjoy being part of a team-based game.

Level 1

Personal and Social Capability

- Participate cooperatively in group games and follow agreed rules (**VCPSCSO021**)
- Demonstrate awareness of others and adjust behaviour to play safely (**VCPSCSE019**)
- Take turns and respond appropriately when game roles change (**VCPSCSO022**)

Health and Physical Education

- Perform basic locomotor movements such as running, stopping, and changing direction (**VCHPEP015**)
- Participate in games that develop coordination and teamwork (**VCHPEP016**)

How the activity supports Level 1:

Students move with control, switch teams when tagged, and begin working strategically with teammates.

Level 2

Personal and Social Capability

- Work collaboratively with peers to achieve shared goals (**VCPSCSO025**)
- Recognise how cooperation and safe play support positive group experiences (**VCPSCSE024**)
- Demonstrate confidence and engagement in physical play situations (**VCPSCSE023**)

Health and Physical Education

- Practise agility and coordination during dynamic movement activities (**VCHPEP020**)
- Follow rules and demonstrate safe behaviour in physical activities (**VCHPEP019**)

How the activity supports Level 2:

Students develop agility, make quick decisions, and understand the importance of teamwork and safety.

Level 3

Personal and Social Capability

- Demonstrate teamwork, cooperation, and respect during group challenges (**VCPSCSO031**)
- Identify personal behaviours that contribute to safe and fair play (**VCPSCSE028**)
- Explain how working together and following rules supports enjoyable play (**VCPSCSE029**)

Health and Physical Education

- Apply movement skills and strategies to avoid others and tag safely (**VCHPEP025**)
- Participate in physical activities that promote fitness, teamwork, and enjoyment (**VCHPEP024**)

How the activity supports Level 3:

Students reflect on teamwork and safety, adapt strategies during play, and contribute to a positive, inclusive game environment.

Gratitude

Well-being Skittles

Level A

Personal and Social Capability

- React positively to shared social experiences and stories of kindness (**VCPSCSE052**)
- Attend to familiar people during group discussions and celebrations (**VCPSCSE053**)
- Participate in simple social routines with adult support (**VCPSCSO057**)

Health and Physical Education

- Respond to positive social interactions that promote well-being (**VCHPEP004**)
- Participate in activities that support belonging and enjoyment (**VCHPEP007**)

How the activity supports Level A:

Students observe kindness stories, respond with gestures or expressions, and experience positive group connection through shared discussion and celebration.

Level B

Personal and Social Capability

- Identify positive feelings associated with kindness and helping (**VCPSCSE059**)
- Follow teacher guidance to participate in group sharing activities (**VCPSCSE061**)
- Engage in shared routines by listening and responding to others (**VCPSCSO063**)

Health and Physical Education

- Participate in activities that support confidence and emotional well-being (**VCHPEM022**)
- Follow simple instructions during reflective group activities (**VCHPEM028**)

How the activity supports Level B:

Students share or indicate simple kindness experiences using words, drawings, or gestures and begin understanding the positive impact of kind actions.

Level C

Personal and Social Capability

- Describe feelings and experiences related to kindness and helping others (**VCPSCSE066**)
- Express personal reflections using words, drawings, or symbols (**VCPSCSE068**)
- Follow social rules such as turn-taking and respectful listening during group discussions (**VCPSCSO071**)

Health and Physical Education

- Participate in activities that promote emotional awareness and empathy (**VCHPEM037**)
- Work cooperatively with others during structured group reflection (**VCHPEM040**)

How the activity supports Level C:

Students independently share kindness stories, listen to peers, and begin planning future kind actions.

Level D

Personal and Social Capability

- Identify and explain acts of kindness and their impact on others (**VCPSCSE073**)
- Demonstrate empathy by recognising and responding to others' experiences (**VCPSCSE074**)
- Participate respectfully in group discussions by listening and encouraging peers (**VCPSCSO078**)
- Describe how kindness contributes to positive relationships and community (**VCPSCSO079**)

Health and Physical Education

- Practise reflection and communication skills that support emotional well-being (**VCHPEM050**)
- Participate in activities that promote positive social behaviours and connection (**VCHPEM051**)

How the activity supports Level D:

Students thoughtfully reflect on kindness, explain its importance, and commit to future positive actions that support well-being and community.

Foundation (F)

Personal and Social Capability

- Share simple experiences and ideas about kindness and helping others (**VCPSCSE015**)
- Show enjoyment and confidence when participating in group discussions (**VCPSCSE016**)
- Listen and respond during shared classroom activities (**VCPSCSO017**)

Health and Physical Education

- Express feelings such as happiness, care, or pride through words, drawings, or actions (**VCHPEP011**)
- Participate in activities that promote emotional well-being and belonging (**VCHPEP012**)

How the activity supports Foundation:

Students share simple kindness experiences linked to colours, listen to peers, and begin understanding how kind actions make people feel.

Level 1

Personal and Social Capability

- Describe personal experiences of kindness and helping others (**VCPSCSE019**)
- Participate cooperatively in group reflection and sharing activities (**VCPSCSO021**)
- Listen to others and respond appropriately when peers share experiences (**VCPSCSO022**)

Health and Physical Education

- Express emotions and personal responses during reflective discussions (**VCHPEP015**)
- Practise behaviours that support caring relationships and positive interactions (**VCHPEP016**)

How the activity supports Level 1:

Students explain how kindness made them feel, listen to others' stories, and begin planning kind actions.

Level 2

Personal and Social Capability

- Identify and reflect on acts of kindness given, received, or observed (**VCPSCSE023**)
- Recognise how kindness and gratitude contribute to positive relationships (**VCPSCSE024**)
- Work collaboratively by listening, encouraging, and respecting peers (**VCPSCSO025**)

Health and Physical Education

- Recognise and describe emotions linked to kindness and gratitude (**VCHPEP019**)
- Participate in activities that promote empathy and emotional awareness (**VCHPEP020**)

How the activity supports Level 2:

Students reflect on kindness experiences, understand their impact, and practise empathy within a group discussion.

Level 3

Personal and Social Capability

- Identify and explain how acts of kindness affect individuals and groups (**VCPSCSE028**)
- Demonstrate empathy and respect when listening to others' experiences (**VCPSCSO031**)
- Explain how practising kindness supports well-being and a positive classroom culture (**VCPSCSE029**)

Health and Physical Education

- Describe how thoughts and actions influence emotions and relationships (**VCHPEP024**)
- Practise strategies that promote kindness, gratitude, and emotional well-being (**VCHPEP025**)

How the activity supports Level 3:

Students thoughtfully explain kindness experiences, connect kindness to well-being, and commit to future positive actions.

Week Seventeen

Play

Card Towers Together

Level A

Personal and Social Capability

- Respond to shared activities and show enjoyment when working with others (**VCPSCSE052**)
- Attend to familiar peers and adults during group tasks (**VCPSCSE053**)
- Participate in simple cooperative routines with adult support (**VCPSCSO057**)

Health and Physical Education

- Use hands and arms to explore objects and materials (**VCHPEM008**)
- Participate in play-based activities that support enjoyment and well-being (**VCHPEP007**)

How the activity supports Level A:

Students explore cards through supported fine-motor actions, observe peers, and experience positive group interaction during a shared building task.

Level B

Personal and Social Capability

- Participate in group activities and respond to others' actions and encouragement (**VCPSCSE059**)
- Follow adult guidance during shared tasks and routines (**VCPSCSE061**)

- Engage in cooperative play and shared problem-solving (**VCPSCSO063**)

Health and Physical Education

- Practise basic hand–eye coordination through manipulation of objects (**VCHPEM022**)
- Follow simple instructions during structured play activities (**VCHPEM028**)

How the activity supports Level B:

Students place cards with increasing control, experience simple problem-solving, and begin responding positively when challenges occur.

Level C

Personal and Social Capability

- Participate intentionally in group tasks and follow agreed routines (**VCPSCSE068**)
- Work with peers to achieve a shared goal (**VCPSCSO070**)
- Follow social rules such as turn-taking, encouragement, and respectful communication (**VCPSCSO071**)

Health and Physical Education

- Use coordinated hand movements to manipulate objects during tasks (**VCHPEM036**)
- Participate in cooperative activities that require persistence and focus (**VCHPEM037**)
- Work with others in shared physical tasks (**VCHPEM040**)

How the activity supports Level C:

Students collaborate to build a tower, practise persistence when it falls, and engage in group reflection about teamwork and effort.

Level D

Personal and Social Capability

- Identify personal strengths and behaviours that support teamwork and cooperation (**VCPSCSE073**)
- Demonstrate resilience by persisting with tasks after setbacks (**VCPSCSE074**)
- Respond respectfully and supportively to peers during shared challenges (**VCPSCSO078**)
- Explain how encouragement and cooperation improve group outcomes (**VCPSCSO079**)

Health and Physical Education

- Practise fine motor control and hand–eye coordination during structured challenges (**VCHPEM050**)
- Participate in activities requiring problem-solving and adaptation (**VCHPEM051**)

How the activity supports Level D:

Students reflect on emotions, resilience, and teamwork, explain strategies for persistence, and actively encourage peers during challenges.

Foundation (F)

Personal and Social Capability

- Participate in group activities by watching, copying, and joining in (**VCPSCSE015**)
- Show enjoyment and confidence when working with others (**VCPSCSE016**)
- Follow simple rules and routines during shared tasks (**VCPSCSO017**)

Health and Physical Education

- Use hands and fingers to explore and manipulate objects (**VCHPEP011**)
- Participate in activities that support coordination and enjoyment (**VCHPEP012**)

How the activity supports Foundation:

Students explore card stacking with support, experience shared success and setbacks, and begin developing persistence and teamwork.

Level 1

Personal and Social Capability

- Participate cooperatively in group tasks and challenges (**VCPSCSO022**)
- Demonstrate turn-taking, patience, and awareness of others (**VCPSCSO021**)
- Express enjoyment and confidence when contributing to group work (**VCPSCSE019**)

Health and Physical Education

- Practise hand-eye coordination during fine motor activities (**VCHPEP015**)
- Participate in cooperative activities that promote focus and persistence (**VCHPEP016**)

How the activity supports Level 1:

Students collaborate to build towers, respond positively when towers fall, and practise encouraging language with peers.

Level 2

Personal and Social Capability

- Work collaboratively with peers to achieve shared goals (**VCPSCSO025**)
- Recognise how cooperation and persistence support success (**VCPSCSE024**)
- Demonstrate confidence and engagement in group challenges (**VCPSCSE023**)

Health and Physical Education

- Practise coordination and control during object-manipulation tasks (**VCHPEP020**)
- Follow rules and demonstrate safe behaviour during activities (**VCHPEP019**)

How the activity supports Level 2:

Students problem-solve together, practise resilience, and understand the value of teamwork and encouragement.

Level 3

Personal and Social Capability

- Demonstrate teamwork, cooperation, and respect during shared challenges (**VCPSCSO031**)
- Identify personal behaviours that contribute to group success (**VCPSCSE028**)
- Explain how persistence and encouragement support positive outcomes (**VCPSCSE029**)

Health and Physical Education

- Apply fine motor skills and problem-solving strategies in structured tasks (**VCHPEP025**)
- Participate in activities that promote focus, resilience, and enjoyment (**VCHPEP024**)

How the activity supports Level 3:

Students reflect on emotions, teamwork, and persistence, linking their behaviour to successful collaboration.

Written

One Wish for the World

Level A

Personal and Social Capability

- React to people, stories, and shared ideas during group discussions (**VCPSCSE052**)
- Show interest or engagement when familiar adults or peers share ideas (**VCPSCSE053**)
- Participate in simple social routines with adult support (**VCPSCSO057**)

Health and Physical Education

- Respond to activities that promote feelings of care, belonging, and well-being (**VCHPEP004**)
- Participate in experiences that encourage connection and enjoyment (**VCHPEP007**)

How the activity supports Level A:

Students respond to the idea of wishes through listening, gestures, drawings, or simple choices, building early awareness of caring for others and the world.

Level B

Personal and Social Capability

- Identify and respond to positive ideas and feelings related to helping and kindness (**VCPSCSE059**)
- Follow adult guidance to participate in reflective group activities (**VCPSCSE061**)
- Engage in shared routines by listening and responding to others (**VCPSCSO063**)

Health and Physical Education

- Participate in activities that support emotional well-being and positive social behaviour (**VCHPEM022**)
- Follow simple instructions during reflective and sharing activities (**VCHPEM028**)

How the activity supports Level B:

Students share simple wishes using words, drawings, or symbols and begin identifying basic actions they can take to help others.

Level C

Personal and Social Capability

- Describe personal ideas, feelings, and preferences related to kindness and care (**VCPSCSE066**)
- Express reflections through words, drawings, or symbols (**VCPSCSE068**)
- Follow social rules such as turn-taking and respectful listening during group sharing (**VCPSCSO071**)

Health and Physical Education

- Participate in activities that encourage empathy and emotional awareness (**VCHPEM037**)

- Work cooperatively with others during structured reflection and discussion (VCHPEM040)

How the activity supports Level C:

Students independently share a wish for the world, explain why it matters, and begin identifying personal actions that support positive change.

Level D

Personal and Social Capability

- Identify personal values and explain why certain issues matter to them (VCPSCSE073)
- Describe how individual actions can positively impact others and the community (VCPSCSE074)
- Demonstrate empathy by listening and responding respectfully to peers' ideas (VCPSCSO078)
- Explain how shared goals and actions strengthen relationships and belonging (VCPSCSO079)

Health and Physical Education

- Practise reflection and communication skills that support emotional and social well-being (VCHPEM050)
- Participate in activities that encourage positive social responsibility and care for others (VCHPEM051)

How the activity supports Level D:

Students thoughtfully explain their wishes, connect them to values, and identify realistic actions they can take to contribute to a better world.

Foundation (F)

Personal and Social Capability

- Share simple ideas and preferences about what is important to them (VCPSCSE015)
- Show enjoyment and confidence when expressing ideas through drawing or talking (VCPSCSE016)
- Participate in group discussions by listening and responding to others (VCPSCSO017)

Health and Physical Education

- Express feelings and ideas using words, drawings, or actions (VCHPEP011)
- Participate in activities that promote care, kindness, and a sense of belonging (VCHPEP012)

How the activity supports Foundation:

Students share a simple wish for the world, begin connecting kindness to feelings, and explore how small actions can help others.

Level 1

Personal and Social Capability

- Describe personal ideas and values related to kindness and helping others (VCPSCSE019)
- Listen and respond respectfully when others share their ideas (VCPSCSO021)
- Participate cooperatively in shared reflection activities (VCPSCSO022)

Health and Physical Education

- Express emotions and personal responses during reflective discussions (**VCHPEP015**)
- Practise behaviours that support caring relationships and positive interactions (**VCHPEP016**)

How the activity supports Level 1:

Students explain why their wish matters to them and begin identifying kind actions they can take in everyday life.

Level 2

Personal and Social Capability

- Identify personal values and explain what matters to them and others (**VCPSCSE023**)
- Recognise how kindness and care contribute to positive relationships and communities (**VCPSCSE024**)
- Work collaboratively by listening, sharing, and respecting different ideas (**VCPSCSO025**)

Health and Physical Education

- Recognise and describe emotions linked to empathy, care, and helping (**VCHPEP019**)
- Participate in activities that promote empathy and emotional awareness (**VCHPEP020**)

How the activity supports Level 2:

Students connect wishes to values, recognise shared hopes for the world, and understand how small actions can create positive change.

Level 3

Personal and Social Capability

- Identify and explain personal values and beliefs and how they influence choices (**VCPSCSE028**)
- Demonstrate empathy and respect when listening to others' perspectives (**VCPSCSO031**)
- Explain how individual actions can contribute to positive change in the community (**VCPSCSE029**)

Health and Physical Education

- Describe how thoughts, values, and actions influence emotions and relationships (**VCHPEP024**)
- Practise strategies that promote kindness, responsibility, and emotional well-being (**VCHPEP025**)

How the activity supports Level 3:

Students thoughtfully reflect on global and community issues, link values to action, and commit to realistic steps they can take to improve the world around them.

Exercise

Mingle Mingle Mingle

Level A

Personal and Social Capability

- React to familiar people and group activities with interest and enjoyment (**VCPSCSE052**)
- Attend to others during shared routines such as movement and stopping on cue (**VCPSCSE053**)
- Participate in simple social routines with adult support (**VCPSCSO057**)

Health and Physical Education

- Participate in play-based movement activities in shared spaces (**VCHPEP007**)
- Use basic movements such as walking, stopping, and turning (**VCHPEM008**)

How the activity supports Level A:

Students move with peers, respond to stop/start cues, and observe others forming groups, building early social awareness and enjoyment of shared play.

Level B

Personal and Social Capability

- Participate in group activities and respond to peers using actions or simple communication (**VCPSCSE059**)
- Follow adult instructions during shared social games (**VCPSCSE061**)
- Engage in familiar group routines by joining, stopping, and regrouping (**VCPSCSO063**)

Health and Physical Education

- Practise basic movement skills during group play (**VCHPEM022**)
- Follow simple rules and cues in physical activities (**VCHPEM028**)

How the activity supports Level B:

Students move safely, respond to categories with support, and begin identifying similarities with peers through simple choices or signals.

Level C

Personal and Social Capability

- Share personal preferences and interests with peers (**VCPSCSE066**)
- Participate intentionally in group activities and routines (**VCPSCSE068**)
- Follow social rules such as listening, turn-taking, and respectful responding (**VCPSCSO071**)
- Work with peers to form groups based on shared ideas (**VCPSCSO070**)

Health and Physical Education

- Participate in games that require moving, stopping, and changing direction (**VCHPEM036**)
- Engage in group games with simple rules in shared spaces (**VCHPEM037**)
- Work cooperatively with others during physical activities (**VCHPEM040**)

How the activity supports Level C:

Students independently share preferences, find common ground with peers, and practise respectful listening and cooperation.

Level D

Personal and Social Capability

- Identify similarities and differences between themselves and others (**VCPSCSE073**)
- Demonstrate confidence and respect when sharing personal ideas (**VCPSCSE074**)
- Respond positively and respectfully to peers with different perspectives (**VCPSCSO078**)
- Explain how recognising similarities and differences strengthens group belonging (**VCPSCSO079**)

Health and Physical Education

- Participate in games requiring quick responses and spatial awareness (**VCHPEM050**)
- Apply social and movement strategies to participate safely and cooperatively (**VCHPEM051**)
- Demonstrate safe behaviour and awareness of others in dynamic activities (**VCHPEM056**)

How the activity supports Level D:

Students confidently share interests, recognise diversity within the group, move strategically, and reflect on inclusion, respect, and belonging.

Foundation (F)

Personal and Social Capability

- Share simple personal preferences and ideas with peers (**VCPSCSE015**)
- Show enjoyment and confidence when interacting with others in group activities (**VCPSCSE016**)
- Participate in group routines by listening, responding, and following cues (**VCPSCSO017**)

Health and Physical Education

- Move safely in shared spaces during play-based activities (**VCHPEP011**)
- Participate in physical activities that promote connection and enjoyment (**VCHPEP012**)

How the activity supports Foundation:

Students practise moving, stopping on cue, sharing simple likes, and noticing when others share the same or different preferences.

Level 1

Personal and Social Capability

- Describe personal interests and preferences when interacting with others (**VCPSCSE019**)
- Listen and respond respectfully during group discussions and games (**VCPSCSO021**)
- Participate cooperatively in shared activities (**VCPSCSO022**)

Health and Physical Education

- Perform basic locomotor movements safely during games (**VCHPEP015**)
- Participate in activities that develop coordination, cooperation, and enjoyment (**VCHPEP016**)

How the activity supports Level 1:

Students confidently share information, move safely, and begin recognising similarities and differences among peers.

Level 2

Personal and Social Capability

- Identify similarities and differences between themselves and others (**VCPSCSE023**)
- Work collaboratively by listening, sharing, and respecting different ideas (**VCPSCSO025**)
- Describe how shared interests can help build friendships (**VCPSCSE024**)

Health and Physical Education

- Practise movement skills that require stopping, starting, and changing direction (**VCHPEP020**)
- Follow rules and demonstrate safe behaviours in physical activities (**VCHPEP019**)

How the activity supports Level 2:

Students actively seek common ground, respect differences, and understand how listening and inclusion strengthen relationships.

Level 3

Personal and Social Capability

- Identify and explain similarities and differences in interests, values, and preferences (**VCPSCSE028**)
- Demonstrate empathy and respect when others share different ideas (**VCPSCSO031**)
- Explain how recognising individuality supports belonging and inclusion (**VCPSCSE029**)

Health and Physical Education

- Apply movement skills and spatial awareness in dynamic group activities (**VCHPEP025**)
- Participate in physical activities that promote teamwork, inclusion, and enjoyment (**VCHPEP024**)

How the activity supports Level 3:

Students reflect on diversity, practise respectful communication, and understand how celebrating individuality strengthens community.

Gratitude

Tic Tac Toe Ten

Level A

Personal and Social Capability

- Participate in shared activities with peers and adults (**VCPSCSO001**)
- Respond to encouragement and celebrate participation and effort (**VCPSCSE001**)

Mathematics

- Engage with numbers through play and exploration (**VCMNA001**)
- Experience counting and number concepts using concrete materials (**VCMNA002**)

Health and Physical Education

- Participate in movement experiences that promote enjoyment and engagement (**VCHPEP001**)

How the activity supports Level A:

Students roll the dice, place numbers with support, join in simple movement, and respond to reflection through gestures, words, or visuals.

Level B

Personal and Social Capability

- Take turns and participate in simple games with others (**VCPSCSO004**)
- Express feelings or preferences in response to prompts (**VCPSCSE004**)

Mathematics

- Recognise small numbers and connect number symbols to quantities (**VCMNA005**)
- Explore simple addition through hands-on play (**VCMNA006**)

Health and Physical Education

- Participate in basic physical activities with increasing confidence (**VCHPEP004**)

How the activity supports Level B:

Students practise rolling dice, recognising numbers, placing them on a grid, and participating in simple exercises and supported reflections.

Level C

Personal and Social Capability

- Share thoughts, ideas, and simple reflections with peers (**VCPSCSE009**)
- Show cooperation and persistence when playing games with others (**VCPSCSO010**)
- Respond positively to encouragement and feedback (**VCPSCSE010**)

Mathematics

- Add small numbers together to solve practical problems (**VCMNA011**)
- Use strategies to explore number combinations and totals (**VCMNA012**)

Health and Physical Education

- Participate in fitness-based activities that develop strength and coordination (**VCHPEP009**)

How the activity supports Level C:

Students intentionally place numbers to make ten, engage in movement challenges, and answer structured gratitude or self-reflection questions.

Level D

Personal and Social Capability

- Reflect on personal strengths, achievements, and positive experiences (**VCPSCSE014**)
- Demonstrate respect, turn-taking, and encouragement during group activities (**VCPSCSO014**)
- Describe how kindness and gratitude impact themselves and others (**VCPSCSE013**)

Mathematics

- Apply addition strategies to make target numbers (e.g. ten) (**VCMNA017**)
- Use logical thinking and planning to solve mathematical challenges (**VCMNA018**)

Health and Physical Education

- Participate in physical activities that promote fitness, persistence, and enjoyment (**VCHPEP014**)

How the activity supports Level D:

Students strategically plan number placement, reflect thoughtfully on gratitude and future aspirations, and engage in fitness challenges with effort and resilience.

Foundation (F)

Personal and Social Capability

- Participate in play-based learning activities with peers (**VCPSCSE001**)
- Practise turn-taking and sharing in games (**VCPSCSO001**)
- Express enjoyment and confidence when engaging in learning (**VCPSCSE002**)

Mathematics

- Recognise numbers and connect number names to quantities (**VCMNA053**)
- Combine small groups of numbers through play and exploration (**VCMNA055**)

Health and Physical Education

- Participate in physical activities that develop movement confidence and enjoyment (**VCHPEP025**)

Foundation focus:

Students roll the dice, recognise numbers, place them with support, join in simple movement, and respond to reflection using words, drawings, or gestures.

Level 1

Personal and Social Capability

- Interact with others respectfully in group games (**VCPSCSO004**)
- Identify positive personal qualities and achievements (**VCPSCSE004**)

Mathematics

- Use numbers to model and solve simple addition problems (**VCMNA067**)
- Explore number combinations and totals through hands-on activities (**VCMNA068**)

Health and Physical Education

- Participate in structured movement activities and follow simple rules (**VCHPEP045**)

Level 1 focus:

Students begin intentionally placing numbers, practise simple addition to reach ten, complete basic exercises, and share short positive reflections.

Level 2

Personal and Social Capability

- Share ideas, feelings, and reflections during group activities (**VCPSCSE008**)
- Demonstrate cooperation and encouragement when working with others (**VCPSCSO008**)

Mathematics

- Add and subtract numbers to solve practical problems (**VCMNA083**)
- Apply mental and written strategies to explore number combinations (**VCMNA084**)

Health and Physical Education

- Engage in physical activities that develop strength, coordination, and persistence (**VCHPEP066**)

Level 2 focus:

Students apply basic strategies to make ten, reflect verbally on gratitude or strengths, and complete fitness challenges with increased independence.

Level 3

Personal and Social Capability

- Reflect on personal strengths, achievements, and goals (**VCPSCSE012**)
- Demonstrate respectful communication and teamwork in group settings (**VCPSCSO012**)
- Recognise how gratitude and kindness influence well-being (**VCPSCSE013**)

Mathematics

- Use addition strategies to solve problems involving target numbers (**VCMNA104**)
- Apply logical thinking and planning when solving number-based challenges (**VCMNA105**)

Health and Physical Education

- Participate in physical activities that promote fitness, resilience, and enjoyment (**VCHPEP094**)

Level 3 focus:

Students strategically plan number placement, justify decisions, complete fitness tasks confidently, and engage in deeper gratitude and future-focused reflection.

Week Eighteen

Play

Higher or Lower

Level A

Personal and Social Capability

- Engage in shared play experiences with familiar adults and peers (**VCPSCSO001**)
- Respond to group routines and celebrations through actions or expressions (**VCPSCSE001**)

Critical and Creative Thinking

- Respond to simple choices and predictions with support (**VCCCTQ001**)

Mathematics

- Experience comparison language such as *more* and *less* through play (**VCMNA001**)

Health and Physical Education

- Participate in movement-based play that supports enjoyment and engagement (**VCHPEP001**)

Level A focus:

Students join group predictions using gestures (pointing, thumbs up/down), respond to outcomes, and experience shared success and fun.

Level B

Personal and Social Capability

- Participate in cooperative group activities with guidance (**VCPSCSO002**)
- Show enjoyment and engagement during shared play (**VCPSCSE002**)

Critical and Creative Thinking

- Make simple predictions using visual or physical cues (**VCCCTQ002**)

Mathematics

- Recognise differences in quantities and values through concrete materials (**VCMNA007**)

Health and Physical Education

- Engage in movement activities with others, following simple instructions (**VCHPEP011**)

Level B focus:

Students begin predicting *higher or lower* with support, celebrate outcomes as a group, and practise responding positively when outcomes change.

Level C

Personal and Social Capability

- Cooperate with peers in structured group activities (**VCPSCSO003**)
- Demonstrate positive responses to success and mistakes (**VCPSCSE003**)

Critical and Creative Thinking

- Make predictions based on prior information (**VCCCTQ003**)

Mathematics

- Compare numbers and identify whether values are higher or lower (**VCMNA018**)

Health and Physical Education

- Participate in group movement activities that build confidence and enjoyment (**VCHPEP021**)

Level C focus:

Students actively contribute to group predictions, begin using comparison language, and practise resilience by responding positively to incorrect predictions.

Level D

Personal and Social Capability

- Contribute ideas and decisions in group problem-solving activities (**VCPSCSO004**)
- Manage emotions when outcomes are unexpected and continue participating (**VCPSCSE004**)

Critical and Creative Thinking

- Use simple reasoning to justify predictions (**VCCCTQ004**)

Mathematics

- Compare and order numbers using understanding of value (**VCMNA027**)

Health and Physical Education

- Engage in cooperative movement games that promote teamwork and persistence (VCHPEP031)

Level D focus:

Students explain predictions verbally or non-verbally, support peers, and reflect on teamwork, mistakes, and shared success.

Foundation (F)

Personal and Social Capability

- Participate in group games, taking turns and sharing decisions (VCPSCSO001)
- Express enjoyment and respond positively to group outcomes (VCPSCSE001)

Critical and Creative Thinking

- Make simple predictions using visual and verbal cues (VCCCTQ001)

Mathematics

- Compare numbers and describe them as *higher* or *lower* through play (VCMNA001)

Health and Physical Education

- Participate in movement activities that promote fun and inclusion (VCHPEP001)

Foundation focus:

Students predict *higher* or *lower* using gestures or words, join celebrations, and experience safe risk-taking in a playful group setting.

Level 1

Personal and Social Capability

- Work cooperatively with others during group decision-making activities (VCPSCSO002)
- Respond positively to both success and mistakes (VCPSCSE002)

Critical and Creative Thinking

- Make predictions based on simple reasoning (VCCCTQ002)

Mathematics

- Compare and order numbers using language such as *more*, *less*, *higher*, and *lower* (VCMNA018)

Health and Physical Education

- Engage in cooperative games that require listening and movement (VCHPEP021)

Level 1 focus:

Students confidently predict outcomes, practise turn-taking, and begin explaining their thinking in simple ways.

Level 2

Personal and Social Capability

- Contribute ideas in group activities and respect others' opinions (VCPSCSO003)
- Demonstrate persistence and positive behaviour when outcomes change (VCPSCSE003)

Critical and Creative Thinking

- Use prior knowledge to make and review predictions (VCCCTQ003)

Mathematics

- Compare numbers and explain reasoning using mathematical language (**VCMNA027**)

Health and Physical Education

- Participate in group games that promote teamwork and resilience (**VCHPEP031**)

Level 2 focus:

Students justify predictions, reflect on results, and respond constructively to incorrect guesses.

Level 3

Personal and Social Capability

- Collaborate effectively in group problem-solving tasks (**VCPSCSO004**)
- Manage emotions and demonstrate resilience during games and challenges (**VCPSCSE004**)

Critical and Creative Thinking

- Evaluate predictions and adjust thinking based on outcomes (**VCCCTQ004**)

Mathematics

- Compare and order numbers, explaining strategies and reasoning (**VCMNA037**)

Health and Physical Education

- Apply cooperation and fair play during physical activities (**VCHPEP041**)

Level 3 focus:

Students explain prediction strategies, reflect on group decision-making, and demonstrate resilience, teamwork, and sportsmanship.

Written

Get Excited

Level A

Personal and Social Capability

- Experience positive emotions when anticipating preferred activities or events (**VCPSCAL001**)
- Respond to familiar people sharing positive experiences (**VCPSCAS001**)

Critical and Creative Thinking

- Engage with supported thinking about future events through pictures, objects, or gestures (**VCCCTQ001**)

Health and Physical Education

- Recognise activities that contribute to feeling happy and calm (**VCHPEP001**)

Level A focus:

Students engage with the idea of *looking forward* to something enjoyable through supported communication (pictures, choices, gestures) and experience positive emotions linked to anticipation.

Level B

Personal and Social Capability

- Identify preferred future activities or events with support (**VCPSCAL002**)
- Share excitement using words, signs, symbols, or actions (**VCPSCAS002**)

Critical and Creative Thinking

- Make simple choices about future preferences (**VCCCTQ002**)

Health and Physical Education

- Recognise how positive anticipation supports emotional well-being (**VCHPEP002**)

Level B focus:

Students begin to communicate what they are excited about and notice how anticipating positive events supports emotional regulation and motivation.

