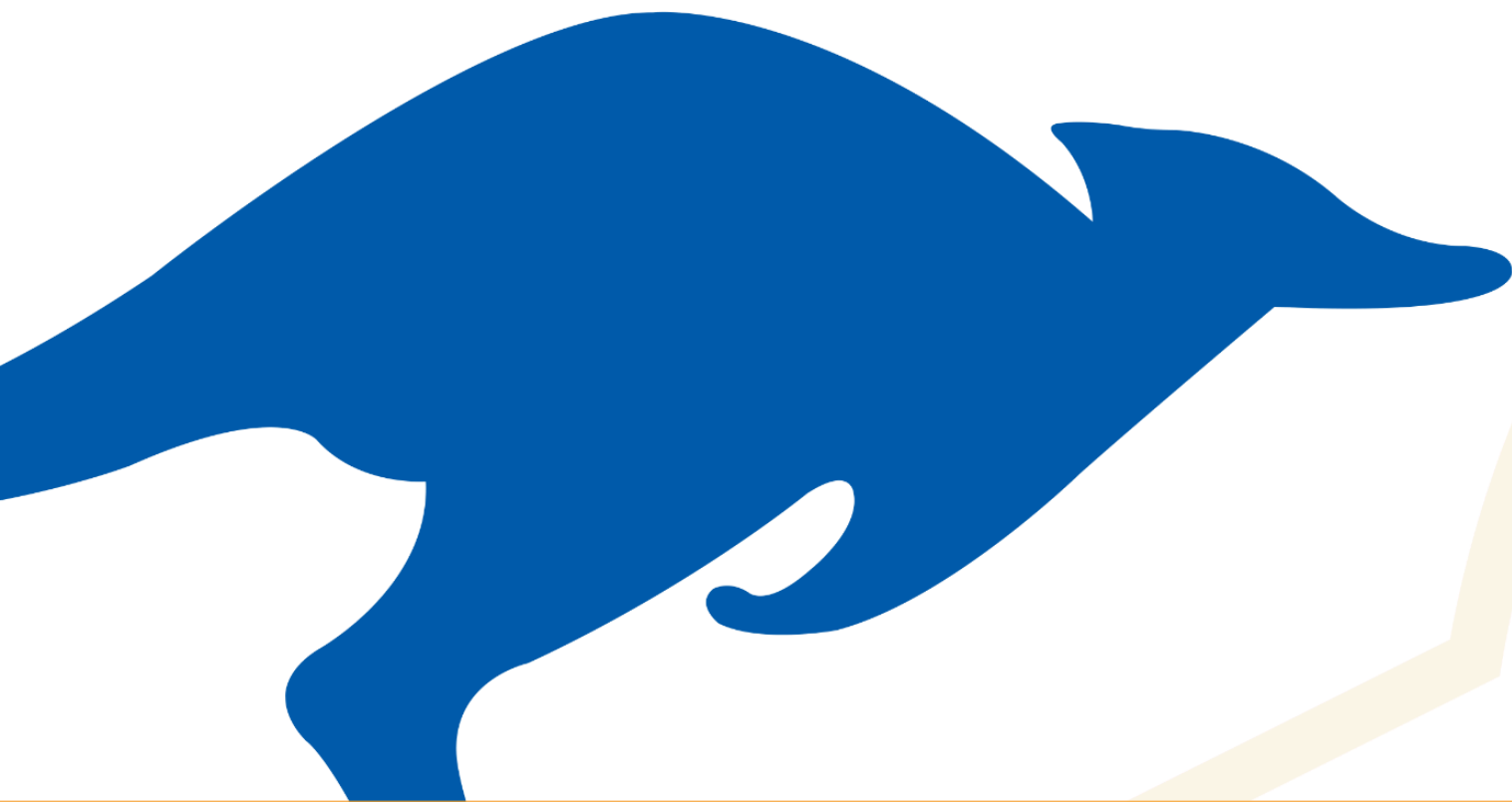




Our True North

Learning Resources

Level 5-6



Education
and Training

True North Foundation to Level 10



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CURRICULUM MAP

LEVEL 5-6

	Lesson 1 Social Connections	Lesson 2 Emotional Intelligence	Lesson 3 Leadership	Lesson 4 Teamwork
Personal and Social		when and how to use a range of peer support, self-regulation and other productive coping strategies; strategies for better understanding the feelings and needs of others and improving empathetic communication <u>VC2CP6S02</u> how and why emotional responses and behaviour change in different personal and social contexts <u>VC2CP6S01</u>	strategies for using and further developing personal strengths, to support themselves and others as they face challenges; strategies for reflecting on and further developing personal interests, to support personal growth <u>VC2CP6S03</u> the characteristics of an effective team and team roles including leadership roles; strategies for reflecting on performance in a team role <u>VC2CP6O04</u>	the characteristics of an effective team and team roles including leadership roles; strategies for reflecting on performance in a team role <u>VC2CP6O04</u> strategies and skills for preventing, defusing or resolving conflict, considering possible causes and effects of conflict in different situations <u>VC2CP6O05</u>

Personal and Social				when and how to use a range of peer support, self-regulation and other productive coping strategies; strategies for better understanding the feelings and needs of others and improving empathetic communication <u>VC2CP6S02</u>
Intercultural	how identity can be influenced by one or more cultures <u>VC2CI6C01</u>			
Health and Physical Education	explain how identities can be influenced by people and places, and how we can create positive self-identities <u>VC2HP6P01</u> analyse how various strategies influence the health, safety, relationships and wellbeing of individuals and communities <u>VC2HP6P10</u>	apply strategies to manage emotions and analyse how emotional responses influence interactions <u>VC2HP6P06</u>		participate positively in groups and teams by contributing to group activities, encouraging others and negotiating a range of roles and responsibilities <u>VC2HP6M10</u>

LESSON 1: SOCIAL CONNECTIONS

Our True North | Level 5-6

Time	50 to 60 minutes
Resources	• <u><i>Human Bingo</i></u> (one per student) • <u><i>Connections Map</i></u> (one per student) • <u><i>Connections Map Help Card</i></u> (as needed) • <u><i>Our True North anchor chart</i></u> • Lesson slides
Learning Intention and Success Criteria	To understand the importance of social connections and strengthen connections with peers. I can: • Identify places and people I have social connections with • Explain why social connections are important to wellbeing • Reflect on how social connections have shaped my identity • Share information about a social connection with someone in my class
Curriculum Links	• explain how identities can be influenced by people and places, and how we can create positive self-identities <u>VC2HP6P01</u> • how identity can be influenced by one or more cultures <u>VC2CI6C01</u> • analyse how various strategies influence the health, safety, relationships and wellbeing of individuals and communities <u>VC2HP6P10</u>

Method

Teacher note: Cold call is used throughout this lesson as a check for understanding. If a student is not ready to answer, they can *phone a friend* and ask a partner for help, or you can pre-warn them, for example: *Phone a friend*, and I'll come back to you after two more people, so get your thinking ready.

