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mental health and wellbeing: Years 1 and 2

The following table identifies how the key aspects of mental health and wellbeing are evident in content descriptions from across the Australian Curriculum Version 9.0. From this information, teachers could develop a sequential program for mental health and wellbeing by connecting the key aspects of learning with learning area and subject-specific content descriptions.

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| Years 1 and 2 | | | |
| Key aspect 1: Connectedness and belonging | | | |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Health and Physical Education** | **Personal, social and community health**  Identities and change | describe their personal qualities and those of others, and explain how they contribute to developing identities  AC9HP2P01 | * describing the personal qualities of characters in stories and how they are similar to and different from their own * describing how belonging to First Nations Australian cultural groups contributes to identities * exploring examples of cultural practices, including those of Australians of Asian heritage, that recognise the contributions of family and friends to identities * explaining how personal and cultural identities are influenced by the groups and communities to which we belong * participating in physical activities and describing how their own and others’ personal qualities contribute to successful outcomes * describing personal achievements and sharing how they felt and how it influenced their personal identities |
| **Humanities and Social Sciences (HASS) – Year 1** | **Knowledge and understanding**  History | differences in family structures and roles today, and how these have changed or remained the same over time  AC9HS1K01 | * identifying the similarities and differences of a range of family structures; for example, nuclear families, one-child families, large families, single-parent families, extended families, blended or step families, adoptive and foster parent families, grandparent families, and kinship groups * comparing families in the present with those from the recent past; for example, the size of families across the generations * examining the roles of family members over time, such as roles of parents, children and extended family members, and comparing these with family roles today |
| **Knowledge and understanding**  Geography | how places change and how they can be cared for by different groups including First Nations Australians  AC9HS1K04 | * describing local features that people look after, finding out why and how these features need to be cared for, and who provides this care; for example, bushland, wetlands, a park or a heritage building * investigating examples of how First Nations Australians manage and care for places |
| **Skills**  Interpreting, analysing and evaluating | discuss perspectives related to objects, people, places and events  AC9HS1S04 | * sharing personal preferences about their world (for example, their favourite weather, activities, places, celebrations, objects from the past) and explaining why they are favoured |
| **Skills**  Concluding and decision-making | draw conclusions and make proposals  AC9HS1S05 | * using collected information (for example, from stories told by parents, grandparents, elders or familiar older people; from comparison of objects; from geographic pictures) to make conclusions about continuity and change over time (for example, how family roles, occupations and/or technologies have changed or remained the same) and how places change (for example, because of the seasons) * describing features of a space or place that is important to them and explaining what they could do to care for it; for example, a chicken coop, a play area, their bedroom, the reading corner, the beach |
| **Humanities and Social Sciences (HASS) – Year 2** | **Knowledge and understanding**  History | a local individual, group, place or building and the reasons for their importance, including social, cultural or spiritual significance  AC9HS2K01 | * discussing why a particular site has heritage significance or cultural value for present generations; for example, it provides a record of a significant historical event, has aesthetic value, reflects the community’s identity * identifying and visiting, where appropriate, local sites, places and landscapes of significance to First Nations Australians; for example, engraving sites, rock paintings, natural sites or features such as the creeks or mountains |
| **Knowledge and understanding**  Geography | how places can be spatially represented in geographical divisions from local to regional to state/territory, and how people and places are interconnected across those scales  AC9HS2K03 | * investigating the places locally and at a broader scale that they and their families visit for shopping, health, recreation, religious or ceremonial activities, or other reasons * identifying links they and other people in their community have with people and places at the regional and/or state/territory scale; for example, where produce in their supermarket comes from or produce from their farms goes to, relatives they visit, places they go for holidays |