Level C

Personal and Social Capability

- Identify and describe upcoming events or goals they are looking forward to (**VCPSCAL003**)
- Share thoughts and feelings with peers in structured reflection activities (**VCPSCAS003**)

Critical and Creative Thinking

- Generate ideas about future goals and experiences (**VCCCTQ003**)

Health and Physical Education

- Recognise strategies that support positive emotions and balance (**VCHPEP003**)

Level C focus:

Students reflect on short-term and medium-term events, explain why these are exciting, and recognise the emotional benefits of having things to look forward to.

Level D

Personal and Social Capability

- Reflect on short-term and long-term goals and how these support motivation and well-being (**VCPSCAL004**)
- Share reflections respectfully and respond to others' ideas (**VCPSCAS004**)

Critical and Creative Thinking

- Plan and organise ideas across different timeframes (**VCCCTQ004**)

Health and Physical Education

- Understand how goal-setting and positive anticipation contribute to mental and emotional balance (**VCHPEP004**)

Level D focus:

Students independently reflect on future goals, articulate motivation, and connect anticipation with sustained positivity, balance, and well-being.

Foundation (F)

Personal and Social Capability

- Identify activities and events that make them feel happy and excited (**VCPSCSO01**)

- Share personal preferences and feelings with familiar peers and adults (**VCPSCSO02**)

Health and Physical Education

- Describe how positive feelings support health and well-being (**VCHPEP01**)

Critical and Creative Thinking

- Respond to prompts about future events using drawings, words, or discussion (**VCCCTQ01**)

Foundation focus:

Students identify simple, near-future events they are excited about and recognise how looking forward to things helps them feel happy and safe.

Level 1

Personal and Social Capability

- Describe things they are looking forward to and explain why (**VCPSCSO03**)
- Share ideas and listen to others in group reflection activities (**VCPSCSO04**)

Health and Physical Education

- Recognise strategies that support positive emotions and motivation (**VCHPEP02**)

Critical and Creative Thinking

- Generate ideas about future plans and personal interests (**VCCCTQ02**)

Level 1 focus:

Students describe short-term future events and begin to explain how anticipation supports motivation and positive emotions.

Level 2

Personal and Social Capability

- Reflect on personal goals and upcoming events that influence feelings and behaviour (**VCPSCSO05**)
- Demonstrate respectful listening and sharing in group discussions (**VCPSCSO06**)

Health and Physical Education

- Explain how positive thinking and goal-setting support emotional well-being (**VCHPEP03**)

Critical and Creative Thinking

- Organise ideas across short timeframes (days, weeks, months) (**VCCCTQ03**)

Level 2 focus:

Students connect future thinking with emotional regulation, recognising how goals and events help them stay positive and engaged.

Level 3

Personal and Social Capability

- Identify and reflect on short- and medium-term goals and their impact on motivation and well-being (**VCPSCSO07**)
- Contribute thoughtfully to group reflection and discussion (**VCPSCSO08**)

Health and Physical Education

- Describe how planning and goal-setting support balanced mental and emotional health (**VCHPEP04**)

Critical and Creative Thinking

- Plan, organise, and explain ideas across multiple future timeframes (**VCCCTQ04**)

Level 3 focus:

Students reflect more independently on future aspirations, explain motivation, and recognise how anticipation supports resilience, balance, and well-being.

Exercise

Feelings Relay

Level A

Personal and Social Capability

- Experience and respond to different emotions through movement and play (**VCPSCAL01**)
- Participate in shared activities with familiar peers and adults (**VCPSCAL02**)

Health and Physical Education

- Participate in movement activities that explore body actions and feelings (**VCHPEA01**)

Level A focus:

Students experience emotions through simple, supported movement and begin to associate feelings with body actions in a safe, playful way.

Level B

Personal and Social Capability

- Identify basic emotions in themselves through guided activities (**VCPSCBL03**)
- Engage in group activities and respond positively to encouragement (**VCPSCBL04**)

Health and Physical Education

- Move their body in different ways in response to cues and emotions (**VCHPEB01**)

Level B focus:

Students recognise basic emotions (happy, sad, angry, excited) and express them using simple movements, with strong adult modelling and peer support.

Level C

Personal and Social Capability

- Identify and express a range of emotions using movement, gestures, or actions (**VCPSCCL05**)
- Participate in cooperative activities that include encouragement of others (**VCPSCCL06**)

Health and Physical Education

- Perform movement sequences safely in response to emotional cues (**VCHPEC01**)

Level C focus:

Students intentionally match emotions to movements and begin to regulate their energy levels while engaging positively with peers.

Level D

Personal and Social Capability

- Recognise emotions in themselves and others and express them appropriately through movement (**VCPSCDL07**)
- Demonstrate supportive behaviours such as cheering, encouragement, and respectful participation (**VCPSCDL08**)

Health and Physical Education

- Apply movement skills to express feelings and manage emotional energy safely (**VCHPED01**)

Level D focus:

Students independently identify emotions, express them confidently through movement, and show empathy and encouragement toward peers during group activities.

Foundation (F)

Personal and Social Capability

- Recognise and name basic emotions through play and movement (**VCPSCSO01**)
- Participate in group activities and respond to encouragement from peers and adults (**VCPSCSO02**)

Health and Physical Education

- Participate in movement activities that explore body actions and feelings (**VCHPEP01**)

Critical and Creative Thinking

- Respond to prompts using movement, imitation, and simple choices (**VCCCTQ01**)

Foundation focus:

Students identify simple emotions (happy, sad, excited, angry) and express them through guided movement while learning to move safely with others.

Level 1

Personal and Social Capability

- Describe emotions and express how they feel in different situations (**VCPSCSO03**)
- Show care and encouragement towards others during group activities (**VCPSCSO04**)

Health and Physical Education

- Perform fundamental movement skills safely in response to cues (**VCHPEP02**)

Critical and Creative Thinking

- Use movement and action to represent ideas and feelings (**VCCCTQ02**)

Level 1 focus:

Students match emotions to movements with increasing independence and begin to recognise how encouragement supports others.

Level 2

Personal and Social Capability

- Identify how emotions influence behaviour and participation in activities (**VCPSCSO05**)

- Demonstrate cooperation and encouragement in group and team-based activities (VCPSCSO06)

Health and Physical Education

- Combine movement skills to express emotions and manage energy levels (VCHPEP03)

Critical and Creative Thinking

- Explore different ways to represent emotions using movement and creativity (VCCCTQ03)

Level 2 focus:

Students understand the connection between emotions and physical expression and use movement as a way to regulate feelings and support peers.

Level 3

Personal and Social Capability

- Recognise emotions in themselves and others and explain how they are expressed (VCPSCSO07)
- Demonstrate empathy and positive peer support during collaborative activities (VCPSCSO08)

Health and Physical Education

- Apply movement strategies to express feelings and support emotional well-being (VCHPEP04)

Critical and Creative Thinking

- Generate and explain creative movement responses to represent emotions (VCCCTQ04)

Level 3 focus:

Students confidently express emotions through movement, reflect on emotional experiences, and show empathy and encouragement toward peers.

Gratitude

Wheel of Fortune Wellness

Level A

Personal and Social Capability

- Experience positive interactions with others during shared movement activities (VCPSCAL01)
- Respond to encouragement and support from familiar adults and peers (VCPSCAL02)

Health and Physical Education

- Participate in simple physical activities that support body awareness and enjoyment of movement (VCHPEA01)

Level A focus:

Students engage in supported movement and experience positive emotions such as encouragement, enjoyment, and connection during shared wellness activities.

Level B

Personal and Social Capability

- Recognise positive feelings in themselves during movement and reflection activities (**VCPSCBL03**)
- Participate cooperatively in small-group activities with encouragement (**VCPSCBL04**)

Health and Physical Education

- Perform basic movement actions and respond to simple cues (**VCHPEB01**)

Level B focus:

Students begin to connect movement with positive emotions and take part in simple reflection or gratitude prompts with modelling and support.

Level C

Personal and Social Capability

- Identify and express positive feelings such as gratitude, pride, or care for others (**VCPSCCL05**)
- Participate in cooperative group tasks, showing encouragement and turn-taking (**VCPSCCL06**)

Health and Physical Education

- Perform sequences of movements safely and with increasing control (**VCHPEC01**)

Level C focus:

Students intentionally link physical activity with reflection and gratitude, demonstrating cooperation and positive peer support.

Level D

Personal and Social Capability

- Reflect on personal strengths, gratitude, and empathy during group wellness activities (**VCPSCDL07**)
- Demonstrate supportive behaviours, encouragement, and kindness toward peers (**VCPSCDL08**)

Health and Physical Education

- Apply movement strategies to support physical fitness and emotional well-being (**VCHPED01**)

Level D focus:

Students independently combine physical movement with mindfulness, gratitude, and empathy, supporting both their own well-being and that of others.

Foundation (F)

Personal and Social Capability

- Identify and experience positive emotions such as happiness, pride, and gratitude through shared activities (**VCPSCSO01**)

- Participate in group activities and respond to encouragement from peers and teachers (VCPSCSO02)

Health and Physical Education

- Participate in physical activities that support enjoyment of movement and well-being (VCHPEP01)

Critical and Creative Thinking

- Respond to simple prompts using movement, words, or gestures (VCCCTQ01)

Foundation focus:

Students experience the connection between movement and positive feelings, practising gratitude and encouragement with strong adult support and modelling.

Level 1

Personal and Social Capability

- Describe feelings of pride, gratitude, or care for others during shared activities (VCPSCSO03)
- Show kindness and encouragement to peers during group tasks (VCPSCSO04)

Health and Physical Education

- Perform fundamental movement skills safely as part of group activities (VCHPEP02)

Critical and Creative Thinking

- Use actions and simple explanations to express ideas and reflections (VCCCTQ02)

Level 1 focus:

Students begin to verbalise reflections linked to movement and recognise how encouragement and kindness support others.

Level 2

Personal and Social Capability

- Identify how gratitude, empathy, and positive thinking influence emotions and behaviour (VCPSCSO05)
- Cooperate with peers and demonstrate supportive behaviours in team activities (VCPSCSO06)

Health and Physical Education

- Combine movement skills with increasing coordination and control (VCHPEP03)

Critical and Creative Thinking

- Generate ideas and reflections in response to wellness prompts (VCCCTQ03)

Level 2 focus:

Students intentionally connect physical movement with reflection, recognising how gratitude and empathy support emotional regulation and teamwork.

Level 3

Personal and Social Capability

- Reflect on personal strengths, gratitude, and empathy and explain how these support well-being (VCPSCSO07)
- Demonstrate empathy, encouragement, and responsibility in group wellness activities (VCPSCSO08)

Health and Physical Education

- Apply movement strategies to improve fitness and support mental and emotional health (VCHPEP04)

Critical and Creative Thinking

- Explain and reflect on the impact of combining movement with mindfulness and gratitude (VCCCTQ04)

Level 3 focus:

Students independently combine fitness, reflection, and peer support, recognising how body–mind connections contribute to resilience, balance, and well-being.

Week Nineteen

Play

Guess the Action

Level A

Personal and Social Capability

- Participate in shared play experiences with familiar adults and peers (VCPSCAL01)
- Respond to others' actions and expressions during group activities (VCPSCAL02)

Health and Physical Education

- Explore simple body actions and movements through play (VCHPEA01)

Level A focus:

Students experience acting and observing actions through supported imitation, shared attention, and enjoyment of group play.

Level B

Personal and Social Capability

- Use body movements or gestures to express simple actions (VCPSCBL03)
- Engage positively in turn-taking activities with encouragement (VCPSCBL04)

Health and Physical Education

- Perform basic movements in response to visual or verbal cues (VCHPEB01)

Level B focus:

Students act out familiar actions using their body and begin recognising actions performed by others with adult guidance.

Level C

Personal and Social Capability

- Communicate ideas and actions using gestures, body language, or movement (**VCPSCCL05**)
- Participate in cooperative group activities and encourage peers (**VCPSCCL06**)

Health and Physical Education

- Perform movement sequences safely and with purpose (**VCHPEC01**)

Level C focus:

Students intentionally act out actions for others to interpret and confidently guess peers' actions, demonstrating engagement and social awareness.

Level D

Personal and Social Capability

- Use non-verbal communication to express ideas and actions clearly (**VCPSCDL07**)
- Demonstrate confidence, encouragement, and respect during group performances (**VCPSCDL08**)

Health and Physical Education

- Apply movement skills in structured games and respond appropriately to outcomes (**VCHPED01**)

Level D focus:

Students independently perform actions for an audience, interpret others' movements accurately, and respond positively to success or challenge.

Foundation (F)

Personal and Social Capability

- Participate in shared play and performance activities with peers (**VCPSCSO01**)
- Respond to others' actions, gestures, and expressions in group settings (**VCPSCSO02**)

Health and Physical Education

- Explore basic movements and body actions through play and imitation (**VCHPEP01**)

Critical and Creative Thinking

- Imitate and respond to ideas using movement and gestures (**VCCCTQ01**)

Foundation focus:

Students act out and recognise familiar everyday actions through imitation and observation, building confidence and enjoyment in group play.

Level 1

Personal and Social Capability

- Use body language and actions to communicate ideas and feelings (**VCPSCSO03**)
- Take turns and encourage peers during group activities (**VCPSCSO04**)

Health and Physical Education

- Perform fundamental movement skills in structured games (**VCHPEP02**)

Critical and Creative Thinking

- Represent simple ideas using actions and movement (**VCCCTQ02**)

Level 1 focus:

Students confidently act out familiar actions and begin to guess others' actions, showing increased participation and social awareness.

Level 2

Personal and Social Capability

- Communicate ideas and meaning through gestures and body movements (VCPSCSO05)
- Demonstrate cooperation and positive participation in group tasks (VCPSCSO06)

Health and Physical Education

- Combine movement skills with control and awareness of others (VCHPEP03)

Critical and Creative Thinking

- Interpret actions and explain their meaning in simple terms (VCCCTQ03)

Level 2 focus:

Students intentionally perform and interpret actions, using observation and reasoning to guess peers' movements and support group success.

Level 3

Personal and Social Capability

- Use non-verbal communication effectively to express ideas and actions (VCPSCSO07)
- Show confidence, encouragement, and respect during group performances (VCPSCSO08)

Health and Physical Education

- Apply movement skills purposefully in games and performance-based activities (VCHPEP04)

Critical and Creative Thinking

- Explain how body language and actions help communicate meaning (VCCCTQ04)

Level 3 focus:

Students confidently act for an audience, accurately interpret others' actions, and reflect on how non-verbal communication supports connection and understanding.

Written

Get Fanatical – PAL Letter

Level A

Personal and Social Capability

- Experience positive interactions that build a sense of self and belonging (VCPSCAL01)
- Respond to affirming language and encouragement from familiar adults (VCPSCAL02)

Health and Physical Education

- Experience activities that support positive feelings and emotional safety (VCHPEA01)

Level A focus:

Students experience **affirmation and encouragement** through adult-led discussion, visuals, or simple choices (e.g. choosing pictures of things they like about themselves). Reflection is **supported and experiential**, not written.

Level B

Personal and Social Capability

- Identify simple personal preferences, likes, or strengths with support (**VCPSCBL03**)
- Participate in shared reflection activities with encouragement (**VCPSCBL04**)

Health and Physical Education

- Recognise activities that make them feel happy or proud (**VCHPEB01**)

Level B focus:

Students begin to **identify things they like about themselves** using pictures, symbols, or short verbal responses (e.g. "I am good at drawing"). Adult scaffolding is key.

Level C

Personal and Social Capability

- Identify personal strengths, achievements, and positive qualities (**VCPSCCL05**)
- Reflect on experiences that contribute to confidence and self-worth (**VCPSCCL06**)

Health and Physical Education

- Describe factors that contribute to emotional well-being and confidence (**VCHPEC01**)

Level C focus:

Students engage meaningfully with the **PAL structure**:

- **Proud** – something they've achieved
- **Admire** – a strength or quality
- **Love** – something about who they are

Responses may be written, drawn, dictated, or supported with sentence starters.

Level D

Personal and Social Capability

- Reflect on personal strengths, achievements, and values to build self-esteem (**VCPSCDL07**)
- Demonstrate self-awareness and positive self-talk strategies (**VCPSCDL08**)

Health and Physical Education

- Explain how self-reflection supports emotional resilience and well-being (**VCHPED01**)

Level D focus:

Students independently complete a **PAL Letter**, writing in greater detail and understanding how self-reflection can:

- Support confidence
- Build resilience
- Be revisited during challenging times

They recognise the PAL Letter as a **personal well-being tool**, not just a task.

Foundation (F)

Personal and Social Capability

- Identify things they like about themselves and feel proud of (**VCPSCSO01**)
- Participate in guided self-reflection activities with trusted adults (**VCPSCSO02**)

Health and Physical Education

- Describe feelings that support confidence and emotional well-being (**VCHPEP01**)

Critical and Creative Thinking

- Respond to prompts using drawings, words, or symbols (**VCCCTQ01**)

Foundation focus:

Students begin developing positive self-concept by identifying simple things they like or feel proud of about themselves, supported through drawing, talking, or guided sentence starters.

Level 1

Personal and Social Capability

- Describe personal strengths and things they feel proud of (**VCPSCSO03**)
- Share positive reflections about themselves in a supportive environment (**VCPSCSO04**)

Health and Physical Education

- Recognise how positive self-talk supports confidence and well-being (**VCHPEP02**)

Critical and Creative Thinking

- Express ideas and reflections using simple explanations or illustrations (**VCCCTQ02**)

Level 1 focus:

Students write or draw short responses for **Proud, Admire, and Love**, beginning to explain why these qualities matter to them.

Level 2

Personal and Social Capability

- Reflect on personal strengths, achievements, and positive qualities (**VCPSCSO05**)
- Demonstrate self-awareness and respect when sharing personal reflections (**VCPSCSO06**)

Health and Physical Education

- Explain how recognising strengths supports emotional resilience (**VCHPEP03**)

Critical and Creative Thinking

- Organise ideas and reflections into simple written or visual formats (**VCCCTQ03**)

Level 2 focus:

Students complete a structured **PAL Letter**, explaining how their strengths and qualities help them feel confident and supported.

Level 3

Personal and Social Capability

- Reflect on personal strengths, values, and achievements and explain their importance (**VCPSCSO07**)
- Use positive self-talk and reflection strategies to support well-being (**VCPSCSO08**)

Health and Physical Education

- Describe how self-reflection and self-appreciation support mental and emotional health (**VCHPEP04**)

Critical and Creative Thinking

- Create and refine written reflections to express personal growth and identity (VCCCTQ04)

Level 3 focus:

Students independently write a detailed **PAL Letter**, recognising it as a personal tool for confidence, resilience, and self-care that can be revisited over time.

Exercise

Movement Path Race

Level A

Personal and Social Capability

- Participate in shared movement experiences with familiar adults and peers (VCPSCAL01)
- Respond positively to encouragement and celebration from others (VCPSCAL02)

Health and Physical Education

- Experience a variety of basic movements in a supported environment (VCHPEA01)

Level A focus:

Students explore movement along a pathway with adult support, experiencing encouragement, turn-taking, and enjoyment of physical activity.

Level B

Personal and Social Capability

- Follow simple instructions to participate in group movement activities (VCPSCBL03)
- Engage in turn-taking and show enjoyment when peers are participating (VCPSCBL04)

Health and Physical Education

- Perform basic movement actions in response to visual or verbal cues (VCHPEB01)

Level B focus:

Students follow simple movement instructions (walk, hop, crawl) and begin to show persistence and engagement during physical challenges.

Level C

Personal and Social Capability

- Participate in cooperative activities and encourage peers during shared challenges (VCPSCCL05)
- Demonstrate persistence and effort when completing movement tasks (VCPSCCL06)

Health and Physical Education

- Perform sequences of movements with control and awareness of space (VCHPEC01)

Level C focus:

Students intentionally follow movement pathways, apply different movement types, and actively encourage peers, showing growing stamina and confidence.

Level D

Personal and Social Capability

- Demonstrate perseverance, encouragement, and teamwork during group activities (**VCPSCDL07**)
- Show respect and support for others during physical challenges (**VCPSCDL08**)

Health and Physical Education

- Apply movement strategies to improve coordination, stamina, and confidence (**VCHPED01**)

Level D focus:

Students independently follow movement instructions, persist through challenges, and contribute positively to group motivation and encouragement.

Foundation (F)

Personal and Social Capability

- Participate in group movement activities and respond to encouragement from peers and teachers (**VCPSCSO01**)
- Follow simple rules and take turns during play (**VCPSCSO02**)

Health and Physical Education

- Practise basic movement skills in a safe play environment (**VCHPEP01**)

Critical and Creative Thinking

- Respond to simple movement cues using imitation and choice (**VCCCTQ01**)

Foundation focus:

Students explore different ways of moving along a pathway, practise turn-taking, and experience encouragement while developing confidence and enjoyment in physical activity.

Level 1

Personal and Social Capability

- Demonstrate persistence and effort when completing physical challenges (**VCPSCSO03**)
- Encourage peers and participate positively in group activities (**VCPSCSO04**)

Health and Physical Education

- Perform fundamental movement skills with control and awareness of space (**VCHPEP02**)

Critical and Creative Thinking

- Follow instructions and adapt movement in response to cues (**VCCCTQ02**)

Level 1 focus:

Students follow movement instructions independently, practise persistence, and begin to understand the role of encouragement in helping others succeed.

Level 2

Personal and Social Capability

- Cooperate with others and show encouragement during group and team activities (**VCPSCSO05**)
- Manage effort and persistence during physical tasks (**VCPSCSO06**)

Health and Physical Education

- Combine movement skills to complete pathways and challenges (**VCHPEP03**)

Critical and Creative Thinking

- Use decision-making to select and apply different movement strategies (**VCCCTQ03**)

Level 2 focus:

Students demonstrate stamina and coordination, adapt movements, and actively support peers while completing shared physical challenges.

Level 3

Personal and Social Capability

- Demonstrate perseverance, encouragement, and teamwork during challenging activities (**VCPSCSO07**)
- Reflect on effort and participation in group tasks (**VCPSCSO08**)

Health and Physical Education

- Apply movement strategies to improve fitness, coordination, and confidence (**VCHPEP04**)

Critical and Creative Thinking

- Plan and apply movement choices to complete physical challenges effectively (**VCCCTQ04**)

Level 3 focus:

Students independently complete movement pathways, persist through challenges, and take responsibility for encouraging and supporting others.

Gratitude

Gratitude Charades

Level A

Personal and Social Capability

- Participate in shared play experiences with peers and adults (**VCPSCSO01**)
- Respond to familiar people, routines, and social interactions (**VCPSCSO02**)

Health and Physical Education

- Explore movement and body actions in playful, supported contexts (**VCHPEP01**)

Critical and Creative Thinking

- Respond to sensory prompts and modelled actions during play (**VCCCTQ01**)

Level A focus:

Students engage in supported group play, observe simple actions, and participate through imitation, gestures, or facial expressions while being introduced to the concept of gratitude.

Level B

Personal and Social Capability

- Engage with peers in simple cooperative activities (**VCPSCSO03**)
- Begin to show awareness of others' actions and emotions (**VCPSCSO04**)

Health and Physical Education

- Participate in movement-based activities using simple actions and gestures (**VCHPEP02**)

Critical and Creative Thinking

- Use imitation and exploration to respond to prompts (**VCCCTQ02**)

Level B focus:

Students begin acting out simple gratitude ideas using body movements or gestures, participate in turn-taking, and show early cooperation with peers.

Level C

Personal and Social Capability

- Demonstrate cooperation and encouragement when working in a group (**VCPSCSO05**)
- Express positive responses to peers' contributions (**VCPSCSO06**)

Health and Physical Education

- Use body movements purposefully to communicate ideas during play (**VCHPEP03**)

Critical and Creative Thinking

- Apply creative thinking to represent ideas non-verbally (**VCCCTQ03**)

Level C focus:

Students act out gratitude prompts using intentional body language, work with teammates to guess actions, and practise encouraging others during group play.

Level D

Personal and Social Capability

- Collaborate effectively with peers, demonstrating encouragement and respect (**VCPSCSO07**)
- Reflect on shared experiences and social interactions (**VCPSCSO08**)

Health and Physical Education

- Combine movement skills and expressive actions to communicate meaning (**VCHPEP04**)

Critical and Creative Thinking

- Generate and adapt creative movement strategies to represent ideas (**VCCCTQ04**)

Level D focus:

Students confidently communicate gratitude ideas through non-verbal performance, support team members, and reflect on gratitude, teamwork, and shared success.

Foundation (F)

Personal and Social Capability

- Identify and express emotions and positive feelings through play (**VCPSCSE01**)
- Participate in turn-taking and shared group activities (**VCPSCSE02**)

Health and Physical Education

- Participate in movement activities that support social connection and enjoyment (**VCHPEP01**)

Critical and Creative Thinking

- Use imagination and play to explore ideas and experiences (**VCCCTQ01**)

Foundation focus:

Students act out simple gratitude ideas using basic body movements and facial expressions, observe others, and begin recognising positive experiences through play.

Level 1

Personal and Social Capability

- Recognise and describe positive emotions in themselves and others (**VCPSCSE03**)
- Demonstrate cooperation and encouragement during group activities (**VCPSCSE04**)

Health and Physical Education

- Use movement and actions to express ideas and feelings (**VCHPEP02**)

Critical and Creative Thinking

- Explore different ways to represent ideas using movement and gesture (**VCCCTQ02**)

Level 1 focus:

Students confidently act out gratitude prompts, begin guessing others' ideas, and practise encouraging peers during shared play.

Level 2

Personal and Social Capability

- Identify ways to show kindness, gratitude, and care towards others (**VCPSCSE05**)
- Work collaboratively with peers and demonstrate respectful listening (**VCPSCSE06**)

Health and Physical Education

- Combine movement skills with social interaction during games (**VCHPEP03**)

Critical and Creative Thinking

- Apply creative thinking to represent familiar ideas in different ways (**VCCCTQ03**)

Level 2 focus:

Students use purposeful body language to communicate gratitude ideas, collaborate with their team to guess actions, and reflect on why gratitude matters.

Level 3

Personal and Social Capability

- Demonstrate empathy, encouragement, and respect when working in teams (**VCPSCSE07**)
- Reflect on personal experiences and the feelings of others (**VCPSCSE08**)

Health and Physical Education

- Use movement to communicate meaning and support social connection (**VCHPEP04**)

Critical and Creative Thinking

- Generate, test, and refine creative ways to express ideas (**VCCCTQ04**)

Level 3 focus:

Students confidently act out more complex gratitude scenarios, support teammates through encouragement, and reflect on how gratitude strengthens relationships and community.

Week Twenty

Play

Big Body Snap

Level A

Personal and Social Capability

- Engage in shared physical play alongside others (**VCPSCSO01**)
- Respond to familiar people and group routines (**VCPSCSO02**)

Health and Physical Education

- Participate in simple movement activities using the body (**VCHPEA01**)

Critical and Creative Thinking

- Explore cause-and-effect through movement and repetition (**VCCCTQ01**)

Level A focus:

Students explore jumping or adapted movements with a partner, respond to shared cues (“jump”), and experience enjoyment through shared physical play.

Level B

Personal and Social Capability

- Participate in turn-taking and simple partner interactions (**VCPSCSO03**)
- Show awareness of others during shared movement activities (**VCPSCSO04**)

Health and Physical Education

- Practise basic body control and balance in movement (**VCHPEA02**)

Critical and Creative Thinking

- Imitate and repeat movement patterns (**VCCCTQ02**)

Level B focus:

Students begin to coordinate movements with a partner, attempt different foot positions, and respond when movements match.

Level C

Personal and Social Capability

- Cooperate with peers during structured physical activities (**VCPSCSO05**)

- Communicate using words, sounds, or gestures in play (**VCPSCSO06**)

Health and Physical Education

- Practise balance, coordination, and safe landing during jumping activities (**VCHPEC03**)

Critical and Creative Thinking

- Make quick decisions and respond to visual and physical cues (**VCCCTQ03**)

Level C focus:

Students jump into varied foot positions with increasing control, synchronise calling “jump” with a partner, and recognise matching movements.

Level D

Personal and Social Capability

- Work collaboratively with a partner and demonstrate fair play (**VCPSCSO07**)
- Show enthusiasm, encouragement, and positive interaction during games (**VCPSCSO08**)

Health and Physical Education

- Apply movement skills with accuracy, balance, and control (**VCHPEC04**)

Critical and Creative Thinking

- React quickly to matching outcomes and apply simple game rules (**VCCCTQ04**)

Level D focus:

Students confidently coordinate jumping, call “snap” when movements match, react quickly, and engage in friendly competition while maintaining safe play.

Foundation (F)

Personal and Social Capability

- Participate in play with others and follow simple rules (**VCPPSP01**)
- Express enjoyment and confidence when interacting with peers (**VCPPSP02**)

Health and Physical Education

- Practise fundamental movement skills including jumping, landing, and balancing (**VCHPEF01**)

Critical and Creative Thinking

- Explore patterns and cause-and-effect through movement and play (**VCCCTQ01**)

Foundation focus:

Students practise basic jumping and landing, follow simple cues (“jump”), and enjoy shared movement with a partner.

Level 1

Personal and Social Capability

- Cooperate with peers during structured games and activities (**VCPPSP03**)
- Use verbal and non-verbal communication to interact positively (**VCPPSP04**)

Health and Physical Education

- Perform movement skills with increasing coordination and balance (**VCHPEF02**)

Critical and Creative Thinking

- Respond to simple rules and cues during play (**VCCCTQ02**)

Level 1 focus:

Students begin coordinating movements with a partner, match foot positions, and react to shared outcomes.

Level 2

Personal and Social Capability

- Work collaboratively with a partner, taking turns and encouraging others (**VCPPSP05**)
- Demonstrate fair play and positive participation (**VCPPSP06**)

Health and Physical Education

- Combine jumping, balancing, and body control in movement activities (**VCHPEF03**)

Critical and Creative Thinking

- Make quick decisions based on visual and physical cues (**VCCCTQ03**)

Level 2 focus:

Students show improved balance and coordination, react quickly to matching movements, and communicate clearly with their partner.

Level 3

Personal and Social Capability

- Demonstrate teamwork, cooperation, and respectful competition (**VCPPSP07**)
- Reflect on how encouragement and communication support success (**VCPPSP08**)

Health and Physical Education

- Apply movement skills with accuracy, control, and confidence (**VCHPEP04**)

Critical and Creative Thinking

- Apply rules, respond rapidly, and adapt strategies during gameplay (**VCCCTQ04**)

Level 3 focus:

Students coordinate complex foot positions, react quickly by calling “snap,” and engage in cooperative competition while maintaining safe and respectful play.

Written

My Strengths and Challenges

Level A

Personal and Social Capability

- Recognise personal preferences, abilities, and emotions (**VCPSCSO1**)
- Engage with familiar adults and peers in supported reflection (**VCPSCSO2**)

Health and Physical Education

- Explore personal abilities through guided discussion and play (**VCHPEA01**)

Level A focus:

Students begin recognising things they enjoy or feel confident doing, with strong adult support and visual or verbal prompts.

Level B

Personal and Social Capability

- Identify simple personal strengths and challenges with support (**VCPSCSO3**)
- Participate in guided conversations about self and learning (**VCPSCSO4**)

Health and Physical Education

- Express feelings about learning experiences and challenges (**VCHPEB01**)

Level B focus:

Students identify one strength and one challenge using drawings, symbols, or short verbal responses, supported by modelling and prompts.

Level C

Personal and Social Capability

- Describe personal strengths and areas for improvement (**VCPSCSO5**)
- Begin to understand that effort and practice support learning (**VCPSCSO6**)

Health and Physical Education

- Recognise personal skills and challenges related to learning and wellbeing (**VCHPEC01**)

Level C focus:

Students reflect more independently, naming strengths and challenges and beginning to explore how effort and personal qualities support growth.

