

the lift project

SCHOOL NAME					
UNIT TITLE	The Lift Project	STAGE	5	DURATION	10 weeks

UNIT OVERVIEW

This unit is simple and enjoyable for teachers, and educational—and even transformational—for students.

The unit is built on the award-winning wellbeing “educational adventure” called The Lift Project. The Lift Project (www.theliftproject.global) is a comprehensive, positive wellbeing “eduventure” that equips students’ with knowledge, skills and strategies for improving their resilience and personal wellbeing (with emphasis on mental wellbeing). It draws together the latest research from Neuroscience, Lifestyle Medicine and Positive Psychology and is presented in a simple and fun way that is easy to engage with. Studies have demonstrated that students can experience significant reductions in depressive symptoms, anxiety and stress, and improvements in overall mental wellbeing, vitality and life satisfaction.

The unit is designed to be offered over a 10-week period, with one wellbeing-enhancing topic covered each week. The topics are:

- Week 1** **Speak positively**
- Week 2** **Move dynamically**
- Week 3** **Immerse in an uplifting physical environment**
- Week 4** **Immerse in an uplifting social environment**
- Week 5** **Look to the positive**
- Week 6** **Eat nutritiously**
- Week 7** **Rest well – sleep**
- Week 8** **Rest well – stress less**
- Week 9** **Serve**
- Week 10** **What does it take to flourish?**

Students are provided with access to an online, user-friendly course (www.theliftproject.global/schools-home) to supplement their learning, and are provided with a workbook that is electronically modifiable or printable (Note: the workbook is downloadable from The Lift Project course page).

Each of the weeks/topics are structured around the “**LETS**” framework:

LEAR**N** – The content is delivered through a video presentation by internationally recognised wellbeing expert Dr Darren Morton. Students are also provided with reading materials on The Lift Project course online platform.

EXP**ER****I**EN**C****E** – Arising from the learnings, students are provided with challenges that involve putting the learnings into practice. In-class activities that “bring the learnings to life” are also included in the weekly lesson guides below.

TH**I****N****K** – Students are encouraged to reflect on what they are learning and experiencing. To encourage this, the workbook includes a weekly quiz and reflection questions.

SH**A****R****E** – Students are encouraged to share what they are learning and experiencing with their classmates, as well as their families.

Included below are teaching guides for each of the 10 topics/weeks. While you have autonomy in the way you teach this unit, it lends itself to being taught as two lessons each week, as follows:

Lesson 1: Introductory activity, watch video, discussion, introduce challenges.














Lesson 2: Reflect on challenges, engage in practical activity.

Details for each week/topic are included below.

OUTCOMES

PD5-1	assesses their own and others' capacity to reflect on and respond positively to challenges
PD5-2	researches and appraises the effectiveness of health information and support services available in the community
PDF-6	critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
PDF-7	plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
PDF-8	designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
PDF-9	assesses and applies self-management skills to effectively manage complex situations
PDF-10	critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts

LEARNING ACROSS THE CURRICULUM

Skills domains		Cross-curriculum priorities		General capabilities		Other learning	
S	Self-management skills		Aboriginal and Torres Strait Islander histories and cultures		Critical and creative thinking		Civics and citizenship
I	Interpersonal skills		Asia and Australia's engagement with Asia		Ethical understanding		Difference and diversity
M	Movement skills		Sustainability		Information and communication technology capability		Work and enterprise
					Intercultural understanding		
					Literacy		
					Numeracy		
					Personal and social capability		

ASSESSMENT

Assessment for, assessment as, and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together, and formally or informally.

Some examples of **assessment FOR learning** in this unit include:

- clear learning goals or intentions and success criteria for the learning activities.
- self-reflection and peer-feedback.
- formal and informal assessment activities as part of learning.
- effective feedback that motivates the learner and can lead to improvement.
- reflects a belief that all students can improve.
- teachers, students, and parents reflecting on evidence.

Some examples of **assessment AS learning** in this unit include:

- enquiry-based learning that encourages students to take responsibility for their own learning.
- teachers and students creating learning goals to encourage growth and development.
- peer assessment, self-assessment, and reflection.
- requires students to ask questions about their learning

Some examples of **assessment OF learning** in this unit include:

- questioning/discussion strategies to assess students' knowledge and understanding to plan for future learning goals and pathways for students.
- observation of students' knowledge, understanding and skills through their work and participation in activities.
- group physical activity session.
- evidence of achievement provided to the wider community, including parents, educators, the students themselves, and outside groups.

WEEK 1: SPEAK POSITIVELY (YOUR LIMBO IS LISTENING)

Syllabus Content	Differentiation	Register
<p>HEALTH, WELLBEING, AND RELATIONSHIPS</p> <p>Evaluate factors that impact on the identity of individuals and groups including Aboriginal and Torres Strait Islander Peoples (ACPPS089):</p> <ul style="list-style-type: none"> • <i>Analyse how aspects of identity can have an impact on health, safety and wellbeing</i> S 🏠 • <i>Analyse the role of family, friends and community in supporting an individual's identity, and propose strategies to enhance their own and others' wellbeing</i> S 🏠 🎓 🏠 <p>Examine and refine inter-personal skills and actions to take greater responsibility in relation to their own health, safety and wellbeing:</p> <ul style="list-style-type: none"> • <i>Analyse previous life challenges and describe strengths and areas for personal growth</i> S I 🏠 🎓 🏠 <p>Explore the characteristics of resilient people and the skills that enhance resilience and wellbeing:</p> <ul style="list-style-type: none"> • <i>Examine skills and attitudes that enhance resilience including self-monitoring, self-regulation, maintaining a realistic perspective and attitudes to change</i> S 🏠 🏠 		

WEEK 1 - LESSON 1**Introductory Activity**

Move students to a space where they have room to move. Tell students you are going to ask them a number of questions that you would like them to respond to by moving to the appropriate position in the room. Students who choose to move to the far left of the room will indicate a 0/10 in their answer while students who move to the far right will indicate a 10/10 in their answer. Students can choose to stand anywhere in between to represent the strength of their response. Suggested questions include:

I am a good dancer.

I eat breakfast every day.

I enjoy watching football.

I am a good cook.

I know what career I want when I finish school.

I feel really happy most of the time.

I never feel down.

Feeling happy is important to me.

I know people who struggle with depression.

There are things I can intentionally do to feel happy.

“Over the next 10 weeks you are going to learn about how your brain works, specifically the part of your brain responsible for how you feel. You are also going to get to experiment with fun challenges for improving your wellbeing. These challenge really can work and so I encourage you to give them your best effort—the more you put in the more you will get out.”