1. **Activate prior knowledge:** Why is it important to build in-person relationships as well as online connections?
2. Display the learning intention and success criteria. Read them aloud and unpack the meaning.
3. Discuss: Think of one person outside your immediate family who has made a difference to who you are. You do not need to share the name; just think of them. Ask: How do you think having people like that in your life affects you?
4. Display the *Human Bingo* template on **slide 3** and read each prompt aloud. Explain that students will find classmates who match the prompts and ask them to sign the corresponding boxes. Each classmate can sign their sheet only once. Students call BINGO when every box on their sheet has been signed. When a student calls BINGO, check their sheet and ask them to share what they learned about their classmates.
5. Ask: When you think about all the people in your life, not just close friends, how many connections do you think you might have?

Assessment	Students	Observe
Diagnostic	Students make a prediction about how many connections they have before the Connections Map .	Note the range of guesses. Students who guess very low numbers may have a narrow definition of connection (close friends only). Watch for these students during Connections Map and prompt them to include acquaintances, online connections, and community figures.

6. Run **Connections Map**.



AFL players build connections all through their communities, not just at the club. **Play the player video on slide 4.** The player completes his *Connections Map* on screen, talking through each place and person as he goes. He begins with places he visits regularly and then adds people in each place. He includes a statement about cultural connection. After the video, ask: What types of places did he include? What kinds of people?



Build a class example together. Write your own name in the centre of the *Connections Map*. Ask students to call out places you might go. Record each as a circle connected to the centre. For each place, ask students to suggest people you might see there and add them as a second layer. Think aloud as you

go, modelling connections beyond close family and friends, such as acquaintances, online connections and community connections.



Students complete their *Connections Map* independently. They write their name in the middle and work outward, starting with places before adding people. Circulate and prompt students who are stuck: Where do you go after school? Who do you see on weekends? What about online connections?

Teacher note: Be deliberate about including a range of connection types. This signals to students with a smaller immediate social network that a less densely populated map is not incomplete; it is just different.

Assessment	Students	Observe
Formative	Students complete their <i>Connections Map</i> . They write their name in the centre, map places outward, then add people in each place.	Look for a range of connection types, not just close family and friends.

Enable

Distribute the *Connections Map Help Card*. Students choose places from the prompt list before adding people.

Extend

Students who finish early add a third outer ring to their map. For each person or place, they identify what they do

there that makes them feel connected or supported.

7. Run **Eyes-closed Reflection**. Ask students to close their eyes and raise one hand. For each statement, they hold up zero to five fingers: zero means strongly disagree and five means strongly agree.

Read each statement slowly:

- The people on my map help me feel good about who I am
- There are people on my map I can be myself around
- There is someone on my map who encourages me to do my best
- I feel safe at the places on my map
- I connect with people online
- I have connections with people in other countries
- There are people on my map who teach me about my culture.

Ask students to open their eyes. Ask: Did anything surprise you about your own responses?

8. Ask students to turn to the person next to them and discuss: Why do you think social connections are important? Give pairs 2 minutes, then take two or three responses and share back.

Check for understanding: Cold call: Can you name one place where you have a social connection?

9. Introduce **Build-a-Shake**. Students play three rounds, each with a new partner. In each round they share something about a social connection, then build a handshake that gets two steps longer each time. Demonstrate Round 1 with a student first.

Round 1: two-step handshake

	• Share: Tell your partner one place where you feel connected, such as a sports club or a grandparent's house. • Build: Make up a two-step handshake together. Round 2: four-step handshake • Find a new partner. • Share: Tell your partner your place and one person you know there. • Build: Show each other your handshakes, choose one and add two new steps. Round 3: six-step handshake • Find a new partner. • Share: Tell your partner your place, your person and how that person helps you. • Build: Show each other your handshakes, choose one and add two new steps.
Review	1. Return to the learning intention and success criteria. Ask: How have your social connections shaped your identity? 2. Display slide 8. Run the following thinking routine, I Used to Think / Now I Think. Project Zero: I Used to Think / Now I Think A routine for reflecting on how and why our thinking has changed. Think about what you have learned about social connections and complete the following sentence stems: I used to think... Now I think... How to run it:

Ask students to write: I used to think social connections were... and now I think... Give 2 minutes to write, then take three or four share-backs. Listen for shifts from surface understanding ('I used to think connections were just friends') to something richer ('Now I think connections include all sorts of people and places that shape who I am').

3. Synthesise today's key learning into one takeaway message and record it on the ***Our True North anchor chart***. For example: Our social connections shape who we are and help us feel like we belong. They are worth building and looking after.

Taking it further: Between sessions, look for opportunities to actively build classroom connections: For example, deliberately varying seating arrangements or using cooperative learning structures that require students to work with different peers. The **Build-a-Shake** can be used as a class greeting at the start of subsequent sessions.

Human Bingo

★ Instructions

Each person you talk to can only add their name on your sheet **once** if they match the criteria below. To win, you must get a different name in every circle, then shout **BINGO!**

