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Mental health and wellbeing: Years 9 and 10

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 9 and 10 |
| 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 | analyse factors that shape identities and evaluate how individuals influence the identities of others  AC9HP10P01 | * evaluating how societal norms, stereotypes and expectations influence how young people view themselves and how they deal with these influences
* analysing how the use of personal totems in First Nations Australian cultures can be based on personal qualities and contribute to identities
* investigating how cultural beliefs and practices surrounding transitions to adulthood may differ between cultures, including the cultures of Asia
* analysing the role of family, friends and community in supporting an individual’s identities, and proposing strategies to enhance their own and others’ wellbeing
* examining how societal norms, stereotypes and expectations influence perceptions of movement competence
 |
| **Personal, social and community health**Identities and change | refine, evaluate and adapt strategies for managing changes and transitions AC9HP10P02 | * discussing the impact of border crossing on the development of identities for First Nations Australians
 |
| **Personal, social and community health**Interacting with others | propose strategies and actions individuals and groups can implement to challenge biases, stereotypes, prejudices and discrimination, and promote inclusion in their communities AC9HP10P05 | * analysing the implications of attitudes and behaviours such as prejudice, marginalisation, homophobia, racism, discrimination, violence and harassment on individuals and communities, and proposing countermeasures to prevent these behaviours
* investigating community health resources to evaluate how accessible they are for marginalised individuals and groups, and proposing changes to improve inclusiveness and accessibility
* critiquing media representations of different cultural and racial groups and analysing whether the representations are respectful, realistic and inclusive
* analysing messages about gender norms and stereotypes in popular culture and considering the impact these might have on individuals, institutions and communities
* designing strategies and actions they can implement to challenge stereotypes, prejudices and discrimination, and publicly acknowledge the contributions First Nations Australians make to Australia’s sporting and health fields
* proposing strategies to challenge prejudices, biases and discrimination that target specific cultural groups, including Australians of Asian heritage
 |
| **Movement and physical activity**Learning through movement | demonstrate fair play and reflect on how ethical behaviour can influence physical activity outcomes for individuals and groups AC9HP10M08 | * analysing how equitable participation in group activities can influence outcomes in physical activity
* analysing how First Nations Australian athletes have been treated in different sports and evaluating the impact that may have on the participation of young First Nations Australians in sport and physical activity
 |
| **English – Year 9** | **Language**Language for interacting with others | recognise how language empowers relationships and rolesAC9E9LA01 | * identifying the various communities to which students belong and how language reinforces membership of these communities; for example, the intimate language of family members, the jargon of teenage groups, the technicality of some online communities, the language specific to recreational groups and the interaction patterns of the classroom
* exploring language used by First Nations Australian authors to reinforce relationships to Country/Place and with others; for example, “Hello” in Turrabul language is “Galang nguruindhau”
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| **English – Year 10** | **Language**Language for interacting with others | understand how language can have inclusive and exclusive social effects, and can empower or disempower peopleAC9E10LA01 | * identifying language that seeks to align the listener or reader; for example, “of course”, “obviously”, “as you can imagine”
* identifying the use of first person (“I”, “we”) and second person (“you”) pronouns to distance or involve the audience
* identifying language used to reference or indicate shared assumptions
* identifying language that appeals to shared cultural knowledge, values and beliefs
* identifying examples of language that are inclusive or marginalising
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| **Humanities and Social Sciences (HASS) Civics and Citizenship – Year 9** | **Knowledge and understanding**Citizenship, diversity and identity | the influence of a range of media, including social media, in shaping identity and attitudes to diversity AC9HC9K06 | * analysing how media represent different groups in Australian society, such as First Nations Australians, immigrant groups, male and female sporting figures, and people with disability, and assessing the impact those representations have on community cohesiveness