Watch Lesson 1 Video

<https://theliftproject.global/schools-home/>

Kahoot quiz!

Go to <https://create.kahoot.it/auth/login> and search for “The Lift Project - Lesson 1” and play!

Discussion

What did you learn that was new to you?

What did the lesson make you think about?

Experience

Review the daily and weekly challenges assigned to this lesson with your class by referring to this lesson's "Experience" section in the workbook. Optional: you may also choose to view the challenge video together as a class.

Teaching, Learning, and Assessment	Differentiation	Register
WEEK 1 - LESSON 2		
<p>Challenge Check In</p> <p>Discuss with the students how the challenges for the week went. Refer to the lesson’s “Think” section in the workbook and allow students time to complete and discuss their responses.</p>		
<p>Activity Options</p> <p>Engage your students in one or more of the activities outlined below:</p>		
<p>✦ Scissors, Paper, Rockstar! Students pair-up to play “scissors, paper, rock” (best of three games). The loser of each game becomes the cheer-squad for the winner (by loudly cheering their name) as they move to compete with another winner. The loser of the next game (and their cheer squad) then becomes part of the cheer squad for the new winner (by loudly chanting their name). This continues until the ultimate play-off between the last two winners. It gets really noisy and fun!</p>		
<p>✦ Guess who is amazing at...: Ask the students to write their greatest personal achievement on a piece of paper. Put the papers into a box and draw out one at a time, letting the class match the achievement with the student.</p>		
<p>✦ Secret admirer: Students identify things they admire about their classmates and write them on sticky notes.</p>		
<p>✦ Exaggerated compliments: Students pair up and face each other (1.5 m apart) with one person in each pair holding a ball. The person holding the ball compliments the other, passes ball, and takes a step backwards. The person who is now holding the ball offers a compliment, throws the ball, and takes a step backwards. As the pair step further apart the compliments need to become increasingly exaggerated and outlandish.</p>		
<p>✦ Try not to laugh: This is similar to the “exaggerated compliments” game. Students pair up and stand 1.5 m apart, but this time they don’t throw a ball or step back. The pair offer compliments back and forth, and the game ends when one of the students laughs or takes longer than 3 seconds to offer a compliment in return. This game can be extended by including a winner’s play-off until the ultimate play-off occurs between the final two winners.</p>		

Debrief and Assign Challenges

Assign the following homework to your students to be completed prior to next week's class:

- Engage with daily and weekly challenges.
- Log their challenge points in the "Experience" section.
- Individually complete reflection questions listed in the "How it worked this week" section in the workbook.

WEEK 2: MOVE DYNAMICALLY (MOTION CREATES EMOTION)

Syllabus Content	Differentiation	Register
<p>HEALTH, WELLBEING, AND RELATIONSHIPS</p> <p>Explore the characteristics of resilient people and the skills that enhance resilience and wellbeing:</p> <ul style="list-style-type: none"> • <i>Examine skills and attitudes that enhance resilience including self-monitoring, self-regulation, maintaining a realistic perspective and attitudes to change</i> S 🌟 🏆 <p>MOVEMENT SKILL & PERFORMANCE</p> <p>Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (ACPMP105):</p> <ul style="list-style-type: none"> • <i>Implement motivational strategies to influence the involvement and engagement of themselves and others in movement activities</i> S I M 🏆 <p>HEALTHY, SAFE, AND ACTIVE LIFESTYLE</p> <p>Evaluate strategies and actions that aim to enhance health, safety, wellbeing and physical activity levels and plan to promote these in the school and community:</p> <ul style="list-style-type: none"> • <i>Discuss the degree to which self-talk and encouragement influences and motivates themselves and others to continue to participate in physical activity</i> I M 🌟 🏆 		

WEEK 2 - LESSON 1**Review**

Refer to the “How it worked this week” section in the workbook from last week’s lesson and provide students with the opportunity to share the reflections they completed for homework.

Introductory Activity

The aim of this introduction is to engage students in an experiment where they get to experience the relationship between movement and mood. **Step 1:** Ask each student to rate their current mood from 1-10. Explain that a score of 1 indicates they are feeling extremely down, while a score of 10 indicates they are feeling extremely happy. Let students know they need to remember their score. **Step 2:** Without explaining why, tell students to get into teams of four and get ready for a dance-off. Explain that you are about to play dance moves on your projector from the song “What makes you beautiful” by One Direction. Their challenge is to copy their respective dancer on the screen.

(<https://www.youtube.com/watch?v=LdoSbfYa4jE>). **Step 3:** When the song finishes (3min 46 sec) and your class has had fun, ask students to remain standing while you ask them another question. Once again ask students to rate their current mood from 1-10. Ask students to raise their hand if their current score after dancing for 4 minutes is higher than their initial score. **Step 4:** Tell students that one of the most powerful tools for impacting mood is movement.

Watch Lesson 2 Video

<https://theliftproject.global/schools-home/>

Kahoot quiz!

Go to <https://create.kahoot.it/auth/login>, search for “The Lift Project - Lesson 2” and play!

Discussion

What did you learn that was new to you?

What did the lesson make you think about?

Experience

Review the daily and weekly challenges assigned to this lesson with your class by referring to this lesson’s “Experience” section in the workbook. Optional: you may also choose to view the challenge video together as a class.

Teaching, Learning, and Assessment	Differentiation	Register
WEEK 2 - LESSON 2		
<p>Challenge Check In</p> <p>Discuss with the students how the challenges for the week went. Refer to the lesson’s “Think” section in the workbook and allow students time to complete and discuss their responses.</p>		
<p>Activity Options</p> <p>Engage your students in one or more of the activities outlined below:</p>		
<p>🌀 Go team: Games are a great way to get moving. Split your class into a number of small teams and go outside and spend some time being active together. Suggested games you could play include; handball, ultimate frisbee, and soccer.</p>		
<p>🌀 Time warp: Get moving by playing some old-fashioned Primary School games. Favourites include; tunnel ball, captain ball, rats and rabbits, egg and spoon race.</p>		
<p>🌀 Walkie talkie: This is preferably completed in an open outdoor space such as a school oval. Provide students with a printed list of 10 questions and explain to them that you are going to blow a whistle every minute. As they walk around the oval, students are to discuss the first question on the list for one minute. When the whistle blows, they need to quickly find a new partner and continue walking while discussing the next question. Suggested questions you may like to share with your class to discuss are:</p> <ul style="list-style-type: none"> If you could only eat at one restaurant for the rest of your life, which would it be? What’s one piece of advice that you have been given that you think is wrong? If you could sit down with your 10-year old self, what would you tell him or her? If you had just 24 hours to live, what would you want to do with your time? If money wasn’t a limitation where would you like to travel and what would you do there? What’s the best gift you’ve ever been given? If you could go on a road trip with anyone in the world (dead or alive) who would it be and why? What do you consider to be the most incredible job in the world? 		