CAN SAY HELLO IN
FIVE LANGUAGES

EATS DINNER AS
A FAMILY

SPOKE TO THEIR
BEST FRIEND TODAY

HAS BROKEN
A BONE

PLAYS A
TEAM SPORT

CAN MAKE A PAPER
AEROPLANE

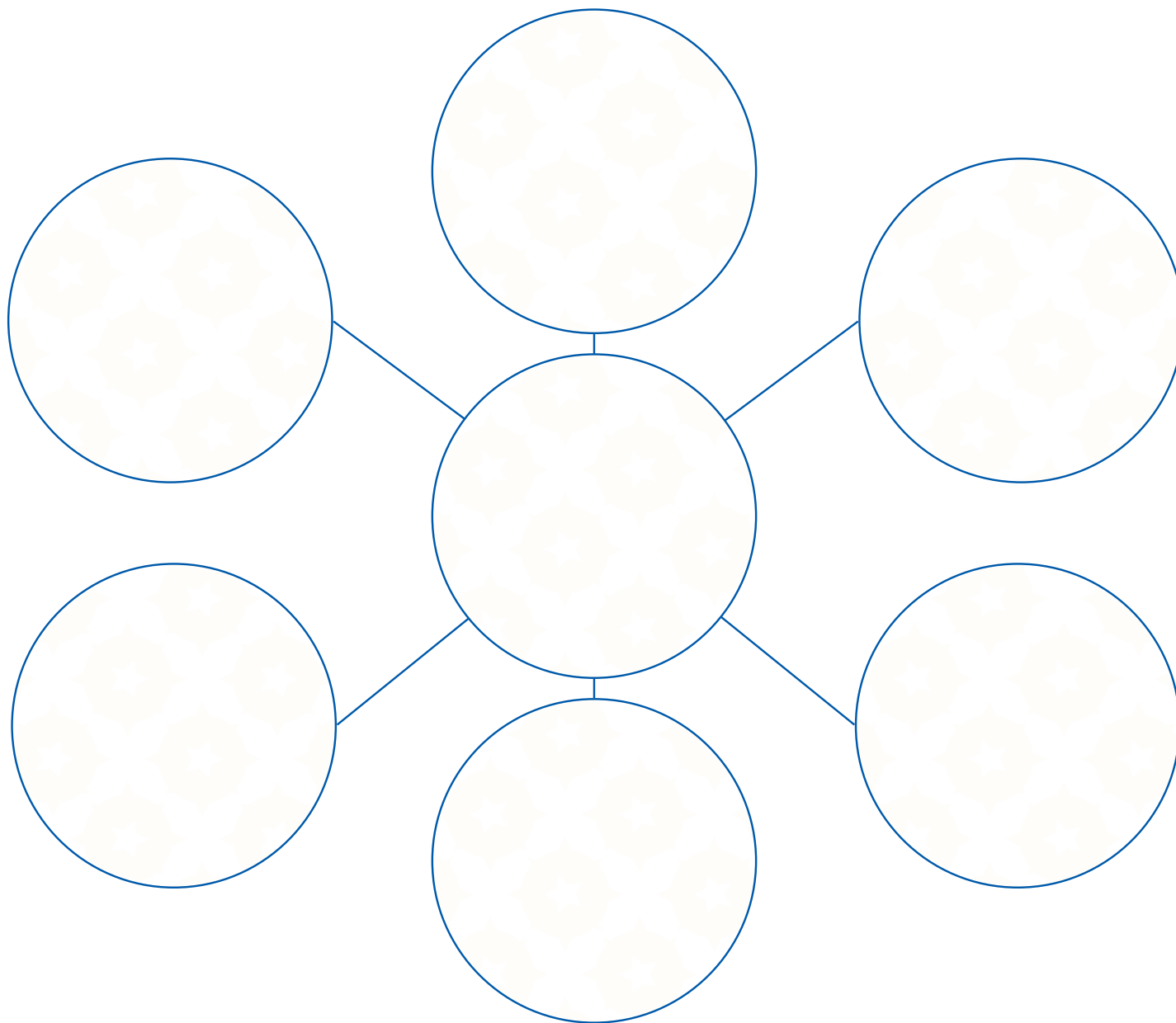
CAN TELL A
FUNNY JOKE

CAN PLAY A
MUSICAL
INSTRUMENT

FEELS
NERVOUS WHEN MEETING
NEW PEOPLE



Connections Map



Connections Map Help Card

Use this card if you are not sure what places or people to include on your map.

Places you might include:

- School
- Home
- A sport or hobby club
- A family member's house
- A place of worship
- Somewhere you go online
- A neighbourhood or community space

People you might include:

- My teacher
- My coach
- My best friend
- A family member who lives close
- A family member who lives far away
- Someone from an after school activity
- Someone I talk to online
- Someone from my cultural community
- A person who has taught me something important



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Use this card if you are not sure what places or people to include on your map.

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- A person who has taught me something important



Our True North

Social Connections

Emotional Intelligence

Leadership

Teamwork



LESSON 2: EMOTIONAL INTELLIGENCE

Our True North | Level 5-6

Time	50 to 60 minutes
Resources	• Soft mini football • Sticky notes • Butcher's paper or whiteboard space • Scrap paper or mini whiteboards • <u>North Melbourne colouring sheets</u> (one per student) • <u>Create a Scenario</u> (as needed) • <u>Our True North anchor chart</u> • Lesson slides
Learning Intention and Success Criteria	To understand our emotions and practise strategies to regulate them. I can: • Identify different emotions of varying complexity • Empathise with a person in a scenario and identify the emotions they may feel • Explain what it means to regulate emotions • Identify and practise different strategies to self-regulate
Curriculum Links	• when and how to use a range of peer support, self-regulation and other productive coping strategies; strategies for better understanding the feelings and needs of others and improving empathetic communication <u>VC2CP6S02</u>

	• how and why emotional responses and behaviour change in different personal and social contexts <u>VC2CP6S01</u> • apply strategies to manage emotions and analyse how emotional responses influence interactions <u>VC2HP6P06</u>
Method	Teacher note: This lesson moves through three phases: recognition (naming emotions), empathy (identifying emotions in others), and regulation (strategies to manage emotions). These build on each other and should not be re-ordered. 1. Open by reviewing the previous lesson. Ask a student to read the previous lesson's takeaway from the <i>Our True North anchor chart</i> aloud. Ask: Can anyone think of a connection on their map that has helped them this week? 2. Activate prior knowledge: When you are feeling a big emotion, such as frustration, anxiety or embarrassment, what do you usually do? 3. Display the learning intention and success criteria. Read them aloud and unpack the meaning. 4. Explain: Today we will build our emotional vocabulary, consider another person's perspective and practise managing our emotions. 5. Run Four Corners. Before explaining the game, ask students to name how they are feeling right now (an emotion, not a physical state like hungry or tired). Then label each corner with an AFL team name. Face away and count down from ten while students move to any corner. When the countdown ends, call a corner. All students in that corner are out. Continue playing until no students remain or only one student is left. After the game, ask: How are you feeling

now compared to before we started? Explain: A short physical activity can shift how you feel. Emotions are not fixed states, and there are things we can do to influence them.

Check for understanding: Thumbs up for true, thumbs down for false: Once you feel a certain emotion, there's nothing you can do to change it.

6. Ask students to turn to the person next to them and write down every feeling word they know (beyond happy, sad and angry). Give pairs 60 seconds and scrap paper/mini whiteboards. Take share-backs and record words on the board.