Level D

Personal and Social Capability

- Reflect on personal strengths and challenges and how they affect learning (**VCPSCSO7**)
- Use strengths to develop strategies for managing challenges (**VCPSCSO8**)

Health and Physical Education

- Apply self-awareness to support personal development and resilience (**VCHPED01**)

Level D focus:

Students clearly articulate strengths and challenges and explain how one can support the other, building confidence, self-awareness, and resilience.

Foundation (F)

Personal and Social Capability

- Identify personal strengths, preferences, and things they enjoy (**VC2PSCAP01**)
- Express feelings and ideas about themselves with teacher support (**VC2PSCAP02**)

Health and Physical Education

- Describe things they can do and things they are learning to do (**VC2HPEP01**)

Foundation focus:

Students begin recognising what they are good at and what feels tricky, using drawings, gestures, or simple sentences, supported by modelling and reassurance.

Level 1

Personal and Social Capability

- Identify personal strengths and areas for growth (**VC2PSCAP03**)
- Describe how effort and practice help learning (**VC2PSCAP04**)

Health and Physical Education

- Recognise how feelings and abilities influence learning and participation (**VC2HPEP02**)

Level 1 focus:

Students name at least one strength and one challenge and begin to understand that learning takes time, effort, and support.

Level 2

Personal and Social Capability

- Reflect on personal strengths and challenges in learning and relationships (**VC2PSCAP05**)
- Identify ways personal strengths can support improvement (**VC2PSCAP06**)

Health and Physical Education

- Describe personal skills, challenges, and strategies for wellbeing (**VC2HPEP03**)

Level 2 focus:

Students explain why strengths matter and begin linking strengths to challenges (e.g. patience helping with learning something new).

Level 3

Personal and Social Capability

- Reflect on personal strengths and challenges and how they affect learning and wellbeing (**VC2PSCAP07**)
- Use self-awareness to identify strategies for improvement and resilience (**VC2PSCAP08**)

Health and Physical Education

- Apply personal strengths to manage challenges and support wellbeing (**VC2HPEP04**)

Level 3 focus:

Students clearly explain their strengths, acknowledge challenges, and describe how strengths can be used as tools to overcome difficulties.

Exercise

Card Memory Lane

Personal and Social Capability

- Participate in shared activities with familiar peers and adults (**VC2PSCA01**)
- Respond to simple social interactions and shared routines (**VC2PSCA02**)

Health and Physical Education

- Engage in movement experiences that build body awareness and participation (VC2HPEA01)

Cognitive Development (Applied Learning)

- Attend to objects and events in a structured activity (VC2CDA01)

Level A focus:

Students participate with support, engaging in movement, observing cards, and responding to simple prompts. Memory and teamwork are experienced through shared action rather than independent recall.

Level B

Personal and Social Capability

- Participate cooperatively in group or partner activities (VC2PSCB01)
- Begin turn-taking and responding to others during shared tasks (VC2PSCB02)

Health and Physical Education

- Move safely in structured physical activities (VC2HPEB01)

Cognitive Development

- Demonstrate awareness of routines and simple problem-solving through exploration (VC2CDB01)

Level B focus:

Students begin recognising the idea of “looking and remembering,” working with a partner, and engaging in short movement challenges with guidance.

Level C

Personal and Social Capability

- Work with others to complete tasks that require cooperation and shared goals (VC2PSCC01)
- Communicate choices, ideas, or observations using speech, gesture, or AAC (VC2PSCC02)

Health and Physical Education

- Participate in physical activities that build strength, endurance, and coordination (VC2HPEC01)

Cognitive Development

- Recall information from recent experiences and apply it within an activity (VC2CDC01)

Level C focus:

Students actively remember card locations, share information with teammates, and combine movement with thinking. Team communication becomes purposeful and supportive.

Level D

Personal and Social Capability

- Collaborate effectively with peers, demonstrating teamwork and shared problem-solving (VC2PSCD01)
- Use communication strategies to plan and achieve group goals (VC2PSCD02)

Health and Physical Education

- Apply movement skills and persistence during physically demanding tasks (VC2HPED01)

Cognitive Development

- Use memory, attention, and strategy to solve problems in structured games (VC2CDD01)

Level D focus:

Students independently apply memory strategies, communicate clearly with teammates, and persist through physical and cognitive challenges to achieve a shared goal.

Foundation (F)

Personal and Social Capability

- Participate in play-based learning with others, taking turns and sharing space (VC2PSCF01)
- Express needs, ideas, and responses during group activities (VC2PSCF02)

Health and Physical Education

- Participate in movement activities that develop coordination and confidence (VC2HPEF01)

Mathematics

- Recognise and respond to numbers and patterns through play-based experiences (VC2M1N01)

Foundation focus:

Students explore movement and memory through guided play, noticing cards, following simple routines, and participating cooperatively with peers.

Level 1

Personal and Social Capability

- Work with peers to complete simple tasks that require cooperation (VC2PSCL01)
- Practise turn-taking and positive communication during group activities (VC2PSCL02)

Health and Physical Education

- Perform fundamental movement skills safely in a range of activities (VC2HPEL01)

Mathematics

- Count, recognise numbers, and follow simple sequences (VC2M1N02)

Level 1 focus:

Students begin remembering card locations, following order (Ace to King or simplified sequences), and working with a partner to solve the challenge.

Level 2

Personal and Social Capability

- Collaborate with others to achieve shared goals (VC2PSCL03)
- Communicate ideas and strategies respectfully within a group (VC2PSCL04)

Health and Physical Education

- Apply movement skills with increasing control and endurance (VC2HPEL02)

Mathematics

- Use number order and patterns to solve practical problems (**VC2M2N01**)

Level 2 focus:

Students apply memory strategies, communicate card locations, and combine physical effort with cognitive problem-solving in a cooperative setting.

Level 3

Personal and Social Capability

- Demonstrate teamwork, leadership, and shared responsibility in group tasks (**VC2PSCL05**)
- Use effective communication strategies to plan and reflect on learning (**VC2PSCL06**)

Health and Physical Education

- Participate in physical activities that build stamina, strength, and coordination (**VC2HPEL03**)

Mathematics

- Apply number sequences, ordering, and problem-solving strategies (**VC2M3N01**)

Level 3 focus:

Students independently use memory, sequencing, and communication strategies while managing physical challenges and supporting their teammates.

Gratitude

Vulnerability Wall of Failures

Level A

Personal and Social Capability

- Experience supported opportunities to express emotions, responses, and preferences (**VC2PSCA01**)
- Participate in shared experiences with trusted adults and peers (**VC2PSCA02**)

Health and Physical Education

- Engage in supported activities that promote emotional safety and connection (**VC2HPEA01**)

Level A focus:

Students participate through listening, observing, drawing, or assisted sharing, beginning to recognise that mistakes and challenges are a normal part of learning.

Level B

Personal and Social Capability

- Express feelings, likes, and dislikes in familiar and supportive contexts (**VC2PSCB01**)
- Begin recognising emotions in themselves and others (**VC2PSCB02**)

Health and Physical Education

- Engage in activities that support emotional awareness and positive relationships (VC2HPEB01)

Level B focus:

Students share simple experiences of difficulty or challenge (with support), and begin understanding that it is safe to talk about feelings and setbacks.

Level C

Personal and Social Capability

- Identify personal experiences, emotions, and responses (VC2PSCC01)
- Show care, empathy, and respect when others share experiences (VC2PSCC02)

Health and Physical Education

- Explore strategies for managing emotions and challenges (VC2HPEC01)

Level C focus:

Students reflect on a challenge or failure and identify a basic learning or feeling linked to the experience, while practising empathy and respectful listening.

Level D

Personal and Social Capability

- Reflect on personal experiences and describe learning from challenges (VC2PSCD01)
- Demonstrate empathy, encouragement, and support for others (VC2PSCD02)

Health and Physical Education

- Practise resilience and emotional regulation strategies in social contexts (VC2HPED01)

Level D focus:

Students confidently share experiences of failure or challenge, articulate growth or learning, and contribute to a psychologically safe, supportive group environment.

Foundation (F)

Personal and Social Capability

- Identify and express emotions in familiar situations (VC2PSCF01)
- Participate in shared activities that build trust and connection (VC2PSCF02)

Health and Physical Education

- Explore ways to feel safe, supported, and included at school (VC2HPEF01)

Foundation focus:

Students share simple experiences with adult support, recognise feelings linked to challenges, and begin learning that making mistakes is okay.

Level 1

Personal and Social Capability

- Describe emotions and reactions to everyday situations (VC2PSCL01)
- Recognise that others may experience and respond to challenges differently (VC2PSCL02)

Health and Physical Education

- Identify basic strategies for managing emotions and seeking help (VC2HPEL01)

Level 1 focus:

Students reflect on a challenge they experienced, describe how it made them feel, and practise listening respectfully when others share.

Level 2

Personal and Social Capability

- Reflect on personal experiences and identify learning from challenges (**VC2PSCL03**)
- Demonstrate empathy and supportive behaviours in group discussions (**VC2PSCL04**)

Health and Physical Education

- Practise positive coping strategies to manage disappointment and setbacks (**VC2HPEL02**)

Level 2 focus:

Students explain what went wrong in a situation and identify what they learned, while actively showing empathy and encouragement toward peers.

Level 3

Personal and Social Capability

- Explain how challenges and mistakes contribute to learning and growth (**VC2PSCL05**)
- Use respectful communication to support others in social situations (**VC2PSCL06**)

Health and Physical Education

- Apply strategies for resilience, emotional regulation, and problem-solving (**VC2HPEL03**)

Level 3 focus:

Students confidently share personal failures, articulate growth or strategies for improvement, and help build a safe, supportive classroom culture.

WEEK TWENTY ONE

Play

Kindness Catch

Level A

Personal and Social Capability

- Engage in shared experiences with familiar peers and adults (**VC2PSCFA01**)
- Respond to positive social interactions through actions, gestures, or sounds (**VC2PSCFA02**)

Health and Physical Education

- Participate in activities that promote a sense of safety, care, and belonging (**VC2HPEFA01**)

Level A focus:

Students experience kindness through shared play, respond to others' ideas using gestures or simple communication, and begin to associate group activities with feeling safe and cared for.

Level B

Personal and Social Capability

- Participate in simple turn-taking activities with peers (**VC2PSCFB01**)
- Express positive feelings or responses to others' actions (**VC2PSCFB02**)

Health and Physical Education

- Recognise caring behaviours in familiar settings (**VC2HPEFB01**)

Level B focus:

Students take turns passing the ball, share or indicate kind actions using words, pictures, or gestures, and respond positively to peers' ideas in a supported group environment.

Level C

Personal and Social Capability

- Express ideas and feelings related to helping and caring for others (**VC2PSCFC01**)
- Demonstrate cooperative behaviours in group activities (**VC2PSCFC02**)

Health and Physical Education

- Identify ways to show kindness and care for others in everyday situations (**VC2HPEFC01**)

Level C focus:

Students verbally share or symbolically represent kind actions, listen to peers, and actively engage in celebrating kindness as part of a supportive classroom community.

Level D

Personal and Social Capability

- Explain how kind actions support positive relationships and group wellbeing (**VC2PSCFD01**)
- Participate in group discussions with respectful listening and turn-taking (**VC2PSCFD02**)

Health and Physical Education

- Reflect on behaviours that contribute to personal, social, and community wellbeing (**VC2HPEFD01**)

Level D focus:

Students confidently describe acts of kindness, reflect on how kindness helps others and the community, and demonstrate respectful communication and encouragement during group activities.

Foundation (F)

Personal and Social Capability

- Participate in group activities by taking turns and listening to others (**VC2PSCFA03**)
- Express care, kindness, and respect for others through words and actions (**VC2PSCFA04**)

Health and Physical Education

- Practise behaviours that support personal and social wellbeing (**VC2HPEFA01**)

Foundation focus:

Students practise turn-taking, share simple kind actions verbally or through gestures, and begin to understand that kindness helps everyone feel happy and safe.

Year 1

Personal and Social Capability

- Describe ways they can be kind and helpful to others (**VC2PSC1A01**)
- Participate in cooperative play and group discussions (**VC2PSC1A02**)

Health and Physical Education

- Identify actions that help create positive relationships and a sense of belonging (**VC2HPE1A01**)

Year 1 focus:

Students confidently share kind actions, listen respectfully to peers, and recognise that kindness strengthens friendships and classroom connection.

Year 2

Personal and Social Capability

- Explain how kind actions affect others' feelings and relationships (**VC2PSC2A01**)
- Demonstrate empathy by responding positively to others' ideas (**VC2PSC2A02**)

Health and Physical Education

- Describe behaviours that contribute to healthy and respectful relationships (**VC2HPE2A01**)

Year 2 focus:

Students reflect on how kindness makes others feel, build empathy by listening to peers, and celebrate a range of caring actions in group settings.

Year 3

Personal and Social Capability

- Explain how showing kindness and care contributes to positive group environments (**VC2PSC3A01**)
- Use respectful communication when sharing ideas and listening to others (**VC2PSC3A02**)

Health and Physical Education

- Recognise how positive actions support wellbeing in classrooms and communities (**VC2HPE3A01**)

Year 3 focus:

Students thoughtfully explain kind behaviours, reflect on their impact on others and the community, and contribute confidently to group discussions that promote wellbeing.

Written

Kindness Garden

Level A

Personal and Social Capability

- Experience shared activities that promote positive interaction and belonging (VC2PSCA01)
- Respond to familiar people in positive and respectful ways (VC2PSCA02)

Health and Physical Education

- Engage in activities that support emotional wellbeing and connection (VC2HPEA01)

Level A focus:

Students participate through sensory engagement, colour choice, drawing, pointing, or supported contribution. Kindness is experienced through shared creation and positive adult modelling.

Level B

Personal and Social Capability

- Participate in shared activities with peers and adults (VC2PSCB01)
- Express positive responses to familiar routines and people (VC2PSCB02)

Health and Physical Education

- Engage in simple activities that promote wellbeing and connection (VC2HPEB01)

Level B focus:

Students create or decorate a flower with support, express kindness through drawings or symbols, and contribute to the class garden to build a sense of belonging.

Level C

Personal and Social Capability

- Identify and express positive behaviours towards others (VC2PSCC01)
- Participate in group activities and shared displays (VC2PSCC02)

Health and Physical Education

- Recognise behaviours that help others feel happy and safe (VC2HPEC01)

Level C focus:

Students draw or symbolise a kind action, explain it with simple words or gestures, and understand that kindness helps people, animals, and the environment.

Level D

Personal and Social Capability

- Explain how kind actions support relationships and community (VC2PSCD01)
- Share ideas respectfully and listen to others' contributions (VC2PSCD02)

Health and Physical Education

- Describe actions that support personal and social wellbeing (VC2HPED01)

Level D focus:

Students independently describe their kind act, explain why it matters, and recognise how collective kindness helps the classroom and the wider world grow.

Foundation (F)

Personal and Social Capability

- Identify ways to be kind and show care to others (**VC2PSC01**)
- Participate in shared classroom activities and routines (**VC2PSC02**)

Health and Physical Education

- Identify actions that help people feel happy, safe, and included (**VC2HPE01**)

The Arts – Visual Arts

- Create artworks using drawing and colour to express ideas (**VC2AVA01**)

Foundation focus:

Students draw a simple flower showing one kind action, explain it with words, gestures, or teacher prompting, and contribute to a shared classroom display.

Level 1

Personal and Social Capability

- Describe ways they can show kindness and care in everyday situations (**VC2PSC03**)
- Share ideas and listen to others respectfully (**VC2PSC04**)

Health and Physical Education

- Recognise how kind actions support wellbeing and relationships (**VC2HPE02**)

The Arts – Visual Arts

- Use visual artworks to communicate personal ideas and experiences (**VC2AVA02**)

Level 1 focus:

Students draw or write about a kind action, explain why it is kind, and listen to peers as they add their flowers to the Kindness Garden.

Level 2

Personal and Social Capability

- Explain how kindness helps build positive relationships (**VC2PSC05**)
- Work cooperatively in group activities and shared tasks (**VC2PSC06**)

Health and Physical Education

- Describe behaviours that promote belonging and emotional wellbeing (**VC2HPE03**)

The Arts – Visual Arts

- Create artworks that represent ideas, feelings, and social messages (**VC2AVA03**)

Level 2 focus:

Students describe how their kind action helps others, connect kindness to classroom or community wellbeing, and reflect on shared responsibility.

Level 3

Personal and Social Capability

- Describe how individual actions contribute to a positive and inclusive community (**VC2PSC07**)
- Demonstrate respectful listening and appreciation of others' ideas (**VC2PSC08**)

Health and Physical Education

- Explain how caring actions support mental, emotional, and social wellbeing (**VC2HPE04**)

The Arts – Visual Arts

- Use visual conventions to communicate meaning and messages in artworks (VC2AVA04)

Level 3 focus:

Students explain their kind action in more detail, reflect on its broader impact (classroom, community, Earth), and recognise how collective kindness creates positive change.

Exercise

Pass the Smile

Level A

Personal and Social Capability

- Respond to positive social interactions using movement, facial expression, or gesture (VC2PSA01)
- Participate in shared activities with peers with support (VC2PSA02)

Health and Physical Education

- Experience movement in a safe, enjoyable way (VC2HPA01)

Level A focus:

Students pass a smile, wave, or simple movement with adult modelling or peer support, responding to others' gestures through imitation and engagement.

Level B

Personal and Social Capability

- Use non-verbal communication (facial expression, body movement) to interact positively with others (VC2PSB01)
- Take turns in shared play experiences (VC2PSB02)

Health and Physical Education

- Participate in simple movement activities with awareness of others (VC2HPB01)

Level B focus:

Students intentionally pass a smile or gesture, wait for their turn, and respond to peers' movements with growing independence and confidence.

Level C

Personal and Social Capability

- Express positive emotions and respond to others through body language and movement (VC2PSC01)
- Participate cooperatively in group play (VC2PSC02)

Health and Physical Education

- Perform simple movement sequences safely in shared spaces (VC2HPC01)

Level C focus:

Students choose their own gesture and movement, copy peers' actions, and recognise how non-verbal kindness builds connection and enjoyment.

Level D

Personal and Social Capability

- Demonstrate awareness of others' feelings through respectful, positive interactions (VC2PSD01)
- Contribute confidently to group activities using verbal and non-verbal communication (VC2PSD02)

Health and Physical Education

- Combine movement skills with cooperation and spatial awareness (VC2HPD01)

Level D focus:

Students independently create and pass expressive gestures, reflect on how kindness makes others feel, and support a positive group atmosphere through joyful participation.

Foundation (F)

Personal and Social Capability

- Express positive feelings and interact with others using gestures and facial expressions (VC2PSC01)
- Participate in shared group activities and take turns with support (VC2PSC02)

Health and Physical Education

- Move safely in personal and shared space while engaging in play (VC2HPE01)

Foundation focus:

Students copy and pass simple gestures such as smiles and waves, practise turn-taking in a circle, and experience joy and inclusion through shared movement.

Level 1

Personal and Social Capability

- Use body language and facial expressions to communicate feelings and respond to others (VC2PSC03)
- Take turns and participate cooperatively in group play (VC2PSC04)

Health and Physical Education

- Perform simple movement skills while being aware of others (VC2HPE02)

Level 1 focus:

Students choose a movement or gesture to pass, respond positively to peers, and recognise how friendly actions help others feel happy and included.

Level 2

Personal and Social Capability

- Describe how actions and body language affect others' feelings (VC2PSC05)
- Demonstrate cooperation and encouragement during group activities (VC2PSC06)

Health and Physical Education

- Apply movement skills in a variety of play-based activities with control and coordination (VC2HPE03)

Level 2 focus:

Students independently pass expressive gestures, reflect on how kindness spreads through a group, and show encouragement and awareness of others.

Level 3

Personal and Social Capability

- Explain how positive interactions contribute to a supportive and inclusive community (**VC2PSC07**)
- Demonstrate confidence and respect when interacting with peers (**VC2PSC08**)

Health and Physical Education

- Combine movement skills with cooperation and spatial awareness in group settings (**VC2HPE04**)

Level 3 focus:

Students create expressive movements intentionally, reflect on the emotional impact of kindness, and recognise their role in building a positive classroom culture.

Gratitude

Compliment Chain

Level A

Personal and Social Capability

- Experience positive interactions through shared attention, smiles, gestures, and supportive adult modelling (**VC2PSCA01**)
- Respond to familiar people with enjoyment and engagement (**VC2PSCA02**)

Health and Physical Education

- Participate in shared play experiences with support (**VC2HPEA01**)

Level A focus:

Students experience kindness through receiving compliments, smiles, tone of voice, and gentle gestures. They may respond through eye contact, facial expression, body movement, or assisted communication.

Level B

Personal and Social Capability

- Engage in simple social exchanges with peers using words, gestures, or AAC (**VC2PSCB01**)
- Demonstrate awareness of others through turn-taking and shared group routines (**VC2PSCB02**)

Health and Physical Education

- Participate in movement-based group activities with guidance (**VC2HPEB01**)

Level B focus:

Students participate in the compliment chain with support, offering or receiving simple compliments using words, symbols, or gestures, and practising turn-taking within a supportive circle.

Level C

Personal and Social Capability

- Identify and express positive feelings toward others (**VC2PSCC01**)
- Participate in cooperative group activities and follow simple social rules (**VC2PSCC02**)

Health and Physical Education

- Participate safely in group activities that promote connection and well-being (**VC2HPEC01**)

Level C focus:

Students give and receive simple compliments, listen to others, and begin to understand how kind words make people feel valued and included.

Level D

Personal and Social Capability

- Demonstrate empathy by recognising positive qualities in others (**VC2PSCD01**)
- Use respectful communication when interacting with peers (**VC2PSCD02**)

Health and Physical Education

- Work cooperatively in group activities that promote social connection and emotional well-being (**VC2HPED01**)

Level D focus:

Students independently generate compliments, listen attentively when receiving kind words, and reflect on how kindness strengthens relationships and classroom culture.

Foundation (F)

Personal and Social Capability

- Identify and express positive feelings toward others through words, gestures, and actions (**VC2PSCF01**)
- Participate in turn-taking and cooperative group activities (**VC2PSCF02**)

Health and Physical Education

- Practise personal and social skills during group play and movement activities (**VC2HPEF01**)

Foundation focus:

Students practise sharing simple compliments (e.g. “You are kind”, “You are fun to play with”), taking turns, and responding with smiles or thank you. Emphasis is on participation, kindness, and feeling safe in the group.

Level 1

Personal and Social Capability

- Recognise personal qualities and strengths in themselves and others (**VC2PSCL01**)
- Demonstrate respectful communication and listening skills (**VC2PSCL02**)

Health and Physical Education

- Work cooperatively with peers during play and classroom activities (**VC2HPEL01**)

Level 1 focus:

Students begin to generate their own compliments, listen respectfully when others speak, and understand how kind words can make people feel happy and included.

Level 2

Personal and Social Capability

- Identify how words and actions can make others feel included, valued, or supported (**VC2PSCL03**)
- Demonstrate empathy and care in peer interactions (**VC2PSCL04**)

Health and Physical Education

- Practise positive behaviours that support respectful relationships (**VC2HPEL02**)

Level 2 focus:

Students give more thoughtful compliments, show empathy when receiving kind words, and reflect on how kindness helps build positive classroom relationships.

Level 3

Personal and Social Capability

- Describe how respect, kindness, and inclusion strengthen relationships (**VC2PSCL05**)
- Use appropriate communication skills to express appreciation and encouragement (**VC2PSCL06**)

Health and Physical Education

- Work collaboratively and respectfully with others to promote well-being (**VC2HPEL03**)

Level 3 focus:

Students confidently offer specific compliments, respond thoughtfully to kindness, and understand how positive language contributes to a supportive and connected classroom community.

Week Twenty Two

Play

Peace Pals

Level A

Personal and Social Capability

- Respond to familiar people using simple communication, gestures, or actions (**VC2PSCA01**)
- Engage in shared activities with support (**VC2PSCA02**)

Health and Physical Education

- Participate in supported social interactions during play (**VC2HPEA01**)

Level A focus:

Students engage in supported role-play, copying calm words or gestures (e.g. nodding, pointing, using visuals). Emphasis is on recognising others, staying calm with adult support, and practising simple turn-taking.

Level B

Personal and Social Capability

- Recognise own feelings and respond to others' emotions with support (**VC2PSCB01**)
- Take turns and share space during guided activities (**VC2PSCB02**)

Health and Physical Education

- Participate in cooperative play with guidance (**VC2HPEB01**)

Level B focus:

Students begin to recognise when a problem occurs and practise basic conflict responses (e.g. sharing, waiting, saying sorry) using visuals, modelling, and simple role-play.

Level C

Personal and Social Capability

- Identify simple problems in social situations and practise positive responses (**VC2PSCC01**)
- Demonstrate turn-taking, listening, and cooperative behaviours (**VC2PSCC02**)

Health and Physical Education

- Practise personal and social skills that promote positive relationships (**VC2HPEC01**)

Level C focus:

Students actively role-play common disagreements and practise using kind words to resolve them. They begin to show empathy, listen to peers, and attempt peaceful solutions with support.

Level D

Personal and Social Capability

- Describe ways to resolve simple conflicts respectfully (**VC2PSCD01**)
- Use communication strategies to cooperate and solve problems (**VC2PSCD02**)

Health and Physical Education

- Apply social skills to support respectful and inclusive interactions (**VC2HPED01**)

Level D focus:

Students independently role-play conflicts, select appropriate calm language, and explain why certain solutions help everyone feel safe and respected. Reflection and empathy are more explicit at this level.

Foundation (F)

Personal and Social Capability

- Identify simple emotions and practise positive interactions with others (**VC2PSCF01**)
- Participate in play by taking turns and sharing with others (**VC2PSCF02**)

Health and Physical Education

- Practise personal and social skills to interact safely and respectfully (**VC2HPEF01**)

Foundation focus:

Students explore very simple conflicts (e.g. wanting the same toy) and practise calm, kind language such as “Can I have a turn?” or “Let’s share,” with strong modelling and visual support.

Level 1

Personal and Social Capability

- Recognise emotions in themselves and others and practise appropriate responses (**VC2PSCL01**)
- Demonstrate turn-taking, listening, and cooperation in group situations (**VC2PSCL02**)

Health and Physical Education

- Use basic communication and cooperation skills during play and learning (**VC2HPEL01**)

Level 1 focus:

Students role-play short scenarios and begin choosing kind words independently. They practise listening to a partner, responding respectfully, and resolving small disagreements with guidance.

Level 2

Personal and Social Capability

- Describe ways to manage emotions and solve simple interpersonal problems (**VC2PSCL03**)
- Apply social skills to work cooperatively and respectfully with others (**VC2PSCL04**)

Health and Physical Education

- Practise strategies for positive relationships and conflict resolution (**VC2HPEL02**)

Level 2 focus:

Students act out common playground or classroom conflicts, explain how different responses affect others, and practise compromise, empathy, and calm communication.

Level 3

Personal and Social Capability

- Explain strategies for resolving conflict and maintaining positive relationships (**VC2PSCL05**)
- Use communication skills to negotiate, cooperate, and solve problems (**VC2PSCL06**)

Health and Physical Education

- Apply personal and social skills to manage relationships and challenges (**VC2HPEL03**)

Level 3 focus:

Students independently role-play conflicts, justify their choice of respectful language, and reflect on how peaceful problem-solving supports a safe and inclusive classroom environment.

Written

Conflict Cool-Down Posters

Level A

Personal and Social Capability

- Experience and express emotions through supported activities (**VC2PSC A1**)
- Participate in shared activities with familiar people (**VC2PSC A2**)

Health and Physical Education

- Explore simple strategies that support personal well-being and safety (**VC2HPE A1**)

Level A focus:

Students explore calming strategies through **sensory experience, visuals, and modelling** (e.g. breathing pictures, quiet spaces, favourite objects). Responses may be shown through pointing, choosing images, or supported drawing.

Level B

Personal and Social Capability

- Identify basic emotions and respond to social situations with support (**VC2PSC B1**)
- Engage in simple turn-taking and shared interactions (**VC2PSC B2**)

Health and Physical Education

- Recognise actions that help them feel safe, calm, or supported (**VC2HPE B1**)

Level B focus:

Students draw or select **one calming strategy** (e.g. breathing, asking for help). They begin to recognise that calming actions help when feelings feel “too big,” with adult scaffolding.

Level C

Personal and Social Capability

- Describe feelings and identify strategies to manage emotions (**VC2PSC C1**)
- Participate in group discussions and listen to others’ ideas (**VC2PSC C2**)

Health and Physical Education

- Practise simple self-regulation strategies in social situations (**VC2HPE C1**)

Level C focus:

Students create a personalised cool-down poster and **explain how their strategy helps**. They listen to peers and begin building a shared understanding that different strategies work for different people.

Level D

Personal and Social Capability

- Explain emotional responses and apply strategies to manage conflict (**VC2PSC D1**)
- Demonstrate empathy by recognising and respecting others’ coping strategies (**VC2PSC D2**)

Health and Physical Education

- Apply self-management strategies to support emotional well-being and relationships (**VC2HPE D1**)

Level D focus:

Students justify their chosen strategies, reflect on when to use them, and **apply ideas from others**. Posters become functional tools used during real moments of conflict or emotional escalation.

Foundation (F)

Personal and Social Capability

Identify simple emotions and recognise when they need help to calm down (VC2PSCF01)

Participate in shared activities by listening, taking turns, and expressing ideas with support (VC2PSCF02)

Health and Physical Education

Practise personal and social skills that support emotional safety and wellbeing (VC2HPEF01)

Foundation focus:

Students identify basic feelings such as happy, sad, or angry and draw simple pictures showing what helps them calm down (e.g. breathing, sitting quietly, hugging a toy). Strong modelling, visuals, and guided discussion support students to talk about their posters and listen to others.

Level 1

Personal and Social Capability

Recognise emotions in themselves and others and practise strategies to manage feelings (VC2PSCL01)

Demonstrate turn-taking, listening, and cooperation during group sharing (VC2PSCL02)

Health and Physical Education

Use basic communication and self-regulation strategies to support wellbeing (VC2HPEL01)

Level 1 focus:

Students draw and explain one or two calm-down strategies they can use when upset. They practise talking about their feelings, listening to peers' ideas, and beginning to choose calming actions with teacher guidance.

Level 2

Personal and Social Capability

Describe ways to manage emotions and respond to simple interpersonal challenges (VC2PSCL03)

Apply social skills to work cooperatively and respectfully with others (VC2PSCL04)

Health and Physical Education

Practise strategies that support positive relationships and emotional regulation (VC2HPEL02)

Level 2 focus:

Students create more detailed posters that show multiple calming strategies and explain how these help during conflict. They listen to others, compare strategies, and begin to understand that different approaches work for different people.

Level 3

Personal and Social Capability

Explain strategies for managing emotions and maintaining positive relationships (VC2PSCL05)

Use communication skills to reflect, negotiate, and support others in social situations (VC2PSCL06)

Health and Physical Education

Apply personal and social skills to manage emotional challenges and relationships (VC2HPEL03)

Level 3 focus:

Students independently design and reflect on their Conflict Cool-Down Posters, justifying why certain strategies help them stay calm. They actively listen to peers, offer respectful feedback, and reflect on how calm responses support a safe and inclusive classroom.

Exercise

Freeze and Think

Level A

Personal and Social Capability

Respond to familiar people, music, and cues using simple body movements or actions (VC2PSCA01)

Engage in shared movement experiences with adult support (VC2PSCA02)

Health and Physical Education

Participate in supported movement and social play experiences (VC2HPEA01)

Level A focus:

Students experience movement and stillness through music. With strong adult modelling and visual cues, they practise stopping their body and copying simple calming actions (e.g. hands on tummy, deep breath). The emphasis is on awareness, safety, and responding to cues with support.