If you were transported 400 years into the past with no clothes or anything else, how would you prove that you were from the future?

When you were a kid, what movie/tv show did you watch constantly?

🚩 **Movement Challenge:** In pairs, plan an event to challenge your family, friends, or community to join you in a physical / outdoor recreation activity. The activity could be a one-time event (for example, a fun-run), or a recurring event (for example, a weekly beach walk). Design a poster or flyer to inspire them to participate.

Debrief and Assign Challenges

Assign the following homework to your students to be completed prior to next week's class:

- Engage with daily and weekly challenges.
- Log their challenge points in the "Experience" section.
- Individually complete reflection questions listed in the "How it worked this week" section in the workbook.

WEEK 3: IMMERSE IN AN UPLIFTING PHYSICAL ENVIRONMENT (BLUE AND GREEN SHOULD OFTEN BE SEEN)

Syllabus Content	Differentiation	Register
<p>HEALTH, WELLBEING, AND RELATIONSHIPS</p> <p>Explore the characteristics of resilient people and the skills that enhance resilience and wellbeing:</p> <ul style="list-style-type: none"> • <i>Examine skills and attitudes that enhance resilience including self-monitoring, self-regulation, maintaining a realistic perspective and attitudes to change</i> S ⚙️ 🏠 <p>HEALTHY, SAFE, AND ACTIVE LIFESTYLE</p> <p>Design, implement and evaluate creative interventions for enhancing their own and others' fitness levels and participation in a lifetime of physical activity:</p> <ul style="list-style-type: none"> • <i>Investigate and prepare plans that promote the use of natural settings within the local community for physical activity and analyse their effectiveness in enhancing a lifetime of physical activity and/or improving fitness levels</i> M ⚙️ 🏠 • <i>Adopt and perform a variety of roles to enhance their own and others' enjoyment of and participation in physical activity, eg in outdoor recreation</i> I M 🏠 		

WEEK 3 - LESSON 1

Review

Refer to the “How it worked this week” section in the workbook from last week’s lesson and provide students with the opportunity to share the reflections they completed for homework.

Introductory Activity

The aim of this introduction is to demonstrate the importance of our senses. In the same way that we rely on our senses to perform tasks, our Limbo’s rely on our senses when determining whether we should feel emotionally up or down.

Step 1: Select three students to take part in a quick experiment where they will be challenged with catching an object thrown by you from a distance of about 4 metres.

Step 2: Choose an object that is safe to throw and catch (preferably a soft ball). After counting down (3,2,1) throw the ball to one of the students. After they have successfully caught this object ask them if the task was easy or hard? Repeat this process with the other two students. **Step 3:** Let the students know that you are now going to eliminate one of their senses – their sight – and see if it is still possible to complete the task with only their remaining four senses. This time ask them to close their eyes before you once again count down (3,2,1) and see if it is possible for them to catch the object. To help them successfully complete this task you can talk them through it and attempt to land the ball where their hands are ready to catch. Ask them to explain how it felt to try to catch when their sense of sight was taken away.

Step 4: This time give each student the opportunity to catch the same object from the same distance without the sense of sight or sound. After asking all three students to close their eyes they are given the opportunity to try to catch the object without seeing or hearing when it is thrown. Without an audio countdown, or instructions indicating when to close their hands, this task will be nearly impossible. After completing this challenge you can introduce the big idea of this lesson to the class by explaining that *“In the same way that catching is far more difficult when our senses are restricted it is also far more difficult to feel emotionally up when our senses are not stimulated by the right types of physical environments”*.

Watch Lesson 3 Video

<https://theliftproject.global/schools-home/>

Kahoot quiz!

Go to <https://create.kahoot.it/auth/login>, search for “The Lift Project - Lesson 3” and play!

Discussion

What did you learn that was new to you?

What did the lesson make you think about?

Experience

Review the daily and weekly challenges assigned to this lesson with your class by referring to this lesson’s “Experience” section in the workbook. Optional: you may also choose to view the challenge video together as a class.

Teaching, Learning, and Assessment	Differentiation	Register
WEEK 3 - LESSON 2		
<p>Challenge Check In</p> <p>Discuss with the students how the challenges for the week went. Refer to the lesson’s “Think” section in the workbook and allow students time to complete and discuss their responses.</p>		
<p>Activity Options</p> <p>Engage your students in one or more of the activities outlined below:</p>		
<p>🌀 Partner Blind Walk: Divide the students into pairs and blindfold one student in each pair. The person that is blindfolded is guided outside by a partner, in a safe manner, and taken on a 5-minute walk. Within this time frame the guide is challenged to ask their blindfolded friend to identify various natural objects by using their touch, taste and/or smell only. After this task is completed the students should switch roles and repeat the activity.</p>		
<p>🌀 Nature Photo Scavenger Hunt: Students form teams and are challenged to go outside and take photos that relate to the following captions in the most artistic way possible. Each photo must have at least one team member in it:</p> <p>“Tree hugger”</p> <p>“Flower power”</p> <p>“You are my sunshine”</p> <p>“Water bender”</p> <p>“When grass attacks”</p>		
<p>🌀 The Land Owns Us: Refer the students to the following website: https://www.commonground.org.au/learn/connection-to-country that describes how Indigenous Australians recognise the connection between the health of humans and the planet. In small groups, ask students to reflect on the words of Dennis Foley, “we don’t own the land, the land owns us”. If this is the case, how should this shape the way we relate to nature and the planet?</p>		

Debrief and Assign Challenges

Assign the following homework to your students to be completed prior to next week's class:

- Engage with daily and weekly challenges.
- Log their challenge points in the "Experience" section.
- Individually complete reflection questions listed in the "How it worked this week" section in the workbook.