Assessment	Students	Observe
Diagnostic	Pairs have 60 seconds to generate a feelings word list.	Note the breadth and precision of vocabulary before the full list is shown. Students who can already name nuanced emotions (e.g. content, dread, humiliation) may be ready for more complex scenario analyses. Those demonstrating limited emotional vocabulary will need more support during the Empathy Scenarios .

7. Display **slide 5** containing a more complex list of feelings words. Read through any emotions students have not encountered before and give a brief description.

Teacher note: Don't rush the vocabulary part of the lesson. It isn't just a warm-up; it's one of the most important parts. Students who can name exactly how they feel are much better at asking for the right help and managing their reactions.

8. Run **Show Me**. Ask students to face the back of the room. Call out an emotion, count down from three, then ask students to turn and show that emotion through facial expressions and body language. Work through: frustrated, disappointed, lonely, resentful, relieved, apprehensive, proud and embarrassed.

Assessment	Students	Observe
Formative	Students face the back of the room, then turn and embody each emotion during Show Me .	Check that students' facial expressions and body language accurately match the emotion they are portraying.

9. Run **Empathy Scenarios**. Display **slide 7**. Explain: We will be hearing about two different characters' situations. As we read, think about the two questions:
- How is this person feeling? Name as many possible emotions as you can.
 - How could they self-regulate (what could they do to feel better)?



Display **slide 8** and read Marley's scenario aloud. Model the empathy process by thinking aloud through each step.

Marley's class is learning to juggle in a PE lesson. Marley is following the instructions but keeps dropping the balls while the students around her succeed.

Think aloud: If I were Marley, I think I would feel frustrated because I am trying and it is not working. I might also feel embarrassed because other students can see I am struggling. Maybe even a little hopeless.

Write these emotions on the board. Then move to question two: What could Marley do right now to feel better? Model writing each strategy on a separate sticky note and stick it on the board. Aim for at least five strategies.

Teacher note: The think-aloud is the most important step in the lesson. Without it, students may tend to name only surface emotions, like sad or bad. Modelling shows them how to be specific: Instead of Marley is sad, aim for Marley feels frustrated because she's trying her best and it isn't working, and embarrassed because others can see.

10. Explain that the ideas on the sticky notes are self-regulation strategies. Display **slide 9** or write three headings on the board: ***Movement, Mind, Connection***. Sort the Marley sticky notes as a class, asking students which category each strategy belongs in and why. Explain that some strategies may fit more than one category. Keep the completed chart visible as a class resource.

Some examples include:

- **Movement:** stretching, walking, squeezing a stress ball, drinking water, yoga, jumping

- **Mind:** positive self-talk, counting, visualising a calm place, deep breathing, drawing or colouring, using a quiet fidget, taking a break, moving to a quiet space
- **Connection:** talking to a friend or teacher, asking for help, having an agreed hug

11. Continue **Empathy Scenarios**.



Display **slide 10** and read Sneha's scenario aloud.

The day before, Sneha and her friends had agreed to play Uno at lunch. She remembered to pack her cards and brought them to school the next day. But when lunchtime came, her friends saw a soccer game starting and ran off to join in without telling her.

Turn and talk: How might Sneha have been feeling?

12. Display **slide 11**. Run the following thinking routine, **Think, Feel, Care**.

Project Zero: Think, Feel, Care

A routine to foster perspective taking within a system. Choose a variety of people within a system and then step inside each person's point of view. As you think about what you know about the system, consider what each person might think, feel and care about.

Think: How does this person understand this system and their role within it?

Feel: What is this person's emotional response to the system and to their position within it?

Care: What are this person's values, priorities or motivations with regard to the system? What is important to this person?

How to run it:

Using Sneha's scenario, ask each student to complete the three prompts independently on mini whiteboards or scrap paper.

Think: What do you think is actually happening for Sneha at this moment?

Feel: How do you think Sneha feels, and why?

Care: What do you think Sneha cares about most right now?

Give students 2 minutes to write independently. Take two or three share-backs for each prompt in sequence.



Distribute sticky notes and ask students to work in pairs to brainstorm self-regulation strategies Sneha could use. Students record each strategy on a separate sticky note, then place it on the board under *Movement*, *Mind* or *Connection*.

Assessment	Students	Observe
Formative	Pairs identify emotions Sneha might feel and self-regulation strategies, writing and sorting each strategy on a separate sticky note.	Look for a range of strategies across all three categories and whether pairs can justify where each one best fits. Notice whether pairs are placing their sticky notes accurately. Push pairs who are clustering in one category to think about what

other types of support Sneha might need.

Enable

Pull students requiring additional support into a small group. Read Sneha's scenario aloud together and ask:

- What just happened to Sneha?
- How do you think her body feels right now?
- What might be going on in her head?

Once students have named a feeling, ask:

- If you felt that way, what is one thing that might help?

Use their response to introduce the three categories. Ask:

- Is that something you would do with your body, in your mind, or with other people?

Work through one strategy together before students continue independently.

Extend

Students who finish Sneha's scenario early complete *Create a Scenario*. They write their own brief scenario, apply the two questions and categorise their regulation strategies.

13. AFL players need to self-regulate too: before, during and after a game. **Play the player video** on **slide 12**. The player explains that AFL players feel a range of difficult emotions, then introduces **Box Breathing**: breathe in for four seconds, hold for four, breathe out for four and hold for four. He then leads viewers through one round.

Check for understanding: Show me: Trace a box in the air with one finger as you breathe through one round: in for four, hold for four, out for four, hold for four.