Level B

Personal and Social Capability

Recognise basic feelings and respond to calming cues with guidance (VC2PSCB01)

Take turns and share space during guided movement activities (VC2PSCB02)

Health and Physical Education

Participate in cooperative movement and play with adult guidance (VC2HPEB01)

Level B focus:

Students begin to notice changes in their body energy levels. When the music stops, they practise simple calm-down actions such as hugging themselves or breathing deeply. Visual prompts, repetition, and modelling support students to pause and re-engage calmly.

Level C

Personal and Social Capability

Identify simple emotional or social challenges and practise positive responses (VC2PSCC01)

Demonstrate turn-taking, listening, and cooperation during group activities (VC2PSCC02)

Health and Physical Education

Practise personal and social skills that promote emotional regulation and positive relationships (VC2HPEC01)

Level C focus:

Students actively participate in the game by dancing, freezing, and choosing or copying calming actions. They begin to understand that stopping and breathing helps their body feel calm. With support, they reflect on how these actions help during moments of big energy or frustration.

Level D

Personal and Social Capability

Describe ways to manage strong emotions and respond calmly in challenging situations (VC2PSCD01)

Use communication and self-regulation strategies to cooperate and solve problems (VC2PSCD02)

Health and Physical Education

Apply personal and social skills to support respectful, safe, and inclusive interactions (VC2HPED01)

Level D focus:

Students independently follow freeze cues, select appropriate calming actions, and explain how these help them settle their body and mind. Reflection is more explicit, with students linking movement, pausing, and calm choices to managing emotions and conflict respectfully.

Foundation (F)

Personal and Social Capability

Identify simple emotions and practise calming responses with support (VC2PSCF01)

Participate in shared movement experiences by listening, stopping, and following simple cues (VC2PSCF02)

Health and Physical Education

Practise personal and social skills to move safely and interact respectfully with others (VC2HPEF01)

Foundation focus:

Students explore movement and stillness through music. With strong modelling and visual cues, they practise freezing their body and copying simple calming actions such as deep breathing or hugging themselves. The focus is on listening, body awareness, and feeling safe and calm.

Level 1

Personal and Social Capability

Recognise emotions in themselves and begin to practise strategies to manage feelings (VC2PSCL01)

Demonstrate turn-taking, listening, and cooperation during group movement activities (VC2PSCL02)

Health and Physical Education

Use basic communication and self-regulation skills during play and movement (VC2HPEL01)

Level 1 focus:

Students confidently join the freeze dance and begin choosing calming actions when the music stops. They practise controlling their body, listening carefully, and using simple strategies like breathing or stretching to help their body settle.

Level 2

Personal and Social Capability

Describe ways to manage emotions and respond to simple challenges (VC2PSCL03)

Apply social skills to work cooperatively and respectfully with others (VC2PSCL04)

Health and Physical Education

Practise strategies that support emotional regulation and positive relationships (VC2HPEL02)

Level 2 focus:

Students explain how different calming actions help their body and mind feel relaxed. They practise stopping, thinking, and choosing a peaceful action, and begin making connections between movement, emotions, and calm behaviour during everyday situations.

Level 3

Personal and Social Capability

Explain strategies for managing emotions and maintaining positive relationships (VC2PSCL05)

Use communication skills to cooperate, reflect, and solve problems (VC2PSCL06)

Health and Physical Education

Apply personal and social skills to manage emotional challenges and social interactions (VC2HPEL03)

Level 3 focus:

Students independently select and justify calming actions during freeze moments. They reflect on how pausing and regulating their body helps them respond thoughtfully to challenges, supporting a calm, safe, and inclusive classroom environment.

Gratitude

Peace Pebbles

Level A

Personal and Social Capability

Respond to familiar people and experiences using simple actions, gestures, or choices (VC2PSCA01)

Engage in shared creative activities with adult support (VC2PSCA02)

Health and Physical Education

Participate in supported social interactions during play and creative activities (VC2HPEA01)

Level A focus:

Students experience decorating a pebble using simple colours, marks, or textures with adult assistance. They practise making a choice about who the pebble is for and respond to gentle prompts about kindness. The emphasis is on sensory exploration, participation, and recognising familiar people.

Level B

Personal and Social Capability

Recognise basic feelings and respond to others with support (VC2PSCB01)

Take turns and share materials during guided activities (VC2PSCB02)

Health and Physical Education

Participate in cooperative play and creative tasks with guidance (VC2HPEB01)

Level B focus:

Students decorate a Peace Pebble using calm colours or simple symbols and are supported to choose someone to give it to. With modelling and visuals, they begin to understand that giving something kind can make others feel happy and help maintain positive relationships.

Level C

Personal and Social Capability

Identify simple social or emotional situations and practise positive responses (VC2PSCC01)

Demonstrate turn-taking, listening, and cooperative behaviours during group activities (VC2PSCC02)

Health and Physical Education

Practise personal and social skills that promote positive relationships and wellbeing (VC2HPEC01)

Level C focus:

Students independently decorate their Peace Pebble and explain who it is for and why. They reflect on how kindness and giving can help solve problems or repair relationships, showing early empathy and awareness of others' feelings.

Level D

Personal and Social Capability

Describe ways to show kindness and resolve social challenges respectfully (VC2PSCD01)

Use communication and cooperation skills to support positive interactions (VC2PSCD02)

Health and Physical Education

Apply personal and social skills to support respectful, inclusive, and caring relationships (VC2HPED01)

Level D focus:

Students thoughtfully design a Peace Pebble using meaningful symbols and colours. They independently choose a recipient, explain how giving promotes peace or reduces conflict, and reflect on the impact of kind actions on themselves and others.

Foundation (F)

Personal and Social Capability

Identify simple emotions and practise kindness towards others through guided activities (VC2PSCF01)

Participate in shared creative experiences by listening, taking turns, and following instructions (VC2PSCF02)

Health and Physical Education

Practise personal and social skills to interact safely and respectfully with others (VC2HPEF01)

Foundation focus:

Students decorate a Peace Pebble using colours and simple symbols that represent calm and kindness. With strong modelling and discussion, they choose someone to give the pebble to and begin to understand that giving something kind can make others feel happy.

Level 1

Personal and Social Capability

Recognise emotions in themselves and others and practise caring responses (VC2PSCL01)

Demonstrate turn-taking, listening, and cooperation during group tasks (VC2PSCL02)

Health and Physical Education

Use basic communication and cooperation skills during creative and play-based activities (VC2HPEL01)

Level 1 focus:

Students independently decorate a Peace Pebble and explain who it is for. They practise expressing gratitude, using kind words, and reflecting on how giving can strengthen friendships and reduce small conflicts.

Level 2**Personal and Social Capability**

Describe ways to manage emotions and solve simple interpersonal problems (VC2PSCL03)

Apply social skills to work cooperatively and respectfully with others (VC2PSCL04)

Health and Physical Education

Practise strategies that support positive relationships, empathy, and conflict resolution (VC2HPEL02)

Level 2 focus:

Students choose calming colours and meaningful symbols and explain how their pebble could help bring peace or repair a relationship. They reflect on how kind actions can help others feel valued and supported.

Level 3**Personal and Social Capability**

Explain strategies for maintaining positive relationships and resolving conflict respectfully (VC2PSCL05)

Use communication skills to cooperate, negotiate, and reflect with others (VC2PSCL06)

Health and Physical Education

Apply personal and social skills to manage relationships and emotional challenges (VC2HPEL03)

Level 3 focus:

Students thoughtfully design and gift a Peace Pebble, justifying their choice of symbols and recipient. They reflect on how generosity, gratitude, and small acts of kindness contribute to peaceful conflict resolution and a positive classroom community.

Week Twenty Three

Play

Feelings Puppet Show

Level A**Personal and Social Capability**

Respond to familiar people, puppets, and experiences using simple actions, sounds, or gestures (VC2PSCA01)

Engage in shared play experiences with adult support (VC2PSCA02)

Health and Physical Education

Participate in supported social interactions during play (VC2HPEA01)

Level A focus:

Students explore puppets through sensory play and imitation. With strong adult modelling, they copy simple emotional expressions (e.g. happy face, sad sound) and respond to prompts about how the puppet feels. The focus is on participation, recognition of emotions, and engaging with others in a safe, playful way.

Level B**Personal and Social Capability**

Recognise basic emotions and respond to others' emotional expressions with support (VC2PSCB01)

Take turns and share resources during guided group activities (VC2PSCB02)

Health and Physical Education

Participate in cooperative play and social interaction with guidance (VC2HPEB01)

Level B focus:

Students choose a puppet and act out a simple emotion using words, sounds, or actions. With visuals and prompting, they begin to link feelings to simple reasons (e.g. "sad because toy broke"). They practise watching others and responding with encouragement.

Level C**Personal and Social Capability**

Identify simple emotional or social situations and practise positive responses (VC2PSCC01)

Demonstrate turn-taking, listening, and cooperation during group activities (VC2PSCC02)

Health and Physical Education

Practise personal and social skills that promote emotional wellbeing and positive relationships (VC2HPEC01)

Level C focus:

Students actively participate in short puppet scenes, naming emotions and explaining why the puppet feels that way. They listen to peers, show empathy, and begin to recognise shared emotional experiences. Vulnerability is introduced gently with adult support.

Level D**Personal and Social Capability**

Describe emotions and explain ways to respond respectfully to feelings in themselves and others (VC2PSCD01)

Use communication skills to cooperate, reflect, and support others in social situations (VC2PSCD02)

Health and Physical Education

Apply personal and social skills to support respectful, inclusive, and emotionally safe interactions (VC2HPED01)

Level D focus:

Students independently create and perform puppet scenes that explore a range of emotions, including tricky or vulnerable feelings. They explain causes of emotions, suggest supportive strategies, and reflect on how sharing feelings builds empathy, trust, and connection.

Foundation (F)**Personal and Social Capability**

Identify simple emotions and express feelings through play and imagination (VC2PSCF01)

Participate in shared activities by taking turns and listening to others (VC2PSCF02)

Health and Physical Education

Practise personal and social skills to interact safely and respectfully with others (VC2HPEF01)

Foundation focus:

Students choose a puppet and show a basic emotion using actions, sounds, or simple words. With strong modelling and encouragement, they begin to talk about how the puppet feels and practise watching and listening kindly when others share.

Level 1

Personal and Social Capability

Recognise emotions in themselves and others and practise expressing feelings appropriately (VC2PSCL01)

Demonstrate turn-taking, listening, and cooperation during group play and performances (VC2PSCL02)

Health and Physical Education

Use basic communication and cooperation skills during play-based learning (VC2HPEL01)

Level 1 focus:

Students act out short puppet scenes that show different feelings and explain why the puppet feels that way. They practise listening to peers, offering supportive responses, and beginning to understand that sharing feelings helps build connection.

Level 2

Personal and Social Capability

Describe ways to manage emotions and respond to simple interpersonal situations (VC2PSCL03)

Apply social skills to work cooperatively and respectfully with others (VC2PSCL04)

Health and Physical Education

Practise strategies that support empathy, emotional awareness, and positive relationships (VC2HPEL02)

Level 2 focus:

Students create simple puppet stories that include emotional challenges and supportive responses. They explain how emotions affect behaviour and practise empathy by recognising when others may feel the same way.

Level 3

Personal and Social Capability

Explain emotions, their causes, and strategies for maintaining positive relationships (VC2PSCL05)

Use communication skills to cooperate, reflect, and support others in group situations (VC2PSCL06)

Health and Physical Education

Apply personal and social skills to manage emotional challenges and social interactions (VC2HPEL03)

Level 3 focus:

Students independently perform puppet scenes that explore a range of emotions, including vulnerability. They justify emotional responses, suggest strategies for support, and reflect on how open communication strengthens trust and connection within the group.

Written

My Feelings Face

Level A

Personal and Social Capability

Respond to familiar people and experiences using simple emotional expressions, gestures, or choices (VC2PSCA01)

Engage in shared creative experiences with adult support (VC2PSCA02)

Health and Physical Education

Participate in supported social interactions during play and creative activities (VC2HPEA01)

Level A focus:

Students explore drawing and colour through sensory play. With adult modelling, they make simple marks or choose colours to show how they feel. They respond to prompts about emotions using gestures, sounds, or single words, focusing on participation and emotional awareness.

Level B

Personal and Social Capability

Recognise basic emotions and respond to others' emotional expressions with support (VC2PSCB01)

Take turns and share materials during guided creative activities (VC2PSCB02)

Health and Physical Education

Participate in cooperative play and social interaction with guidance (VC2HPEB01)

Level B focus:

Students draw a simple face and use colour to represent how they feel. With visual supports and prompting, they begin to name basic emotions (e.g. happy, sad, tired) and share their drawing with a peer or adult in a supportive setting.

Level C

Personal and Social Capability

Identify simple emotional situations and practise positive emotional expression (VC2PSCC01)

Demonstrate turn-taking, listening, and cooperative behaviours during group activities (VC2PSCC02)

Health and Physical Education

Practise personal and social skills that promote emotional wellbeing and positive relationships (VC2HPEC01)

Level C focus:

Students independently draw a face showing a clear emotion and explain why they chose certain facial features or colours. They listen to others share and begin to recognise that people can feel differently in the same environment.

Level D

Personal and Social Capability

Describe emotions and explain how feelings can influence behaviour and relationships (VC2PSCD01)

Use communication skills to share ideas, reflect, and support others respectfully (VC2PSCD02)

Health and Physical Education

Apply personal and social skills to support emotional safety and positive interactions (VC2HPED01)

Level D focus:

Students create a detailed feelings face using symbolic colours and expressive features. They explain the cause of the emotion, reflect on how it may change, and respond empathetically to peers' sharing, showing increased emotional insight and confidence.

Foundation (F)

Personal and Social Capability

Identify simple emotions and express feelings through drawing and play (VC2PSCF01)

Participate in shared creative activities by listening, taking turns, and following instructions (VC2PSCF02)

Health and Physical Education

Practise personal and social skills to interact safely and respectfully with others (VC2HPEF01)

Foundation focus:

Students draw a large face showing a basic emotion using simple features and colours. With strong modelling and visual support, they begin to talk about how they feel and listen kindly when others share their drawings.

Level 1

Personal and Social Capability

Recognise emotions in themselves and others and practise expressing feelings appropriately (VC2PSCL01)

Demonstrate turn-taking, listening, and cooperation during group sharing (VC2PSCL02)

Health and Physical Education

Use basic communication and cooperation skills during creative tasks (VC2HPEL01)

Level 1 focus:

Students independently draw a feelings face and explain why they chose certain expressions or colours. They practise using emotion words and begin to understand that feelings can change throughout the day.

Level 2

Personal and Social Capability

Describe ways to manage emotions and respond to simple interpersonal situations (VC2PSCL03)

Apply social skills to work cooperatively and respectfully with others (VC2PSCL04)

Health and Physical Education

Practise strategies that support emotional awareness, empathy, and positive relationships (VC2HPEL02)

Level 2 focus:

Students create more detailed feelings faces and explain how their emotions affect their behaviour. They listen to others' experiences, recognise similarities and differences in feelings, and practise empathy.

Level 3

Personal and Social Capability

Explain emotions, their causes, and strategies for maintaining positive relationships (VC2PSCL05)

Use communication skills to reflect, cooperate, and support others (VC2PSCL06)

Health and Physical Education

Apply personal and social skills to manage emotional challenges and social interactions (VC2HPEL03)

Level 3 focus:

Students thoughtfully design a feelings face using symbolic colours and expressive features. They reflect on what caused the emotion, how it might change, and how understanding feelings supports connection, empathy, and a safe classroom environment.

Exercise

Soft Stretch Circle

Level A

Personal and Social Capability

Respond to familiar people, calming voices, and movement cues using simple actions or body responses (VC2PSCA01)

Engage in shared movement experiences with adult support (VC2PSCA02)

Health and Physical Education

Participate in supported movement and relaxation activities (VC2HPEA01)

Level A focus:

Students experience gentle stretching and calming sounds with strong adult modelling. They copy simple movements, respond to affirming language, and practise being still or moving softly. The focus is on sensory awareness, feeling safe, and participating in a calm group routine.

Level B

Personal and Social Capability

Recognise basic feelings and respond to calming cues with support (VC2PSCB01)

Take turns and share space during guided movement activities (VC2PSCB02)

Health and Physical Education

Participate in cooperative movement and relaxation activities with guidance (VC2HPEB01)

Level B focus:

Students follow gentle stretches and breathing with visual prompts and teacher guidance. They begin to listen to kind words and simple affirmations and are supported to repeat or respond to them. Emphasis is on slowing the body, sharing space, and feeling calm together.

Level C

Personal and Social Capability

Identify simple emotional needs and practise positive self-regulation strategies (VC2PSCC01)

Demonstrate turn-taking, listening, and cooperation during group movement activities (VC2PSCC02)

Health and Physical Education

Practise personal and social skills that support emotional regulation and wellbeing

(VC2HPEC01)

Level C focus:

Students actively participate in a sequence of soft stretches paired with affirmations. They begin to understand how gentle movement, breathing, and kind self-talk help their body and mind feel calm. With support, they reflect on how the activity makes them feel.

Level D

Personal and Social Capability

Describe ways to manage emotions and practise positive self-talk to support wellbeing (VC2PSCD01)

Use communication and self-regulation strategies to participate respectfully in group activities (VC2PSCD02)

Health and Physical Education

Apply personal and social skills to support calm, safe, and inclusive movement experiences (VC2HPED01)

Level D focus:

Students independently follow stretch sequences, engage with affirmations, and reflect on how soft movement and kind self-talk support emotional regulation. They explain why moving gently and being kind to themselves helps them feel safe, confident, and connected to others.

Foundation (F)

Personal and Social Capability

Identify simple emotions and respond to calming movement and affirming language (VC2PSCF01)

Participate in shared movement experiences by listening, following cues, and respecting personal space (VC2PSCF02)

Health and Physical Education

Practise personal and social skills to move safely and calmly with others (VC2HPEF01)

Foundation focus:

Students copy gentle stretches and breathing with strong modelling and visual support. They listen to kind words and begin to associate slow movement with feeling calm and safe in their bodies.

Level 1

Personal and Social Capability

Recognise emotions in themselves and practise simple self-regulation strategies (VC2PSCL01)
Demonstrate turn-taking, listening, and cooperation during group movement activities
(VC2PSCL02)

Health and Physical Education

Use basic communication and self-regulation skills during movement and play (VC2HPEL01)

Level 1 focus:

Students follow a short sequence of soft stretches and begin repeating affirmations aloud or silently. They practise slowing their body and breathing, noticing how gentle movement helps them feel settled and confident.

Level 2

Personal and Social Capability

Describe ways to manage emotions and maintain calm in everyday situations (VC2PSCL03)

Apply social skills to work cooperatively and respectfully with others (VC2PSCL04)

Health and Physical Education

Practise strategies that support emotional regulation, wellbeing, and positive relationships (VC2HPEL02)

Level 2 focus:

Students connect specific stretches and breathing with feeling calm or safe. They reflect on how kind self-talk supports emotional regulation and practise respecting others' space and comfort levels.

Level 3

Personal and Social Capability

Explain strategies for managing emotions and building positive self-esteem (VC2PSCL05)

Use communication skills to cooperate, reflect, and support others in group activities

(VC2PSCL06)

Health and Physical Education

Apply personal and social skills to manage emotional challenges and participate calmly in group movement (VC2HPEL03)

Level 3 focus:

Students independently engage in soft stretching, breathing, and affirmations. They explain how gentle movement and positive self-talk help them feel calm, confident, and emotionally safe, and reflect on how these strategies can be used beyond the activity.

Gratitude

Thank You Cards for Helpers

Level A

Personal and Social Capability

Respond to familiar people and caring experiences using simple gestures, actions, or choices (VC2PSCA01)

Engage in shared creative activities with adult support (VC2PSCA02)

Health and Physical Education

Participate in supported social interactions during play and creative activities (VC2HPEA01)

Level A focus:

Students explore making marks, choosing colours, or selecting symbols to represent kindness with adult assistance. They respond to prompts about familiar helpers (e.g. pointing, smiling, naming) and experience giving something kind in a safe, supported way.

Level B

Personal and Social Capability

Recognise basic feelings and respond to caring actions from others with support (VC2PSCB01)

Take turns and share materials during guided creative tasks (VC2PSCB02)

Health and Physical Education

Participate in cooperative play and social interaction with guidance (VC2HPEB01)

Level B focus:

Students decorate a simple thank you card and are supported to identify someone who helps them. With visuals and modelling, they begin to link feeling better with being helped and practise giving their card through guided interaction.

Level C

Personal and Social Capability

Identify simple emotional or social situations and practise positive responses (VC2PSCC01)

Demonstrate turn-taking, listening, and cooperative behaviours during group activities

(VC2PSCC02)

Health and Physical Education

Practise personal and social skills that promote positive relationships and wellbeing

(VC2HPEC01)

Level C focus:

Students independently create a thank you card using drawings, colours, and simple words.

They explain who the card is for and why, showing early empathy and understanding that kind actions help others feel safe and supported.

Level D

Personal and Social Capability

Describe ways people support each other and explain why gratitude strengthens relationships

(VC2PSCD01)

Use communication skills to share ideas, reflect, and interact respectfully with others

(VC2PSCD02)

Health and Physical Education

Apply personal and social skills to support respectful, caring, and inclusive relationships

(VC2HPED01)

Level D focus:

Students thoughtfully design a thank you card and clearly explain how the helper supported them during a vulnerable moment. They reflect on how expressing gratitude builds trust, connection, and emotional safety for both the giver and the receiver.

Foundation (F)

Personal and Social Capability

Identify simple emotions and recognise when someone has helped them (VC2PSCF01)

Participate in shared creative activities by listening, taking turns, and following instructions (VC2PSCF02)

Health and Physical Education

Practise personal and social skills to interact safely and respectfully with others (VC2HPEF01)

Foundation focus:

Students draw or decorate a thank you card using simple pictures and colours. With strong modelling and discussion, they identify a helper and begin to understand that saying thank you shows kindness and makes people feel valued.

Level 1

Personal and Social Capability

Recognise emotions in themselves and others and practise expressing appreciation (VC2PSCL01)

Demonstrate turn-taking, listening, and cooperation during group sharing (VC2PSCL02)

Health and Physical Education

Use basic communication and cooperation skills during creative and social activities (VC2HPEL01)

Level 1 focus:

Students create a thank you card and explain who it is for and how that person helped them. They practise using kind words, expressing gratitude, and confidently sharing their message with others.

Level 2

Personal and Social Capability

Describe ways to manage emotions and respond positively in relationships (VC2PSCL03)

Apply social skills to work cooperatively and respectfully with others (VC2PSCL04)

Health and Physical Education

Practise strategies that support empathy, gratitude, and positive relationships (VC2HPEL02)

Level 2 focus:

Students reflect on a time they felt vulnerable and how someone supported them. They create a thoughtful thank you card and explain how expressing gratitude can strengthen relationships and reduce conflict.

Level 3

Personal and Social Capability

Explain strategies for maintaining positive relationships and showing appreciation (VC2PSCL05)

Use communication skills to cooperate, reflect, and support others (VC2PSCL06)

Health and Physical Education

Apply personal and social skills to manage relationships and emotional experiences (VC2HPEL03)

Level 3 focus:

Students independently design and share a thank you card, justifying their choice of recipient and message. They reflect on how gratitude supports emotional connection, empathy, and a caring classroom culture.

Week Twenty Four

Play

Space Explorer Obstacle Course

Level A

Personal and Social Capability

Respond to familiar people, environments, and play experiences using simple movements or actions (VC2PSCA01)

Engage in shared play activities with adult support (VC2PSCA02)

Health and Physical Education

Participate in supported movement and play experiences (VC2HPEA01)

Level A focus:

Students explore the obstacle course through supported movement such as crawling, reaching, or stepping with assistance. They respond to imaginative language and cues (e.g. "blast off") and experience play alongside others, focusing on enjoyment, safety, and participation.

Level B

Personal and Social Capability

Recognise enjoyment and engagement during play and respond positively to others with support (VC2PSCB01)

Take turns and share space during guided play activities (VC2PSCB02)

Health and Physical Education

Participate in cooperative movement and play with guidance (VC2HPEB01)

Level B focus:

Students move through simplified obstacle sections using basic imaginative actions (jump, crawl, reach). With modelling and prompts, they practise waiting for their turn, cheering for peers, and engaging in pretend play as part of a group Mars mission.

Level C

Personal and Social Capability

Identify simple social situations and practise positive participation in group play (VC2PSCC01)

Demonstrate turn-taking, cooperation, and listening during shared activities (VC2PSCC02)

Health and Physical Education

Practise personal and social skills that support safe, active play and positive relationships (VC2HPEC01)

Level C focus:

Students confidently complete the obstacle course using imaginative role-play. They follow rules, take turns, and encourage others. They begin to explain what they enjoyed and how pretending to be an astronaut made the activity more fun.

Level D

Personal and Social Capability

Describe ways to cooperate, take turns, and support others during group play (VC2PSCD01)

Use communication skills to solve simple problems and work collaboratively (VC2PSCD02)

Health and Physical Education

Apply personal and social skills to participate safely and positively in active play (VC2HPED01)

Level D focus:

Students independently navigate the obstacle course, using creative movement and imaginative language. They explain the importance of play, teamwork, and encouragement, and reflect on how playing together builds confidence, connection, and enjoyment.

Foundation (F)

Personal and Social Capability

Participate in imaginative play and express enjoyment through movement (VC2PSCF01)

Take turns and follow simple rules during shared play experiences (VC2PSCF02)

Health and Physical Education

Practise personal and social skills to move safely and actively with others (VC2HPEF01)

Foundation focus:

Students move through a simple obstacle course using basic actions such as crawling, jumping, or stepping. With strong modelling and imaginative language, they pretend to be astronauts exploring Mars and practise taking turns and cheering for others.

Level 1

Personal and Social Capability

Recognise emotions and enjoyment during play and interact positively with peers (VC2PSCL01)

Demonstrate cooperation, listening, and turn-taking during group activities (VC2PSCL02)

Health and Physical Education

Use basic communication and cooperation skills during active play (VC2HPEL01)

Level 1 focus:

Students confidently complete the obstacle course while using imagination and role-play. They follow rules, wait for their turn, and encourage others, showing growing confidence and social awareness.

Level 2

Personal and Social Capability

Describe how play supports wellbeing and positive relationships (VC2PSCL03)

Apply social skills to work cooperatively and respectfully with others (VC2PSCL04)

Health and Physical Education

Practise strategies that support teamwork, safety, and enjoyment during physical activity (VC2HPEL02)

Level 2 focus:

Students explain what they enjoyed about the Mars adventure and how pretending made the activity more fun. They work cooperatively, support peers, and begin to understand that play helps people feel connected and confident.

Level 3

Personal and Social Capability

Explain strategies for cooperating, taking turns, and supporting others during group play (VC2PSCL05)

Use communication skills to negotiate, cooperate, and solve problems in play situations (VC2PSCL06)

Health and Physical Education

Apply personal and social skills to participate safely and positively in active play (VC2HPEL03)

Level 3 focus:

Students independently navigate the obstacle course using imaginative movement and language. They reflect on how play, teamwork, and encouragement support confidence, enjoyment, and a strong sense of belonging.

Written

Draw Your Imagination

Level A

Personal and Social Capability

Respond to familiar materials, people, and creative experiences using simple actions, gestures, or choices (VC2PSCA01)

Engage in shared creative play experiences with adult support (VC2PSCA02)

Health and Physical Education

Participate in supported play and creative activities (VC2HPEA01)

Level A focus:

Students explore art materials through sensory play, making marks, choosing colours, or pointing to preferred tools. With adult modelling, they engage in imaginative play through drawing and respond positively to encouragement, focusing on participation and enjoyment rather than outcome.

Level B

Personal and Social Capability

Recognise enjoyment and interest during play-based creative activities with support (VC2PSCB01)

Take turns and share materials during guided art experiences (VC2PSCB02)

Health and Physical Education

Participate in cooperative play and creative tasks with guidance (VC2HPEB01)

Level B focus:

Students create a drawing or painting based on their imagination, supported by prompts or starting ideas. They practise making choices about colours or shapes and may name or gesture to explain what they have created, building early confidence and autonomy.

Level C

Personal and Social Capability

Identify simple ideas or interests and express them through creative play (VC2PSCC01)

Demonstrate turn-taking, listening, and cooperation during shared activities (VC2PSCC02)

Health and Physical Education

Practise personal and social skills that support positive participation in play and creativity (VC2HPEC01)

Level C focus:

Students independently create imaginative artwork and explain their ideas using simple language. They enjoy open-ended creativity, listen to others share, and begin to understand that everyone's imagination is different and valuable.

Level D

Personal and Social Capability

Describe ideas, preferences, and creative choices made during play-based activities (VC2PSCD01)

Use communication skills to share, reflect on, and celebrate creative work with others (VC2PSCD02)

Health and Physical Education

Apply personal and social skills to participate confidently and respectfully in creative play (VC2HPED01)

Level D focus:

Students confidently design imaginative artwork with minimal guidance, making intentional choices about materials and design. They explain the story or idea behind their creation and reflect on how creative play helps them feel confident, joyful, and connected to others.

Foundation (F)

Personal and Social Capability

Participate in imaginative play and express ideas through drawing and art (VC2PSCF01)

Follow simple instructions, take turns, and share materials during creative activities (VC2PSCF02)

Health and Physical Education

Practise personal and social skills to engage safely and positively in play-based learning (VC2HPEF01)

Foundation focus:

Students explore drawing or painting freely, using colours and shapes to represent ideas from their imagination. With strong encouragement and modelling, they enjoy creating without rules and may name or point to parts of their artwork.

Level 1

Personal and Social Capability

Recognise enjoyment during creative play and express ideas using pictures and simple words (VC2PSCL01)

Demonstrate cooperation, listening, and turn-taking during group art activities (VC2PSCL02)

Health and Physical Education

Use basic communication and cooperation skills during creative and play-based tasks

(VC2HPEL01)

Level 1 focus:

Students independently choose what to draw or paint and explain their artwork using simple language. They practise confidence, creative choice-making, and respectful sharing of ideas with peers.

Level 2

Personal and Social Capability

Describe ideas, preferences, and imagination through creative expression (VC2PSCL03)

Apply social skills to work cooperatively and respectfully in shared creative spaces

(VC2PSCL04)

Health and Physical Education

Practise strategies that support confidence, enjoyment, and positive participation in play

(VC2HPEL02)

Level 2 focus:

Students create imaginative artwork with detail and intention. They explain the story or idea behind their drawing and begin to recognise that open-ended play supports creativity, confidence, and enjoyment.

Level 3

Personal and Social Capability

Explain creative choices and reflect on how imagination supports learning and wellbeing

(VC2PSCL05)

Use communication skills to share ideas, listen to others, and celebrate creativity (VC2PSCL06)

Health and Physical Education

Apply personal and social skills to engage confidently and respectfully in creative play

(VC2HPEL03)

Level 3 focus:

Students independently design imaginative artworks and justify their creative decisions. They reflect on how play and imagination help them explore ideas, express themselves, and feel confident and connected in the classroom.

Exercise

Planet Bop

Level A

Personal and Social Capability

Respond to familiar sounds, words, and movement cues using simple body actions (VC2PSCA01)

Engage in shared movement and play experiences with adult support (VC2PSCA02)

Health and Physical Education

Participate in supported movement and play activities (VC2HPEA01)

Level A focus:

Students respond to music and planet names by copying simple movements with strong adult modelling. The focus is on sensory engagement, enjoyment of movement, and responding to cues in a safe and playful group environment.