WEEK 4: IMMERSE IN AN UPLIFTING SOCIAL ENVIRONMENT (TOGETHER FEELS BETTER)

Syllabus Content	Differentiation	Register
<p>HEALTH, WELLBEING, AND RELATIONSHIPS</p> <p>Evaluate factors that impact on the identity of individuals and groups including Aboriginal and Torres Strait Islander Peoples (ACPPS089):</p> <ul style="list-style-type: none"> • <i>Analyse the role of family, friends and community in supporting an individual's identity, and propose strategies to enhance their own and others' wellbeing S 🧩 📖 🎁</i> <p>Examine the impact of changes and transitions on relationships (ACPPS090):</p> <ul style="list-style-type: none"> • <i>Assess behavioural expectations in different relationships and social situations and examine how these expectations can influence decisions, actions and wellbeing S I 🎁</i> <p>Explore the characteristics of resilient people and the skills that enhance resilience and wellbeing:</p> <ul style="list-style-type: none"> • <i>Examine skills and attitudes that enhance resilience including self-monitoring, self-regulation, maintaining a realistic perspective and attitudes to change S 🧩 🎁</i> <p>HEALTHY, SAFE, AND ACTIVE LIFESTYLE</p> <p>Analyse the contextual factors that have an impact on the health, safety, wellbeing and participation in physical activity of individuals and groups, including Aboriginal and Torres Strait Islander Peoples:</p> <ul style="list-style-type: none"> • <i>Investigate community action initiatives implemented by young people that have a positive influence on the health, safety, wellbeing and physical activity levels of their communities S</i> 		

WEEK 4 - LESSON 1**Review**

Refer to the “How it worked this week” section in the workbook from last week’s lesson and provide students with the opportunity to share the reflections they completed for homework.

Introductory Activity

The aim of this icebreaker is to illustrate the idea that happiness is socially contagious:

Show the YouTube clip titled, “Skype Laughter Chain” to introduce the concept that when it comes to emotional happiness we tend to assimilate with those with whom we associate: <https://www.youtube.com/watch?v=p32OC97aNqc>

We are now going to learn about why our relationships are so important for our wellbeing and how we can strengthen them.

Watch Lesson 4 Video

<https://theliftproject.global/schools-home/>

Kahoot quiz!

Go to <https://create.kahoot.it/auth/login>, search for “The Lift Project - Lesson 4” and play!

Discussion

What did you learn that was new to you?

What did the lesson make you think about?

Experience

Review the daily and weekly challenges assigned to this lesson with your class by referring to this lesson’s “Experience” section in the workbook. Optional: you may also choose to view the challenge video together as a class.

Teaching, Learning, and Assessment	Differentiation	Register
<p>WEEK 4 - LESSON 2</p>		
<p>Challenge Check In Discuss with the students how the challenges for the week went. Refer to the lesson’s “Think” section in the workbook and allow students time to complete and discuss their responses.</p>		
<p>Activity Options Engage your students in one or more of the activities outlined below:</p>		
<p>🔗 Love Languages Self-Assessment: Ask the class to rank in order from 1 (least) to 5 (most) how they would rate their dominant love language: words of affirmation, acts of service, physical touch, gifts, quality time. Following this, have the students complete the Love Languages quiz available at www.5lovelanguages.com and see how the results match to their rating.</p>		
<p>🔗 Love Language Groups: Divide the class into groups based on students’ dominant love language. Have each group create a list of specific examples of things that (a) make them feel loved and (b) align with their dominant love language. Have each team choose a spokesperson to share five of their answers with the rest of the class.</p>		
<p>🔗 Loving Others: Challenge each student to identify the love language of someone they are close to (if you have time, it can be more than one person). Have students come up with actionable things they can do for the people they have listed to make them feel loved and cared for this week.</p>		
<p>Debrief and Assign Challenges Assign the following homework to your students to be completed prior to next week’s class:</p> <ul style="list-style-type: none"> • Engage with daily and weekly challenges. • Log their challenge points in the “Experience” section. • Individually complete reflection questions listed in the “How it worked this week” section in the workbook. 		

WEEK 5: LOOK TO THE POSITIVE (FEELINGS FOLLOW YOUR FOCUS)

Syllabus Content	Differentiation	Register
<p>HEALTH, WELLBEING, AND RELATIONSHIPS</p> <p>Evaluate factors that impact on the identity of individuals and groups including Aboriginal and Torres Strait Islander Peoples (ACPPS089):</p> <ul style="list-style-type: none"> • <i>Critically analyse how individuals have an impact on the identity of others</i> S 🌟 🎓 <p>Explore the characteristics of resilient people and the skills that enhance resilience and wellbeing:</p> <ul style="list-style-type: none"> • <i>Examine skills and attitudes that enhance resilience including self-monitoring, self-regulation, maintaining a realistic perspective and attitudes to change</i> S 🌟 🎓 <p>HEALTHY, SAFE, AND ACTIVE LIFESTYLE</p> <p>Evaluate strategies and actions that aim to enhance health, safety, wellbeing and physical activity levels and plan to promote these in the school and community:</p> <ul style="list-style-type: none"> • <i>Propose, implement and evaluate strategies and actions that influence their own and others' mental health and wellbeing</i> S M 🌟 🎓 <p>Critically analyse health information, products and services to promote health, safety, wellbeing and physical activity levels:</p> <ul style="list-style-type: none"> • <i>Research local services that promote and support the health, safety, wellbeing and physical activity levels of young people and plan ways to share the information of these services, eg within social networks</i> S I 🌟 🎓 🎓 		

Teaching, Learning, and Assessment	Differentiation	Register
WEEK 5 - LESSON 1		
<p>Review</p> <p>Refer to the “How it worked this week” section in the workbook from last week’s lesson and provide students with the opportunity to share the reflections they completed for homework.</p>		
<p>Introductory Activity</p> <p>The aim of this introduction is to illustrate the idea that what we focus on can change our perception of reality. Open up the PowerPoint presentation provided and discuss some of the visual illusions included. At the conclusion of the PowerPoint tell the students that, in life, research suggests that what we intentionally focus on will impact how we feel.</p> <p>https://theliftproject.global/wp-content/uploads/Lesson-5-Introduction-powerpoint.pptx</p>		
<p>Watch Lesson 5 Video</p> <p>https://theliftproject.global/schools-home/</p>		
<p>Kahoot quiz!</p> <p>Go to https://create.kahoot.it/auth/login, search for “The Lift Project - Lesson 5” and play!</p>		
<p>Discussion</p> <p>What did you learn that was new to you?</p> <p>What did the lesson make you think about?</p>		
<p>Experience</p> <p>Review the daily and weekly challenges assigned to this lesson with your class by referring to this lesson’s “Experience” section in the workbook. Optional: you may also choose to view the challenge video together as a class.</p>		