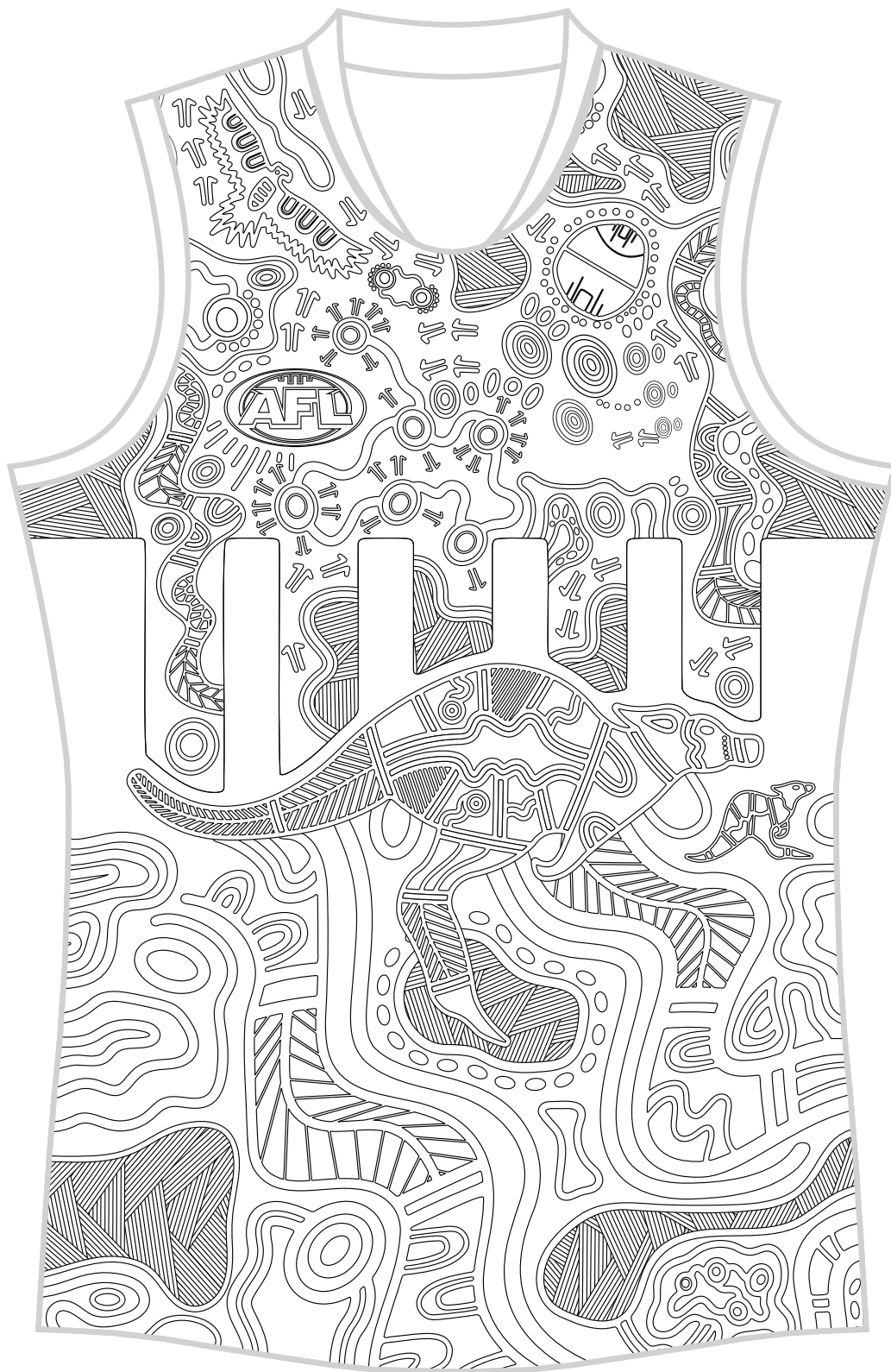
Teacher note: Practising at least one self-regulation strategy together is essential, as it moves the lesson from knowing about a strategy to experiencing it. Box Breathing is a simple slow-breathing technique, and research suggests breathing exercises can help reduce stress, although the evidence is still developing. Seeing a professional AFL player use it can help normalise the practice and make students more likely to try it outside the classroom.

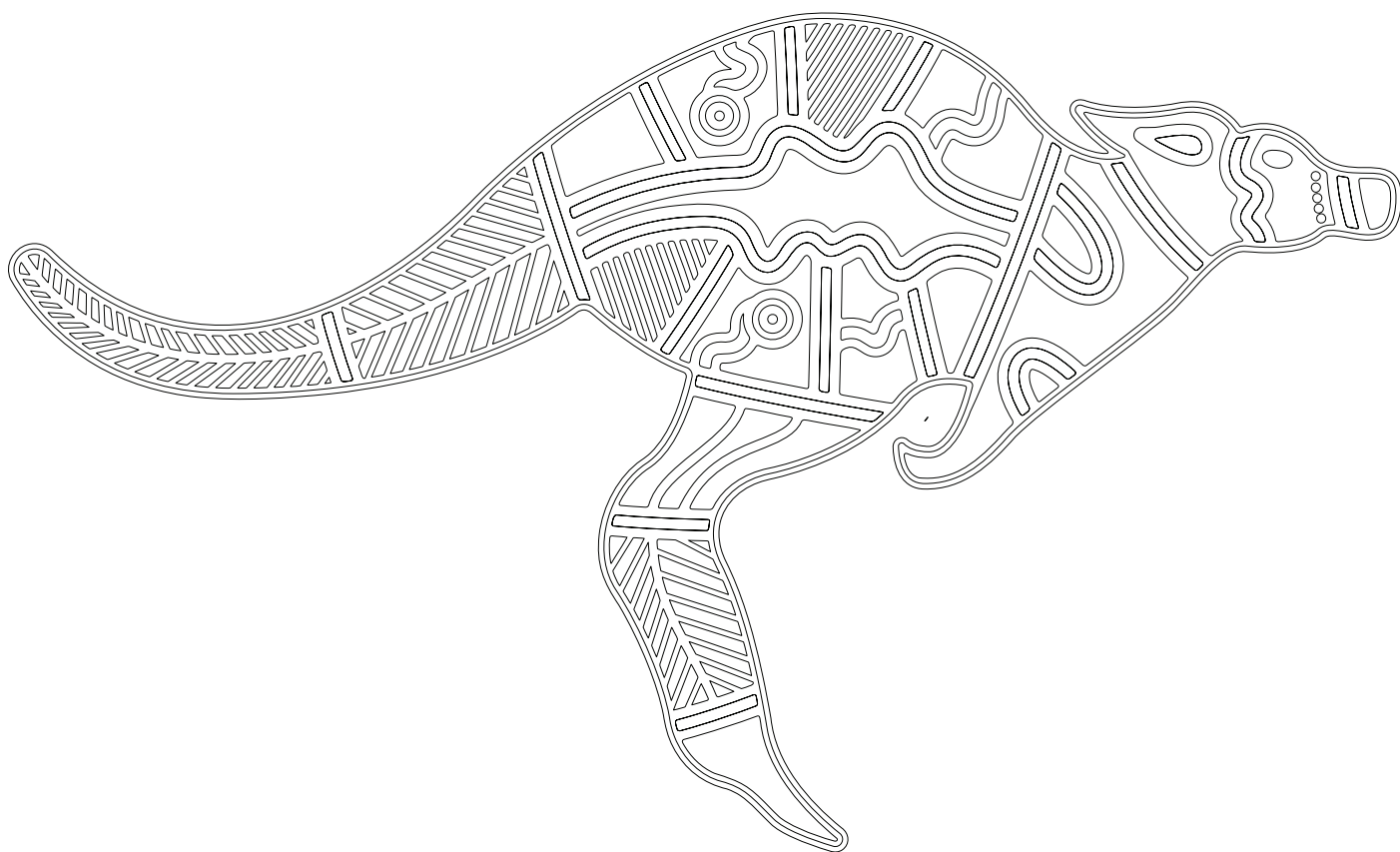
14. Practise **Box Breathing** as a class: in for four, hold for four, out for four, hold for four. Complete two or three rounds.
15. If time permits, distribute the North Melbourne colouring sheets. Explain that mindful colouring is a self-regulation strategy in the *Mind* category.

Review

1. Return to the learning intention and success criteria. Ask: Why do we need a range of different self-regulation strategies?
2. Synthesise today's key learning into one takeaway message and record it on the *Our True North anchor chart*. For example: Understanding our emotions is the first step. Self-regulation gives us the tools to manage them, and we can get better at it with practice.

Taking it further: Keep the self-regulation strategy board visible in the classroom between sessions. Refer to it as a resource when students are visibly dysregulated: before a test, after a conflict in the playground, or at times of day when the class energy is flat.









Create a Scenario

Write a scenario - it can be real or made up. Describe what happened, who was there and what was going on.
Then answer the two questions below.

My scenario:



Q1

How was the person feeling? Name as many emotions as you can.



Q2

What did they do to self-regulate? Or what could they have done?

Sort your strategies into the three categories:

Movement	Mind	Connection



LESSON 3: LEADERSHIP

Our True North | Level 5-6

Time	50 to 60 minutes
Resources	• A4 paper (one sheet per group) • <u>Qualities of a Great Leader</u> (one per student) • <u>Qualities of a Great Leader envelopes</u> (one per group) • <u>Design Your Lunchtime Leadership Club</u> (one per group) • <u>My Leadership Quality in Action</u> (as needed) • <u>Our True North anchor chart</u> • Lesson slides
Learning Intention and Success Criteria	To explore the qualities of a great leader. I can: • Identify qualities that make a great leader • Explain how different leadership styles can help a team • Identify a leadership quality I have used and support it with an example
Curriculum Links	• strategies for using and further developing personal strengths, to support themselves and others as they face challenges; strategies for reflecting on and further developing personal interests, to support personal growth VC2CP6S03 • the characteristics of an effective team and team roles including leadership roles; strategies for reflecting on performance in a team role VC2CP6O04

Method

Teacher note: Print and cut *Qualities of a Great Leader* into individual strips, one quality per strip. Laminate each strip and place the full set into an envelope.

This lesson highlights that leadership takes many different forms, moving beyond the traditional image of someone who is loud or commanding. Through the activities, students explore how quiet strengths, teamwork, and everyday reliability are just as valuable, ensuring every learner sees their unique capacity to lead.

1. Open by reviewing the previous lesson. Ask a student to read the previous lesson's takeaway from the *Our True North anchor chart* aloud. Ask: Did anyone use a self-regulation strategy this week?
2. **Activate prior knowledge:** Think of someone you consider a great leader. It can be anyone. What is one quality that makes them a great leader?
3. Display the learning intention and success criteria. Read them aloud and unpack the meaning.
4. Split the class into groups of four or five. These groups stay together for the whole session.
5. Run **Paper Plane Race**. Ask each group to choose a volunteer, without telling them what they are volunteering for. Bring the volunteers to the front. Each volunteer has 1 minute to make the best paper plane they can. Teams can offer advice but cannot physically help. Launch each plane to see which travels furthest. Debrief: What qualities did you notice in your volunteer that helped their team succeed? How did the volunteer and team communicate? Did the team's communication style influence how the volunteer made decisions?

Teacher note: The **Paper Plane Race** makes leadership visible under pressure. Groups will lead very differently: some volunteers seek input, others ignore it; some teams encourage, others criticise. These differences fuel the discussion. Don't steer students towards a conclusion.

Check for understanding: Cold call: Can you name one leadership quality your volunteer showed?

Assessment	Students	Observe
Diagnostic	Students name one quality that makes someone a great leader.	Note whether students mainly identify visible, assertive qualities (being confident, decisive, outspoken or in charge) or whether quieter qualities such as listening, including others, humility or patience already appear. This establishes the starting conception of leadership that the lesson is designed to broaden.

6. Run **Qualities of a Great Leader**.



Every team needs leaders on the field and off it. **Play the player video on slide 5.** The player reads through *Qualities of a Great Leader*, commenting on qualities that stand out to her. The player then narrows to five, then three, explaining her reasoning at each stage.



Display *Qualities of a Great Leader* on **slide 6**. Read through the full list aloud as a class, then invite students to give a thumbs up for any quality that immediately resonates with them. As a class, choose three that feel most important, place a star next to each, and ask students to justify their choices during the discussion.



Explain: We have discussed which qualities matter most in a leader. Now choose three qualities you demonstrate best. These may be different from the qualities you chose earlier.

Students independently mark their three qualities on *Qualities of a Great Leader*, then pair up to share one quality and explain their choice. Ask: Can you give an example of a time when you demonstrated this quality?

Assessment	Students	Observe
Formative	Students choose the three leadership qualities they feel they demonstrate best, then pair share one quality and their reasoning.	Some students may hesitate to self-identify as a leader and that is normal. Pair sharing can help surface their reasoning, so encourage students to ground their response in a specific example. A student who can name a concrete moment when they demonstrated a quality is beginning to move from identification to application.

Enable

For students requiring additional support, read the list together and identify just one familiar quality from real life before choosing three. If a student claims none apply, avoid challenging them directly; instead, ask: When have you helped someone, made a tough call, or kept going when things got hard? The goal is to show that

Extend

Students requiring extension complete *My Leadership Quality in Action*. They choose one quality from their top three and describe a specific moment when they demonstrated it in practice.

leadership happens in small, everyday moments, not just official roles, to expand what leadership looks like to them.

7. Run **Rank and Reason Leadership Qualities**.



Using the *Qualities of a Great Leader* cards from the envelope, model building a ladder from most important at the top to least important at the bottom. Think aloud as you place the first few cards, explaining why you rank some qualities above others.



Continue drawing a few more cards and ask a student helper to decide where each one belongs and explain their reasoning. Place each card in the agreed position.



Students return to their groups and rank the cards from most to least important, agreeing on their top two and bottom two qualities.

Record each group's choices on **slide 7** under *Most Important* and *Least Important*. Ask groups to explain their choices, then invite students to identify similarities and differences across the groups.

Assessment	Students	Observe
Formative	Groups rank their <i>Qualities of a Great Leader</i> cards and explain their reasoning.	Listen to student responses during the ranking discussion. Note whether students can give a reason for their ranking beyond personal preference and can justify their thinking.

8. Display **slide 8**. Run the following thinking routine, **Claim, Support, Question**.

Project Zero: Claim, Support, Question

A routine for reasoning with evidence. Drawing on your investigation, experience, prior knowledge, or reading:

Make a **claim** about (or give an explanation for, or offer an interpretation of) the topic

Identify **support** (things you see, feel, know) for your claim

Ask a **question** related to your claim or the supports. What isn't explained?

How to run it:

In groups, students respond to the prompts:

Claim: What's your claim about leadership, based on the groups' rankings?

Support: What evidence supports your claim? (a repeated quality, a contested one, one that's missing)

Question: What question does this raise for you about leadership?

9. Run **Design Your Lunchtime Leadership Club**.



Each group applies their top leadership quality in a real-world context by designing a lunchtime club for Foundation to Year 3. Each group must decide how they will teach younger students about their chosen quality; design a hands-on activity; and consider how the activity will be age-appropriate, inclusive and engaging.

Model the *Design Your Lunchtime Leadership Club* template. Think aloud as you name the club, brainstorm activities, list materials, and sketch the space.



Take student input. Leave the worked example visible while groups complete their own.



Groups independently complete *Design Your Lunchtime Leadership Club* for their top chosen leadership quality.

10. Bring the class together and invite each group to briefly share their lunchtime club idea. If time is short, groups pair share with another group.

	<table><tr><th>Assessment</th><th>Students</th><th>Observe</th></tr><tr><td>Formative</td><td>Groups complete <i>Design Your Lunchtime Leadership Club</i> and briefly present their club idea to the class.</td><td>Look for evidence that students can apply a leadership quality in a real context rather than just name it. A strong response shows a clear connection between the chosen quality and the design decisions the group made. Groups who can explain why their design choices reflect their leadership quality are working at the application level.</td></tr></table>	Assessment	Students	Observe	Formative	Groups complete <i>Design Your Lunchtime Leadership Club</i> and briefly present their club idea to the class.	Look for evidence that students can apply a leadership quality in a real context rather than just name it. A strong response shows a clear connection between the chosen quality and the design decisions the group made. Groups who can explain why their design choices reflect their leadership quality are working at the application level.
Assessment	Students	Observe					
Formative	Groups complete <i>Design Your Lunchtime Leadership Club</i> and briefly present their club idea to the class.	Look for evidence that students can apply a leadership quality in a real context rather than just name it. A strong response shows a clear connection between the chosen quality and the design decisions the group made. Groups who can explain why their design choices reflect their leadership quality are working at the application level.					
	11. Ask students to return to <i>Qualities of a Great Leader</i>. Ask: Now that you have used your own leadership qualities today, would you change any of your top three qualities? Give 30 seconds to look at their worksheet and make any changes. Ask: Did anyone change a quality, and why? Take two or three responses.						
Review	1. Return to the learning intention and success criteria. Ask: What did today change or challenge about how you think about leadership? 2. Display slide 11. Run the following thinking routine, Headlines.						

Project Zero: Headlines

A routine for capturing essence. Write a headline that captures the most important aspect of this topic/issue.

How to run it:

Ask: If today's lesson were a newspaper story about leadership, what would the headline be? Give 1 minute to write independently. Take two or three share-backs. Listen for headlines that name something specific and transferable, for example 'There is no one way to lead and knowing your own style is the skill', rather than something broad like 'Leadership is important'. Agree on one class headline.

3. Synthesise today's key learning into one takeaway message and record it on the ***Our True North anchor chart***. For example: Great leaders use different qualities and styles to help others succeed.

Taking it further: Ask students to notice one moment of leadership in someone else before the next session, not in an obvious role but in an everyday moment.

Qualities of a Great Leader

Quality	Someone who...	You
Articulate	Explains ideas clearly	
Authentic	Is genuine and true to themselves	
Bold	Takes risks and stands up for what they believe in	
Brave	Tries new things even if they are nervous	
Confident	Believes in themselves and tries new things	
Cooperative	Works well with others	
Creative	Comes up with new ideas	
Determined	Keeps going even when things get tough	
Empathetic	Cares about and listens to others	
Enthusiastic	Is excited and brings joy	
Fair	Treats everyone equally	
Honest	Tells the truth and can be trusted	
Inclusive	Makes everyone feel welcome	
Kind	Treats others with care and respect	
Motivating	Encourages others to do their best	
Organised	Keeps things in order	
Patient	Stays calm and doesn't rush	
Respectful	Listens and values others	
Responsible	Does what they say they will	
Supportive	Helps and encourages their team	
Thoughtful	Thinks carefully before acting	



★ Club name:

Leadership quality we're teaching:

In our club, students will learn to:

Leadership quality we're teaching:

In our club, students will learn to:

Level:

Room or space:

Equipment and materials:

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

Equipment and materials:

- ☐
- ☐
- ☐
- ☐
- ☐
- ☐

What we will do:

What we will do:

Our club looks like:



My Leadership Quality in Action

Choose one of your top three leadership qualities from the Qualities of a Great Leader task. Write about a time you showed this quality.

My leadership quality:



Q1

What happened? Describe the situation.



Q2

What did you do? What did this leadership quality look like in practice?



Q3

What was the effect on your team or the people around you?



Q4

Why do you think this quality matters in a team?