 |
| **Humanities and Social Sciences (HASS) Civics and citizenship – Year 10** | **Knowledge and understanding**Citizenship, diversity and identity | the challenges to and ways of sustaining a resilient democracy and a cohesive society in Australia and/or in our region or globally AC9HC10K05 | * identifying the key characteristics of cohesive, democratic societies, such as cooperation, inclusion, respect and peaceful resolution of conflicts, and the importance of an active and informed citizenry
* examining how our Western democratic heritage and values such as freedom of speech support participation in public debate about controversial issues; for example, the date of Australia Day, the Uluru Statement, reconciliation and truth-telling, or the call for a treaty between First Nations Australians and the Australian Government
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| Years 9 and 10 |
| 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**Identities and change | refine, evaluate and adapt strategies for managing changes and transitions AC9HP10P02 | * practising skills to deal with challenging or unsafe situations, such as refusal skills, communicating choices, expressing opinions and initiating contingency plans
* assessing behavioural expectations in different relationships and social situations, and examining how these expectations can influence decisions and actions
* analysing the changing roles and responsibilities for First Nations Australians as their social standing changes within their communities
* rehearsing strategies to respectfully assert their stance on a situation, dilemma or decision by expressing thoughts, opinions and beliefs that acknowledge the feelings of others
 |
| **Personal, social and community health**Identities and change | investigate how gender equality and challenging assumptions about gender can prevent violence and abuse in relationships AC9HP10P03 | * investigate and challenge attitudes that lead to people enacting, excusing or condoning gender-based violence
* analysing ways that attitudes towards gender equality and power can affect expectations and behaviour, and lead to practices of sexual coercion, harassment, violence and submission
* evaluating how gender equality can empower people to develop equal and respectful relationships
* exploring scenarios in texts that demonstrate how gender inequality can arise from intergenerational patterns of inequity and unequal power in relationships, and proposing strategies for challenging inequality in their communities
 |
| **Personal, social and community health**Interacting with others | evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships  AC9HP10P04 | * investigating the characteristics of positive, respectful relationships and the rights and ethical responsibilities of individuals in relationships
* investigating how the balance of power influences the nature of relationships and proposing actions that can be taken when a relationship is not respectful
* investigating how demonstrating support for causes that promote truth-telling can build cultural awareness, empathy and respectful relationships
* identifying the ways in which historical patterns of inequity, violence and discrimination can have lasting intergenerational effects on wellbeing, and considering strategies to build the cultural awareness, empathy, compassion and respect that contribute to reconciliation
* investigating how bullying, racism and gender-based violence can take different forms, including verbal, physical, emotional, sexual and economic forms, and can occur in both face-to-face and online environments
 |
| **Personal, social and community health**Interacting with others | evaluate emotional responses in different situations to refine strategies for managing emotions  AC9HP10P06 | * proposing strategies for managing emotional responses and resolving conflict in a family, school or social situation, or online environment
* reflecting on the possible consequences of not recognising their own or others’ emotions in a range of challenging situations, including responses to rejection, failure, harassment and violence
* evaluating situations where an individual may react with extreme or uncontrolled emotion and reflecting on the impact that this response may have on the situation and/or their relationships
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| **Personal, social and community health**Interacting with others | examine how strategies, such as communicating choices, seeking, giving and denying consent, and expressing opinions and needs can support the development of respectful relationships, including sexual relationships AC9HP10P07 | * describing strategies that enhance the safety and wellbeing of sexual partners, such as communicating feelings of each party, respecting boundaries and choices, gaining affirmative consent, assertive communication and respecting individuals’ rights
* investigating the legal requirements for their state or territory in relation to seeking, giving, refusing and accepting the refusal of consent, and considering how these laws relate to relationships with friends, colleagues, strangers and intimate partners, in both online and offline interactions