Teaching, Learning, and Assessment	Differentiation	Register
WEEK 5 - LESSON 2		
<p>Challenge Check In Discuss with the students how the challenges for the week went. Refer to the lesson’s “Think” section in the workbook and allow students time to complete and discuss their responses.</p>		
<p>Activity Options Engage your students in one or more of the activities outlined below:</p>		
<p>🌟 Gratitude Visit: Ask each student to identify someone (who is living) that has changed their life for the better. Ask students to write a letter to that person explaining why they feel so grateful towards them. Encourage students to plan a visit to read their letter out loud to the person they have chosen. While this challenge is most powerful when completed face to face your students can complete this experience over the phone, on Zoom, or even via email. You could also split your class into small groups and encourage them to share who they wrote their gratitude letter to and explain why. If students feel comfortable, they could practice reading their gratitude letter in small groups.</p>		
<p>🌟 Good Things Collage: Give students 10 minutes to privately create a collage (either electronic or paper-based) that captures things they are grateful for and/or looking forward to. Showcase each collage (anonymously) one at a time and ask the students to guess who the collage belongs to.</p>		
<p>🌟 Smiley Face: Provide each student with an inflated balloon and sharpie pen. Ask students to write one positive thing about the past, present and future on the balloon. Tie all the balloons together and create a giant smiley face for your classroom.</p>		
<p>🌟 Search Party: How many organisations can you find that support mental health in your community? What kind of support services do they offer?</p>		
<p>Debrief and Assign Challenges Assign the following homework to your students to be completed prior to next week’s class:</p> <ul style="list-style-type: none"> Engage with daily and weekly challenges. Log their challenge points in the “Experience” section. Individually complete reflection questions listed in the “How it worked this week” section in the workbook. 		

WEEK 6: EAT NUTRITIOUSLY (FOOD FEEDS YOUR MOOD)

Syllabus Content	Differentiation	Register
<p>HEALTH, WELLBEING, AND RELATIONSHIPS</p> <p>Explore the characteristics of resilient people and the skills that enhance resilience and wellbeing:</p> <ul style="list-style-type: none"> • <i>Examine skills and attitudes that enhance resilience including self-monitoring, self-regulation, maintaining a realistic perspective and attitudes to change</i> S ⚙️ <p>HEALTHY, SAFE, AND ACTIVE LIFESTYLE</p> <p>Evaluate strategies and actions that aim to enhance health, safety, wellbeing and physical activity levels and plan to promote these in the school and community:</p> <ul style="list-style-type: none"> • <i>Prepare, deliver and critique strategies for healthy eating and healthy food selection</i> I <p>Analyse the contextual factors that have an impact on the health, safety, wellbeing and participation in physical activity of individuals and groups, including Aboriginal and Torres Strait Islander Peoples:</p> <ul style="list-style-type: none"> • <i>Explore sources of nutritional information and investigate influences on food choices, diet and habits, eg families, advertising</i> S ⚙️ 🗳️ 		

WEEK 6 - LESSON 1**Review**

Refer to the “How it worked this week” section in the workbook from last week’s lesson and provide students with the opportunity to share the reflections they completed for homework.

Introductory Activity

The aim of this introduction is to illustrate the idea that what we eat will impact how we feel. Ask your class to stand up behind their chairs. Tell them you are going to have a competition to see who can hold their arms up straight in front and perpendicular to their body while holding a chair for the longest amount of time. Let the class know you are going to time them to see how long they can last. After counting them down, students should lift their chairs and you should begin timing. Continue the activity and see how long each of the students can last. Congratulate different individuals and mention some of the times some of the winners received. Explain to the class the following facts:

- It was hard to hold the chair up in front of you because it required your muscles to expend energy.
- Foods contain energy (usually measured in calories); unless this energy is used, it is stored as fat.
- Ask students to guess how many minutes of lifting the chair it would take to burn off the calories contained in 500ml of water (the answer is obviously 0 minutes as there are no calories in water).
- Ask students to guess how many minutes of lifting the chair it would take to burn off the calories found in a can of soft drink (the answer is approximately 40 minutes).

The purpose of this activity is to illustrate that what we eat and drink impacts our health, including how we feel.

Watch Lesson 6 Video

<https://theliftproject.global/schools-home/>

Kahoot quiz!

Go to <https://create.kahoot.it/auth/login>, search for “The Lift Project - Lesson 6” and play!

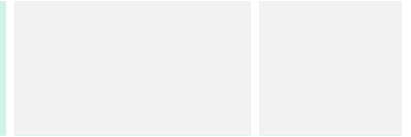
Discussion

What did you learn that was new to you?

What did the lesson make you think about?

Experience

Review the daily and weekly challenges assigned to this lesson with your class by referring to this lesson's "Experience" section in the workbook. Optional: you may also choose to view the challenge video together as a class.



Teaching, Learning, and Assessment	Differentiation	Register
WEEK 6 - LESSON 2		
<p>Challenge Check In Discuss with the students how the challenges for the week went. Refer to the lesson’s “Think” section in the workbook and allow students time to complete and discuss their responses.</p>		
<p>Activity Options Engage your students in one or more of the activities outlined below:</p>		
<p>🌟 Food Diary: Ask students to write a list of all the foods they consumed in the last 24 hours. Ask students to identify the foods on their list that are considered to be high in fibre and to estimate how many servings of fibre they ate (NOTE: 1 serving = quantity of high fibre foods the equivalent of about half to one fist size).</p>		
<p>🌟 Fruit Kebabs: Bring to class a range of colourful fruits (and skewers) for students to cut up and make fruit kebabs (i.e. use skewers to arrange chunks of fruit). Eat the fruit kebabs together or give them as gifts to teachers or others at the school.</p>		
<p>🌟 Master Chef Me: Ask the students to search the internet to find three recipes (entrée, main, and dessert) that they would be excited to use to prepare a high fibre meal for their family/friends.</p>		
<p>Debrief and Assign Challenges Assign the following homework to your students to be completed prior to next week’s class:</p> <ul style="list-style-type: none"> Engage with daily and weekly challenges. Log their challenge points in the “Experience” section. Individually complete reflection questions listed in the “How it worked this week” section in the workbook. 		