LESSON 4: TEAMWORK

Our True North | Level 5-6

Time	50 to 60 minutes
Resources	• Rope (one per group of four or five) • Footballs (one per group) • A4 paper (ten sheets per group) • <i><u>A Successful Team</u></i> (one per group) • <i><u>Our True North anchor chart</u></i> • Lesson slides
Learning Intention and Success Criteria	To identify and test the characteristics of effective teamwork. I can: • Identify and explain characteristics of effective teamwork • Explain why these characteristics help a team work well • Demonstrate the characteristics of successful teams during group challenges • Evaluate and discuss team success against self-generated criteria
Curriculum Links	• the characteristics of an effective team and team roles including leadership roles; strategies for reflecting on performance in a team role <u>VC2CP6O04</u> • strategies and skills for preventing, defusing or resolving conflict, considering possible causes and effects of conflict in different situations <u>VC2CP6O05</u>

	- when and how to use a range of peer support, self-regulation and other productive coping strategies; strategies for better understanding the feelings and needs of others and improving empathetic communication VC2CP6S02 - participate positively in groups and teams by contributing to group activities, encouraging others and negotiating a range of roles and responsibilities VC2HP6M10						
Method	1. Open by reviewing the previous lesson. Ask a student to read the previous lesson’s takeaway from the <i>Our True North anchor chart</i> aloud. Ask: Did anyone notice themselves leading in some way this week? 2. Activate prior knowledge: Think of the best team you have ever been part of. In sport, at school, anywhere. What made it work well? <table><thead><tr><th>Assessment</th><th>Students</th><th>Observe</th></tr></thead><tbody><tr><td>Diagnostic</td><td>Students name what made the best team they have been part of work well.</td><td>Note the complexity of initial language. Students who name communication, trust or shared roles are ahead of those who name winning or having the same friends.</td></tr></tbody></table> 3. Display the learning intention and success criteria. Read them aloud and unpack the meaning. 4. Explain that every activity today will be completed in teams. Ask students to notice what effective teamwork looks and sounds like as they work together.	Assessment	Students	Observe	Diagnostic	Students name what made the best team they have been part of work well.	Note the complexity of initial language. Students who name communication, trust or shared roles are ahead of those who name winning or having the same friends.
Assessment	Students	Observe					
Diagnostic	Students name what made the best team they have been part of work well.	Note the complexity of initial language. Students who name communication, trust or shared roles are ahead of those who name winning or having the same friends.					

5. Run **Birthday Challenge**. Without talking, students must line up in order of birthday. January at one end, December at the other. Give 2 minutes, then check by asking each student to call out their birthday. Debrief: How did the class communicate without talking? What strategies did people use?

Check for understanding: Cold call: Can you name one strategy the class used to line up without talking?

6. Run **A Successful Team brainstorm**.



Nobody knows teamwork better than an AFL team. **Play the player video on slide 5.** The players discuss what teamwork sounds like, feels like and does using real examples from their experience.



Display **slide 6**. As a class, record examples from the video in each column. Add at least two or three additional examples per column that the players did not mention. Leave the slide visible for the remainder of the session.



Arrange students into groups of four or five. Ask each group to choose a team name and write the team names on the board. Groups brainstorm at least five ideas for each row of the **A Successful Team** template, excluding the class examples. Invite one or two groups to share an idea from each row and add

these to the class chart. Explain that teams can earn points during the challenges by demonstrating the behaviours they have identified.

Enable

Groups who are stuck on one section can be prompted: Sounds like: What do people say to each other in a great team? Feels like: How do you feel when you are part of a team that is working well? Does: What actions do you see people taking?

Extend

After completing the *A Successful Team* chart, each group chooses what they think is the most important item in each column and explains why. They present their three choices to the class with a brief justification.

Assessment	Students	Observe
Formative	Groups brainstorm at least five ideas per row on the <i>A Successful Team</i> template.	Look for groups who identify specific, helpful behaviours, such as 'taking turns' or 'listening to everyone's ideas', rather than broad words like 'good' or 'nice', and can explain how these behaviours help a team succeed.

Teacher note: Throughout all three challenges, award points for demonstrated teamwork behaviours as well as for winning outcomes. Be specific: For example, 'I am giving this group a point for the way they immediately tried a different approach when their tower fell.'

7. Run **Challenge 1: Paper Tower.** Give each team ten sheets of A4 paper and no other materials. Teams have five minutes to build the tallest freestanding tower. Measure each tower and award one point to the winning team. While teams work, circulate and name behaviours from the *A Successful Team* template as you observe them. After the challenge, spotlight one group. Ask: What did your team do to work effectively together?
8. Run **Challenge 2: Rope Challenge.** Give each team a length of rope. Every team member must hold the rope throughout the challenge. Call out a shape and ask teams to race to form it, keeping the rope off the ground. Use shapes such as a square, circle, star, heart and kangaroo. After the challenge, spotlight one group. Ask: How did your team agree on how to make the shape? If disagreements arose, how did your team work through them?
9. **Run Challenge 3: Handball Challenge.** If possible, take this outside. Give teams 2 minutes to warm up, then run a one-minute timed round: teams count consecutive successful handballs. If the ball is dropped, restart the count at zero. After the challenge, spotlight a group that showed strong teamwork even if they did not win.

Check for understanding: Thumbs up for true, thumbs down for false: Good teamwork means everyone always agrees straight away.

	<table><tr><th>Assessment</th><th>Students</th><th>Observe</th></tr><tr><td>Formative</td><td>Students demonstrate teamwork behaviours during the three challenges and explain how those behaviours help their team.</td><td>Look for students who demonstrate specific teamwork behaviours and explain how those behaviours helped their team.</td></tr></table>	Assessment	Students	Observe	Formative	Students demonstrate teamwork behaviours during the three challenges and explain how those behaviours help their team.	Look for students who demonstrate specific teamwork behaviours and explain how those behaviours helped their team.
Assessment	Students	Observe					
Formative	Students demonstrate teamwork behaviours during the three challenges and explain how those behaviours help their team.	Look for students who demonstrate specific teamwork behaviours and explain how those behaviours helped their team.					
Review	1. Return to the learning intention and success criteria. Ask: Which criteria did your team demonstrate well? Which criterion would you focus on improving next time? Give examples from the challenges. 2. Display slide 11. Run the following thinking routine, Headlines. Project Zero: Headlines A routine for capturing essence. Write a headline that captures the most important aspect of this topic/issue. How to run it: Ask: If today's lesson were a newspaper story about teamwork, what would the headline be? Give 1 minute to write independently. Take two or three share-backs. Listen for headlines that name something specific and transferable. Agree on one class headline.						

3. Synthesise today's key learning into one takeaway message and record it on the Our True North anchor chart. For example: Effective teams communicate, share responsibility and adapt when challenges arise.

Assessment	Students	Observe
Formative	Headlines: Students write a one-sentence newspaper headline capturing their most important learning.	Headlines that name a specific insight about what makes teamwork effective, beyond just 'working together', demonstrate genuine understanding.

Taking it further: The *A Successful Team* chart produced in this lesson is a practical classroom resource. Use it as a reference when setting up group work in any subject area. Students who can articulate what effective teamwork sounds like, feels like and does are better equipped to self-assess their collaborative performance and give each other useful feedback.

A Successful Team

Sounds like

Feels like

Does