* reflecting on the potential impact of their own behaviour on others and the importance of taking responsibility for their own actions to ensure they do no harm to others
* refining strategies to communicate clearly and respectfully their choices, needs and opinions in a range of relationship scenarios, such as in peer group, family or work situations
 |
| **Movement and physical activity**Learning through movement | demonstrate fair play and reflect on how ethical behaviour can influence physical activity outcomes for individuals and groups  AC9HP10M08 | * analysing how equitable participation in group activities can influence outcomes in physical activity
* analysing how First Nations Australian athletes have been treated in different sports and evaluating the impact that may have on the participation of young First Nations Australians in sport and physical activity
 |
| **Movement and physical activity**Learning through movement | devise, implement and refine strategies for decision-making when working in groups or teams that demonstrate leadership and collaboration skills AC9HP10M09 | * evaluating the contribution they make as an individual to teamwork, leadership and enjoyable participation for all
* analysing the use of self-talk and encouragement to motivate themselves and team members to continue to participate, persist when things get challenging and improve performance
* creating and implementing self-assessment and peer-assessment tools to evaluate performance in a variety of roles
* identifying and critiquing leadership styles and group dynamics through collaboratively solving initiative games
 |
| **The Arts – Dance** | **Developing practices and skills** | reflect on own and others’ use of the elements of dance, choreographic devices, structure, genre- or style-specific techniques and/or technical and expressive skills to inform their choreographic or performance choices[AC9ADA10D02](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-10/content-description?subject-identifier=ARTDANY910&content-description-code=AC9ADA10D02&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | * improvising using the elements of dance and analysing movement choices to reflect their individuality and to clarify their choreographic intent
 |
| **The Arts – Drama** | **Developing practices and skills** | develop performance skills and/or techniques to manipulate elements of drama and/or use conventions to communicate the physical and psychological aspects of roles and characters consistent with intentions[AC9ADR10D01](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-10/content-description?subject-identifier=ARTDRAY910&content-description-code=AC9ADR10D01&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 analysis of examined text and performances to provide information for exploring and refining the implied or underlying aspects of character and dramatic action in a text or devised action
 |
| **The Arts – Media Arts** | **Developing practices and skills** | reflect on their own or others’ media arts works and/or practices to refine and inform choices they make during stages of the production process[AC9AMA10D02](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-10/content-description?subject-identifier=ARTMEDY910&content-description-code=AC9AMA10D02&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 frame questions and explore possibilities by, for example, examining how camera work, sound, editing, media technologies and mise-en-scène have been manipulated to construct conventional representations of values, themes or ideas in a genre or body of work of an auteur or film movement or style; then safely, ethically, legally and responsibly designing, producing and editing a media arts work that communicates alternative representations to audiences
 |
| **The Arts – Music** | **Developing practices and skills** | develop, practise and refine the use of listening/aural skills and style-specific vocal instrumental skills/techniques to interpret music and communicate expressive effectsAC9AMU10D01 | * working collaboratively to develop ensemble skills, such as listening carefully to establish and maintain balance across parts; for example, when performing in a duo, trio, acoustic or amplified ensemble
 |
| **The Arts – Visual Arts** | **Developing practices and skills** | experiment with visual conventions, visual arts processes and materials to refine skills and develop personal expression[AC9AVA10D01](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-10/content-description?subject-identifier=ARTVISY910&content-description-code=AC9AVA10D01&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=2&view=quick) | * developing an “inspiration” journal of collections from everyday life, such as photographs, found objects, experiments with media, thoughts and ideas, and using questions based on Viewpoints to interrogate their “inspiration” journal and begin identifying their own personal style; for example, "What am I drawn to, and why is this important to me?"