WEEK 7: REST WELL - SLEEP (REST TO FEEL YOUR BEST)

Syllabus Content	Differentiation	Register
<p>HEALTH, WELLBEING, AND RELATIONSHIPS</p> <p>Explore the characteristics of resilient people and the skills that enhance resilience and wellbeing:</p> <ul style="list-style-type: none"> • <i>Examine skills and attitudes that enhance resilience including self-monitoring, self-regulation, maintaining a realistic perspective and attitudes to change</i> S 🌟 🌱 <p>HEALTHY, SAFE, AND ACTIVE LIFESTYLE</p> <p>Evaluate strategies and actions that aim to enhance health, safety, wellbeing and physical activity levels and plan to promote these in the school and community:</p> <ul style="list-style-type: none"> • <i>Propose, implement and evaluate strategies and actions that influence their own and others' mental health and wellbeing, eg participation in physical activity, sleep habits, mindfulness, connectedness</i> S M 🌟 🌱 <p>Design, implement and evaluate creative interventions for enhancing their own and others' fitness levels and participation in a lifetime of physical activity:</p> <ul style="list-style-type: none"> • <i>Prepare, deliver and critique a health intervention that is designed to promote healthy, safe, active and balanced lifestyles</i> I 🌟 🌱 📺 🌱 		

WEEK 7 - LESSON 1**Review**

Refer to the “How it worked this week” section in the workbook from last week’s lesson and provide students with the opportunity to share the reflections they completed for homework.

Introductory Activity

The aim of this introduction is to discover the recent sleep habits of students in your class. **Step 1:** Let your students know that you are going to complete some research into their recent sleep habits by asking them some questions. **Step 2:** Move the class to a clear space where they can stand up and move around, and ask them the following questions:

1. Line up in order of what time you went to bed last night (earliest to bed - latest to bed)
2. Line up in order of what time you woke up this morning (earliest to wake - latest to wake)
3. Calculate the approximate number of hours you slept last night and line up in that order (least number of hours slept - most number of hours slept)

After each question conduct a short debrief with your class highlighting what you have learnt about the sleep habits of individuals in the class and the class as a whole.

Watch Lesson 7 Video

<https://theliftproject.global/schools-home/>

Kahoot quiz!

Go to <https://create.kahoot.it/auth/login>, search for “The Lift Project - Lesson 7” and play!

Discussion

What did you learn that was new to you?

What did the lesson make you think about?

Experience

Review the daily and weekly challenges assigned to this lesson with your class by referring to this lesson’s “Experience” section in the workbook. Optional: you may also choose to view the challenge video together as a class.

Teaching, Learning, and Assessment	Differentiation	Register
WEEK 7 - LESSON 2		
<p>Challenge Check In Discuss with the students how the challenges for the week went. Refer to the lesson’s “Think” section in the workbook and allow students time to complete and discuss their responses.</p>		
<p>Activity Options Engage your students in one or more of the activities outlined below:</p>		
<p>🔗 Public Service Announcement: Create a public service announcement / skit to educate people about one of the sleep-stealing culprits presented in the lesson, along with how to remedy it.</p>		
<p>🔗 Graph My Sleep: Have the students create a graph illustrating the approximate hours they slept each night during the last week (y axis = hours slept; x axis = days of the week).</p>		
<p>🔗 Sleep Poster: Have the students design a poster with a catchy saying that advertises the importance of sleep. Print these posters out and post them around the school.</p>		
<p>🔗 You Are Getting Sleepy: Inform the students that they are now “Sleep Doctors” and they have a patient who comes to them complaining of not being able to sleep. Ask the students to develop a “sleep prescription” that provides recommendations to the patient about things they can try to improve their sleep quality.</p>		
<p>Debrief and Assign Challenges Assign the following homework to your students to be completed prior to next week’s class:</p> <ul style="list-style-type: none"> • Engage with daily and weekly challenges. • Log their challenge points in the “Experience” section. • Individually complete reflection questions listed in the “How it worked this week” section in the workbook. 		

WEEK 8: REST WELL – STRESS LESS (REST TO FEEL YOUR BEST)

Syllabus Content	Differentiation	Register
<p>HEALTH, WELLBEING, AND RELATIONSHIPS</p> <p>Explore the characteristics of resilient people and the skills that enhance resilience and wellbeing:</p> <ul style="list-style-type: none"> • <i>Examine skills and attitudes that enhance resilience including self-monitoring, self-regulation, maintaining a realistic perspective and attitudes to change</i> S 🌟 🌟 🌟 • <i>Assess a range of positive management strategies to cope with stress and loss and grief, eg connecting to support networks, journaling, physical activity</i> S 🌟 🌟 🌟 <p>Predict future challenges and opportunities and the skills required to manage these in a positive way:</p> <ul style="list-style-type: none"> • <i>Examine self-management skills required to manage change and transition</i> S 🌟 🌟 • <i>Appraise personal strengths to design a strategy for addressing a future life challenge</i> S 🌟 🌟 • <i>Recognise early warning signs of challenging and unsafe situations, eg physical, emotional and social indicators, external signs, controlling behaviour</i> S 🌟 🌟 <p>HEALTHY, SAFE, AND ACTIVE LIFESTYLE</p> <p>Evaluate strategies and actions that aim to enhance health, safety, wellbeing and physical activity levels and plan to promote these in the school and community:</p> <ul style="list-style-type: none"> • <i>Propose, implement and evaluate strategies and actions that influence their own and others' mental health and wellbeing, eg: participation in physical activity, sleep habits, mindfulness, connectedness</i> S M 🌟 🌟 🌟 		

WEEK 8 - LESSON 1**Review**

Refer to the “How it worked this week” section in the workbook from last week’s lesson and provide students with the opportunity to share the reflections they completed for homework.

Introductory Activity

The aim of this introduction is to demonstrate the stress response through watching these YouTube videos:

1. https://www.youtube.com/watch?v=oXU3t_E8Bgg
2. <https://www.youtube.com/watch?v=kg77CNpxOv4>

Let your students know that you are now going to show them the videos, and while they watch them you would like them to take note of their body’s physical response(s) to the video content.

After watching the YouTube clips, conduct a short discussion with your class using the following questions:

1. Which of the videos stressed you the most?
2. What were some of the physical responses you noticed in your own body while watching the videos? (After this question make the point that these physical responses are commonly referred to as the stress response).
3. If you experienced these stress responses continually for an extended period of time would it be possible for you to live your best life?

Introduce the idea that this lesson is focused on understanding not only how our bodies respond to stress but also explores some practical strategies to help us successfully reduce the stress we experience in our lives so we can live our best life.

Watch Lesson 8 Video

<https://theliftproject.global/schools-home/>

Kahoot quiz!

Go to <https://create.kahoot.it/auth/login>, search for “The Lift Project - Lesson 8” and play!