| **Knowledge and understanding**  Geography | the interconnections of First Nations Australians to a local Country/Place  AC9HS2K04 | * listening to stories connecting local First Nations Australians with the land, sea, waterways, sky and animals of their Country/Place * liaising with community to identify original language groups of First Nations Australians who belong to the local area and exploring the relationship between language, Country/Place and spirituality (this is intended to be a local area study with a focus on one language group; however, if information or sources are not readily available, another representative area may be studied) * discussing when to use Acknowledgement of Country and Welcome to Country at ceremonies and events to respectfully recognise the Country/Place and Traditional Owners and Custodians of the land, sea, waterways, and sky |
| **Skills**  Interpreting, analysing and evaluating | discuss perspectives related to objects, people, places and events  AC9HS2S04 | * discussing why some places are considered special or significant by others, such as parents, First Nations Australians, grandparents or familiar elders, friends and returned soldiers * exploring how the same place has significance to different groups for different reasons; for example, traditional meeting places for First Nations Australians within an urban area that include buildings or monuments that are important to other cultural groups. |
|  | **Skills**  Concluding and decision-making | draw conclusions and make proposals  AC9HS2S05 | * listing what makes a person, place or building significant and drawing conclusions about how people were, or are, connected to a local place and other places in the region and/or state/territory * identifying how knowledge of special places and natural systems in their local area contributes to behaviour, and ideas about how to care for these places and to preserve their significance |

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| Years 1 and 2 | | | |
| Key aspect 2: Developing personal and social skills | | | |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Health and Physical Education** | **Personal, social and community health**  Interacting with others | identify and explore skills and strategies to develop respectful relationships  AC9HP2P02 | * identifying characters in texts who demonstrate respect and cooperation to develop respectful relationships * identifying characters in texts who demonstrate respect for different types of families and carers, including those of different cultures, abilities or compositions * demonstrating appropriate language (including verbal, non-verbal, body language and gestures) when encouraging and including others in physical activities, when completing movement tasks or practising for performance * discussing strategies we can use to show respect to First Nations Australians and acknowledge difference using appropriate language * describing behaviours that may cause hurt or harm to others, or cause them to feel disrespected, including verbal and physical forms of bullying |
| **Personal, social and community health**  Interacting with others | identify how different situations influence emotional responses  AC9HP2P03 | * recognising own emotions and demonstrating ways to manage how they express their emotions in different situations * exploring self-regulation strategies to manage emotional responses * identifying situations that may trigger strong emotional responses in themselves and others, and recognising the impact the responses can have on others * identifying how someone might feel, think and act during an emergency through role-play and imaginative play * predicting how a person or character might be feeling based on the words they use, their facial expressions and body language * recognising how self and others are feeling in a range of situations |
| **Personal, social and community health**  Interacting with others | practise strategies they can use when they need to seek, give or deny permission respectfully  AC9HP2P04 | * practising strategies they can use when they need to give or refuse consent; for example, saying yes and no in an assertive manner, using non-verbal body cues and gestures * practising ways to interact with others in a fair and respectful way in play and other activities, regardless of differences in gender, abilities, race or personality * exploring situations where they need to seek, give or deny permission and practising strategies to assert themselves; for example, saying no to inappropriate touching |
| **Movement and physical activity**  Learning through movement | co-construct and apply rules to promote fair play in a range of physical activities  AC9HP2M04 | * discussing changes to rules that will make an activity fairer or more inclusive of all learners * explaining how rules contribute to fair play and applying them in group activities * demonstrating turn-taking and sharing equipment when participating in play and minor games |
| **Movement and physical activity**  Learning through movement | apply strategies to work collaboratively when participating in physical activities  AC9HP2M05 | * working cooperatively with a partner when practising new skills * describing and demonstrating how to include others in physical activities * proposing and trialling how a game can be changed so that everyone can be included |
| **The Arts - Dance** | **Exploring and responding** | explore where, why and how people across cultures, communities and/or other contexts experience dance  [AC9ADA2E01](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-1/content-description?subject-identifier=ARTDANY12&content-description-code=AC9ADA2E01&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | * identifying how dance can show what feelings people have about places, people or experiences |
| **The Arts – Drama** | **Exploring and responding** | explore where, why and how people across cultures, communities and/or other contexts experience drama  [AC9ADR2E01](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-1/content-description?subject-identifier=ARTDRAY12&content-description-code=AC9ADR2E01&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | * recognising how drama can show feelings and ideas that people have about the world or personal experience |
| **The Arts – Media Arts** | **Exploring and responding** | explore where, why and how people across cultures, communities and/or other contexts experience media arts  [AC9AMA2E01](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-1/content-description?subject-identifier=ARTMEDY12&content-description-code=AC9AMA2E01&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | * using viewpoints to ask questions about societies and cultures; for example, “What story is this media arts work telling me/us?”, “Who made this media arts work?”, “Where is this media arts work from”? |
| **The Arts – Music** | **Developing practices and skills** | develop listening skills and skills for singing and playing instruments  AC9AMU2D01 | * developing listening skills for specific purposes, such as listening to count-ins, to become confident about tempo; being quiet when listening to live music (and learning when applause or comment is expected during a performance); listening to ensure their voice/vocalisation/part is blended with other voices/being projected at about the same dynamic level when singing or playing in a group |
| **The Arts – Visual Arts** | **Developing practices and skills** | experiment and play with visual conventions, visual arts processes and materials   AC9AVA2D01 | * using Viewpoints to develop questions to reflect on their arts experiences; for example, “What was challenging about working in a limited timeframe?”, “What was something new that I discovered about the material?”, “What failures led to new discoveries?” |
| **English – Year 1** | **Language**  Language for interacting with others | understand how language, facial expressions and gestures are used to interact with others when asking for and providing information, making offers, exclaiming, requesting and giving commands AC9E1LA01 | * recognising the effects of words, signing, gestures and body language on the way communications are received by others * understanding that symbols, gestures and body language are key components of communication in First Nations Australian communities * viewing short films and discussing how characters use words and body language to convey emotions * learning the difference between closed questions; for example, “Are you ready?”, and open questions; for example, “What made this text so exciting?” |
| **Language**  Language for interacting with others | explore language to provide reasons for likes, dislikes and preferences AC9E1LA02 | * using words including “because” to introduce reasons for likes, dislikes and preferences * exploring comparative words (adjectives) to express the degree of preference; for example, “better”, “faster” |
| **Literacy**  Interacting with others | use interaction skills including turn-taking, speaking clearly, using active listening behaviours and responding to the contributions of others, and contributing ideas and questions  AC9E1LY02 | * using turn-taking in group and pair work * building a conversation by staying on topic, supporting other speakers, eliciting responses, listening supportively and attentively, asking relevant questions, providing useful feedback and prompting * participating in informal and structured class, group and pair discussions about content area topics, ideas and information * interacting appropriately with peers, teachers and visitors * formulating different types of questions to ask a speaker, such as open and closed questions and “when”, “why” and “how” questions |
| **English – Year 2** | **Language**  Language for interacting with others | investigate how interpersonal language choices vary depending on the context, including the different roles taken on in interactions  AC9E2LA01 | * exploring culturally specific greetings and expressions of politeness * exploring First Nations Australian cultural protocols in Welcome to Country and Acknowledgement of Country, and the greeting words used by local First Nations Australians * exploring how familiarity with a group or individual influences language choices |
| **Literacy**  Interacting with others | use interaction skills when engaging with topics, actively listening to others, receiving instructions and extending own ideas, speaking appropriately, expressing and responding to opinions, making statements, and giving instructions  AC9E2LY02 | * exploring ways to comment on what others say, including using sentence starters such as “I like the way you …”, “I agree that …”, “I have a different thought …”, “I’d like to say something different …” * demonstrating appropriate listening behaviours, responding to and paraphrasing a partner’s contribution to a discussion; for example, in think pair share activities * asking relevant questions and making connections with personal experiences and the contributions of others * understanding how to disagree or respectfully offer an alternative |

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| Years 1 and 2 | | | |