 |
| **The Arts – Visual Arts** | **Developing practices and skills** | reflect on the way they and other visual artists respond to influences to inspire, develop and resolve choices they make in their own visual arts practice[AC9AVA10D02](https://v9.australiancurriculum.edu.au/f-10-curriculum/learning-areas/dance_drama_media-arts_music_visual-arts/year-10/content-description?subject-identifier=ARTVISY910&content-description-code=AC9AVA10D02&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=2&view=quick) | * reflecting on, evaluating and resolving their choices for representing their ideas as their work progresses; for example, through informal discussions or reviews, or in written/oral/multimedia evaluations, such as journals
 |
| **The Arts – Visual Arts** | **Creating and making** | evaluate critical feedback when planning, developing and refining their visual arts practiceAC9AVA10C01 | * evaluating and responding to feedback on works in process from teachers and peers, in discussions or reviews, and documenting their decisions and responses in written, oral or multimedia, physical or digital journals/diaries
* tracking success using self-assessment and reflection guided by questions based on Viewpoints in order to solve creative challenges, and considering how the artwork could be improved, and then editing, altering, updating, improving, adding or taking away from the work and re-evaluating
 |
| **English – Year 9** | **Language** Language for interacting with others | recognise how language empowers relationships and rolesAC9E9LA01 | * identifying the various communities to which students belong and how language reinforces membership of these communities; for example, the intimate language of family members, the jargon of teenage groups, the technicality of some online communities, the language specific to recreational groups and the interaction patterns of the classroom
* exploring language used by First Nations Australian authors to reinforce relationships to Country/Place and with others; for example, “Hello” in Turrabul language is “Galang nguruindhau”
 |
| **Literacy**Interacting with others | use interaction skills when discussing and presenting ideas and information including evaluations of the features of spoken textsAC9E7LY02 | * participating in pair, group, class, school and/or community speaking and listening situations, including informal conversations, discussions, debates and presentations
* using effective strategies for dialogue and discussion in a range of formal and informal contexts, including speaking clearly and coherently and for an appropriate length, clarifying and rephrasing comments of others
* identifying key evidence supporting an argument in a discussion between 2 speakers
* choosing vocabulary and sentence structures for purposes and audiences, adapting language choices to meet the perceived audience needs
* ensuring that ways of communicating for particular audiences are acknowledged
 |
| **English – Year 10** | **Language** Language for interacting with others | understand how language can have inclusive and exclusive social effects, and can empower or disempower peopleAC9E10LA01 | * identifying language that seeks to align the listener or reader; for example, “of course”, “obviously”, “as you can imagine”
* identifying the use of first person (“I”, “we”) and second person (“you”) pronouns to distance or involve the audience
* identifying language used to reference or indicate shared assumptions
* identifying language that appeals to shared cultural knowledge, values and beliefs
* identifying examples of language that are inclusive or marginalising
 |
| **Language** Language for interacting with others | understand that language used to evaluate, implicitly or explicitly reveals an individual's valuesAC9E10LA02 | * identifying explicit expressions of values when evaluating
* identifying subtle or implied values communicated through language; for example, using a term such as “teenager” to refer to an individual rather than using a specific name
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| Years 9 and 10 |
| 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 | plan, rehearse and evaluate strategies for managing situations where their own or others’ health, safety or wellbeing may be at risk  AC9HP10P08 | * critiquing the appropriateness and effectiveness of help and support services available for young people in the local community
* proposing and practising a range of realistic responses to scenarios where peers are encouraging them to take unnecessary risks, such as in relation to the use of e-cigarettes, cannabis, psychostimulants, opiates or hallucinogens
* investigating a range of behaviours to determine positive, safe, legal and ethical behaviour when using digital tools and environments and recognising what actions can be taken when behaviour becomes abusive
* planning and practising responses to emergencies where they may be required to administer first aid to a friend or stranger, including CPR
* understanding the factors that impact a person’s ability to seek, give or deny consent, including when a person is affected by alcohol and other drugs, or there is an imbalance of power or coercion within the relationship
* examining practices, policies and processes for ensuring safe blood practices in a range of situations, including not sharing needles, precautions when participating in physical activities and safe practices during sexual activity, including use of condoms and dams
 |
| **Personal, social and community health**Making healthy and safe choices | critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on individual attitudes and actions  AC9HP10P09 | * critiquing health information and services that provide advice and support on issues targeted at specific groups of young people, including support with substance use, healthy food choices, fitness and exercise plans, mental health support, sexual health and personal safety
* analysing the nutritional composition of foods eaten by the First Peoples of Australia and explaining how the information could be used to increase health benefits for everyone
* evaluating strategies and actions to increase personal safety and planning to promote these in the school and community
* investigating health issues specific to First Nations Australian communities and proposing proactive community strategies for promoting better access and health outcomes; for example, remote area dialysis buses and community-based treatment options
* discussing how the portrayal of sexual relationships in TV shows, advertisements, movies, popular music and online content (such as pornography) may influence people’s beliefs about respectful, safe and consensual relationships
 |
| **English – Year 9** | **Literacy**Texts in context | analyse how representations of people, places, events and concepts reflect contextsAC9E9LY01 | * examining the representation of public figures in media and recognising how these vary in different contexts
* identifying and analysing how news is conveyed in texts; for example, analysing representations of an event at a particular time reported in the media
 |
| **Literacy**Analysing, interpreting and evaluating | analyse and evaluate how language features are used to represent a perspective of an issue, event, situation, individual or group AC9E9LY03 | * analysing the use of language in the coverage of a contentious issue in a range of news and social media
* explaining how authors use language features to represent ideas and convey opinions
* comparing a range of advocacy, campaign or inspirational speeches from films or media and identifying language features that influence the listener
 |
| **Literacy**Analysing, interpreting and evaluating | use comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to compare and contrast ideas and opinions in and between textsAC9E9LY05 | * comparing and contrasting visual representations of ideas, issues or events in online news reporting
* comparing the representation of an event in print and digital sources, summarising their qualities, identifying opinions and analysing evidence
* summarising articles representing a current event comparing and contrasting ideas and opinions in and between texts
 |
| **English – Year 10** | **Literacy**Texts in context | analyse and evaluate how people, places, events and concepts are represented in texts and reflect contextsAC9E10LY01 | * evaluating stereotypes of people, places, events and concepts, and expressing opinions on these representations in the contexts for which they are created
* analysing representations of events and issues in First Nations Australian media
 |
| **Literacy**Analysing, interpreting and evaluating | analyse and evaluate how language features are used to implicitly or explicitly represent values, beliefs and attitudesAC9E10LY03 | * analysing social or political cartoons to identify the implicit and explicit values, beliefs and attitudes expressed
 |
| **Literacy**Analysing, interpreting and evaluating | integrate comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and interpret complex and abstract ideasAC9E10LY05 | * monitoring the language features associated with right and wrong in a text and interpreting the representation of the abstract concept of justice
* interpreting how visual features represent abstract concepts in advertising, such as the representation of parenthood in advertisements
 |
| **Humanities and Social Sciences (HASS) History – Year 9** | **Skills**Using historical sources | identify the origin and content of sources, and explain the purpose and context of primary and secondary sourcesAC9HH9S03 | * identifying literal and symbolic features of sources and explaining their purpose and inferences
* analysing the intent of the author and purpose of the source
 |
| **Skills**Using historical sources | explain the usefulness of primary and secondary sources, and the reliability of the information as evidence AC9HH9S04 | * determining the extent to which the accuracy or purpose of a source affects its usefulness
 |
| **Humanities and Social Sciences (HASS) History – Year 10** | **Skills**Using historical sources | identify the origin and content of sources, and explain the purpose and context of primary and secondary sourcesAC9HH10S03 | * analysing the intent of the author and the features of the source to determine the purpose of the source
 |
| **Skills**Using historical sources | explain the usefulness of primary and secondary sources, and the reliability of the information as evidence AC9HH10S04 | * determining the usefulness of sources by corroborating with other sources of information
* examining that the reliability and usefulness of a source depends on the questions asked of it; for example, an account having a particular historical perspective and therefore being of use in revealing past prevailing attitudes
 |
| **Humanities and Social Sciences (HASS) Civics and Citizenship – Year 9** | **Skills**Questioning and researching | locate, select and compare information, data and ideas from a range of sourcesAC9HC9S02 | * locating a range of print and online sources, such as statistics, graphs, tables, maps, articles, blogs and advertisements to select relevant information or data about an issue; for example, the development of water policy in the Murray–Darling Basin, an aspect of the COVID-19 pandemic or First Nations Australians’ rights
* identifying why some sources of information or data have greater accuracy and reliability than others
 |
| **Humanities and Social Sciences (HASS) Civics and Citizenship – Year 10** | **Skills**Questioning and researching | locate, select and compare information, data and ideas from a range of sourcesAC9HC10S02 | * locating print and online sources to investigate a contemporary global political, legal or civic issue, selecting varying and conflicting points of view in relation to the issue, such as the success of exchange programs or Australia’s commitment to its international legal obligations
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| Years 9 and 10 |
| 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 | plan, justify and critique strategies to enhance their own and others’ health, safety, relationships and wellbeing AC9HP10P10 | * investigating community-action initiatives young people have started that have a positive influence on the health and wellbeing of their communities
* proposing, sharing and evaluating a presentation on serving and eating food that has been prepared sustainably; for example, using local ingredients to cut down on emissions, using sustainably produced foods and not using single-use plastic for serving
* engaging in nature experiences to understand how these activities can promote the development of eco-identity and positive sense of wellbeing, including exploring how a deep connection to Country/Place enhances health and wellbeing for First Nations Australians
* investigating how cultural rights of First Nations Australians include maintaining traditional diets and explaining how these have proven health and wellbeing benefits
* analysing the influence social, cultural and economic factors may have on health behaviours and help-seeking, such as factors associated with the cost of help or stigma associated with menstrual health, gender and sexual diversity, sexual health and mental illness
* investigating the pharmacopeia and health practices of First Nations Australian communities while showing respect for Indigenous Cultural and Intellectual Property (ICIP) protocols and cultural knowledge
* proposing constructive, healthy and manageable actions when using tools and digital environments to promote respect, inclusion and the wellbeing of others, such as researching what to do if they, or someone they know, is being targeted online
* designing and evaluating strategies that enhance their own and others’ mental health and wellbeing, such as regular physical activity, positive self-talk, consistent sleep habits, mindfulness and social connection
 |
| **Movement and physical activity**Making active choices | participate in physical activities designed to enhance health, wellbeing and fitness, and design, apply and evaluate strategies for incorporating these activities into their lives  AC9HP10M04 | * participating in a range of physical activities and evaluating individual responses such as heart rate, breathing rate, ability to talk and recovery rate
* performing a range of activities designed to improve fitness and analysing how the activities improve individual components of fitness
* setting realistic physical activity goals, and designing, implementing and evaluating a personalised program to incorporate regular physical activity into their weekly routines
 |
| **Movement and physical activity**Making active choices | participate in physical activities that promote health and social outcomes to design and evaluate participation strategies for themselves and others AC9HP10M05 | * creating and evaluating proposals to promote the use of natural settings within the local community for physical activity
* designing and critiquing a strategy to involve family, friends and members of the community in celebrations based around culturally significant physical activities to promote a sense of connection with and belonging to the community
* investigating community-based campaigns to promote physical activity participation and determining key elements of success that could be replicated in a school-based campaign
* identifying local natural resources and community spaces where individuals and groups can connect and participate in physical and social activities
 |
| **Movement and physical activity**Making active choices | design, implement and evaluate personalised plans for improving or maintaining their own or others’ physical activity levels to achieve fitness, health and wellbeing outcomes AC9HP10M06 | * using digital tools to design, implement and monitor a personal fitness plan that includes a timeframe, goals and a variety of specific activities that meet the needs of different people
* justifying the selection of physical activities included in a personalised plan linked to physical activity goals and wellbeing outcomes they wish to improve or maintain
* investigating target training heart-rate zones for a range of different people, how these zones can be measured and how they relate to health, wellbeing and fitness levels
 |
| **Movement and physical activity**Learning through movement | devise, implement and refine strategies for decision-making when working in groups or teams that demonstrate leadership and collaboration skills AC9HP10M09 | * analysing the use of self-talk and encouragement to motivate themselves and team members to continue to participate, persist when things get challenging and improve performance
 |
| **The Arts – Dance** | **Creating and making** | choreograph dance that communicates ideas, perspectives and/or meaning by selecting and manipulating elements of dance, choreographic devices and/or structure AC9ADA10C01 | * investigating the use of the elements of dance in works of artists from different cultures, times and places, and adapting dance ideas to create movements that represent a synthesis of influences and present a personal meaning or perspective, using respectful dance practice
* using motifs from a known dance as the starting point for their own choreography; for example, identifying and improvising on movements from a dance being shared via a social media platform to develop ideas that can be extended and structured into new work
 |
| **Creating and making** | apply technical and expressive skills and genre- or style-specific techniques to enhance communication of ideas, perspectives and/or meaningAC9ADA10C02 | * applying knowledge of the structure and function of the musculoskeletal system to execute movements safely and prevent injury to themselves and others
* using observations/analysis of a dance in a selected genre/style to identify characteristic techniques, building ability to execute the technical and expressive skills using safe dance practice over time and applying it to enhance performance of dances
 |
| **Presenting and performing** | rehearse and perform dance for audiences, using technical and expressive skills and genre- or style-specific techniques AC9ADA10P01 | * using rehearsal to build confidence that they can accurately and fluently maintain spatial placement during performance of a dance
* using available production elements such as music, costume and props to enhance communication of ideas, perspectives or meaning in a performance
 |
| **The Arts – Drama** | **Creating and making** | improvise and devise drama, and interpret scripted drama, using elements of drama and conventions to shape and manipulate dramatic action and convey intended ideas, perspectives and/or meaningAC9ADR10C01 | * using a teacher-provided framework such as stimulus material (imagery, text, questions, form/style, conventions, character list, narrative outline) and working collaboratively to devise drama in response to the framework; for example, drama that explores a theme such as solidarity, “my place”, or responds to issues identified from another learning area
* conveying the tensions in stories, ideas, characters, relationships, actions and dialogue through manipulation of elements of drama, such as language, movement and symbol, to engage audiences and elicit responses
* devising drama that presents a range of perspectives or responses to an event, question or situation; for example, presenting the same story from the perspective of different characters, using non-linear structures or conventions such as narrator/chorus, or introducing a new character to disrupt “agreed” understandings
 |
| **Creating and making** | rehearse and refine drama making deliberate aesthetic choices to unify dramatic meaningAC9ADR10C02 | * evaluating how ideas, emotions and audience response can be used to refine the drama or their use of performance skills
* reflecting on and evaluating how successfully their intentions/purposes, clear action and meaning, and effects were achieved in context, through use of the elements, conventions, performance skills and/or design, and deciding what can be learnt from this for future dramatic practice
* collaborating as a member of a drama team by directing the blocking and staging of dramatic action to communicate intended meaning(s) for an audience
 |
| **Presenting and performing** | perform improvised, devised and/or scripted drama to audiences, using performance skills and conventions to shape the dramaAC9ADR10P01 | * presenting and performing devised or scripted drama created in a shared process with community members, taking care to adhere to protocols such as recognising ownership of material by a collective or cultural group rather than by an individual
* reflecting on and evaluating how successfully their intentions/purposes, clear action and meaning, and effects were achieved in context, through use of the elements, conventions, performance skills and design, and what can be learnt from this for future dramatic practice
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| **The Arts – Media Arts** | **Creating and making** | design and structure media arts works that examine and communicate ideas, perspectives and/or meaningAC9AMA10C01 | * using media technologies, languages and representations when designing a media arts work such as a computer game, community service announcement, website or music video, with the intention of developing audience awareness of a social or cultural issue
* using media technologies to design a media arts work that communicates stereotypical representations for a specific target audience; for example, creating a film poster for a genre that relies on stereotypical representations, a music video that perpetuates stereotypical representations of youth, a movie trailer that manipulates genre conventions to meet audiences' expectations, or a social media campaign to advertise a community event
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| **Creating and making** | apply production processes and use media arts concepts to construct representations and produce media arts works that communicate ideas, perspectives and/or meaning, and confirm or challenge the expectations of specific audiencesAC9AMA10C02 | * filming a short sequence to show a conflict, and selecting camera angles, lighting and costume to convey meaning through silent film, music video, stop motion or computer animation, experimenting with filming and framing the subject, and using basic shot types, angles and lighting to control picture space and mood
* collaborating with communities to explore, challenge and celebrate local histories, cultures and identities; for example, using protocols from their school or school sector as a guide to contacting local First Nations Australian communities and establishing a learning partnership or using recognised online resources
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| **Presenting and performing** | present media arts works to audiences and plan approaches for creating relationships with audiences if/when media arts works are distributed in selected personal, community and/or institutional contexts using responsible media practice AC9AMA10P01 | * distributing a media arts work they have produced via an online platform, such as a school learning management system, using appropriate rights and permissions; for example distributing a community service announcement for safe, ethical and responsible behaviours for online conduct; producing a set of guidelines for appropriate online conduct; alerting others to issues relating to appropriation, protocols for respecting First Nation Australians’ Cultural and Intellectual Property rights and their impact on media artists, cultures, communities and audiences
* investigating the relationships created between intended audiences and the media arts works they create, including the relationships that are created and formed between the audiences that come together from viewing their media arts works, and consider how these audiences can inform the creation of new media arts works
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| **The Arts – Music** | **Creating and making** | interpret music in a variety of forms and styles, manipulating the elements of music and/or compositional devices, and using style-specific vocal/instrumental techniques to communicate ideas, perspectives and/or meaningAC9AMU10C01 | * experimenting with and comparing how the elements of music and compositional devices are used to communicate musical intentions in traditional, digital or graphic scores from different styles; for example, listening and evaluating approaches used by other performers and trialling options or asking questions such as “Which approach best communicates my intentions or the composer’s intention?”
* identifying stylistic conventions relevant to music they are learning, planning and practising to apply the conventions (as relevant) in their performance of music in that/those styles; for example, using information from composer/s, performers or analysis undertaken by other musicians or commentators
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| **Creating and making** | compose music, manipulating and combining elements of music and compositional devices relevant to chosen styles and/or forms to communicate ideas, perspectives and/or meaning and notate, document and/or record the musicAC9AMU10C02 | * evaluating how different traditions, styles or contexts affect the way people respond to a piece of music; and using this information to compose a new piece of music designed to appeal to a specific audience or fulfill a specific purpose
* working collaboratively to compose songs or instrumental music; for example, a song cycle, music theatre work or music for a film, animation or video game, or music that explores issues related to an historical or current event
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| **Presenting and performing** | rehearse and present planned performances of music they have learnt and/or composed, using relevant vocal/instrumental techniques and performance skillsAC9AMU10P01 | * recording and evaluating performances using digital tools; for example, listening to a recording of their own performances and identifying areas for improvement
* rehearsing and presenting planned performances, and then reflecting on and evaluating how each performance may have been different, which was more successful with audiences, and why
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| **The Arts – Visual Arts** | **Creating and making** | evaluate critical feedback when planning, developing and refining their visual arts practiceAC9AVA10C01 | * tracking success using self-assessment and reflection guided by questions based on Viewpoints in order to solve creative challenges, and considering how the artwork could be improved, and then editing, altering, updating, improving, adding or taking away from the work and re-evaluating
* collaborating with other students, groups or agencies, such as community groups, to generate ideas for artworks on design or artistic projects for curated exhibitions or events
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| **Creating and making** | select and manipulate visual conventions, visual arts processes and/or materials to create artworks that reflect personal expression, and represent and/or challenge, ideas, perspectives and/or meaningAC9AVA10C02 | * creating artworks that realise the intentions and communicate ideas developed through their experimentation and planning
* initiating their own ways of resolving ideas and concepts visually, using creative problem-solving throughout the process of creating their final artworks
* creating their own artworks in response to a specific subject, theme or idea, using material, techniques and conventions in intentional, interpretative and personal ways
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| **Presenting and performing** | evaluate art exhibits to inform the curation and exhibition of their own and/or others’ artworks and/or visual arts practice AC9AVA10P01 | * planning and curating exhibitions of their own work, community installations, projects or imagined exhibitions of artworks by other artists, considering, as appropriate, Indigenous Cultural and Intellectual Property rights
* visiting and evaluating exhibitions of work in physical or virtual galleries, museums or in community sites in order to identify options for presenting their own exhibitions
* developing responses to exhibitions of work; for example, in written/oral/multimedia explanations or reviews, digital forms of presentations or in verbal/vocal discussions
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