Discussion

What did you learn that was new to you?

What did the lesson make you think about?

Experience

Review the daily and weekly challenges assigned to this lesson with your class by referring to this lesson’s “Experience” section in the workbook. Optional: you may also choose to view the challenge video together as a class.

Teaching, Learning, and Assessment	Differentiation	Register
<p>WEEK 8 - LESSON 2</p>		
<p>Challenge Check In Discuss with the students how the challenges for the week went. Refer to the lesson’s “Think” section in the workbook and allow students time to complete and discuss their responses.</p>		
<p>Activity Options Engage your students in one or more of the activities outlined below:</p>		
<p>🌟 Stress and Me: Brainstorm some common stressors (causes of stress). Identify the signs your body sends if you are over-stressed. Discuss the ways you can reduce stress. Research three apps that focus on relaxation and discuss how they could facilitate wellbeing.</p>		
<p>🌟 Relaxation Response: Encourage your class to participate in the following relaxation response guided activity: https://vimeo.com/69064641</p>		
<p>🌟 Clouds: Take the students outside on the oval or to an appropriate outdoor venue and “cloud watch” in groups of two or three. Allow the students to explain to each other what images they can see in the clouds.</p>		
<p>🌟 Burn it Off: Involve the students in active play (it is the other way to reduce stress!) such as handball, tunnel ball, ultimate frisbee.</p>		
<p>🌟 Colouring In: Colouring in is often used as a mindfulness activity. Give the students the opportunity to do a colouring activity while listening to some quiet music.</p>		
<p>Debrief and Assign Challenges Assign the following homework to your students to be completed prior to next week’s class:</p> <ul style="list-style-type: none"> Engage with daily and weekly challenges. Log their challenge points in the “Experience” section. Individually complete reflection questions listed in the “How it worked this week” section in the workbook. 		

WEEK 9: SERVE (GIVING IS LIVING)

Syllabus Content	Differentiation	Register
<p>HEALTH, WELLBEING, AND RELATIONSHIPS</p> <p>Evaluate factors that impact on the identity of individuals and groups including Aboriginal and Torres Strait Islander Peoples (ACPPS089):</p> <ul style="list-style-type: none"> • <i>Analyse the role of family, friends and community in supporting an individual’s identity, and propose strategies to enhance their own and others’ wellbeing</i> S 🌱 🎓 🎁 • <i>Reflect on personal values in relation to a range of health issues and assess their impact on attitudes and behaviours</i> S <p>Explore the characteristics of resilient people and the skills that enhance resilience and wellbeing:</p> <ul style="list-style-type: none"> • <i>Examine skills and attitudes that enhance resilience including self-monitoring, self-regulation, maintaining a realistic perspective and attitudes to change</i> S 🌱 🎁 		

WEEK 9 - LESSON 1**Review**

Refer to the “How it worked this week” section in the workbook from last week’s lesson and provide students with the opportunity to share the reflections they completed for homework.

Introductory Activity

The aim of this introduction is to demonstrate the idea that one of the best ways to increase your personal happiness is to intentionally try to contribute to the happiness of those around you. Let your students know that you are now going to show them a video from YouTube as a way of introducing this lesson: <https://www.youtube.com/watch?v=nwAYpLVyeFU>
After watching this video, ask your class a few questions including:

- What do you think was the major ‘big idea’ expressed in this video?
- Can you think of a personal example of a time that an act of kindness was returned to you?

Watch Lesson 9 Video

<https://theliftproject.global/schools-home/>

Kahoot quiz!

Go to <https://create.kahoot.it/auth/login>, search for “The Lift Project - Lesson 9” and play!

Discussion

What did you learn that was new to you?

What did the lesson make you think about?

Experience

Review the daily and weekly challenges assigned to this lesson with your class by referring to this lesson’s “Experience” section in the workbook. Optional: you may also choose to view the challenge video together as a class.

Teaching, Learning, and Assessment	Differentiation	Register
WEEK 9 - LESSON 2		
<p>Challenge Check In Discuss with the students how the challenges for the week went. Refer to the lesson’s “Think” section in the workbook and allow students time to complete and discuss their responses.</p>		
<p>Activity Options Engage your students in one or more of the activities outlined below:</p>		
<p>🌀 Be a RAKtivist! Encourage students to plan a Random Act of Kindness that they can act on in the next 24 hours (or even around the school during class).</p>		
<p>🌀 Giving is Living: Plan an initiative, as a class, that encourages students to give back and show kindness (i.e. bake cookies for teachers or Yr 12 students). Allow the students to get creative and drive the initiative.</p>		
<p>🌀 Service Sweet Spot: Ask students to identify their “service sweet spot” by reflecting on four questions:</p> <ol style="list-style-type: none"> 1. What am I good at? 2. What do I love to do? 3. How can I serve others? 4. What can I do that fulfils all of these at once? <p>Allow time for the students share their answers with the class.</p>		
<p>🌀 Seeing Others’ Strengths: Have the students identify the strengths they see in others and then share them with each other. This can be done by passing pieces of paper around the class, with one student’s name at the top of each piece of paper. The other students then write down the strength they see in that individual. Give the list to the relevant student to keep.</p>		
<p>🌀 Signature Strengths Assessment: Complete it online at https://www.viacharacter.org/character-strengths-via. Share with the class.</p>		

Debrief and Assign Challenges

Assign the following homework to your students to be completed prior to next week's class:

- Engage with daily and weekly challenges.
- Log their challenge points in the "Experience" section.
- Individually complete reflection questions listed in the "How it worked this week" section in the workbook.

WEEK 10: WHAT DOES IT TAKE TO FLOURISH?

Syllabus Content	Differentiation	Register
<p>HEALTH, WELLBEING, AND RELATIONSHIPS</p> <p>Evaluate factors that impact on the identity of individuals and groups including Aboriginal and Torres Strait Islander Peoples (ACPPS089):</p> <ul style="list-style-type: none">• <i>Reflect on personal values in relation to a range of health issues and assess their impact on attitudes and behaviours S</i> <p>Examine and refine interpersonal skills and actions to take greater responsibility in relation to their own health, safety and wellbeing:</p> <ul style="list-style-type: none">• <i>Analyse previous life challenges and describe strengths and areas for personal growth S I</i> <p>Explore the characteristics of resilient people and the skills that enhance resilience and wellbeing:</p> <ul style="list-style-type: none">• <i>Examine skills and attitudes that enhance resilience including self-monitoring, self-regulation, maintaining a realistic perspective and attitudes to change S</i>		

WEEK 10 - LESSON 1**Review**

Refer to the “How it worked this week” section in the workbook from last week’s lesson and provide students with the opportunity to share the reflections they completed for homework.