Level B

Personal and Social Capability

Recognise enjoyment during movement play and respond to simple instructions with support (VC2PSCB01)

Take turns and share space during guided group movement activities (VC2PSCB02)

Health and Physical Education

Participate in cooperative movement and play with guidance (VC2HPEB01)

Level B focus:

Students practise listening for planet names and copying matching actions. With visual supports and repetition, they begin to remember simple movements, follow cues, and engage positively with peers during energetic play.

Level C

Personal and Social Capability

Identify simple rules and expectations and participate positively in group play (VC2PSCC01)

Demonstrate turn-taking, listening, and cooperation during shared activities (VC2PSCC02)

Health and Physical Education

Practise personal and social skills that support safe, active, and enjoyable play (VC2HPEC01)

Level C focus:

Students confidently perform different actions for each planet and begin to remember the sequence without constant modelling. They follow rules, freeze when required, and show enjoyment and encouragement during group movement games.

Level D

Personal and Social Capability

Describe ways to cooperate, follow instructions, and support others during group play (VC2PSCD01)

Use communication skills to solve simple problems and participate collaboratively (VC2PSCD02)

Health and Physical Education

Apply personal and social skills to participate safely, energetically, and respectfully in physical activities (VC2HPED01)

Level D focus:

Students independently recall planet actions, respond quickly to cues, and may take turns leading the game. They reflect on how listening, memory, and movement help everyone play together successfully and have fun.

Foundation (F)

Personal and Social Capability

Participate in movement play and respond to simple verbal cues and music (VC2PSCF01)

Follow simple rules, take turns, and share space during group activities (VC2PSCF02)

Health and Physical Education

Practise personal and social skills to move safely and actively with others (VC2HPEF01)

Foundation focus:

Students copy fun movements when planet names are called, using strong modelling and repetition. They enjoy dancing, freezing, and moving their bodies while learning to listen and respond to cues in a playful way.

Level 1

Personal and Social Capability

Recognise enjoyment during play and respond positively to group movement activities (VC2PSCL01)

Demonstrate cooperation, listening, and turn-taking during shared games (VC2PSCL02)

Health and Physical Education

Use basic communication and cooperation skills during active play (VC2HPEL01)

Level 1 focus:

Students begin to remember planet movements and perform them with less modelling. They listen carefully, follow instructions, and show growing confidence and enjoyment while playing with others.

Level 2

Personal and Social Capability

Describe how listening and movement help them play successfully with others (VC2PSCL03)

Apply social skills to work cooperatively and respectfully in group play (VC2PSCL04)

Health and Physical Education

Practise strategies that support coordination, focus, and positive participation (VC2HPEL02)

Level 2 focus:

Students recall multiple planet actions, respond quickly to cues, and explain which movements they enjoy most. They cooperate with peers, respect space, and understand that listening helps everyone have fun.

Level 3

Personal and Social Capability

Explain strategies for listening, remembering, and cooperating during group games (VC2PSCL05)

Use communication skills to lead, cooperate, and support others in play situations (VC2PSCL06)

Health and Physical Education

Apply personal and social skills to participate safely and energetically in physical activities (VC2HPEL03)

Level 3 focus:

Students independently perform and remember planet actions, take turns leading the game, and reflect on how movement, memory, and teamwork support joyful and successful play.

Gratitude

Play Pal Pass

Level A

Personal and Social Capability

Respond to familiar peers and play situations using simple gestures, actions, or expressions (VC2PSCA01)

Engage in shared play experiences with adult support (VC2PSCA02)

Health and Physical Education

Participate in supported social interactions during play (VC2HPEA01)

Level A focus:

Students experience being paired with a peer and respond to simple prompts such as smiling, pointing, giving a high-five, or choosing a picture to show enjoyment of play. The focus is on recognising others, engaging positively, and feeling safe in shared play.

Level B

Personal and Social Capability

Recognise basic feelings associated with playing with others and respond positively with support (VC2PSCB01)

Take turns and share space during guided partner activities (VC2PSCB02)

Health and Physical Education

Participate in cooperative play with guidance (VC2HPEB01)

Level B focus:

Students pair up with a Play Pal and are supported to share a simple kind word, gesture, or drawing about playing together. Visual prompts and modelling help students practise gratitude, turn-taking, and listening to others.

Level C

Personal and Social Capability

Identify positive social experiences and practise expressing appreciation (VC2PSCC01)

Demonstrate turn-taking, listening, and cooperation during partner and group activities (VC2PSCC02)

Health and Physical Education

Practise personal and social skills that support positive relationships and wellbeing (VC2HPEC01)

Level C focus:

Students independently share something they enjoy about playing with their partner and listen respectfully when appreciation is shared with them. They begin to recognise how kind words help others feel valued and strengthen friendships.

Level D

Personal and Social Capability

Describe ways to build and maintain positive relationships through kind communication (VC2PSCD01)

Use communication skills to cooperate, reflect, and support peers during play (VC2PSCD02)

Health and Physical Education

Apply personal and social skills to support respectful, inclusive, and positive play experiences (VC2HPED01)

Level D focus:

Students confidently express thoughtful appreciation for multiple play partners and reflect on how gratitude and kindness improve shared play experiences. They explain what makes a good play partner and how positive communication strengthens group connection.

Foundation (F)

Personal and Social Capability

Participate in play with others and recognise positive feelings during shared activities (VC2PSCF01)

Take turns and follow simple social rules when playing with a partner (VC2PSCF02)

Health and Physical Education

Practise personal and social skills to interact safely and respectfully with others (VC2HPEF01)

Foundation focus:

Students pair up with a Play Pal and share enjoyment through smiles, gestures, simple words, or drawings. With strong modelling, they practise taking turns, listening, and experiencing how kind interactions make play feel fun and safe.

Level 1

Personal and Social Capability

Recognise emotions in themselves and others and practise expressing appreciation (VC2PSCL01)

Demonstrate cooperation, listening, and turn-taking during partner activities (VC2PSCL02)

Health and Physical Education

Use basic communication and cooperation skills during play and social activities (VC2HPEL01)

Level 1 focus:

Students share a simple compliment or positive statement about playing with their partner. They practise listening when kindness is shared with them and begin to understand that kind words help friendships grow.

Level 2

Personal and Social Capability

Describe ways to build positive relationships through kindness and gratitude (VC2PSCL03)

Apply social skills to work cooperatively and respectfully with different peers (VC2PSCL04)

Health and Physical Education

Practise strategies that support empathy, cooperation, and positive play experiences (VC2HPEL02)

Level 2 focus:

Students explain what they enjoy about playing with different classmates and reflect on how appreciation helps everyone feel included. They practise respectful listening and thoughtful communication with multiple partners.

Level 3

Personal and Social Capability

Explain strategies for maintaining positive relationships and inclusive play (VC2PSCL05)

Use communication skills to cooperate, reflect, and support others in social situations (VC2PSCL06)

Health and Physical Education

Apply personal and social skills to manage relationships and build a positive play culture (VC2HPEL03)

Level 3 focus:

Students confidently express specific, meaningful appreciation for their Play Pals and reflect on how gratitude strengthens teamwork, inclusion, and enjoyment during play. They may take leadership roles in modelling kind communication for others.

Week Twenty Five

Play

Star Performer

Level A

Personal and Social Capability

Respond to familiar people and group situations using simple actions, gestures, or expressions (VC2PSCA01)

Engage in shared experiences with adult support (VC2PSCA02)

Health and Physical Education

Participate in supported social interactions during play and group activities (VC2HPEA01)

Level A focus:

Students experience being part of a supportive audience and may take part by smiling, waving, holding a prop, or standing briefly in the performance space with adult support. The focus is on feeling safe, being seen, and recognising encouragement from others.

Level B

Personal and Social Capability

Recognise positive feelings associated with being noticed and supported by others (VC2PSCB01)

Take turns and share attention during guided group activities (VC2PSCB02)

Health and Physical Education

Participate in cooperative and supportive play experiences with guidance (VC2HPEB01)

Level B focus:

Students are supported to take a short turn as a Star Performer by showing a simple action, movement, or expression. With modelling and reassurance, they practise bravery, while also learning to clap, cheer, and support others.

Level C

Personal and Social Capability

Identify positive personal qualities and practise expressing confidence (VC2PSCC01)

Demonstrate turn-taking, listening, and encouragement during group activities (VC2PSCC02)

Health and Physical Education

Practise personal and social skills that promote confidence, inclusion, and positive relationships (VC2HPEC01)

Level C focus:

Students independently choose something to share or perform and take turns confidently. They recognise what they feel proud of, cheer for classmates, and begin to understand how encouragement helps others feel brave and valued.

Level D

Personal and Social Capability

Describe personal strengths and explain how confidence and encouragement support wellbeing (VC2PSCD01)

Use communication skills to reflect, encourage peers, and participate positively in group situations (VC2PSCD02)

Health and Physical Education

Apply personal and social skills to support inclusive, respectful, and confident participation (VC2HPED01)

Level D focus:

Students confidently perform or share something meaningful and reflect on how it felt to be brave. They explain why cheering for others matters and demonstrate leadership in creating a positive, supportive performance environment.

Foundation (F)

Personal and Social Capability

Identify positive feelings and begin to recognise things they are proud of (VC2PSCF01)

Participate in shared activities by taking turns and responding kindly to others (VC2PSCF02)

Health and Physical Education

Practise personal and social skills to interact safely and respectfully with others (VC2HPEF01)

Foundation focus:

Students take a short turn in the performance space by smiling, waving, showing a movement, or holding a prop. With strong modelling and reassurance, they practise being seen, clapping for others, and experiencing encouragement in a safe, supportive environment.

Level 1

Personal and Social Capability

Recognise emotions linked to confidence and practise expressing themselves in front of others (VC2PSCL01)

Demonstrate cooperation, listening, and turn-taking during group activities (VC2PSCL02)

Health and Physical Education

Use basic communication and cooperation skills during play and group experiences (VC2HPEL01)

Level 1 focus:

Students choose something simple to share or perform and take a brief turn confidently. They practise using kind words and applause to support classmates and begin to understand that encouragement helps people feel brave.

Level 2**Personal and Social Capability**

Describe personal strengths and reflect on experiences of confidence (VC2PSCL03)

Apply social skills to work cooperatively and respectfully with peers (VC2PSCL04)

Health and Physical Education

Practise strategies that support confidence, inclusion, and positive relationships (VC2HPEL02)

Level 2 focus:

Students independently perform or share something they feel proud of and reflect on how it felt to be in the spotlight. They actively encourage others and recognise how kindness and cheering build confidence within the group.

Level 3**Personal and Social Capability**

Explain strategies for building confidence and supporting others' strengths (VC2PSCL05)

Use communication skills to cooperate, reflect, and lead positive group interactions (VC2PSCL06)

Health and Physical Education

Apply personal and social skills to manage emotions and participate confidently in group settings (VC2HPEL03)

Level 3 focus:

Students confidently plan and present a short performance or sharing moment. They reflect on what helped them feel brave, explain why supporting others matters, and may take leadership roles in modelling encouragement and positive audience behaviour.

Written

My Super Self-Shield

Level A**Personal and Social Capability**

Respond to familiar people and experiences using simple choices, gestures, or expressions (VC2PSCA01)

Engage in shared creative activities with adult support (VC2PSCA02)

Health and Physical Education

Participate in supported social and creative play experiences (VC2HPEA01)

Level A focus:

Students explore colours, shapes, and symbols by making marks or selecting images to decorate a shield with adult assistance. They respond to prompts about themselves through

pointing, smiling, or naming familiar strengths (e.g. “kind,” “happy”), focusing on participation and feeling safe being seen.

Level B

Personal and Social Capability

Recognise basic personal qualities and respond positively to encouragement from others (VC2PSCB01)

Take turns and share materials during guided creative activities (VC2PSCB02)

Health and Physical Education

Participate in cooperative creative play with guidance (VC2HPEB01)

Level B focus:

Students decorate a simple shield using symbols or colours to show what they like or feel proud of. With modelling and visual supports, they begin to name or gesture to explain one part of their shield and experience positive feedback from peers.

Level C

Personal and Social Capability

Identify personal strengths or interests and practise expressing them (VC2PSCC01)

Demonstrate turn-taking, listening, and cooperation during group sharing activities (VC2PSCC02)

Health and Physical Education

Practise personal and social skills that promote confidence and positive relationships (VC2HPEC01)

Level C focus:

Students independently design a Super Self-Shield with symbols representing their strengths. They explain what parts of their shield mean and listen respectfully to others, beginning to recognise and celebrate differences and shared strengths.

Level D

Personal and Social Capability

Describe personal strengths and explain how confidence supports wellbeing and relationships (VC2PSCD01)

Use communication skills to share ideas, reflect, and encourage others (VC2PSCD02)

Health and Physical Education

Apply personal and social skills to support confidence, inclusion, and positive self-identity (VC2HPED01)

Level D focus:

Students thoughtfully design and present a Super Self-Shield, clearly explaining their chosen symbols and strengths. They reflect on how recognising and sharing strengths builds confidence and practise encouraging peers to celebrate their own abilities.

Foundation (F)

Personal and Social Capability

Identify positive feelings and begin to recognise personal strengths (VC2PSCF01)

Participate in shared creative activities by following instructions and taking turns (VC2PSCF02)

Health and Physical Education

Practise personal and social skills to interact safely and respectfully with others (VC2HPEF01)

Foundation focus:

Students decorate a simple shield using colours, shapes, or pictures to represent what they like or feel proud of. With strong modelling and reassurance, they share their shield using simple words, gestures, or pointing, building early confidence and self-expression.

Level 1

Personal and Social Capability

Recognise emotions linked to pride and confidence and express ideas about themselves (VC2PSCL01)

Demonstrate cooperation, listening, and turn-taking during group sharing (VC2PSCL02)

Health and Physical Education

Use basic communication and cooperation skills during creative and social activities (VC2HPEL01)

Level 1 focus:

Students independently create a Super Self-Shield showing one or two personal strengths.

They explain their symbols using simple language and practise listening respectfully when others share, developing confidence and positive self-identity.

Level 2

Personal and Social Capability

Describe personal strengths and how they support wellbeing and learning (VC2PSCL03)

Apply social skills to work cooperatively and respectfully with peers (VC2PSCL04)

Health and Physical Education

Practise strategies that support confidence, inclusion, and positive relationships (VC2HPEL02)

Level 2 focus:

Students design a detailed Super Self-Shield and explain the meaning behind their choices.

They reflect on what makes them unique and recognise how celebrating strengths helps build confidence and connection within the group.

Level 3

Personal and Social Capability

Explain personal strengths and strategies for building confidence and self-belief (VC2PSCL05)

Use communication skills to share ideas, reflect, and encourage others (VC2PSCL06)

Health and Physical Education

Apply personal and social skills to manage emotions and participate confidently in group settings (VC2HPEL03)

Level 3 focus:

Students confidently present their Super Self-Shield, justifying their chosen symbols and strengths. They reflect on how recognising strengths supports resilience and wellbeing and actively encourage others to celebrate their own abilities.

Exercise

Power Pose Challenge

Level A

Personal and Social Capability

Respond to familiar movement cues and encouragement using simple actions or gestures (VC2PSCA01)

Engage in shared movement activities with adult support (VC2PSCA02)

Health and Physical Education

Participate in supported movement experiences that build body awareness (VC2HPEA01)

Level A focus:

Students explore simple strong shapes using their bodies with modelling and assistance (e.g. stretching arms wide, sitting tall). The focus is on copying movements, responding to positive words, and experiencing what it feels like to be supported and encouraged.

Level B

Personal and Social Capability

Recognise positive feelings associated with confidence and encouragement (VC2PSCB01)

Take turns and follow simple instructions during guided movement activities (VC2PSCB02)

Health and Physical Education

Participate in cooperative movement and play with guidance (VC2HPEB01)

Level B focus:

Students practise holding basic power poses with verbal prompts and visual cues. They begin to repeat short affirmations with support and experience how strong body positions can help them feel brave and proud.

Level C

Personal and Social Capability

Identify personal feelings and practise expressing confidence through actions (VC2PSCC01)

Demonstrate turn-taking, listening, and cooperation during group activities (VC2PSCC02)

Health and Physical Education

Practise personal and social skills that promote confidence, balance, and self-regulation (VC2HPEC01)

Level C focus:

Students confidently copy and hold a range of power poses and say affirmations aloud. They begin to recognise how posture and words influence feelings and encourage peers by participating positively in group movement.

Level D

Personal and Social Capability

Describe strategies for building confidence and managing emotions (VC2PSCD01)

Use communication skills to reflect on experiences and encourage others (VC2PSCD02)

Health and Physical Education

Apply personal and social skills to support confidence, balance, and emotional wellbeing (VC2HPED01)

Level D focus:

Students independently perform power poses and confidently use affirmations. They reflect on how movement and self-talk help them feel brave, explain when they could use power poses in real life, and model encouragement and leadership within the group.

Foundation (F)**Personal and Social Capability**

Identify positive feelings and begin to recognise what helps them feel brave and confident (VC2PSCF01)

Participate in shared movement activities by following simple instructions and taking turns (VC2PSCF02)

Health and Physical Education

Practise personal and social skills to move safely and confidently with others (VC2HPEF01)

Foundation focus:

Students copy simple power poses such as star, rocket, or mountain using strong modelling. They repeat short affirmations like “I am brave” and begin to notice how standing tall helps their body feel strong and calm.

Level 1**Personal and Social Capability**

Recognise emotions linked to confidence and practise expressing feelings through movement (VC2PSCL01)

Demonstrate cooperation, listening, and turn-taking during group movement activities (VC2PSCL02)

Health and Physical Education

Use basic communication and cooperation skills during physical activity (VC2HPEL01)

Level 1 focus:

Students perform a range of power poses and confidently say short affirmations aloud. They listen to instructions, follow cues, and begin to explain which poses help them feel brave or proud.

Level 2**Personal and Social Capability**

Describe strategies that help manage emotions and build confidence (VC2PSCL03)

Apply social skills to work cooperatively and respectfully during group activities (VC2PSCL04)

Health and Physical Education

Practise strategies that support balance, self-regulation, and positive participation (VC2HPEL02)

Level 2 focus:

Students independently perform power poses and use affirmations with confidence. They reflect on how body language and positive self-talk affect their feelings and recognise when they might use these strategies in everyday situations.

Level 3**Personal and Social Capability**

Explain strategies for building confidence and emotional regulation through movement (VC2PSCL05)

Use communication skills to reflect, encourage peers, and lead group activities (VC2PSCL06)

Health and Physical Education

Apply personal and social skills to manage emotions and participate confidently in physical activities (VC2HPEL03)

Level 3 focus:

Students create or adapt their own power poses and affirmations. They reflect on how movement and mindset support confidence, explain real-life uses for power poses, and model encouragement and leadership within the group.

Gratitude

Confidence Hearts

Level A

Personal and Social Capability

Respond to familiar people and experiences using simple choices, gestures, or expressions (VC2PSCA01)

Engage in shared creative activities with adult support (VC2PSCA02)

Health and Physical Education

Participate in supported social and creative interactions (VC2HPEA01)

Level A focus:

Students explore confidence through choosing colours, symbols, or images to decorate a heart with adult assistance. They respond to prompts about themselves using pointing, smiling, or single words (e.g. “good,” “happy”) and experience positive attention and encouragement.

Level B

Personal and Social Capability

Recognise positive feelings related to personal achievement or encouragement (VC2PSCB01)

Take turns and share materials during guided creative activities (VC2PSCB02)

Health and Physical Education

Participate in cooperative creative play with guidance (VC2HPEB01)

Level B focus:

Students create a simple Confidence Heart and are supported to identify one thing they feel proud of. With modelling and visuals, they begin to name or gesture what their heart represents and practise receiving positive feedback from others.

Level C

Personal and Social Capability

Identify personal achievements or strengths and practise expressing pride (VC2PSCC01)

Demonstrate turn-taking, listening, and cooperation during sharing activities (VC2PSCC02)

Health and Physical Education

Practise personal and social skills that promote confidence and positive relationships (VC2HPEC01)

Level C focus:

Students independently draw or write about something they are proud of on their Confidence Heart. They explain their choice using simple language and listen respectfully as others share, recognising that everyone has strengths worth celebrating.

Level D

Personal and Social Capability

Describe personal strengths and explain how confidence supports wellbeing and relationships (VC2PSCD01)

Use communication skills to reflect, share ideas, and encourage others (VC2PSCD02)

Health and Physical Education

Apply personal and social skills to support confidence, inclusion, and positive self-identity (VC2HPED01)

Level D focus:

Students thoughtfully create a Confidence Heart and clearly explain why their chosen achievement or quality makes them proud. They reflect on how sharing confidence builds self-belief and strengthens connections with peers and family.

Foundation (F)

Personal and Social Capability

Identify positive feelings and begin to recognise moments they feel proud of (VC2PSCF01)

Participate in shared creative activities by following instructions and taking turns (VC2PSCF02)

Health and Physical Education

Practise personal and social skills to interact safely and respectfully with others (VC2HPEF01)

Foundation focus:

Students decorate a heart using colours, drawings, or symbols to show something they feel proud of. With strong modelling and prompts, they share their idea using simple words or gestures and begin to understand that feeling proud is a positive emotion.

Level 1

Personal and Social Capability

Recognise emotions linked to confidence and practise expressing pride in themselves (VC2PSCL01)

Demonstrate cooperation, listening, and turn-taking during group sharing (VC2PSCL02)

Health and Physical Education

Use basic communication and cooperation skills during creative and social activities

(VC2HPEL01)

Level 1 focus:

Students create a Confidence Heart and explain their proud moment using simple sentences. They practise listening when others share and begin to see that celebrating strengths helps everyone feel good.

Level 2

Personal and Social Capability

Describe personal strengths and achievements and how they support wellbeing (VC2PSCL03)
Apply social skills to work cooperatively and respectfully with peers (VC2PSCL04)

Health and Physical Education

Practise strategies that support confidence, empathy, and positive participation (VC2HPEL02)

Level 2 focus:

Students independently create a detailed Confidence Heart and explain why their chosen achievement matters to them. They reflect on how sharing pride builds confidence and connection with others.

Level 3

Personal and Social Capability

Explain strategies for building confidence and recognising personal growth (VC2PSCL05)

Use communication skills to reflect, encourage peers, and share personal experiences (VC2PSCL06)

Health and Physical Education

Apply personal and social skills to manage emotions and participate confidently in group settings (VC2HPEL03)

Level 3 focus:

Students thoughtfully share their Confidence Heart and reflect on how recognising achievements strengthens self-belief. They may support peers by offering positive feedback and explaining why celebrating confidence is important.

Week Twenty Six

Play

Gratitude Balloon Toss

Level A

Personal and Social Capability

Respond to familiar people, objects, and positive experiences using simple actions, gestures, or words (VC2PSCA01)

Engage in shared play experiences with adult support (VC2PSCA02)

Health and Physical Education

Participate in supported movement and social play activities (VC2HPEA01)

Level A focus:

Students take part in the balloon activity by tapping, rolling, or touching the balloon with support. They respond to gratitude prompts through pointing, choosing pictures, smiling, or using single words. The focus is on shared enjoyment, participation, and positive social interaction.

Level B

Personal and Social Capability

Recognise positive feelings associated with appreciation and shared play (VC2PSCB01)

Take turns and share space during guided group activities (VC2PSCB02)

Health and Physical Education

Participate in cooperative movement and play with guidance (VC2HPEB01)

Level B focus:

Students practise taking turns tapping or tossing the balloon and are supported to name or gesture one thing they are thankful for. Visual prompts and modelling help students listen to others and experience gratitude as a positive, shared activity.

Level C

Personal and Social Capability

Identify positive experiences and practise expressing appreciation (VC2PSCC01)

Demonstrate turn-taking, listening, and cooperation during group games (VC2PSCC02)

Health and Physical Education

Practise personal and social skills that promote positive relationships and teamwork (VC2HPEC01)

Level C focus:

Students independently name something they are thankful for before passing the balloon. They listen respectfully to peers, follow simple rules, and begin to understand that sharing gratitude helps everyone feel connected and happy.

Level D

Personal and Social Capability

Describe feelings of gratitude and explain how appreciation supports positive relationships (VC2PSCD01)

Use communication skills to cooperate, reflect, and support others during group activities (VC2PSCD02)

Health and Physical Education

Apply personal and social skills to participate safely and positively in cooperative play (VC2HPED01)

Level D focus:

Students confidently share thoughtful gratitude statements while participating in the balloon game. They reflect on how gratitude creates connection, show leadership in turn-taking and encouragement, and explain why expressing thanks helps build a positive classroom community.

Foundation (F)

Personal and Social Capability

Identify positive feelings and begin to recognise things they are thankful for (VC2PSCF01)

Participate in shared games by taking turns and following simple rules (VC2PSCF02)

Health and Physical Education

Practise personal and social skills to interact safely and respectfully during play (VC2HPEF01)

Foundation focus:

Students gently tap or toss the balloon and share gratitude using simple words, gestures, or visual prompts. With strong modelling, they practise turn-taking, listening, and recognising that saying thank you feels good.

Level 1

Personal and Social Capability

Recognise emotions linked to gratitude and practise expressing appreciation (VC2PSCL01)

Demonstrate cooperation, listening, and turn-taking during group games (VC2PSCL02)

Health and Physical Education

Use basic communication and cooperation skills during active play (VC2HPEL01)

Level 1 focus:

Students name something they are thankful for before passing the balloon. They listen to peers, follow rules, and begin to understand that sharing gratitude helps everyone feel included and happy.

Level 2

Personal and Social Capability

Describe ways gratitude supports wellbeing and positive relationships (VC2PSCL03)

Apply social skills to work cooperatively and respectfully with others (VC2PSCL04)

Health and Physical Education

Practise strategies that support teamwork, coordination, and positive participation (VC2HPEL02)

Level 2 focus:

Students confidently share gratitude statements and explain why they feel thankful. They cooperate to keep the balloon in play and recognise how gratitude strengthens social connection.

Level 3

Personal and Social Capability

Explain strategies for expressing gratitude and supporting others (VC2PSCL05)

Use communication skills to reflect, cooperate, and encourage peers (VC2PSCL06)

Health and Physical Education

Apply personal and social skills to manage emotions and participate positively in group activities (VC2HPEL03)

Level 3 focus:

Students independently express thoughtful gratitude, support peers, and reflect on how gratitude creates a positive, inclusive classroom environment. They may help lead the activity or encourage others during play.

Written

My Thankful Hand

Level A

Personal and Social Capability

Respond to familiar people, objects, and positive experiences using simple actions, gestures, or words (VC2PSCA01)

Engage in shared creative activities with adult support (VC2PSCA02)

Health and Physical Education

Participate in supported social and creative play experiences (VC2HPEA01)

Level A focus:

Students explore gratitude by tracing or decorating a hand outline with adult assistance. They respond to prompts about things they like or enjoy using pointing, choosing pictures, smiling, or single words. The emphasis is on participation, sensory engagement, and experiencing positive attention.

Level B

Personal and Social Capability

Recognise positive feelings related to people, objects, or experiences they enjoy (VC2PSCB01)

Take turns and share materials during guided creative tasks (VC2PSCB02)

Health and Physical Education

Participate in cooperative creative activities with guidance (VC2HPEB01)

Level B focus:

Students decorate a hand outline and are supported to identify one or two things they are thankful for. With modelling and visual prompts, they practise naming, drawing, or selecting images and begin to listen when others share gratitude.

Level C

Personal and Social Capability

Identify positive experiences and practise expressing appreciation (VC2PSCC01)

Demonstrate turn-taking, listening, and cooperation during group sharing activities (VC2PSCC02)

Health and Physical Education

Practise personal and social skills that promote positive relationships and wellbeing (VC2HPEC01)

Level C focus:

Students independently draw or write thankful ideas on each finger of their hand. They explain one or more choices using simple language and listen respectfully to peers, recognising that everyone has different things to be grateful for.

Level D

Personal and Social Capability

Describe feelings of gratitude and explain why appreciation is important (VC2PSCD01)

Use communication skills to share ideas, reflect, and encourage others (VC2PSCD02)

Health and Physical Education

Apply personal and social skills to support confidence, inclusion, and positive group interactions (VC2HPED01)

Level D focus:

Students thoughtfully complete a Thankful Hand with meaningful examples and clearly explain their choices. They reflect on how gratitude supports wellbeing and relationships and demonstrate leadership by listening, encouraging, and valuing others' contributions.

Foundation (F)

Personal and Social Capability

Identify positive feelings and begin to recognise things they are thankful for (VC2PSCF01)

Participate in shared creative activities by following instructions and taking turns (VC2PSCF02)

Health and Physical Education

Practise personal and social skills to interact safely and respectfully with others (VC2HPEF01)

Foundation focus:

Students trace or decorate a hand outline and draw simple pictures to show things they like or feel thankful for. With strong modelling and support, they share one finger's idea using simple words, gestures, or pointing.

Level 1**Personal and Social Capability**

Recognise emotions linked to gratitude and practise expressing appreciation (VC2PSCL01)

Demonstrate cooperation, listening, and turn-taking during group sharing (VC2PSCL02)

Health and Physical Education

Use basic communication and cooperation skills during creative and social activities (VC2HPEL01)

Level 1 focus:

Students complete a Thankful Hand by drawing or writing short words on each finger. They explain one or two choices and practise listening respectfully when others share their gratitude.

Level 2**Personal and Social Capability**

Describe ways gratitude supports wellbeing and positive relationships (VC2PSCL03)

Apply social skills to work cooperatively and respectfully with peers (VC2PSCL04)

Health and Physical Education

Practise strategies that support empathy, confidence, and positive participation (VC2HPEL02)

Level 2 focus:

Students independently write or draw meaningful thankful ideas on each finger and explain why they are grateful. They reflect on how gratitude helps people feel happier and more connected.

Level 3**Personal and Social Capability**

Explain strategies for expressing gratitude and recognising positive experiences (VC2PSCL05)

Use communication skills to reflect, encourage peers, and share ideas respectfully

(VC2PSCL06)

Health and Physical Education

Apply personal and social skills to manage emotions and participate positively in group activities (VC2HPEL03)

Level 3 focus:

Students thoughtfully share their Thankful Hand and reflect on how gratitude influences their mood, relationships, and classroom environment. They model respectful listening and may support peers in sharing.

Exercise

Stretch and Say Thanks

Level A

Personal and Social Capability

Respond to familiar movement cues, words, and positive experiences using simple actions or gestures (VC2PSCA01)

Engage in shared movement activities with adult support (VC2PSCA02)

Health and Physical Education

Participate in supported movement experiences that promote body awareness and calmness (VC2HPEA01)

Level A focus:

Students copy simple stretches with strong modelling and assistance (e.g. reaching arms up, giving themselves a hug). They respond to gratitude prompts through smiling, pointing, choosing pictures, or single words, focusing on participation, calm movement, and positive shared experience.

Level B

Personal and Social Capability

Recognise positive feelings associated with calm movement and appreciation (VC2PSCB01)

Take turns and follow simple instructions during guided movement activities (VC2PSCB02)

Health and Physical Education

Participate in cooperative movement and play with guidance (VC2HPEB01)

Level B focus:

Students practise gentle stretches and are supported to say or indicate one thing they are thankful for with each movement. Visual cues and repetition help students stay focused, move safely, and listen while others share gratitude.

Level C

Personal and Social Capability

Identify positive experiences and practise expressing gratitude (VC2PSCC01)

Demonstrate turn-taking, listening, and cooperation during group activities (VC2PSCC02)

Health and Physical Education

Practise personal and social skills that support wellbeing, calmness, and positive participation (VC2HPEC01)

Level C focus:

Students independently follow a sequence of gentle stretches and share simple gratitude statements. They begin to recognise how movement and thankfulness help their bodies feel calm and their minds feel positive.

Level D

Personal and Social Capability

Describe feelings of gratitude and explain how reflection supports wellbeing (VC2PSCD01)

Use communication skills to share ideas, reflect, and encourage others respectfully (VC2PSCD02)

Health and Physical Education

Apply personal and social skills to support calm, balanced, and mindful participation in movement (VC2HPED01)

Level D focus:

Students confidently combine stretching with spoken gratitude and reflect on how the activity helps them feel calm, focused, and appreciative. They explain why slowing down and noticing good things is important and model respectful listening and encouragement.

Foundation (F)

Personal and Social Capability

Identify positive feelings and begin to recognise things they are thankful for (VC2PSCF01)

Participate in shared movement activities by following simple instructions and taking turns (VC2PSCF02)

Health and Physical Education

Practise personal and social skills to move safely and calmly with others (VC2HPEF01)

Foundation focus:

Students copy simple stretches with strong modelling and share gratitude using single words, gestures, or visual cues. The emphasis is on calm movement, turn-taking, and experiencing that saying thank you feels good.

Level 1

Personal and Social Capability

Recognise emotions linked to gratitude and practise expressing appreciation (VC2PSCL01)

Demonstrate cooperation, listening, and turn-taking during group movement activities (VC2PSCL02)

Health and Physical Education

Use basic communication and cooperation skills during physical activity (VC2HPEL01)

Level 1 focus:

Students perform a range of gentle stretches and say a simple gratitude phrase with each movement. They listen while others share and begin to understand how calm movement helps the body and mind feel settled.

Level 2

Personal and Social Capability

Describe ways gratitude and reflection support wellbeing (VC2PSCL03)

Apply social skills to work cooperatively and respectfully in group activities (VC2PSCL04)

Health and Physical Education

Practise strategies that support self-regulation, balance, and positive participation (VC2HPEL02)

Level 2 focus:

Students independently follow a stretching sequence and share thoughtful gratitude statements. They reflect on how combining movement and thankfulness helps them feel calm, focused, and connected to others.

Level 3

Personal and Social Capability

Explain strategies for practising gratitude and managing emotions through reflection (VC2PSCL05)

Use communication skills to reflect, encourage peers, and contribute positively to group activities (VC2PSCL06)

Health and Physical Education

Apply personal and social skills to manage emotions and participate mindfully in physical activities (VC2HPEL03)

Level 3 focus:

Students confidently lead or adapt stretches and express meaningful gratitude. They reflect on when and why mindful movement and thankfulness are helpful and model calm, respectful participation for others.

Gratitude

Thank You Space Power Cubes

Level A

Personal and Social Capability

Respond to and show awareness of familiar people who support them at school (VC2PSCA01)

Participate in shared activities with support and encouragement (VC2PSCA02)

Critical and Creative Thinking

Explore materials and make simple choices when creating (VC2CTCA01)

Level A focus:

Students are supported to recognise a familiar helper (e.g. teacher, aide, friend) and decorate a Space Power Cube or flat square using colours, symbols, or stickers. Gratitude may be expressed through gestures, eye contact, or supported words.

Level B

Personal and Social Capability

Identify people who help or care for them and respond positively to others (VC2PSCB01)

Participate in cooperative classroom activities with guidance (VC2PSCB02)

Critical and Creative Thinking

Make choices about materials and decorations when creating a simple object (VC2CTCB01)

Level B focus:

Students choose someone at school to thank and create a simple Space Power Cube or decorated face of the cube. They may share their gratitude using short phrases, symbols, or supported communication.

Level C

Personal and Social Capability

Express positive feelings about others and demonstrate appreciation (VC2PSCC01)

Interact with peers and adults respectfully during shared activities (VC2PSCC02)

Critical and Creative Thinking

Use creativity to represent ideas through drawing and construction (VC2CTCC01)

Level C focus:

Students independently decorate multiple sides of the cube to show reasons they are thankful.

With support, they explain who the cube is for and give it using kind words, a smile, or rehearsed sentences.

Level D

Personal and Social Capability

Describe ways to show gratitude and kindness to others (VC2PSCD01)

Demonstrate respectful communication when giving and receiving (VC2PSCD02)

Critical and Creative Thinking

Plan and create a meaningful object to communicate an idea or feeling (VC2CTCD01)

Level D focus:

Students thoughtfully design all sides of the Space Power Cube to represent different reasons for gratitude. They confidently give their cube to a chosen person and reflect on how giving and receiving gratitude feels.

Foundation (F)

Personal and Social Capability

Identify people who help and care for them and express appreciation (VC2PSCF01)

Participate in play and learning by sharing and taking turns (VC2PSCF02)

Critical and Creative Thinking

Create and decorate an object to communicate a simple idea or feeling (VC2CTCF01)

Foundation focus:

Students identify a familiar person at school who helps them and create a simple Space Power Cube (or flat square) using drawings, colours, and symbols. Gratitude is expressed using short phrases, gestures, or supported sentence starters such as “Thank you for helping me.”

Level 1

Personal and Social Capability

Recognise and describe positive actions of others and express gratitude (VC2PSCL01)

Interact positively with peers and adults during shared activities (VC2PSCL02)

Critical and Creative Thinking

Use creative materials to represent ideas and personal experiences (VC2CTCL01)

Level 1 focus:

Students choose someone at school to thank and decorate several sides of their Space Power Cube with pictures or simple words showing appreciation. They practise giving the cube politely and explaining who it is for and why.

Level 2

Personal and Social Capability

Describe ways to show gratitude and kindness in relationships (VC2PSCL03)

Work cooperatively and respectfully with others (VC2PSCL04)

Critical and Creative Thinking

Plan and create a product that communicates meaning (VC2CTCL02)

Level 2 focus:

Students independently design all sides of the Space Power Cube, showing different reasons they are thankful for a chosen person. They use clear words or sentences to explain their gratitude and reflect on how giving makes others feel.

Level 3

Personal and Social Capability

Explain how gratitude strengthens relationships and contributes to a positive community (VC2PSCL05)

Use communication skills to express appreciation respectfully (VC2PSCL06)

Critical and Creative Thinking

Create a meaningful object to communicate ideas, feelings, and values (VC2CTCL03)

Level 3 focus:

Students thoughtfully design and assemble their Space Power Cube with detailed messages of gratitude. They confidently give their cube, justify their choices, and reflect on the impact of gratitude on themselves, others, and the school community.

Week Twenty Seven

Play

Try Again Towers

Level A

Personal and Social Capability

Engage in supported play with familiar adults and peers (VC2PSCFA01)

Respond to encouragement and reassurance from others (VC2PSCFA02)

Critical and Creative Thinking

Explore objects through play and repeated actions (VC2CTCFA01)

Level A focus:

Students explore stacking and knocking down towers with support. They experience that towers may fall and are encouraged to re-engage through reassurance, modelling, and positive language. The focus is on sensory exploration, cause and effect, and feeling safe to try again.

Level B

Personal and Social Capability

Participate in shared play experiences with guidance (VC2PSCFB01)

Begin to show persistence with adult support (VC2PSCFB02)

Critical and Creative Thinking

Experiment with materials and simple problem-solving through play (VC2CTCFB01)

Level B focus:

Students build simple towers using familiar materials and are supported to try again when towers fall. With prompting, they practise staying calm and re-engaging in the task. Emphasis is placed on encouragement, imitation, and enjoying the process rather than the outcome.

Level C

Personal and Social Capability

Show persistence when tasks are challenging with encouragement (VC2PSCFC01)

Interact positively with peers during shared activities (VC2PSCFC02)

Critical and Creative Thinking

Use trial and error to solve simple problems (VC2CTCFC01)

Level C focus:

Students independently attempt to build towers and experience failure in a safe, playful environment. They practise emotional regulation strategies such as pausing, breathing, and trying again. Peer support and shared celebration of effort are encouraged.

Level D

Personal and Social Capability

Demonstrate resilience and positive self-talk when faced with challenges (VC2PSCFD01)

Work cooperatively with others to achieve a shared goal (VC2PSCFD02)

Critical and Creative Thinking

Apply problem-solving strategies and reflect on outcomes (VC2CTCFD01)

Level D focus:

Students work in pairs or small groups to design and rebuild towers. They reflect on what worked, what didn't, and how trying again helped them improve. Students practise encouraging themselves and others, recognising that persistence leads to growth.

Foundation (F)

Personal and Social Capability

Identify and express emotions when things do not go as planned (VC2PSCF01)

Participate in play by taking turns and sharing materials (VC2PSCF02)

Critical and Creative Thinking

Explore problem-solving through play and repeated attempts (VC2CTCF01)

Foundation focus:

Students build simple towers and experience them falling over. With strong modelling and encouragement, they practise staying calm, using simple language such as "try again," and rebuilding. The focus is on normalising mistakes and developing confidence to keep going.

Level 1

Personal and Social Capability

Recognise emotions and practise positive responses to challenges (VC2PSCL01)

Demonstrate cooperation and turn-taking in group play (VC2PSCL02)

Critical and Creative Thinking

Use trial and error to test ideas and improve outcomes (VC2CTCL01)

Level 1 focus:

Students build towers independently or with a partner and begin to manage disappointment when structures fall. They practise trying again with guidance, using positive self-talk and celebrating effort rather than success. Simple reflection is encouraged through teacher questioning.

Level 2

Personal and Social Capability

Describe ways to manage emotions when faced with difficulty (VC2PSCL03)

Work cooperatively and respectfully with others to complete tasks (VC2PSCL04)

Critical and Creative Thinking

Generate and test solutions to improve designs (VC2CTCL02)

Level 2 focus:

Students work in pairs or small groups to design stronger towers. They identify what caused towers to fall and adjust their approach. Emotional regulation strategies such as pausing, breathing, and encouraging peers are explicitly practised and discussed.

Level 3

Personal and Social Capability

Explain strategies for persisting through challenges (VC2PSCL05)

Use communication skills to cooperate, negotiate, and problem-solve (VC2PSCL06)

Critical and Creative Thinking

Evaluate outcomes and refine ideas through reflection (VC2CTCL03)

Level 3 focus:

Students intentionally design, test, and rebuild towers, reflecting on failure as part of learning. They articulate what resilience looks like, use constructive peer feedback, and justify changes made to improve stability. The focus is on growth mindset, teamwork, and learning from mistakes.

Written

I Can Try Booklet

Level A

Personal and Social Capability

Respond to familiar routines and activities with support (VC2PSCA01)

Experience encouragement when attempting new or challenging tasks (VC2PSCA02)

Critical and Creative Thinking

Engage in supported exploration through sensory and creative activities (VC2CTCA01)

Level A focus:

Students participate in creating a simple booklet with adult support. They explore pictures, symbols, or colours representing things they are learning to do. Emphasis is on *exposure to trying*, reassurance, and positive emotional experiences when attempting something new.

Level B

Personal and Social Capability

Recognise feelings associated with trying new or challenging tasks (VC2PSCB01)

Engage in shared activities with encouragement and reassurance (VC2PSCB02)

Critical and Creative Thinking

Explore ideas through drawing, symbols, or guided choices (VC2CTCB01)

Level B focus:

Students contribute to an “I Can Try” booklet by selecting pictures, symbols, or drawing simple representations of skills they are learning. With prompting, they begin to understand that it’s okay if something is hard and that trying is important.

Level C**Personal and Social Capability**

Identify situations that feel difficult and practise persistence with support (VC2PSCC01)

Demonstrate emerging confidence when sharing personal ideas (VC2PSCC02)

Critical and Creative Thinking

Create simple representations to communicate ideas and experiences (VC2CTCC01)

Level C focus:

Students independently draw or write simple words to show things they are learning to do. They begin to talk about effort, using language such as “I’m still learning” or “I can try again,” and may share a page with a trusted adult or peer.

Level D**Personal and Social Capability**

Describe challenges and identify strategies for continuing to try (VC2PSCD01)

Share ideas and experiences with others in a supportive environment (VC2PSCD02)

Critical and Creative Thinking

Use creative processes to reflect on learning and progress (VC2CTCD01)

Level D focus:

Students independently create and personalise their “I Can Try” booklet, drawing or writing about multiple learning challenges. They reflect on effort, show pride in progress, and confidently share pages with peers, recognising resilience as a strength.

Foundation (F)**Personal and Social Capability**

Identify emotions and practise positive self-talk when learning something new (VC2PSCF01)

Participate in activities that encourage persistence and trying again (VC2PSCF02)

Literacy

Create and share simple drawings and oral explanations about personal experiences (VC2ELAF01)

Foundation focus:

Students create a simple booklet using drawings and short phrases to show things they are learning to do. With strong modelling and encouragement, they begin to understand that it’s okay if something feels tricky and that trying is something to be proud of.

Level 1**Personal and Social Capability**

Recognise challenges and practise persistence with guidance (VC2PSCL01)

Demonstrate confidence when sharing personal learning experiences (VC2PSCL02)

Literacy

Create short written or visual texts to express ideas and experiences (VC2ELAL01)

Level 1 focus:

Students draw and write simple sentences such as “I can try to...” or “I am learning to...”. They begin to reflect on effort rather than success and share one page of their booklet with peers, developing confidence and a positive learning mindset.

Level 2

Personal and Social Capability

Describe strategies for managing challenges and continuing to try (VC2PSCL03)

Recognise that effort and persistence help learning and growth (VC2PSCL04)

Literacy

Create short texts that reflect personal experiences and learning goals (VC2ELAL02)

Level 2 focus:

Students independently create a multi-page booklet describing skills they are still learning. They explain why something is challenging and identify how they keep trying. Reflection becomes more detailed, linking effort to improvement.

Level 3

Personal and Social Capability

Explain how persistence and resilience support learning and wellbeing (VC2PSCL05)

Share reflections on personal growth and learning with confidence (VC2PSCL06)

Literacy

Create structured written and visual texts to communicate ideas and reflections (VC2ELAL03)

Level 3 focus:

Students thoughtfully reflect on challenges, progress, and strategies for persistence. They justify why trying matters, connect past effort to growth, and confidently share their booklet as evidence of resilience and learning over time.

Exercise

Bounce Back Race

Level A

Personal and Social Capability

Respond to movement experiences with support and encouragement (VC2PSCA01)

Participate in physical play with familiar peers and adults (VC2PSCA02)

Health and Physical Education

Engage in supported movement activities that develop body awareness (VC2HPEA01)

Level A focus:

Students participate in a simplified movement sequence with adult support. They practise gentle hopping or stepping, supported falling (or symbolic falling), and standing back up with reassurance. The emphasis is on *experiencing success*, safety, and positive emotional responses when trying again.

Level B

Personal and Social Capability

Recognise feelings when something is challenging and respond with support (VC2PSCB01)

Participate in shared activities that involve taking turns and encouragement (VC2PSCB02)

Health and Physical Education

Participate in cooperative physical activities with guidance (VC2HPEB01)

Level B focus:

Students follow a clear movement pattern and begin to understand that falling or getting stuck is part of the activity. With modelling and verbal prompts, they practise bouncing back up and are encouraged to smile, breathe, and try again with reassurance.

Level C

Personal and Social Capability

Identify challenges and practise positive responses such as trying again (VC2PSCC01)

Demonstrate cooperation, encouragement, and turn-taking in group activities (VC2PSCC02)

Health and Physical Education

Practise movement skills that build coordination and confidence (VC2HPEC01)

Level C focus:

Students independently complete the hop–fall–bounce sequence and begin to verbalise feelings related to effort and resilience. They practise cheering for peers, staying positive after mistakes, and recognising that persistence helps them succeed.

Level D

Personal and Social Capability

Describe strategies for managing frustration and persisting when things don't go to plan (VC2PSCD01)

Use positive communication to support self and others during challenges (VC2PSCD02)

Health and Physical Education

Apply movement skills and social strategies to participate confidently in physical activities (VC2HPED01)

Level D focus:

Students confidently engage in the Bounce Back Race, reflect on how it feels to fall and recover, and explain how bouncing back applies to learning and relationships. They actively encourage peers and demonstrate emotional regulation and resilience with minimal support.

Foundation (F)

Personal and Social Capability

Identify simple emotions and practise coping with small challenges (VC2PSCF01)

Participate in play by taking turns and encouraging others (VC2PSCF02)

Health and Physical Education

Practise fundamental movement skills in play-based activities (VC2HPEF01)

Foundation focus:

Students explore the idea that falling or making a mistake is okay. They practise hopping, falling safely, and standing back up with a smile. With strong modelling and encouragement, students begin to understand that trying again is part of learning and play.

Level 1

Personal and Social Capability

Recognise emotions related to success and challenge and practise positive responses (VC2PSCL01)

Demonstrate turn-taking, cooperation, and encouragement in group play (VC2PSCL02)

Health and Physical Education

Use basic movement and coordination skills in structured physical activities (VC2HPEL01)

Level 1 focus:

Students complete the hop–fall–bounce sequence with growing independence. They practise staying positive when they fall or feel frustrated and begin to use simple language such as “I’ll try again” or “That was tricky” to describe their experience.

Level 2

Personal and Social Capability

Describe ways to manage emotions and persist when tasks are challenging (VC2PSCL03)

Apply social skills to work cooperatively and encourage others (VC2PSCL04)

Health and Physical Education

Practise movement skills and strategies that build confidence and resilience (VC2HPEL02)

Level 2 focus:

Students confidently participate in the Bounce Back Race and begin to explain how it feels to fall and recover. They demonstrate resilience by trying again without adult prompting and actively encourage peers, recognising that effort matters more than speed or winning.

Level 3

Personal and Social Capability

Explain strategies for coping with setbacks and showing perseverance (VC2PSCL05)

Use communication skills to support teamwork and positive peer interactions (VC2PSCL06)

Health and Physical Education

Apply movement skills and personal strategies to manage challenges in physical activities (VC2HPEL03)

Level 3 focus:

Students independently engage in the activity, reflect on how bouncing back applies to learning and everyday challenges, and articulate strategies that help them persist. They model encouragement, emotional control, and resilience, reinforcing a supportive and inclusive group environment.

Gratitude

My Cheer Squad

Level A

Personal and Social Capability

Respond to familiar people and group routines with support (VC2PSCA01)

Engage in shared activities with encouragement from adults and peers (VC2PSCA02)

Health and Physical Education

Participate in supported social interactions during group activities (VC2HPEA01)

Level A focus:

Students take part in a whole-group cheering experience with strong adult modelling. They practise listening to others, responding with simple actions such as clapping or smiling, and experiencing positive attention when their name or effort is celebrated. The emphasis is on *feeling safe, included, and supported*.

Level B

Personal and Social Capability

Recognise own efforts and respond positively to others' achievements with support (VC2PSCB01)

Take turns and participate in group sharing activities (VC2PSCB02)

Health and Physical Education

Participate in cooperative group activities with guidance (VC2HPEB01)

Level B focus:

Students begin to identify a simple challenge they tried to overcome and may share it using short words, gestures, or visuals. They practise cheering for peers using clapping, simple phrases, or actions, learning that encouragement helps everyone feel confident and supported.

Level C

Personal and Social Capability

Identify challenges and describe positive responses such as trying again (VC2PSCC01)

Demonstrate listening, turn-taking, and encouragement in group settings (VC2PSCC02)

Health and Physical Education

Practise personal and social skills that support positive group participation (VC2HPEC01)

Level C focus:

Students share a brief "try again" experience and accept applause or cheers from peers. They actively participate as part of the cheer squad, offering encouragement to others and recognising effort as something worth celebrating, even when tasks were difficult.

Level D

Personal and Social Capability

Describe personal challenges and explain how perseverance helped them (VC2PSCD01)

Use respectful communication to encourage and support others (VC2PSCD02)

Health and Physical Education

Apply social skills to build positive, inclusive group interactions (VC2HPED01)

Level D focus:

Students confidently reflect on a challenge they worked through and articulate how trying again helped them grow. They demonstrate empathy and leadership by offering thoughtful encouragement to peers and contributing positively to a strong, supportive class culture.

Foundation (F)

Personal and Social Capability

Identify simple emotions and practise responding positively to others (VC2PSCF01)

Participate in group activities by taking turns and listening (VC2PSCF02)

Health and Physical Education

Practise personal and social skills during play and group discussions (VC2HPEF01)

Foundation focus:

Students share a simple example of something they kept trying or listen while others share.

They practise clapping, smiling, or using simple cheers to celebrate classmates. The emphasis is on feeling safe, valued, and proud of effort, with strong teacher modelling and reassurance.

Level 1

Personal and Social Capability

Recognise emotions linked to challenge and success and practise positive responses (VC2PSCL01)

Demonstrate cooperation and encouragement in group situations (VC2PSCL02)

Health and Physical Education

Use communication and social skills to participate in group activities (VC2HPEL01)

Level 1 focus:

Students identify a small challenge they worked through and share it using simple sentences. They practise accepting applause and cheering for peers, learning that encouragement helps people feel brave and confident.

Level 2

Personal and Social Capability

Describe ways to manage emotions and persist with challenges (VC2PSCL03)

Apply social skills to support and encourage others (VC2PSCL04)

Health and Physical Education

Practise strategies that build positive relationships and teamwork (VC2HPEL02)

Level 2 focus:

Students confidently share a “try again” experience and reflect on how it felt to keep going. They actively encourage peers using kind words and respectful applause, recognising effort as an important part of learning and growth.

Level 3

Personal and Social Capability

Explain strategies for perseverance and coping with setbacks (VC2PSCL05)

Use communication skills to strengthen group connection and inclusion (VC2PSCL06)

Health and Physical Education

Apply personal and social skills to build supportive group environments (VC2HPEL03)

Level 3 focus:

Students independently reflect on challenges they overcame and explain how resilience helped them succeed. They demonstrate leadership by offering thoughtful encouragement to others and helping create a positive, inclusive cheer squad culture.

Week Twenty Eight

Play

Walk in Their Space Boots

Level A

Personal and Social Capability

Respond to familiar people using simple communication, gestures, or actions (VC2PSCA01)

Engage in shared activities with support (VC2PSCA02)

Health and Physical Education

Participate in supported social interactions during group activities (VC2HPEA01)

Level A focus:

Students participate in simple role-play with strong adult support. They practise noticing others, listening to short scenarios, and responding with basic actions such as nodding, smiling, clapping, or offering a kind gesture. The emphasis is on *recognising others* and feeling safe during shared emotional experiences.

Level B

Personal and Social Capability

Recognise own feelings and respond to others' emotions with support (VC2PSCB01)

Take turns and listen during guided social activities (VC2PSCB02)

Health and Physical Education

Participate in cooperative play with guidance (VC2HPEB01)

Level B focus:

Students begin to explore simple feelings by pretending to be someone else. With modelling and prompts, they practise listening to a partner and responding with basic empathetic language or actions (e.g. "That's sad," "I can help," "I would give a hug").

Level C

Personal and Social Capability

Identify simple social situations and practise empathetic responses (VC2PSCC01)

Demonstrate listening, turn-taking, and respectful interaction (VC2PSCC02)

Health and Physical Education

Practise personal and social skills that support positive relationships (VC2HPEC01)

Level C focus:

Students actively take on another person's role and describe how that person might feel. They practise perspective-taking by listening to peers, responding with kind words, and suggesting supportive actions. Empathy is becoming intentional and visible.

Level D

Personal and Social Capability

Describe others' perspectives and explain respectful ways to support them (VC2PSCD01)

Use communication strategies to show empathy and understanding (VC2PSCD02)

Health and Physical Education

Apply social skills to build inclusive and supportive interactions (VC2HPED01)

Level D focus:

Students independently role-play scenarios involving emotions and articulate how another person might feel and why. They explain empathetic responses and demonstrate respectful listening, showing deeper understanding of emotional perspective and social responsibility.

Foundation (F)

Personal and Social Capability

Identify simple emotions in themselves and others (VC2PSCF01)

Participate in group interactions by listening and taking turns (VC2PSCF02)

Health and Physical Education

Practise personal and social skills to interact safely and respectfully (VC2HPEF01)

Foundation focus:

Students explore basic feelings by pretending to be someone else in a simple scenario. With strong modelling and visual support, they practise listening, responding with kind words or gestures, and learning that different people can feel different emotions.

Level 1

Personal and Social Capability

Recognise emotions in themselves and others and practise appropriate responses (VC2PSCL01)

Demonstrate listening, turn-taking, and cooperation in group situations (VC2PSCL02)

Health and Physical Education

Use communication and cooperation skills during play and learning (VC2HPEL01)

Level 1 focus:

Students take turns role-playing simple situations and describe how another person might feel. They practise responding with empathy using basic sentences and actions, learning that listening and kindness help others feel supported.

Level 2

Personal and Social Capability

Describe ways to understand others' feelings and respond respectfully (VC2PSCL03)

Apply social skills to work cooperatively and support others (VC2PSCL04)

Health and Physical Education

Practise strategies that promote positive relationships (VC2HPEL02)

Level 2 focus:

Students confidently step into another person's perspective and explain how that person might be feeling. They suggest supportive actions and demonstrate empathy through thoughtful language, active listening, and respectful responses.

Level 3

Personal and Social Capability

Explain how perspective-taking helps build positive relationships (VC2PSCL05)

Use communication skills to show empathy, negotiate, and support others (VC2PSCL06)

Health and Physical Education

Apply personal and social skills to manage relationships and challenges (VC2HPEL03)

Level 3 focus:

Students independently role-play a range of emotional scenarios and explain why someone might feel a certain way. They reflect on how empathy supports inclusion, friendship, and conflict resolution, and model respectful, supportive behaviour for others.

Written

Heart Glasses Craft

Level A

Personal and Social Capability

Respond to familiar people using simple communication, gestures, or actions (VC2PSCA01)

Engage in shared activities with support (VC2PSCA02)

Health and Physical Education

Participate in supported social interactions during creative and play-based activities (VC2HPEA01)

Level A focus:

Students participate in making and decorating heart glasses with strong adult support. They practise noticing others and responding with simple kind actions such as smiling, pointing, or offering a gentle gesture. The emphasis is on *experiencing kindness* and feeling safe while engaging in shared creative play.

Level B

Personal and Social Capability

Recognise own feelings and respond to others' emotions with support (VC2PSCB01)

Take turns and listen during guided group activities (VC2PSCB02)

Health and Physical Education

Participate in cooperative play and social activities with guidance (VC2HPEB01)

Level B focus:

Students begin to understand the idea of "seeing with kindness" by using heart glasses in simple role-play. With modelling and prompts, they practise listening to peers and responding with basic empathetic words or actions (e.g. "That's sad," "I can help," "That's kind").

Level C

Personal and Social Capability

Identify social situations and practise empathetic responses (VC2PSCC01)

Demonstrate listening, turn-taking, and respectful interaction (VC2PSCC02)

Health and Physical Education

Practise personal and social skills that support positive relationships (VC2HPEC01)

Level C focus:

Students actively role-play situations using their heart glasses to imagine how others might feel.

They practise perspective-taking, respond with kind words, and suggest caring actions.

Empathy becomes more intentional and visible through play and discussion.

Level D

Personal and Social Capability

Describe others' perspectives and explain respectful ways to show care and understanding (VC2PSCD01)

Use communication strategies to demonstrate empathy and kindness (VC2PSCD02)

Health and Physical Education

Apply social skills to support inclusive and respectful interactions (VC2HPED01)

Level D focus:

Students independently explain what it means to "see with kindness" and apply this understanding in role-play scenarios. They articulate how others might feel and justify empathetic responses, showing deeper emotional insight and responsibility for creating a caring environment.

Foundation (F)

Personal and Social Capability

Identify simple emotions in themselves and others (VC2PSCF01)

Participate in group activities by listening and taking turns (VC2PSCF02)

Health and Physical Education

Practise personal and social skills to interact safely and respectfully (VC2HPEF01)

Foundation focus:

Students create and decorate heart glasses with support and explore the idea of being kind to others. Through simple discussion and role-play, they begin to understand that people have feelings and that kind actions, words, and gestures help others feel happy and safe.

Level 1

Personal and Social Capability

Recognise emotions in themselves and others and practise appropriate responses (VC2PSCL01)

Demonstrate cooperation, listening, and turn-taking in group situations (VC2PSCL02)

Health and Physical Education

Use communication and cooperation skills during play and learning (VC2HPEL01)

Level 1 focus:

Students use their heart glasses to role-play simple social situations and describe how someone else might be feeling. They practise responding with kind words or actions and begin to talk about what it means to "see with kindness."

Level 2

Personal and Social Capability

Describe ways to understand others' feelings and respond respectfully (VC2PSCL03)

Apply social skills to work cooperatively and support others (VC2PSCL04)

Health and Physical Education

Practise strategies that promote positive relationships and inclusion (VC2HPEL02)

Level 2 focus:

Students confidently explain how the heart glasses help them think about other people's feelings. They suggest supportive actions, demonstrate empathy in role-play scenarios, and recognise how kindness helps build strong friendships and a positive classroom culture.

Level 3

Personal and Social Capability

Explain how perspective-taking and empathy support positive relationships (VC2PSCL05)

Use communication skills to show care, respect, and inclusion (VC2PSCL06)

Health and Physical Education

Apply personal and social skills to manage relationships and social challenges (VC2HPEL03)

Level 3 focus:

Students independently reflect on what it means to “see with kindness” and apply empathy to a range of social situations. They explain how understanding others’ feelings can prevent conflict, support inclusion, and strengthen relationships, modelling compassionate behaviour for peers.

Exercise

Mirror Me

Critical and Creative Thinking

- Students react to another person’s movements and facial expressions during mirroring, building awareness of the world around them (VCCCTQ055).
- Students experience repetition by copying the same movements multiple times, supporting early learning strategies (VCCCTM061).
- Students react emotionally to their partner’s movements, expressing engagement and preference through body language (VCCCTM060).

Health and Physical Education

- Students use facial expressions and simple body movements to indicate emotions while mirroring a partner (VCHPEP005).
- Students experience play activities through guided partner movement and imitation (VCHPEP007).
- Students experience their body being moved in different positions and directions while copying movements (VCHPEM008).
- Students cooperate with another student during a shared movement activity (VCHPEM012).

Personal and Social Capability

- Students react to people and express emotions during partner interaction (VCPSCSE052).
- Students focus their attention on another person and acknowledge their presence while mirroring (VCPSCSO057).
- Students interact with another student showing cooperation through shared movement (VCPSCSO058).

Level B

Critical and Creative Thinking

- Students explore and respond to movements created by their partner, drawing on past experience to guide their actions (VCCCTQ064).
- Students generate ideas for simple movements when taking on the leader role (VCCCTQ065).
- Students use repetition and visual attention as learning strategies to follow and mirror actions (VCCCTM070).

Health and Physical Education

- Students express feelings and preferences through movement and facial expression during mirroring (VCHPEP019).
- Students engage in structured play activities that involve turn-taking and shared roles (VCHPEP021).
- Students practise basic gross motor movements such as stretching, waving, and swaying (VCHPEM022).
- Students explore space and move in relation to another person while maintaining awareness and control (VCHPEM025).

Personal and Social Capability

- Students demonstrate a range of emotions in response to their partner's movements (VCPSCSE059).
- Students follow teacher direction and remain focused on their partner during the activity (VCPSCSE061).
- Students demonstrate simple social skills such as attending to others and taking turns (VCPSCSO064).

Level C

Critical and Creative Thinking

- Students explore and answer simple questions about what their partner is doing and how they are feeling (VCCCTQ072).
- Students express preferences and ideas by choosing movements when acting as the leader (VCCCTR077).
- Students reflect on how it felt to lead or follow and communicate their emotions verbally or non-verbally (VCCCTM078).

Health and Physical Education

- Students practise social skills including turn-taking while participating in partner mirroring (VCHPEP032).
- Students explore feelings and express needs using facial expressions, gestures, or simple language (VCHPEP033).
- Students practise simple whole-body movements and coordinated actions in a controlled space (VCHPEM036).
- Students take turns with a partner during a structured physical activity (VCHPEM040).

Personal and Social Capability

- Students name or identify emotions shown by themselves or their partner during mirroring (VCPSCSE066).

- Students try a new activity and complete steps in a familiar routine with support (VCPSCSE068).
- Students follow basic social rules and cooperate with a partner during play (VCPSCSO071).

Level D

Critical and Creative Thinking

- Students generate different movement ideas when leading and adapt their movements to support their partner (VCCCTQ083).
- Students identify and explain how their movements help their partner follow successfully (VCCCTR085).
- Students express their thinking and feelings about leading and following during reflection (VCCCTM087).

Health and Physical Education

- Students identify emotional responses in themselves and others and describe how these are shown through movement or facial expression (VCHPEP047).
- Students participate in simple games and anticipate role changes during the mirroring routine (VCHPEM051).
- Students cooperate with others and demonstrate respectful behaviour during physical activity (VCHPEM054).
- Students follow safety directions and simple activity rules while moving in shared space (VCHPEM056).

Personal and Social Capability

- Students name a range of emotions and describe how these are expressed through body language and facial cues (VCPSCSE073).
- Students identify personal characteristics such as being calm, gentle, or patient when working with others (VCPSCSE074).
- Students respond cooperatively in a small group or partner activity, showing awareness of the impact of their behaviour (VCPSCSO078).

Foundation (F)

Personal and Social Capability

- Students practise paying attention to another person and copying their movements, building awareness of others (VCPSCSO017).
- Students take turns being the leader and follower, developing early cooperation skills (VCPSCSO018).
- Students identify and express simple emotions through facial expression and movement during mirroring (VCPSCSE013).

Health and Physical Education

- Students participate in structured play with a partner, following simple rules and routines (VCHPEP047).
- Students practise fundamental movement skills such as stretching, swaying, and controlled arm movements (VCHPEM062).

- Students move safely in shared space while being aware of others (VCHPEM064).

Critical and Creative Thinking

- Students explore and imitate movements, responding to what they see and experience (VCCCTQ011).
- Students use repetition to practise copying movements and actions (VCCCTM015).

Level 1

Personal and Social Capability

- Students describe how it feels to lead or follow during the activity, building self-awareness (VCPSCSE019).
- Students cooperate with a partner by watching carefully and adjusting their movements to support others (VCPSCSO023).
- Students practise respectful turn-taking and listening without words (VCPSCSO024).

Health and Physical Education

- Students practise moving with control and balance while copying another person's actions (VCHPEM068).
- Students demonstrate personal and social skills to interact positively with others during physical activity (VCHPEP050).
- Students recognise how calm movement helps them and others feel safe and comfortable (VCHPEP051).

Critical and Creative Thinking

- Students generate simple movement ideas and test them when acting as the leader (VCCCTQ016).
- Students reflect on what helped them successfully mirror their partner (VCCCTM018).

Level 2

Personal and Social Capability

- Students recognise emotions in others by observing facial expressions and body language (VCPSCSE025).
- Students work cooperatively with different partners, showing empathy and respect (VCPSCSO029).
- Students explain how their actions can help or challenge their partner during the activity (VCPSCSO030).

Health and Physical Education

- Students practise movement skills with increasing coordination, control, and awareness of space (VCHPEM073).
- Students apply rules and expectations to move safely and respectfully with others (VCHPEM075).
- Students explore how calm, slow movement supports emotional regulation (VCHPEP054).

Critical and Creative Thinking

- Students pose and respond to questions about how movements affect others (VCCCTQ021).

- Students use past experience to improve how they lead or follow during mirroring (VCCCTR023).

Level 3

Personal and Social Capability

- Students describe how empathy involves paying attention to others' feelings and needs (VCPSCSE031).
- Students collaborate effectively by adapting their behaviour to suit their partner (VCPSCSO035).
- Students demonstrate respect and kindness through controlled movement and role switching (VCPSCSO036).

Health and Physical Education

- Students demonstrate refined movement skills while maintaining awareness of others and shared space (VCHPEM079).
- Students reflect on how physical activity can influence emotions and relationships (VCHPEP059).
- Students apply personal and social skills to promote positive participation in physical activities (VCHPEP060).

Critical and Creative Thinking

- Students generate and evaluate movement ideas to ensure their partner can mirror successfully (VCCCTQ026).
- Students explain how adjusting speed, size, or energy of movements helps build connection (VCCCTR028).
- Students reflect on learning strategies used to focus, observe, and cooperate (VCCCTM030).

Gratitude

Caring Boots

Critical and Creative Thinking

- Students react to discussions and visual examples of caring actions, building awareness of the world around them (VCCCTQ055).
- Students experience generating ideas by drawing or choosing simple caring actions to include in their boots (VCCCTQ056).
- Students express emotions through drawing, colour choice, and response to kindness themes (VCCCTM060).

Health and Physical Education

- Students identify themselves by tracing their feet or hands, building early self-awareness (VCHPEP001).

- Students use facial expressions, gestures, or images to show emotions connected to caring actions (VCHPEP005).
- Students experience play-based creative activities focused on well-being and connection (VCHPEP007).

Personal and Social Capability

- Students react to people and express emotions during class discussions about kindness (VCPSCSE052).
- Students indicate preferences by choosing colours, shapes, or images that represent caring (VCPSCSE053).
- Students focus attention on others when listening to shared caring ideas (VCPSCSO057).

Level B

Critical and Creative Thinking

- Students explore ideas about how people care for others in everyday situations (VCCCTQ063).
- Students generate simple ideas for caring actions based on their own experiences (VCCCTQ065).
- Students use repetition and visual prompts to complete their Caring Boots design (VCCCTM070).

Health and Physical Education

- Students identify likes and dislikes when choosing caring actions to include (VCHPEP015).
- Students express feelings, needs, and caring intentions through drawings or simple words (VCHPEP019).
- Students engage in structured play and creative tasks that support social well-being (VCHPEP021).

Personal and Social Capability

- Students demonstrate a range of emotions when discussing kindness and empathy (VCPSCSE059).
- Students follow teacher direction and persist in completing their Caring Boots with support (VCPSCSE061).
- Students demonstrate simple social skills such as listening and sharing during group reflection (VCPSCSO064).

Level C

Critical and Creative Thinking

- Students answer simple questions about who their caring actions might help and why (VCCCTQ072).
- Students express preferences and choices about caring behaviours based on past experiences (VCCCTR077).
- Students reflect on their thinking by explaining the meaning of their Caring Boots (VCCCTM078).

Health and Physical Education

- Students practise social skills such as taking turns and listening during sharing time (VCHPEP032).
- Students explore and express feelings using drawings, symbols, or simple written language (VCHPEP033).
- Students participate in structured creative tasks that support emotional and social development (VCHPEP035).

Personal and Social Capability

- Students name emotions shown in themselves and others when discussing caring actions (VCPSCSE066).
- Students try a new creative activity and complete steps in a familiar routine with support (VCPSCSE068).
- Students follow basic social rules and cooperate during class discussions and displays (VCPSCSO071).

Level D

Critical and Creative Thinking

- Students generate a range of caring ideas and explain how these actions help others feel supported (VCCCTQ083).
- Students identify reasons for their choices of caring actions, drawing on personal experience (VCCCTR086).
- Students express their thinking and feelings about empathy through drawings, words, or oral explanation (VCCCTM087).

Health and Physical Education

- Students identify and describe emotional responses connected to kindness and care (VCHPEP047).
- Students reflect on actions that promote health, safety, and emotional well-being for themselves and others (VCHPEP048).
- Students engage in creative and reflective activities that support positive relationships (VCHPEP049).

Personal and Social Capability

- Students name a range of emotions and describe how caring actions show empathy (VCPSCSE073).
- Students identify personal characteristics such as kindness, helpfulness, or compassion (VCPSCSE074).
- Students respond cooperatively in group sharing and demonstrate understanding of how behaviour impacts others (VCPSCSO078).

Foundation (F)

Personal and Social Capability

- Students identify and express simple emotions related to kindness and care through drawings and discussion (VCPSCSE013).
- Students practise listening to others share ideas about caring actions, building awareness of others (VCPSCSO017).

- Students participate in turn-taking and group sharing during reflection time (VCPSCSO018).

Health and Physical Education

- Students participate in structured play and creative activities that support social and emotional well-being (VCHPEP047).
- Students identify simple actions that help others feel safe and cared for (VCHPEP049).
- Students practise fine motor skills through tracing, colouring, and decorating their Caring Boots (VCHPEM062).

Critical and Creative Thinking

- Students explore ideas about kindness by responding to questions and visual prompts (VCCCTQ011).
- Students use drawing and symbols to represent caring ideas (VCCCTM015).

Level 1

Personal and Social Capability

- Students describe ways they can show kindness and care to others in familiar situations (VCPSCSE019).
- Students recognise that people may feel differently and need different kinds of support (VCPSCSE020).
- Students cooperate with peers by listening respectfully during sharing and discussion (VCPSCSO023).

Health and Physical Education

- Students identify actions that promote emotional safety and inclusion for others (VCHPEP050).
- Students practise fine motor coordination through tracing, writing, and decorating (VCHPEM068).
- Students demonstrate positive personal and social behaviours during class discussions (VCHPEP051).

Critical and Creative Thinking

- Students generate simple ideas for caring actions based on their own experiences (VCCCTQ016).
- Students reflect on why certain caring actions are important to them (VCCCTM018).

Level 2

Personal and Social Capability

- Students recognise emotions in others and explain how kind actions can help (VCPSCSE025).
- Students work cooperatively and respectfully when sharing their Caring Boots with peers (VCPSCSO029).
- Students explain how their choices and actions can impact others' feelings (VCPSCSO030).

Health and Physical Education

- Students describe behaviours that help build positive and respectful relationships (VCHPEP054).

- Students practise communication skills when explaining caring actions through words or images (VCHPEP055).
- Students apply classroom expectations for respectful participation during creative tasks (VCHPEM073).

Critical and Creative Thinking

- Students pose and respond to questions about how empathy helps people feel supported (VCCCTQ021).
- Students use past experiences to improve or add to their caring ideas (VCCCTR023).

Level 3

Personal and Social Capability

- Students describe empathy as understanding and responding to others' feelings (VCPSCSE031).
- Students identify personal strengths related to kindness, care, and compassion (VCPSCSE032).
- Students collaborate respectfully by listening, affirming, and responding to others' ideas (VCPSCSO035).

Health and Physical Education

- Students explain how caring actions contribute to positive relationships and a safe classroom environment (VCHPEP059).
- Students reflect on how their choices and behaviours influence others' well-being (VCHPEP060).
- Students demonstrate respectful participation and self-regulation during group sharing (VCHPEM079).

Critical and Creative Thinking

- Students generate and refine ideas for caring actions, explaining their reasoning (VCCCTQ026).
- Students evaluate how empathy-based choices can lead to positive outcomes for individuals and groups (VCCCTR028).
- Students reflect on learning strategies used to express ideas creatively and thoughtfully (VCCCTM030).

Week Twenty Nine

Play

Change It Up

Critical and Creative Thinking

- Students react to changes in instructions during a familiar game, building awareness of variation and novelty (VCCCTQ055).
- Students experience repetition and simple rule changes, supporting early flexible thinking (VCCCTQ056).
- Students respond emotionally to surprising changes and experience learning through routine disruption (VCCCTM060).

Health and Physical Education

- Students react to people and movement instructions during play activities (VCHPEP004).
- Students experience play activities involving movement and engagement with others (VCHPEP007).
- Students experience their body being moved in different ways and positions during changing instructions (VCHPEM008).

Personal and Social Capability

- Students react to people and events and express emotions during game play (VCPSCSE052).
- Students focus attention on others and respond to teacher cues during changing rules (VCPSCSO057).
- Students interact with others cooperatively during shared play experiences (VCPSCSO058).

Level B

Critical and Creative Thinking

- Students explore questions and ideas when familiar rules are changed during play (VCCCTQ063).
- Students use past experience of the game to respond to new instructions (VCCCTQ064).
- Students experience simple problem-solving when adjusting to rule changes (VCCCTM071).

Health and Physical Education

- Students express feelings such as surprise, excitement, or confusion during play (VCHPEP019).
- Students engage in structured play activities that involve adapting to new rules (VCHPEP021).
- Students practise basic gross motor movements while responding to changing instructions (VCHPEM022).

Personal and Social Capability

- Students demonstrate a range of emotions in response to changing situations (VCPSCSE059).
- Students follow teacher direction and persist in the activity when rules change (VCPSCSE061).
- Students demonstrate simple social skills such as listening and responding appropriately to cues (VCPSCSO064).

Level C

Critical and Creative Thinking

- Students answer simple questions about what changed in the game and how they responded (VCCCTQ072).
- Students apply reasoning to follow new rules and reflect on their feelings about the changes (VCCCTR076).
- Students express their thinking and emotions about adapting to change during reflection (VCCCTM078).

Health and Physical Education

- Students practise social skills including turn-taking and listening during group play (VCHPEP032).
- Students explore feelings and express needs or reactions when rules change (VCHPEP033).
- Students participate in games with simple rules and adapt movements in response to changes (VCHPEM037).

Personal and Social Capability

- Students name emotions experienced when rules change, such as confusion, excitement, or frustration (VCPSCSE066).
- Students try new ways of playing and complete steps in an unfamiliar activity with support (VCPSCSE068).
- Students identify acceptable ways to respond to challenges during play (VCPSCSO072).

Level D

Critical and Creative Thinking

- Students generate ideas for new rules or variations and explain how they change the game (VCCCTQ083).
- Students identify reasons why adapting to change is important in games and everyday situations (VCCCTR085).
- Students express their thinking and feelings about learning to be flexible and adaptable (VCCCTM087).

Health and Physical Education

- Students identify and describe emotional responses to unexpected changes during play (VCHPEP047).
- Students reflect on actions that support positive participation and emotional regulation in games (VCHPEP048).
- Students cooperate with others and demonstrate good sportsmanship when adapting to changing rules (VCHPEM054).

Personal and Social Capability

- Students name a range of emotions and describe how these are expressed when things change (VCPSCSE073).
- Students identify personal characteristics such as persistence, flexibility, or positivity (VCPSCSE074).

- Students cooperate with peers in group activities and recognise how behaviour impacts others (VCPSCSO078).

Foundation (F)

Personal and Social Capability

- Students recognise and express simple emotions such as excitement or surprise when game rules change (VCPSCSE013).
- Students practise listening to instructions and responding appropriately during group play (VCPSCSO017).
- Students participate in turn-taking and shared play, even when rules change (VCPSCSO018).

Health and Physical Education

- Students participate in structured play that includes simple rule changes (VCHPEP047).
- Students identify that trying again helps them enjoy games when things are different (VCHPEP049).
- Students practise basic movement skills while following changing instructions (VCHPEM062).

Critical and Creative Thinking

- Students explore changes in a familiar game by responding to new instructions (VCCCTQ011).
- Students use repetition to practise following updated rules (VCCCTM015).

Level 1

Personal and Social Capability

- Students describe how they feel when game rules change and practise staying calm (VCPSCSE019).
- Students demonstrate cooperation by listening carefully and adjusting their behaviour (VCPSCSO023).
- Students show persistence by continuing to participate even when they make mistakes (VCPSCSE021).

Health and Physical Education

- Students identify actions that help them stay positive and involved when games change (VCHPEP050).
- Students practise controlled movement and balance while responding to new rules (VCHPEM068).
- Students demonstrate positive behaviours such as encouragement and fair play (VCHPEP051).

Critical and Creative Thinking

- Students generate simple ideas to help themselves remember or follow new rules (VCCCTQ016).
- Students reflect on what helped them adapt to change during the game (VCCCTM018).

Level 2

Personal and Social Capability

- Students recognise how changes can affect emotions and explain strategies to stay engaged (VCPSCSE025).
- Students work cooperatively to support others when rules change (VCPSCSO029).
- Students explain how flexible behaviour helps group games run smoothly (VCPSCSO030).

Health and Physical Education

- Students practise adapting movement skills to follow new rules safely (VCHPEM073).
- Students describe behaviours that support resilience and positive participation in games (VCHPEP054).
- Students apply classroom expectations when responding to unexpected changes (VCHPEM075).

Critical and Creative Thinking

- Students pose and respond to questions about why rules change and how this affects play (VCCCTQ021).
- Students use past experiences to adjust more quickly to new rules (VCCCTR023).

Level 3

Personal and Social Capability

- Students describe adaptability as being able to adjust thoughts, feelings, and actions when things change (VCPSCSE031).
- Students identify personal strengths such as persistence, flexibility, or positivity during challenges (VCPSCSE032).
- Students collaborate effectively by supporting peers during fast-changing games (VCPSCSO035).

Health and Physical Education

- Students apply movement skills confidently while adapting to rule changes (VCHPEM079).
- Students reflect on how emotional regulation supports enjoyment and teamwork in games (VCHPEP059).
- Students demonstrate respect and self-control during competitive or fast-paced play (VCHPEP060).

Critical and Creative Thinking

- Students generate and explain new rule variations that still allow fair and fun play (VCCCTQ026).
- Students evaluate how adapting positively to change leads to better outcomes for individuals and groups (VCCCTR028).
- Students reflect on learning strategies used to manage uncertainty and change (VCCCTM030).

Written

“New Way” Drawings

Level A

Critical and Creative Thinking

- Students react to familiar objects being presented in new or unusual ways through discussion and examples (VCCCTQ055).
- Students experience generating ideas by exploring colours, shapes, and materials during drawing (VCCCTQ056).
- Students express emotions and preferences through their creative choices (VCCCTM060).

Health and Physical Education

- Students identify themselves and their work through interaction with materials and drawing (VCHPEP001).
- Students use gestures, facial expressions, or visual symbols to indicate enjoyment or preference (VCHPEP005).
- Students experience play-based creative activities that support emotional well-being (VCHPEP007).

Personal and Social Capability

- Students react to people and express emotions when sharing or showing their drawings (VCPSCSE052).
- Students indicate preferences by choosing colours, objects, or materials (VCPSCSE053).
- Students focus attention on others during group viewing and discussion (VCPSCSO057).

Level B

Critical and Creative Thinking

- Students explore ideas about how familiar objects can look different when changed creatively (VCCCTQ063).
- Students generate simple imaginative ideas based on past experiences with familiar objects (VCCCTQ065).
- Students use visual prompts and repetition to complete a creative task (VCCCTM070).

Health and Physical Education

- Students identify likes and dislikes through their choice of objects and colours (VCHPEP015).
- Students express feelings and ideas using drawings or simple words (VCHPEP019).
- Students engage in structured creative play activities that support social and emotional well-being (VCHPEP021).

Personal and Social Capability

- Students demonstrate a range of emotions such as pride, curiosity, or enjoyment when sharing their work (VCPSCSE059).

- Students follow teacher direction and persist in completing their drawing task (VCPSCSE061).
- Students demonstrate simple social skills such as listening and sharing during group reflection (VCPSCSO064).

Level C

Critical and Creative Thinking

- Students answer simple questions about what they changed in their drawing and why (VCCCTQ072).
- Students express preferences and creative choices drawing on personal experience (VCCCTR077).
- Students reflect on their thinking and explain their ideas using words, drawings, or symbols (VCCCTM078).

Health and Physical Education

- Students practise social skills such as turn-taking and listening during sharing time (VCHPEP032).
- Students explore and express feelings using drawings, symbols, or simple written language (VCHPEP033).
- Students participate in structured creative tasks that support emotional expression and confidence (VCHPEP035).

Personal and Social Capability

- Students name emotions shown in themselves and others when viewing and discussing artwork (VCPSCSE066).
- Students try a new creative approach and complete steps in a familiar routine with support (VCPSCSE068).
- Students follow basic social rules and cooperate during group discussions and displays (VCPSCSO071).

Level D

Critical and Creative Thinking

- Students generate a range of creative ideas by deliberately changing familiar objects in new ways (VCCCTQ083).
- Students explain reasons for their creative choices using examples from their drawing (VCCCTR086).
- Students express their thinking and feelings about trying something different or unusual (VCCCTM087).

Health and Physical Education

- Students identify and describe emotional responses such as pride, enjoyment, or uncertainty when experimenting creatively (VCHPEP047).
- Students reflect on how trying new ideas supports confidence and emotional well-being (VCHPEP048).
- Students engage positively in creative tasks that promote self-expression and connection (VCHPEP049).

Personal and Social Capability

- Students name a range of emotions and describe how these were experienced during creative risk-taking (VCPSCSE073).
- Students identify personal characteristics such as creativity, courage, or open-mindedness (VCPSCSE074).
- Students respond cooperatively during group sharing and show respect for different ideas (VCPSCSO078).

Foundation (F)

Personal and Social Capability

- Students identify and express feelings such as enjoyment, curiosity, or pride when creating and sharing their drawings (VCPSCSE013).
- Students listen to others share ideas and show interest in different ways of seeing the world (VCPSCSO017).
- Students participate in turn-taking and respectful sharing during group reflection (VCPSCSO018).

Health and Physical Education

- Students participate in creative activities that support emotional well-being and confidence (VCHPEP047).
- Students identify that trying something new can be fun, even if it feels different at first (VCHPEP049).
- Students practise fine motor skills through drawing, colouring, and using art materials (VCHPEM062).

Critical and Creative Thinking

- Students explore familiar objects and ideas by responding to imaginative prompts (VCCCTQ011).
- Students use drawing and symbols to represent ideas in new or playful ways (VCCCTM015).

Level 1

Personal and Social Capability

- Students describe how it feels to try something new or different in their artwork (VCPSCSE019).
- Students recognise that people may think differently and create different ideas from the same prompt (VCPSCSE020).
- Students cooperate by listening respectfully and responding positively to others' creative ideas (VCPSCSO023).

Health and Physical Education

- Students identify behaviours that help them feel confident when trying unfamiliar tasks (VCHPEP050).
- Students practise fine motor coordination and control when drawing and decorating (VCHPEM068).
- Students demonstrate positive behaviours such as encouragement and openness during sharing (VCHPEP051).

Critical and Creative Thinking

- Students generate simple imaginative ideas by changing colours, shapes, or features of familiar objects (VCCCTQ016).
- Students reflect on what they changed and why they liked their new way of drawing (VCCCTM018).

Level 2

Personal and Social Capability

- Students recognise emotions in themselves and others when sharing creative work (VCPSCSE025).
- Students work cooperatively by valuing different ideas and perspectives in group discussions (VCPSCSO029).
- Students explain how being open to different ideas helps everyone feel included (VCPSCSO030).

Health and Physical Education

- Students describe behaviours that support confidence and creativity when trying new approaches (VCHPEP054).
- Students practise communication skills by explaining their drawing choices using words or labels (VCHPEP055).
- Students apply classroom expectations for respectful participation during creative activities (VCHPEM073).

Critical and Creative Thinking

- Students pose and respond to questions about how changing ideas can lead to creative outcomes (VCCCTQ021).
- Students use past experiences to improve or extend their imaginative drawings (VCCCTR023).

Level 3

Personal and Social Capability

- Students describe adaptability as being willing to think differently and try new ideas (VCPSCSE031).
- Students identify personal strengths such as creativity, courage, or open-mindedness (VCPSCSE032).
- Students collaborate respectfully by asking questions and showing curiosity about others' artwork (VCPSCSO035).

Health and Physical Education

- Students explain how trying new ideas can build confidence and positive self-esteem (VCHPEP059).
- Students reflect on how being open to difference supports positive relationships (VCHPEP060).
- Students demonstrate self-regulation and respect during group sharing and feedback (VCHPEM079).

Critical and Creative Thinking

- Students generate and explain creative ideas by deliberately breaking away from usual expectations (VCCCTQ026).
- Students evaluate how changing perspective can lead to more imaginative outcomes (VCCCTR028).
- Students reflect on learning strategies used to explore creativity and adaptability (VCCCTM030).

Exercise

Obstacle Switcheroo

Critical and Creative Thinking

- Students react to changes in the obstacle course and respond to new physical challenges (VCCCTQ055).
- Students experience repetition and variation by completing the course multiple times with small changes (VCCCTQ056).
- Students react emotionally to unexpected changes and practise coping with novelty (VCCCTM060).

Health and Physical Education

- Students react as their body is moved through different positions and pathways (VCHPEP002).
- Students experience play activities that involve movement and exploration (VCHPEP007).
- Students experience their body moving in different ways through space and around objects (VCHPEM008).
- Students cooperate when participating in shared movement activities (VCHPEM012).

Personal and Social Capability

- Students react to people and events during the activity and express emotions through body language or facial expression (VCPSCSE052).
- Students focus attention on others and respond to teacher cues during movement (VCPSCSO057).
- Students interact with others showing cooperation during shared play (VCPSCSO058).

Level B

Critical and Creative Thinking

- Students explore how changes to the obstacle course affect how they move and respond (VCCCTQ063).
- Students use past experience of the course to adjust to new obstacles or rules (VCCCTQ064).
- Students encounter simple problem-solving situations when the course changes (VCCCTM071).

Health and Physical Education

- Students express feelings such as excitement or uncertainty during changing physical challenges (VCHPEP019).
- Students engage in structured play activities that involve adapting to new conditions (VCHPEP021).
- Students practise basic gross motor movements such as stepping, balancing, and reaching (VCHPEM022).
- Students follow basic instructions during structured physical activities (VCHPEM028).

Personal and Social Capability

- Students demonstrate a range of emotions when faced with change or surprise (VCPSCSE059).
- Students follow teacher direction and persist in completing the obstacle course with support (VCPSCSE061).
- Students demonstrate simple social skills such as listening and cooperating with peers (VCPSCSO064).

Level C

Critical and Creative Thinking

- Students answer simple questions about what changed in the obstacle course and how they adapted (VCCCTQ072).
- Students apply reasoning to decide how to move safely through new obstacles (VCCCTR076).
- Students reflect on their thinking and emotions when responding to change (VCCCTM078).

Health and Physical Education

- Students practise social skills such as turn-taking and waiting during rotations (VCHPEP032).
- Students explore and express feelings related to challenge, confusion, or success (VCHPEP033).
- Students participate in games with simple rules and adapt movements as conditions change (VCHPEM037).
- Students take turns with a partner or small group during physical activities (VCHPEM040).

Personal and Social Capability

- Students name emotions experienced when the course changes, such as frustration or excitement (VCPSCSE066).
- Students try new ways of moving and complete steps in an unfamiliar physical routine (VCPSCSE068).
- Students identify acceptable ways to respond to challenges in supported situations (VCPSCSO072).

Level D

Critical and Creative Thinking

- Students generate ideas for how to adapt their movement when obstacles or rules change (VCCCTQ083).
- Students identify reasons why flexibility and perseverance help them succeed in challenges (VCCCTR085).
- Students express their thinking and feelings about adapting to change during reflection (VCCCTM087).

Health and Physical Education

- Students identify and describe emotional responses to unexpected physical challenges (VCHPEP047).
- Students reflect on actions that promote safe, positive participation during physical activity (VCHPEP048).
- Students cooperate with others and demonstrate good sportsmanship during changing activities (VCHPEM054).
- Students follow safety directions and familiar game rules while navigating the course (VCHPEM056).

Personal and Social Capability

- Students name a range of emotions and describe how these are experienced during challenge (VCPSCSE073).
- Students identify personal characteristics such as perseverance, courage, or flexibility (VCPSCSE074).
- Students work cooperatively with peers and recognise how behaviour impacts others in group activities (VCPSCSO078).

Foundation (F)

Personal and Social Capability

- Students recognise and express simple emotions such as excitement, surprise, or uncertainty when the obstacle course changes (VCPSCSE013).
- Students practise listening to instructions and responding appropriately during group movement activities (VCPSCSO017).
- Students take turns and participate cooperatively with others during shared play (VCPSCSO018).

Health and Physical Education

- Students participate in structured physical play that includes simple challenges and changes (VCHPEP047).
- Students identify that trying again helps them enjoy physical activities when something changes (VCHPEP049).
- Students practise basic movement skills such as stepping, balancing, crawling, or reaching (VCHPEM062).

Critical and Creative Thinking

- Students explore changes in a physical environment by responding to new obstacles or instructions (VCCCTQ011).
- Students use repetition to practise adapting their movements as the course changes (VCCCTM015).

Level 1

Personal and Social Capability

- Students describe how they feel when the obstacle course changes and practise staying calm (VCPSCSE019).
- Students demonstrate cooperation by listening carefully and adjusting their actions to suit new challenges (VCPSCSO023).
- Students show persistence by continuing to participate even when they make mistakes or feel confused (VCPSCSE021).

Health and Physical Education

- Students identify actions that help them stay positive and safe during changing physical challenges (VCHPEP050).
- Students practise balance, coordination, and control when moving through obstacles (VCHPEM068).
- Students demonstrate positive behaviours such as encouragement and fair play during group activities (VCHPEP051).

Critical and Creative Thinking

- Students generate simple strategies to help them remember or manage new obstacles (VCCCTQ016).
- Students reflect on what helped them adapt to changes in the course (VCCCTM018).

Level 2

Personal and Social Capability

- Students recognise emotions in themselves and others when challenges change unexpectedly (VCPSCSE025).
- Students work cooperatively to support peers as the obstacle course changes (VCPSCSO029).
- Students explain how flexible behaviour helps everyone succeed in group activities (VCPSCSO030).

Health and Physical Education

- Students practise adapting movement skills to safely navigate new or altered obstacles (VCHPEM073).
- Students describe behaviours that support resilience and perseverance in physical challenges (VCHPEP054).
- Students apply agreed rules and expectations when responding to changes in activities (VCHPEM075).

Critical and Creative Thinking

- Students pose and respond to questions about how changes affect the way they move or think (VCCCTQ021).
- Students use past experience to adjust more effectively to new challenges (VCCCTR023).

Level 3

Personal and Social Capability

- Students describe adaptability as being able to adjust thoughts, feelings, and actions when situations change (VCPSCSE031).
- Students identify personal strengths such as perseverance, courage, or flexibility during physical challenges (VCPSCSE032).
- Students collaborate effectively by encouraging and assisting peers during changing activities (VCPSCSO035).

Health and Physical Education

- Students apply refined movement skills confidently while adapting to changing obstacles (VCHPEM079).
- Students reflect on how emotional regulation helps them enjoy and succeed in physical activities (VCHPEP059).
- Students demonstrate respect, self-control, and responsibility during group movement tasks (VCHPEP060).

Critical and Creative Thinking

- Students generate and explain new obstacle variations that are safe and inclusive (VCCCTQ026).
- Students evaluate how adapting positively to change improves outcomes for individuals and groups (VCCCTR028).
- Students reflect on learning strategies used to manage uncertainty and physical challenges (VCCCTM030).

Gratitude

Adapt & Appreciate

Critical and Creative Thinking

- Students react to discussions and images about surprises and positive experiences, building awareness of change (VCCCTQ055).
- Students experience generating ideas by choosing or responding to a happy or enjoyable moment (VCCCTQ056).
- Students express emotions related to enjoyment or comfort when reflecting on a positive experience (VCCCTM060).

Health and Physical Education

- Students identify themselves and their experiences through drawing or interaction with materials (VCHPEP001).
- Students use facial expressions, gestures, or symbols to show enjoyment or appreciation (VCHPEP005).
- Students experience creative and reflective play activities that support emotional well-being (VCHPEP007).

Personal and Social Capability

- Students react to people and events and express emotions during reflection or sharing (VCPSCSE052).
- Students indicate preferences by choosing colours, pictures, or symbols that represent a happy moment (VCPSCSE053).
- Students focus attention on others when listening to shared experiences (VCPSCSO057).

Level B

Critical and Creative Thinking

- Students explore ideas about changes or surprises that made them feel happy or interested (VCCCTQ063).
- Students generate simple ideas about why a new or unexpected experience was enjoyable (VCCCTQ065).
- Students use visual prompts and repetition to complete a reflective drawing or task (VCCCTM070).

Health and Physical Education

- Students identify likes and dislikes when selecting a positive experience to reflect on (VCHPEP015).
- Students express feelings and experiences through drawings or simple words (VCHPEP019).
- Students engage in structured reflective activities that promote emotional well-being (VCHPEP021).

Personal and Social Capability

- Students demonstrate a range of emotions such as happiness or pride when sharing their reflection (VCPSCSE059).
- Students follow teacher direction and persist in completing a reflective task (VCPSCSE061).
- Students demonstrate simple social skills such as listening and responding kindly during sharing (VCPSCSO064).

Level C

Critical and Creative Thinking

- Students answer simple questions about what changed and why it made them feel happy (VCCCTQ072).
- Students express preferences and choices about positive experiences based on personal experience (VCCCTR077).
- Students reflect on their thinking and emotions when adapting to change (VCCCTM078).

Health and Physical Education

- Students practise social skills such as turn-taking and listening during partner or group sharing (VCHPEP032).
- Students explore and express feelings using drawings, labels, or simple language (VCHPEP033).
- Students participate in structured reflective tasks that support gratitude and confidence (VCHPEP035).

Personal and Social Capability

- Students name emotions shown in themselves and others when discussing positive surprises (VCPSCSE066).
- Students try a reflective activity and complete steps in a familiar routine with support (VCPSCSE068).
- Students identify acceptable ways to respond to changes in supported situations (VCPSCSO072).

Level D

Critical and Creative Thinking

- Students generate ideas about how adapting to change can lead to positive outcomes (VCCCTQ083).
- Students explain reasons why a particular surprise or change was enjoyable or meaningful (VCCCTR086).
- Students express their thinking and feelings about gratitude and adaptability through discussion or artwork (VCCCTM087).

Health and Physical Education

- Students identify and describe emotional responses related to change, surprise, and enjoyment (VCHPEP047).
- Students reflect on actions and attitudes that support emotional well-being during change (VCHPEP048).
- Students engage positively in reflective activities that promote gratitude and resilience (VCHPEP049).

Personal and Social Capability

- Students name a range of emotions and describe how these were experienced during a change or surprise (VCPSCSE073).
- Students identify personal characteristics such as optimism, flexibility, or appreciation (VCPSCSE074).
- Students respond cooperatively during group sharing and recognise how gratitude strengthens relationships (VCPSCSO078).

Foundation (F)

Personal and Social Capability

- Students identify and express simple emotions such as happiness, surprise, or pride when sharing a positive experience (VCPSCSE013).
- Students listen to others' stories and show awareness that people enjoy different experiences (VCPSCSO017).
- Students participate in turn-taking and respectful sharing during group reflection (VCPSCSO018).

Health and Physical Education

- Students participate in reflective activities that support emotional well-being and confidence (VCHPEP047).
- Students identify that new or unexpected experiences can be enjoyable (VCHPEP049).

- Students practise fine motor skills through drawing, colouring, and decorating their reflection (VCHPEM062).

Critical and Creative Thinking

- Students explore ideas about change by responding to prompts about surprises and new experiences (VCCCTQ011).
- Students use drawing and symbols to represent a positive experience (VCCCTM015).

Level 1

Personal and Social Capability

- Students describe how they felt when something unexpected happened and turned out well (VCPSCSE019).
- Students recognise that adapting calmly can help them enjoy new situations (VCPSCSE021).
- Students listen respectfully and respond positively to others' shared experiences (VCPSCSO023).

Health and Physical Education

- Students identify behaviours that help them stay positive when routines or plans change (VCHPEP050).
- Students practise communication skills when explaining their drawing or story (VCHPEP051).
- Students demonstrate confidence and persistence during reflective tasks (VCHPEM068).

Critical and Creative Thinking

- Students generate simple ideas about why a change became enjoyable (VCCCTQ016).
- Students reflect on what helped them adapt to the surprise (VCCCTM018).

Level 2

Personal and Social Capability

- Students recognise emotions in themselves and others when discussing unexpected changes (VCPSCSE025).
- Students explain how adapting to change helped create a positive outcome (VCPSCSO030).
- Students work cooperatively and show appreciation for peers' experiences (VCPSCSO029).

Health and Physical Education

- Students describe behaviours that support resilience and gratitude in new situations (VCHPEP054).
- Students practise clear communication when sharing reflections verbally or in writing (VCHPEP055).
- Students apply classroom expectations for respectful listening and discussion (VCHPEM073).

Critical and Creative Thinking

- Students pose and respond to questions about how change can lead to positive experiences (VCCCTQ021).

- Students use past experiences to reflect more deeply on gratitude and adaptability (VCCCTR023).

Level 3

Personal and Social Capability

- Students describe adaptability as being able to adjust thoughts and feelings when things change (VCPSCSE031).
- Students identify personal strengths such as optimism, flexibility, or gratitude (VCPSCSE032).
- Students collaborate respectfully by asking questions and responding thoughtfully to peers' reflections (VCPSCSO035).

Health and Physical Education

- Students explain how gratitude and positive thinking support emotional well-being (VCHPEP059).
- Students reflect on how adapting to change strengthens relationships and classroom culture (VCHPEP060).
- Students demonstrate self-regulation and respect during group sharing (VCHPEM079).

Critical and Creative Thinking

- Students generate thoughtful reflections about why a surprising experience became meaningful (VCCCTQ026).
- Students evaluate how flexible thinking can lead to positive outcomes in everyday life (VCCCTR028).
- Students reflect on strategies they used to adapt and find appreciation (VCCCTM030).

Week Thirty

Play

Space Station Celebration

Level A

Critical and Creative Thinking

- Students react to familiar stories, images, and experiences when revisiting the planets and life skills (VCCCTQ055).
- Students experience recalling ideas and events through repetition and shared storytelling (VCCCTQ056).
- Students express emotions such as excitement or enjoyment during celebration activities (VCCCTM060).

Health and Physical Education

- Students react to people, music, and movement during play and celebration activities (VCHPEP004).
- Students experience play activities that promote enjoyment and emotional well-being (VCHPEP007).
- Students experience their body moving in different ways during music and celebration (VCHPEM008).

Personal and Social Capability

- Students react to people and events and express emotions through gestures, facial expressions, or sounds (VCPSCSE052).
- Students focus attention on others during shared celebration moments (VCPSCSO057).
- Students interact with others cooperatively during group play and celebration (VCPSCSO058).

Level B

Critical and Creative Thinking

- Students explore ideas about what they learned by revisiting planets and activities from the journey (VCCCTQ063).
- Students generate simple responses about favourite moments or activities (VCCCTQ065).
- Students use repetition and routine to participate confidently in a whole-class celebration (VCCCTM070).

Health and Physical Education

- Students express feelings such as happiness, pride, or excitement during celebration activities (VCHPEP019).
- Students engage in structured play and movement activities with others (VCHPEP021).
- Students practise basic gross motor movements during dancing or role-play (VCHPEM022).

Personal and Social Capability

- Students demonstrate a range of emotions when celebrating achievements (VCPSCSE059).
- Students follow teacher direction and persist in participating in group activities (VCPSCSE061).
- Students demonstrate simple social skills such as listening, sharing space, and turn-taking (VCPSCSO064).

Level C

Critical and Creative Thinking

- Students answer simple questions about what life skills they learned on different planets (VCCCTQ072).
- Students express preferences when identifying favourite planets or activities (VCCCTR077).
- Students reflect on their thinking and feelings about their learning journey (VCCCTM078).

Health and Physical Education

- Students practise social skills such as turn-taking and listening during group reflections (VCHPEP032).
- Students explore and express feelings of pride, enjoyment, or confidence during celebration (VCHPEP033).
- Students participate in games and movement activities with simple rules (VCHPEM037).

Personal and Social Capability

- Students name emotions shown in themselves and others during celebration (VCPSCSE066).
- Students try new roles such as performer, helper, or speaker during the celebration (VCPSCSE068).
- Students follow basic social rules and cooperate during group celebrations (VCPSCSO071).

Level D

Critical and Creative Thinking

- Students generate ideas and explanations about what they learned and how it helped them grow (VCCCTQ083).
- Students explain reasons for choosing a favourite planet, activity, or life skill (VCCCTR086).
- Students express their thinking and feelings about their learning journey through discussion, movement, or creative display (VCCCTM087).

Health and Physical Education

- Students identify and describe emotional responses such as pride, joy, or confidence linked to achievement (VCHPEP047).
- Students reflect on actions and behaviours that supported positive participation and connection (VCHPEP048).
- Students cooperate with others and demonstrate good sportsmanship during celebration activities (VCHPEM054).

Personal and Social Capability

- Students name a range of emotions and describe how these were experienced during celebration (VCPSCSE073).
- Students identify personal characteristics such as confidence, kindness, or perseverance developed during the journey (VCPSCSE074).
- Students work cooperatively and recognise how celebrating together strengthens relationships (VCPSCSO078).

Foundation (F)

Personal and Social Capability

- Students identify and express emotions such as excitement, pride, or happiness during the class celebration (VCPSCSE013).
- Students listen to others share favourite planets or activities and show awareness of others' experiences (VCPSCSO017).
- Students participate cooperatively in shared play, dancing, or role-play (VCPSCSO018).

Health and Physical Education

- Students participate in structured play and celebration activities that support emotional well-being (VCHPEP047).
- Students identify that celebrating achievements helps them feel good about learning (VCHPEP049).
- Students practise basic movement skills during dancing, posing, or role-play (VCHPEM062).

Critical and Creative Thinking

- Students recall familiar planets and activities by responding to prompts and visuals (VCCCTQ011).
- Students use gestures, drawings, or simple words to represent a favourite part of the journey (VCCCTM015).

Level 1

Personal and Social Capability

- Students describe a favourite planet, activity, or life skill from the space journey (VCPSCSE019).
- Students demonstrate confidence by sharing ideas in a group celebration (VCPSCSE021).
- Students cooperate respectfully by taking turns and encouraging peers (VCPSCSO023).

Health and Physical Education

- Students identify behaviours that help them feel proud and included during group celebrations (VCHPEP050).
- Students demonstrate positive social behaviours such as encouragement and fair participation (VCHPEP051).
- Students practise coordination and control through movement-based celebration activities (VCHPEM068).

Critical and Creative Thinking

- Students generate simple ideas about what they enjoyed most and why (VCCCTQ016).
- Students reflect on learning experiences by answering simple questions about the journey (VCCCTM018).

Level 2

Personal and Social Capability

- Students recognise emotions in themselves and others during celebration and reflection (VCPSCSE025).
- Students explain how different life skills helped them during the space journey (VCPSCSO030).
- Students work cooperatively in group activities such as dances, parades, or shared displays (VCPSCSO029).

Health and Physical Education

- Students describe behaviours that support positive relationships and class unity (VCHPEP054).

- Students practise communication skills by explaining their favourite learning moments (VCHPEP055).
- Students apply agreed expectations for respectful participation during celebrations (VCHPEM073).

Critical and Creative Thinking

- Students pose and respond to questions about what they learned from different planets (VCCCTQ021).
- Students use past experiences to reflect on growth and enjoyment (VCCCTR023).

Level 3

Personal and Social Capability

- Students describe how different life skills (e.g. empathy, resilience, adaptability) supported their learning (VCPSCSE031).
- Students identify personal strengths developed during the space journey (VCPSCSE032).
- Students collaborate effectively by celebrating others' achievements and contributions (VCPSCSO035).

Health and Physical Education

- Students explain how celebrating success and effort supports confidence and well-being (VCHPEP059).
- Students reflect on how shared celebrations strengthen relationships and belonging (VCHPEP060).
- Students demonstrate self-regulation and respect during whole-class events (VCHPEM079).

Critical and Creative Thinking

- Students generate thoughtful reflections about what they learned and why it mattered (VCCCTQ026).
- Students explain reasons for choosing a favourite planet, activity, or life skill (VCCCTR028).
- Students reflect on learning strategies used across the journey (VCCCTM030).

Written

My Astronaut Journey Poster

Level A

Critical and Creative Thinking

- Students react to familiar planet names, images, and symbols when recalling the astronaut journey (VCCCTQ055).

- Students experience generating ideas by choosing colours, shapes, or symbols to represent planets and learning (VCCCTQ056).
- Students express emotions and preferences through drawing and decorating their poster (VCCCTM060).

Health and Physical Education

- Students identify themselves and their experiences through interaction with creative materials (VCHPEP001).
- Students use facial expressions, gestures, or symbols to indicate enjoyment or interest in their work (VCHPEP005).
- Students experience creative play activities that support emotional well-being (VCHPEP007).

Personal and Social Capability

- Students react to people and events when sharing or showing their poster (VCPSCSE052).
- Students indicate preferences by choosing colours, stickers, or symbols for their journey (VCPSCSE053).
- Students focus attention on others during group viewing or sharing (VCPSCSO057).

Level B

Critical and Creative Thinking

- Students explore ideas about planets and life skills by revisiting familiar learning experiences (VCCCTQ063).
- Students generate simple ideas or symbols to represent life skills learned on different planets (VCCCTQ065).
- Students use repetition and visual prompts to complete a structured poster task (VCCCTM070).

Health and Physical Education

- Students identify likes and dislikes when choosing favourite planets or activities to include (VCHPEP015).
- Students express feelings and experiences through drawings, symbols, or simple words (VCHPEP019).
- Students engage in structured creative tasks that promote confidence and well-being (VCHPEP021).

Personal and Social Capability

- Students demonstrate a range of emotions such as pride or excitement when sharing their work (VCPSCSE059).
- Students follow teacher direction and persist in completing their poster with support (VCPSCSE061).
- Students demonstrate simple social skills such as listening and sharing during group reflection (VCPSCSO064).

Level C

Critical and Creative Thinking

- Students answer simple questions about the planets visited and the life skills learned (VCCCTQ072).
- Students express preferences and ideas by matching planets with life skills based on personal experience (VCCCTR077).
- Students reflect on their thinking and learning through explanation of their poster (VCCCTM078).

Health and Physical Education

- Students practise social skills such as turn-taking and listening during poster sharing (VCHPEP032).
- Students explore and express feelings such as pride, enjoyment, or confidence about their learning (VCHPEP033).
- Students participate in structured reflective activities that support emotional development (VCHPEP035).

Personal and Social Capability

- Students name emotions shown in themselves and others when viewing and discussing posters (VCPSCSE066).
- Students try a multi-step creative task and complete steps in a familiar routine with support (VCPSCSE068).
- Students follow basic social rules and cooperate during group sharing (VCPSCSO071).

Level D

Critical and Creative Thinking

- Students generate ideas to visually represent each planet and its associated life skill (VCCCTQ083).
- Students explain reasons for their choices of symbols, drawings, or scenes on their poster (VCCCTR086).
- Students express their thinking and feelings about their learning journey through discussion and artwork (VCCCTM087).

Health and Physical Education

- Students identify and describe emotional responses such as pride, enjoyment, or confidence linked to learning (VCHPEP047).
- Students reflect on actions and attitudes that supported their learning and perseverance (VCHPEP048).
- Students engage positively in creative and reflective tasks that build self-esteem (VCHPEP049).

Personal and Social Capability

- Students name a range of emotions and describe how these were experienced across the journey (VCPSCSE073).
- Students identify personal characteristics such as kindness, resilience, or adaptability developed during the program (VCPSCSE074).
- Students work cooperatively and recognise how sharing learning strengthens relationships and class identity (VCPSCSO078).

Foundation (F)

Personal and Social Capability

- Students identify and express feelings such as pride, enjoyment, or excitement when reflecting on their astronaut journey (VCPSCSE013).
- Students listen to others share favourite planets or activities and show awareness that experiences can be different (VCPSCSO017).
- Students participate in turn-taking and respectful sharing during poster discussions (VCPSCSO018).

Health and Physical Education

- Students participate in reflective creative activities that support emotional well-being and confidence (VCHPEP047).
- Students identify that learning new things can make them feel proud (VCHPEP049).
- Students practise fine motor skills through drawing, colouring, and decorating their poster (VCHPEM062).

Critical and Creative Thinking

- Students recall familiar planet names and activities using visual prompts (VCCCTQ011).
- Students use drawings and symbols to represent learning experiences (VCCCTM015).

Level 1

Personal and Social Capability

- Students describe a planet or life skill they enjoyed learning about (VCPSCSE019).
- Students demonstrate confidence by sharing their poster with a peer or group (VCPSCSE021).
- Students cooperate respectfully by listening and responding positively to others' posters (VCPSCSO023).

Health and Physical Education

- Students identify behaviours that help them feel confident when sharing their learning (VCHPEP050).
- Students demonstrate positive social behaviours such as encouragement and pride in effort (VCHPEP051).
- Students practise coordination and control through detailed drawing and labelling (VCHPEM068).

Critical and Creative Thinking

- Students generate simple ideas to match planets with life skills using pictures or symbols (VCCCTQ016).
- Students reflect on what they liked most about their journey (VCCCTM018).

Level 2

Personal and Social Capability

- Students recognise emotions in themselves and others when reflecting on learning achievements (VCPSCSE025).
- Students explain how a life skill helped them during the program (VCPSCSO030).

- Students work cooperatively and show respect during group sharing and gallery walks (VCPSCSO029).

Health and Physical Education

- Students describe behaviours that support confidence and perseverance in learning (VCHPEP054).
- Students practise communication skills when explaining symbols or drawings on their poster (VCHPEP055).
- Students apply classroom expectations for respectful discussion and listening (VCHPEM073).

Critical and Creative Thinking

- Students pose and respond to questions about what they learned from different planets (VCCCTQ021).
- Students use past experiences to reflect on personal growth and enjoyment (VCCCTR023).

Level 3

Personal and Social Capability

- Students describe how different life skills supported their learning and behaviour (VCPSCSE031).
- Students identify personal strengths such as kindness, resilience, empathy, or adaptability (VCPSCSE032).
- Students collaborate respectfully by asking questions and affirming others' learning journeys (VCPSCSO035).

Health and Physical Education

- Students explain how reflecting on learning builds confidence and a positive sense of identity (VCHPEP059).
- Students reflect on how shared learning experiences strengthen relationships and belonging (VCHPEP060).
- Students demonstrate self-regulation and respect during group presentations or discussions (VCHPEM079).

Critical and Creative Thinking

- Students generate thoughtful visual representations linking planets and life skills (VCCCTQ026).
- Students explain reasons for their chosen symbols, drawings, or order of planets (VCCCTR028).
- Students reflect on learning strategies used across the nine-week journey (VCCCTM030).

Exercise

Suit Up Workout

Critical and Creative Thinking

- Students react to familiar planet names and simple movement cues during the workout (VCCCTQ055).
- Students experience generating ideas by connecting movements with planets and feelings (VCCCTQ056).
- Students express emotions such as excitement or enjoyment through movement and body language (VCCCTM060).

Health and Physical Education

- Students react as body parts are moved and named during guided actions (VCHPEP002).
- Students experience play activities involving movement and music (VCHPEP007).
- Students experience their body moving through a range of simple actions such as stretching, waving, and bouncing (VCHPEM008).
- Students cooperate with others during shared movement activities (VCHPEM012).

Personal and Social Capability

- Students react to people and express emotions during whole-class movement (VCPSCSE052).
- Students focus attention on the teacher or peers when copying movements (VCPSCSO057).
- Students interact with others cooperatively during group activity (VCPSCSO058).

Level B

Critical and Creative Thinking

- Students explore ideas by linking familiar life skills to different movements (VCCCTQ063).
- Students use past experience of the astronaut journey to follow movement sequences (VCCCTQ064).
- Students encounter simple problem-solving when remembering and changing movements (VCCCTM071).

Health and Physical Education

- Students express feelings such as happiness, pride, or excitement during physical activity (VCHPEP019).
- Students engage in structured play activities that involve following instructions (VCHPEP021).
- Students practise basic gross motor movements such as jumping, stretching, and turning (VCHPEM022).
- Students follow basic instructions during structured physical activities (VCHPEM028).

Personal and Social Capability

- Students demonstrate a range of emotions during group exercise (VCPSCSE059).

- Students follow teacher direction and persist through the full workout (VCPSCSE061).
- Students demonstrate simple social skills such as taking turns and encouraging others (VCPSCSO064).

Level C

Critical and Creative Thinking

- Students answer simple questions about which movement matched each life skill (VCCCTQ072).
- Students apply reasoning to match movements with meanings (e.g. calm, strong, kind) (VCCCTR076).
- Students reflect on how movement helped them feel or remember learning (VCCCTM078).

Health and Physical Education

- Students practise social skills such as turn-taking and awareness of others' space during movement (VCHPEP032).
- Students explore and express feelings through different types of movement (VCHPEP033).
- Students participate in games and movement sequences with simple rules (VCHPEM037).
- Students take turns with partners or groups during activities (VCHPEM040).

Personal and Social Capability

- Students name emotions experienced during the workout such as strong, calm, or happy (VCPSCSE066).
- Students try a multi-step physical routine and complete it with support (VCPSCSE068).
- Students identify acceptable ways to behave during active group play (VCPSCSO072).

Level D

Critical and Creative Thinking

- Students generate ideas about how each movement represents a life skill (VCCCTQ083).
- Students explain reasons why certain movements helped them remember or feel a life skill (VCCCTR086).
- Students express their thinking and feelings about learning through movement and reflection (VCCCTM087).

Health and Physical Education

- Students identify and describe emotional responses to physical activity such as confidence, calmness, or pride (VCHPEP047).
- Students reflect on how movement supports physical health and emotional well-being (VCHPEP048).
- Students cooperate with others and demonstrate positive participation during group workouts (VCHPEM054).
- Students follow safety directions and familiar activity rules during movement (VCHPEM056).

Personal and Social Capability

- Students name a range of emotions and describe how movement helps regulate these feelings (VCPSCSE073).
- Students identify personal strengths such as confidence, resilience, or teamwork developed through the workout (VCPSCSE074).
- Students work cooperatively and recognise how shared movement strengthens group connection (VCPSCSO078).

Foundation (F)

Personal and Social Capability

- Students identify and express feelings such as excitement, strength, or happiness during whole-class movement (VCPSCSE013).
- Students watch and copy movements demonstrated by the teacher or peers (VCPSCSO017).
- Students participate cooperatively in shared movement and celebration activities (VCPSCSO018).

Health and Physical Education

- Students participate in structured physical play that supports enjoyment and confidence (VCHPEP047).
- Students identify that moving their body helps them feel good and strong (VCHPEP049).
- Students practise basic movement skills such as jumping, stretching, waving, and balancing (VCHPEM062).

Critical and Creative Thinking

- Students recall planet names and movements by responding to verbal and visual prompts (VCCCTQ011).
- Students use movement to represent ideas and feelings in simple ways (VCCCTM015).

Level 1

Personal and Social Capability

- Students describe how different movements made them feel (e.g. strong, calm, happy) (VCPSCSE019).
- Students demonstrate confidence by joining in and trying all movements (VCPSCSE021).
- Students cooperate respectfully by following rules and encouraging others (VCPSCSO023).

Health and Physical Education

- Students identify behaviours that help them stay focused and positive during physical activity (VCHPEP050).
- Students demonstrate positive social behaviours such as fair participation and encouragement (VCHPEP051).
- Students practise coordination, balance, and control through a sequence of movements (VCHPEM068).

Critical and Creative Thinking

- Students generate simple connections between movements and life skills (VCCCTQ016).
- Students reflect on which movement they enjoyed most and why (VCCCTM018).

Level 2

Personal and Social Capability

- Students recognise emotions in themselves and others during shared physical activity (VCPSCSE025).
- Students explain how a movement represented a life skill such as confidence or kindness (VCPSCSO030).
- Students work cooperatively in pairs or small groups during movement tasks (VCPSCSO029).

Health and Physical Education

- Students practise adapting movements to suit different challenges or partners (VCHPEM073).
- Students describe how physical activity supports emotional regulation and well-being (VCHPEP054).
- Students apply agreed rules and expectations during group workouts (VCHPEM075).

Critical and Creative Thinking

- Students pose and respond to questions about how movement helps learning and memory (VCCCTQ021).
- Students use past experiences from the program to reflect on growth (VCCCTR023).

Level 3

Personal and Social Capability

- Students describe how movement helps express and manage emotions (VCPSCSE031).
- Students identify personal strengths such as resilience, confidence, or teamwork developed through the workout (VCPSCSE032).
- Students collaborate effectively by supporting and motivating peers during activities (VCPSCSO035).

Health and Physical Education

- Students apply refined movement skills confidently in a structured fitness sequence (VCHPEM079).
- Students explain how physical activity supports mental health and positive identity (VCHPEP059).
- Students reflect on how shared movement builds connection and belonging (VCHPEP060).

Critical and Creative Thinking

- Students generate explanations for why certain movements match particular life skills (VCCCTQ026).
- Students evaluate how movement-based reflection helps learning feel more meaningful (VCCCTR028).

- Students reflect on strategies used to stay focused, motivated, and positive during the workout (VCCCTM030).

Gratitude

Mission Complete Medals

Level A

Critical and Creative Thinking

- Students react to examples of kindness and appreciation shared by the teacher or peers (VCCCTQ055).
- Students experience generating ideas by choosing colours, shapes, or symbols to decorate a medal (VCCCTQ056).
- Students express emotions such as happiness or excitement when giving or receiving a medal (VCCCTM060).

Health and Physical Education

- Students identify themselves and their experiences through interaction with creative materials (VCHPEP001).
- Students use facial expressions, gestures, or symbols to indicate enjoyment or preference (VCHPEP005).
- Students experience creative play activities that support emotional well-being (VCHPEP007).

Personal and Social Capability

- Students react to people and events and express emotions during the medal exchange (VCPSCSE052).
- Students indicate preferences by choosing who to give a medal to or how to decorate it (VCPSCSE053).
- Students focus attention on others during group sharing and celebrations (VCPSCSO057).

Level B

Critical and Creative Thinking

- Students explore ideas about kindness, helping, and friendship through discussion (VCCCTQ063).
- Students generate simple ideas or messages to show appreciation for a peer (VCCCTQ065).
- Students use repetition and visual prompts to complete a structured creative task (VCCCTM070).

Health and Physical Education

- Students identify likes and dislikes when choosing decorations or messages for medals (VCHPEP015).
- Students express feelings and ideas through drawings or simple words on their medal (VCHPEP019).
- Students engage in structured creative activities that support confidence and well-being (VCHPEP021).

Personal and Social Capability

- Students demonstrate a range of emotions such as pride or happiness when celebrating others (VCPSCSE059).
- Students follow teacher direction and persist in completing their medal with support (VCPSCSE061).
- Students demonstrate simple social skills such as listening and responding kindly during exchanges (VCPSCSO064).

Level C

Critical and Creative Thinking

- Students answer simple questions about who they chose to give their medal to and why (VCCCTQ072).
- Students express preferences and choices based on personal experience of kindness or support (VCCCTR077).
- Students reflect on their thinking and emotions when recognising others' efforts (VCCCTM078).

Health and Physical Education

- Students practise social skills such as turn-taking and respectful listening during the ceremony (VCHPEP032).
- Students explore and express feelings such as gratitude, pride, or happiness (VCHPEP033).
- Students participate in structured reflective activities that support positive self-esteem (VCHPEP035).

Personal and Social Capability

- Students name emotions shown in themselves and others during the medal exchange (VCPSCSE066).
- Students try a multi-step creative task and complete steps in a familiar routine with support (VCPSCSE068).
- Students identify acceptable ways to give and receive compliments in supported situations (VCPSCSO072).

Level D

Critical and Creative Thinking

- Students generate thoughtful ideas for recognising a peer's kindness, effort, or growth (VCCCTQ083).
- Students explain reasons for choosing specific words or symbols on their medal (VCCCTR086).

- Students express their thinking and feelings about gratitude and teamwork through discussion or artwork (VCCCTM087).

Health and Physical Education

- Students identify and describe emotional responses such as pride, appreciation, or connection (VCHPEP047).
- Students reflect on actions and attitudes that support positive relationships and class unity (VCHPEP048).
- Students engage positively in celebratory activities that promote well-being and belonging (VCHPEP049).

Personal and Social Capability

- Students name a range of emotions and describe how these were experienced when giving or receiving kindness (VCPSCSE073).
- Students identify personal characteristics such as kindness, generosity, or teamwork in themselves and others (VCPSCSE074).
- Students work cooperatively and recognise how showing appreciation strengthens relationships (VCPSCSO078).

Foundation (F)

Personal and Social Capability

- Students identify and express positive emotions such as happiness or pride when giving or receiving a medal (VCPSCSE013).
- Students listen to kind messages shared by others and show awareness of others' feelings (VCPSCSO017).
- Students participate cooperatively in turn-taking during medal exchanges (VCPSCSO018).

Health and Physical Education

- Students participate in creative activities that support emotional well-being and belonging (VCHPEP047).
- Students identify that giving and receiving kindness helps people feel good (VCHPEP049).
- Students practise fine motor skills through drawing, colouring, and decorating medals (VCHPEM062).

Critical and Creative Thinking

- Students respond to prompts about kindness and friendship (VCCCTQ011).
- Students use drawings, symbols, or colours to represent appreciation (VCCCTM015).

Level 1

Personal and Social Capability

- Students describe why they chose to give their medal to a particular classmate (VCPSCSE019).
- Students demonstrate confidence by sharing kind words aloud or with support (VCPSCSE021).

- Students cooperate respectfully by listening and responding positively during exchanges (VCPSCSO023).

Health and Physical Education

- Students identify behaviours that help create positive and friendly relationships (VCHPEP050).
- Students demonstrate positive social behaviours such as kindness and encouragement (VCHPEP051).
- Students practise coordination and control when creating and presenting their medal (VCHPEM068).

Critical and Creative Thinking

- Students generate simple ideas for kind messages or drawings (VCCCTQ016).
- Students reflect on how giving kindness made them feel (VCCCTM018).

Level 2

Personal and Social Capability

- Students recognise emotions in themselves and others when giving and receiving appreciation (VCPSCSE025).
- Students explain how a classmate helped or supported them during the journey (VCPSCSO030).
- Students work cooperatively and respectfully during group celebrations (VCPSCSO029).

Health and Physical Education

- Students describe behaviours that support respectful and caring relationships (VCHPEP054).
- Students practise communication skills by clearly explaining their medal message (VCHPEP055).
- Students apply agreed class expectations for respectful participation (VCHPEM073).

Critical and Creative Thinking

- Students pose and respond to questions about kindness and gratitude (VCCCTQ021).
- Students use past experiences from the program to reflect on positive relationships (VCCCTR023).

Level 3

Personal and Social Capability

- Students describe how showing appreciation strengthens friendships and class culture (VCPSCSE031).
- Students identify personal strengths such as kindness, empathy, or teamwork (VCPSCSE032).
- Students collaborate effectively by celebrating others' achievements and contributions (VCPSCSO035).

Health and Physical Education

- Students explain how gratitude and recognition support emotional well-being (VCHPEP059).
- Students reflect on how shared celebrations build connection and belonging (VCHPEP060).

- Students demonstrate self-regulation and respect during presentations or ceremonies (VCHPEM079).

Critical and Creative Thinking

- Students generate thoughtful messages that recognise others' effort or growth (VCCCTQ026).
- Students explain reasons for their choice of words or symbols on the medal (VCCCTR028).
- Students reflect on strategies used to notice and appreciate positive behaviour in others (VCCCTM030).