| Key aspect 3: Accessing support | | | |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Health and Physical Education** | **Personal, social and community health**  Making healthy and safe choices | identify and demonstrate protective behaviours and help-seeking strategies they can use to help them and others stay safe  AC9HP2P05 | * identifying the body’s reaction to a range of situations, including safe and unsafe situations, and comparing the different emotional responses * identifying and rehearsing strategies they can use when requiring assistance, such as asking an adult they trust, reading signs and symbols to identify safe places, and solving a problem with friends * proposing strategies they can use at school and home that promote healthy use of digital tools * recognising photos and locations of safe places and a network of people who can help * discussing the importance of seeking help when problems are too big to solve by themselves * exploring how characters in texts use protective behaviours and help-seeking strategies to keep themselves and others safe |
| **Personal, social and community health**  Making healthy and safe choices | investigate a range of health messages and practices in their community and discuss their purposes  AC9HP2P06 | * identifying poison labels and medicine packaging and understanding to ask an adult before taking medicines * investigating how foods are marketed and promoted to children through advertisements in online spaces, promotion in supermarkets, and labelling and packaging |
| **English** | **Literacy**  Analysing, interpreting and evaluating | use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring and questioning to build literal and inferred meaning  AC9E2LY05 | * listening for specific information and providing key facts or points from an informative or persuasive text * listening and responding to detailed instructions * integrating information from print, images and prior knowledge to make supportable inferences * identifying the main idea of a text |
| **Humanities and Social Sciences (HASS) – Year 1** | **Skills**  Interpreting, analysing and evaluating | interpret information and data from observations and provided sources, including the comparison of objects from the past and present  AC9HS1S03 | * using information gained from sources, such as stories, photographs, fieldwork observations, satellite images and rock art, to answer “when”, “where”, “what”, “how” and “why” questions * using comparative language when describing family life over time and/or comparing features of places, such as “smaller/bigger than”, “closer/further”, “not as big as”, “younger/older than”, “more rainy days”, “fewer/less”, “hotter/colder”, “sunnier/windier than” |
| **Humanities and Social Sciences (HASS) – Year 2** | **Skills**  Interpreting, analysing and evaluating | interpret information and data from observations and provided sources, including the comparison of objects from the past and present  AC9HS2S03 | * interpreting symbols and codes that provide information, such as map legends |

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| Years 1 and 2 | | | |
| Key aspect 4: Health-enhancing behaviours | | | |
| Learning area/subject | Strand/sub-strand | Content descriptions | Content elaborations |
| **Health and Physical Education** | **Personal, social and community health**  Making healthy and safe choices | investigate a range of health messages and practices in their community and discuss their purposes  AC9HP2P06 | * discussing how eating a variety of fresh foods can influence health and wellbeing by using The Australian Guide to Healthy Eating * exploring sustainable practices that students can implement in the classroom to improve the health and wellbeing of the class, such as composting food waste, creating an edible garden and reducing single-use plastics * creating rules and applying them at school and home to implement healthy and manageable practices with their use of digital tools |
| **Movement and physical activity**  Making active choices | participate in a range of physical activities in natural and outdoor settings, and investigate factors and settings that make physical activity enjoyable  AC9HP2M03 | * recognising the physical features in a range of different environments, including natural and outdoor settings, that make physical activity in these spaces enjoyable * participating in children's games from First Nations Australian cultures, such as Keentan played by the Kalkadoon People of the north-west central districts of Queensland, and discussing similarities with other games and activities they enjoy * participating in a range of minor games and exploring which ones they enjoy and what makes them enjoyable * comparing the characteristics and benefits of physical activities that can take place in an outdoor setting to those that take place inside |
| **The Arts – Dance** | **Creating and making** | use the elements of dance to choreograph dance sequences  AC9ADA2C01 | * using improvised movements to create a dance sequence that represents a weather event, or shows how they might take care of a place that is important to them * devising a dance sequence; for example, devising a starting shape, a way of moving to another place in the dance space (considering level, direction, locomotor and non-locomotor movements) and then combining their ideas with a partner or a small group to extend the sequence * using their own words and learnt dance terminology to share ideas about the dance they are creating and recognising and accepting constructive feedback from peers or teachers; for example, in response to a “work-in-progress” sharing |
| **Presenting and performing** | share dance sequences in informal settings  AC9ADA2P01 | * performing a dance they have co-created with a First Nations Australian person who has cultural authority, and following protocols to ensure they are using any Indigenous Cultural and Intellectual Property with permission * expressing ideas to an audience through movement; for example, showing contrasting dynamics by stamping heavily and tip­toeing lightly or using movement qualities, such as slow controlled sinking to the floor to express melting ice or sharp jerky movement to express a robot * using Viewpoints to develop questions when responding to dances they experience in order to reflect on their choreography and/or performance; for example, “What did this dance make you think about?”, “Did the dance movements remind you of anything?”, “How did you communicate the ideas or intention in this dance?” |
| **The Arts – Drama** | **Creating and making** | create and co-create fictional situations based on imagination and/or experience  AC9ADR2C01 | * using puppets to create new stories, including stories that communicate their understanding of existing stories or personal experiences; for example, using puppets they have made from repurposed or recycled materials and/or puppets that are modelled on puppets used in an Asian culture * using learning from explorations of drama that communicates First Nations Australians’ connection to and responsibility for Country/Place to devise drama that communicates their own connection to and responsibility for place; for example, devising short scenes that communicate feelings about a “favourite” place or show how they care for a place in their community * contributing ideas and actions within whole group or small group improvisations as part of a process drama to support or extend the offerings of others, including teacher-in-role * accepting the pretence situation established by others or participating in its active development; for example, by creating relevant props and suggesting relevant roles or additional situations to explore * using inquiry questions to propose situations to explore in dramatic play and process drama, such as “What else might happen to these characters?”, “What might happen next?”, “What might have happened before the story?”, “What if I was there?” |
|  | **Presenting and performing** | share their drama in informal settings  AC9ADR2P01 | * considering their personal responses to drama experiences at school, in their homes or in their communities; for example, reflecting on their drama using questions such as, “What do you want your audience to think about your drama?”, “What did this drama make you think about?”, “How did you feel when making/watching the drama?”, and evaluating: “What did you like best in the drama? Why?” |
| **The Arts – Media Arts** | **Creating and making** | use media languages and media technologies to construct representations  AC9AMA2C01 | * producing and presenting a media arts work for a particular purpose; for example, creating an advertisement that recommends appropriate behaviour when using cameras |
| **Presenting and performing** | share media arts works with audiences in informal settings  AC9AMA2P01 | * exploring what permission means; for example, consulting relevant people such as cultural knowledge holders or using online safety resources, and deciding on a class set of rules for using and creating images, sounds and text in media arts works |
| **The Arts – Music** | **Creating and making** | select and combine elements of music when composing and practising music for performance  AC9AMU2C01 | * practising music using accessible technologies; for example, using recordings to make decisions about dynamics or tempo * writing lyrics for a chant/rap and improvising to develop rhythmic patterns they can use to perform the lyrics; for example, combining unison sections (voices alone) with multi-part sections (voices and body percussion or instruments) |
| **Presenting and performing** | sing and play music in informal settings  AC9AMU2P01 | * singing songs, performing chants/raps or playing instrumental music they have learnt or composed for an audience of peers and teachers |
| **The Arts – Visual arts** | **Creating and making** | use visual conventions, visual arts processes and materials to create artworks  AC9AVA2C01 | * using visual brainstorming to build ideas for artworks and using Viewpoints to develop questions to push ideas further; for example, “What happens if I combine these ideas?”, “How can I adapt this idea?”, “What happens if I remove part of this design?” * using a combination of digital art and analog art-making, such as using photography or drawing apps for painting and drawing, to create a collaged abstract work that represents feelings and emotions; for example, responding with colour, line and shape to music to create work that communicates how the music makes them feel |
| **Presenting and performing** | share artworks and/or visual arts practice in informal settings  AC9AVA2P01 | * presenting an artwork they have made to the class, a small group or their teacher and explaining what they like about it * deciding on an appropriate audience and ways to share their artworks; for example, sharing with the class a work-in-progress or posting their work on a school learning management system to allow their families to see and appreciate it |