Introductory Activity

The aim of this introduction is to demonstrate the idea that happiness can be fostered by intentionally involving yourself with things that make you happy. Using the SMILERS acronym, revise the major strategies this project has focused on that are scientifically proven to lift a person’s mood. Also, highlight the importance of people deliberately spending time doing things that they enjoy on a regular basis. **Ask the students to plan out what they believe would be the perfect day (24 hours) to make them happy based on what they have learnt in the past 9 lessons.** Ask each student to create a schedule that demonstrates what this day would look like. Once completed, each student could share their perfect day in small groups with their peers and explain why they think the day they planned is likely to make them feel emotionally up!

Watch Lesson 10 Video

<https://theliftproject.global/schools-home/>

Kahoot quiz!

Go to <https://create.kahoot.it/auth/login>, search for “The Lift Project - Lesson 10” and play!

Discussion

What did you learn that was new to you?

What did the lesson make you think about?

Experience

Review the daily and weekly challenges assigned to this lesson with your class by referring to this lesson’s “Experience” section in the workbook. Optional: you may also choose to view the challenge video together as a class.

Teaching, Learning, and Assessment	Differentiation	Register
<p>WEEK 10 - LESSON 2</p>		
<p>Challenge Check In Discuss with the students how the challenges for the week went. Refer to the lesson’s “Think” section in the workbook and allow students time to complete and discuss their responses.</p>		
<p>Activity Options Engage your students in one or more of the activities outlined below:</p>		
<p>🔗 Create a Collage: In this lesson it was suggested that meaning comes from belonging to and serving something bigger than yourself. Ask the students to create a collage of the things that the media suggests we should get our meaning and value from. Discuss the contrast between what the media portrays and the above definition. What is the problem with basing your self-worth on the things the media says? Create another collage of the things that can provide us with a robust sense of identity.</p>		
<p>🔗 In My Corner: A study in one of the Hawaiian Islands found that young people who succeed in life had a common thing working for them. They all had at least one person in their life who accepted them unconditionally, regardless of their temperamental idiosyncrasies, physical attractiveness, or intelligence. In small groups ask the students to talk about someone who is a “significant other” in their life that accepts and loves them unconditionally. Who do they have “in their corner”?</p>		
<p>🔗 Goal Setting: Challenge the students to identify a goal for themselves to go after that is Specific, Measurable, Attainable and Realistic, and Time orientated. Have them develop an action plan that outlines the steps they would have to take to achieve this goal. Invite them to share their goals in small groups.</p>		
<p>🔗 My Motto: Develop a motto / mantra or printed quote that is your guide for living your best life. This can include things that you have learnt during The Lift Project.</p>		

Debrief and Assign Challenges

Assign the following homework to your students to be completed prior to next week's class:

- Engage with daily and weekly challenges.
- Log their challenge points in the "Experience" section.
- Individually complete reflection questions listed in the "How it worked this week" section in the workbook.

ADDITIONAL RESOURCES

Templates

Mind Map Template: www.nwwvt.org/wp-content/uploads/sites/2/2016/09/Mind-map-template.pdf

See, Think, Wonder: pz.harvard.edu/sites/default/files/VT_SeeThinkWonder.pdf

SWOT analysis template: www.ncmic.com/webres/File/SWOTform blank.pdf

Venn diagram template: www.readwritethink.org/files/resources/printouts/Venn2Circles.pdf

Australian Health

Australian Government Institute of Health and Welfare – Health of Young People: www.aihw.gov.au/

Other resources

Canva: www.canva.com/graphs/mind-maps/

Free timeline: free-timeline.com/

Kahoot: kahoot.com/

Padlet: padlet.com/

VIA: Character strengths test: www.viacharacter.org/www/Character-Strengths-Survey

Visual storytelling: <https://www.scootle.edu.au/ec/search?q=visual+storytelling&field=title&field=text.all&field=topic>

Wordle: www.wordle.net/

Youth survey: www.viacharacter.org/www/Character-Strengths-Survey

Activities:

[Icebreakers](#)

[Edutopia](#)

[Cooperative and trust activities](#)

[Initiative games](#)

[Initiative games without equipment](#)

DIFFERENTIATION

Teachers may differentiate the delivery of **content** where appropriate and include a range of resources to support student learning. For example:

- providing key vocabulary
- developing individual learning goals
- providing a variety of materials in a range of mediums (textbooks, infographics, audio files, videos, workbooks)
- providing resources at appropriate levels of complexity and readability
- providing alternative pathways to learning
- providing appropriate learning materials for English as an additional language (EAL) learners
- involving students in decision making about their learning
- maintaining flexibility to offer a variety of learning experiences
- other:

Teachers may differentiate **learning activities** by making modifications to processes and activities. For example:

- using tiered and levelled activities
- problem-solving and challenge-based learning opportunities
- teaching students how to use a range of media to illustrate their knowledge and skills
- using open-ended questioning
- providing opportunities for both group and independent learning
- modifying instructions for students as needed
- flexibility of timelines for completing work
- using student feedback when constructing lessons
- other:

Teachers may differentiate the **learning environment** by considering the physical, virtual and social context where learning takes place. For example:

- flexibility in the structure and organisation of the classroom, including class routines
- providing opportunities for individual, collaborative and whole class group work
- creating an inclusive atmosphere
- flexibility in movement around the classroom to facilitate activities
- providing opportunities for special needs, including:
 - visual: enlarged text, coloured paper, seating position, reading support, reducing glare, teacher's aide
 - auditory: electronic aides, subtitled videos, seating position, lip-reading, non-verbal activities, e-learning, teacher's aide
 - physical: mobility, access, inclusive activities, classroom organisation, teacher's aide
 -

Teachers can differentiate **assessment** experiences by considering different types of assessment strategies and ways students can demonstrate their understanding to cater for different learning needs, interests and abilities. For example:

- developing rubrics/marking criteria for student reflection
- providing assessments in a range of mediums (infographics, audio files, videos, workbooks)
- modifying instructions for students as needed
- flexibility of timelines for completing work
- creating an inclusive atmosphere

UNIT EVALUATION:

This unit has the following propositions embedded in teaching, learning and assessment:

- Educative purpose
- Strengths-based approach
- Value movement
- Health literacy
- Critical inquiry approach

FEEDBACK / AREAS FOR IMPROVEMENT: