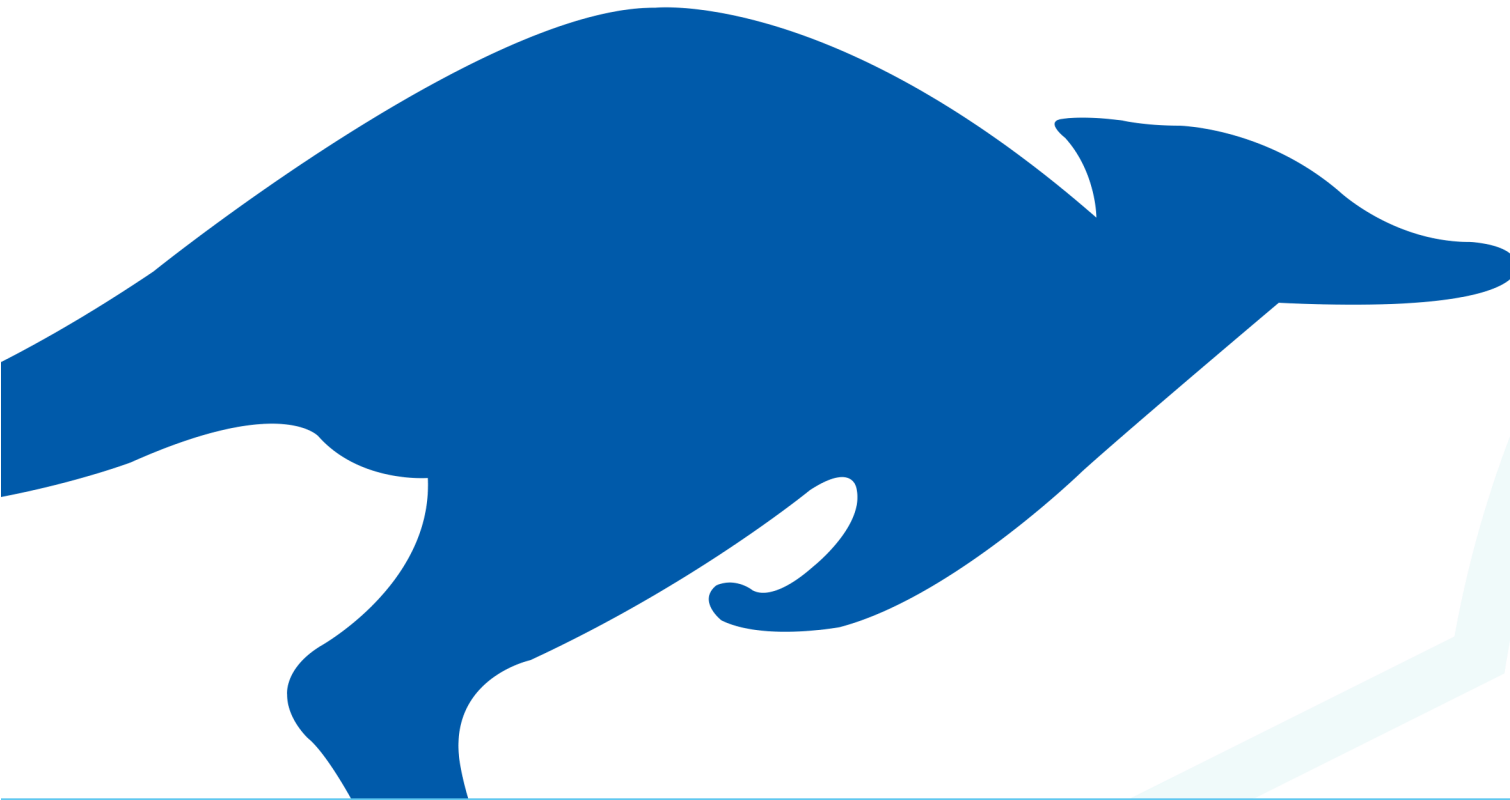




My True North

Learning Resources

Level 5-6



Education
and Training

True North Foundation - Level 10



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CURRICULUM MAP

LEVEL 5-6

	Lesson 1 Grit	Lesson 2 Values	Lesson 3 Mindset	Lesson 4 Identity
Personal and Social	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> what it means to be confident, adaptable and persistent; situations where these attributes are important; and what can and cannot be influenced through personal action	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> behaviours and attitudes that demonstrate sensitivity to individual, social and cultural differences, and why sensitivity to difference is important <u>VC2CP6O02</u>	what it means to be confident, adaptable and persistent; situations where these attributes are important; and what can and cannot be influenced through personal action <u>VC2CP6S04</u> how and why emotional responses and behaviour change in different personal and social contexts <u>VC2CP6S01</u>	the characteristics of respectful relationships and ways in which respectful relationships can be achieved, maintained and rebuilt <u>VC2CP6O03</u>

	<u>VC2CP6S04</u> how and why emotional responses and behaviour change in different personal and social contexts <u>VC2CP6S01</u>			
Intercultural		how identity can be influenced by one or more cultures <u>VC2CI6C01</u>		how identity can be influenced by one or more cultures <u>VC2CI6C01</u>
Critical and Creative Thinking				the construction of questions for identifying and building understanding of information, possibilities, processes and activities <u>VC2CC6Q01</u>
Health and Physical Education	participate positively in groups and teams by contributing to group activities, encouraging others and negotiating a range of roles and responsibilities <u>VC2HP6M10</u>	explain how identities can be influenced by people and places, and how we can create positive self-identities <u>VC2HP6P01</u>	apply strategies to manage emotions and analyse how emotional responses influence interactions <u>VC2HP6P06</u>	explain how identities can be influenced by people and places, and how we can create positive self-identities <u>VC2HP6P01</u>

LESSON 1: GRIT

My True North | Level 5-6

Time	50 to 60 minutes
Resources	• Footballs (one per team) • Large paper cups (two per group of four) • Box of ping pong balls • <u><i>The Iceberg Illusion</i></u> (one per student) • <u><i>Iceberg Illusion Help Card</i></u> (as needed) • <u><i>Trick Shot Judging Criteria</i></u> • <u><i>Iceberg Illusion Challenge</i></u> (as needed) • <u><i>My True North anchor chart</i></u> • Lesson slides
Learning Intention and Success Criteria	To understand what grit is and how effort, strategies and support help us develop it and work towards goals. I can: • Identify the skills and behaviours that underpin grit • Identify examples of grit in my life and explain what grit looked like in practice • Use effort, strategies, feedback or support during a challenge and explain what I would improve
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 <u>VC2CP6S03</u>

	• what it means to be confident, adaptable and persistent; situations where these attributes are important; and what can and cannot be influenced through personal action <u>VC2CP6S04</u> • how and why emotional responses and behaviour change in different personal and social contexts <u>VC2CP6S01</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 <i>phone a friend</i> and ask a partner for help, or you can pre-warn them, for example: <i>Phone a friend</i>, and I'll come back to you after two more people, so get your thinking ready. 1. Activate prior knowledge: What do successful people do in order to be successful? Ask: When you hear the word grit, what do you think of? 2. Display the learning intention and success criteria. Read them aloud and unpack the meaning. 3. Display slide 3 and introduce the concept of grit: Grit is the combination of passion and perseverance toward long-term goals. It means sticking with something even when it is hard, continuing to put in effort over time, and staying committed, not just motivated in the moment. Tell students they will not just learn about grit today; they will practise it. Check for understanding: Cold call: Can you explain grit in your own words? 4. Run Hot Potato Handball. Check students know how to handball and ask a volunteer to demonstrate if needed. Divide the class into two teams and give students a few minutes to warm up. Each team then has 1 minute to complete as many consecutive handballs as

possible without the ball touching the floor. If the ball touches the floor, the team's count restarts at zero. After the timed round, ask: What did your team need to do to keep the ball going?

5. Ask students to name a person they consider successful and explain why. Students can turn and talk to a partner before sharing. Record examples on the board. Ask: What challenges might they have faced along the way? Display **slide 5**. Explain: Grit helps us keep going when something is hard. Not everyone starts from the same place. Some people have more support or opportunity than others, but grit is still something everyone can build.
6. Display the *Iceberg Illusion* graphic on **slide 6** showing the top half only. Explain: When we look at successful people from the outside, all we usually see is their success: the tip of the iceberg. What we cannot see, below the surface, is everything it took to get there. Before revealing the bottom, ask students to predict: What do you think is below the waterline?
7. Reveal the remainder of the *Iceberg Illusion* graphic on **slide 7**. Explain: Below the waterline are the experiences, skills and habits behind grit: effort, practice, mistakes, persistence, new strategies and support.

Check for understanding: Cold call: Can you name a trait that forms part of grit?

8. Run **The Iceberg Illusion**.



What you see on game day is only part of the story. **Play the player video** on **slide 8**. The player works through *The Iceberg Illusion* step by step, thinking aloud as she fills in her success and each below-the-waterline prompt with an example.



Complete one example together as a class on the *Iceberg Illusion Challenge* template. Choose a success relevant to the class and work through the below-the-waterline prompts together on the board.



Distribute *The Iceberg Illusion* for students to complete independently. Circulate and prompt students who are stuck: What is something you worked hard at, even when it was difficult?

Students requiring extension or who finish early can complete *Iceberg Illusion Challenge*.

Assessment	Students	Observe
Formative	Students complete the <i>Iceberg Illusion</i> independently, naming their own success and identifying below-the-waterline examples from their own experience.	Look for students who name specific personal examples rather than simply copying the worked example.

9. Introduce **Trick Shot**. Divide students into groups of four and give each group two paper cups and a handful of ping pong balls. Their task is to design and build a trick shot that bounces the ball into the cup. They have 10 minutes to build it using any classroom materials. The more difficult the shot, the more points it scores. Display the *Trick Shot Judging Criteria* on **slide 10** so students can see how points are awarded, and leave it visible throughout.

Teacher note: A student who cannot physically build or execute the trick shot may take the role of judge, strategist or scorer for their group instead, contributing ideas and evaluating the attempt rather than performing it themselves.

10. At the 5-minute mark, pause the activity. Ask students to reflect silently for 30 seconds, then share with their group: How am I feeling right now? What skills or strengths can I use to be successful? Ask: Can you see any of these feelings and strategies below the waterline on the iceberg?
11. At the end of 10 minutes, each group presents and takes three attempts. Before scoring, read the four criteria from *Trick Shot Judging Criteria*: Complexity, Creativity, Challenge and Completion. Score each group against these criteria and announce the winner. Ask: Regardless of who won the most points, which group do you think demonstrated the most grit today, and why?
12. Class discussion: Ask:
 - How did one of your strengths help someone else in your group?
 - How did your feelings and behaviour change from the first attempt to the final attempt? What influenced that change?
 - What would you improve in your next attempt, and why?

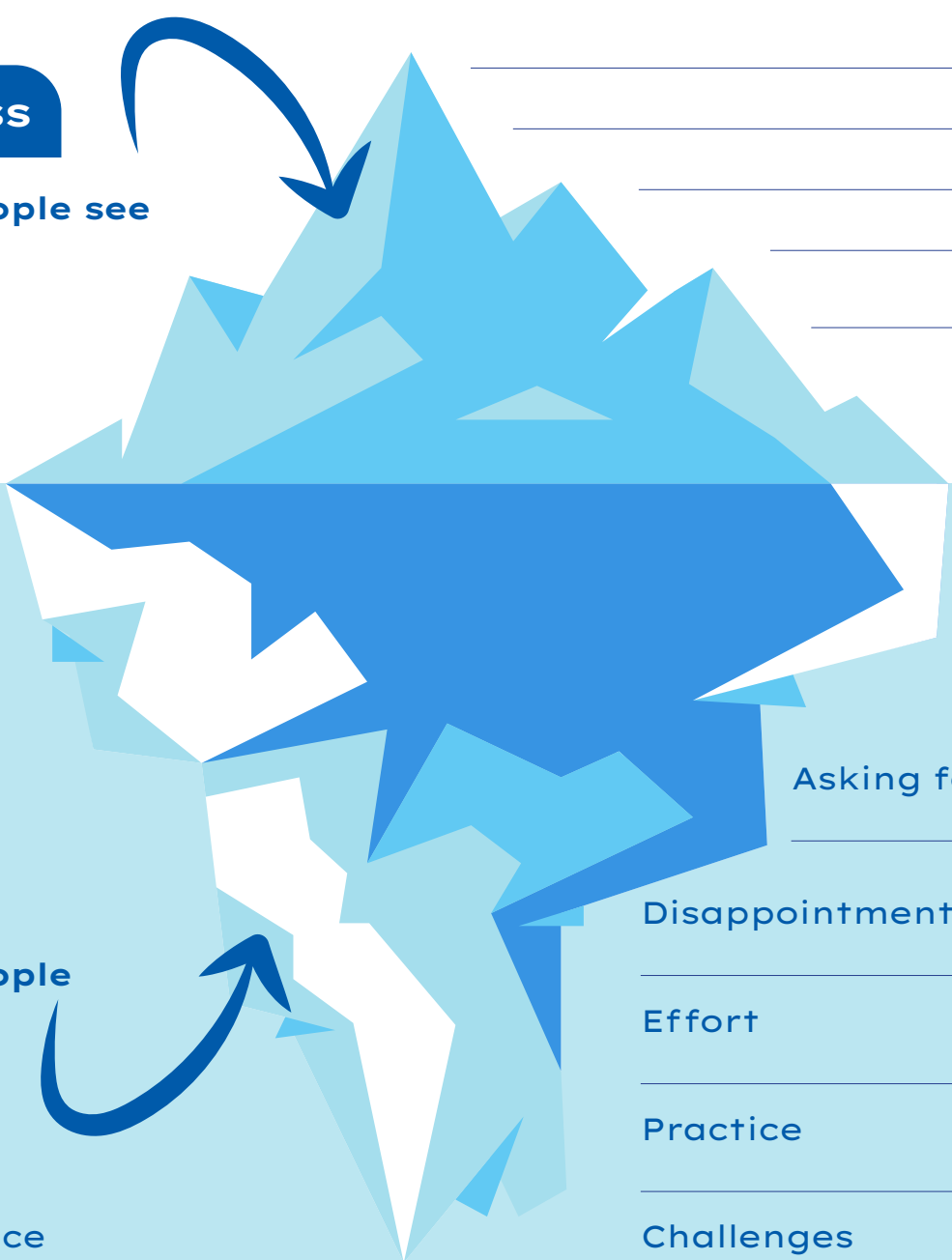
Review

1. Return to the learning intention and success criteria. Ask: What skills or strengths have you used to overcome challenges?

2. Synthesise today's key learning into one takeaway message and record it on the *My True North anchor chart*. For example: Grit includes skills we can build and practise. Grit helps you keep going when something is hard.

Taking it further: Ask students to find one real-world example of someone who has achieved something significant (in sport, music, science or their community). Think about what might be below their waterline.

The Iceberg Illusion



The diagram features a large iceberg floating in a light blue sea. The tip of the iceberg, which is above the water line, is composed of several light blue, jagged shapes. The much larger part of the iceberg is submerged below the water line and is a solid, darker blue color. Two curved arrows point to the iceberg: one points to the visible tip, and the other points to the submerged base.

Success

What people see

Grit

What people don't see

Asking for help

Disappointment

Effort

Practice

Challenges

Mistakes

Persistence

New strategies



Iceberg Illusion Help Card

Use this card if you are not sure where to start. Choose two or three qualities from the word bank and use the sentence starters to write your examples.

Word bank: the eight below-the-waterline qualities

- Effort • Practice • Mistakes • Persistence • New strategies
- Disappointment • Challenges • Asking for help

Sentence starters:

- I showed effort when I...
- I had to practise... before I could...
- A mistake I made was... and what I learnt was...
- I showed persistence when I kept... even though...
- A challenge I faced was... and I dealt with it by...



Iceberg Illusion Help Card

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- Effort • Practice • Mistakes • Persistence • New strategies
- Disappointment • Challenges • Asking for help

Sentence starters:

- I showed effort when I...
- I had to practise... before I could...
- A mistake I made was... and what I learnt was...
- I showed persistence when I kept... even though...
- A challenge I faced was... and I dealt with it by...



Trick Shot Challenge

Judging Criteria

CRITERIA	WHAT THIS MEANS	1 POINT	2 POINTS	3 POINTS
Complexity	How many steps are in the sequence? More steps = more complex.	1-2 steps in the sequence	3-4 steps in the sequence	5 or more steps in the sequence
Creativity	How creative is the trick shot? Does it use materials creatively, or is it set up in an original way?	Straightforward setup, limited originality	Some creative use of materials	Highly original, unexpected design
Challenge	Did the group push themselves? Did they take risks or play it safe?	Minimal risk, easy design	Some difficulty, showed effort	Clearly pushed beyond their comfort zone
Completion	Does the ball land in the cup? At least one successful attempt in three tries.	Ball did not land in the cup	Ball landed in the cup on the third attempt	Ball landed in the cup on the first or second attempt
TOTAL SCORE		/12		

Iceberg Illusion Challenge

Choose two or three things from below the waterline that helped you succeed.
For each one, answer the three questions.

Quality 1:	Quality 2:	Quality 3:
What happened?	What happened?	What happened?
What did you do?	What did you do?	What did you do?
What changed because of it?	What changed because of it?	What changed because of it?

My True North

Grit

Values

Mindset

Identity



LESSON 2: VALUES

My True North | Level 5-6

Time	50 to 60 minutes
Resources	• Sticky notes for exit ticket • <u><i>My North Star</i></u> (one per student) • <u><i>My Values</i></u> (one per student) • <u><i>My Values in Action</i></u> (as needed) • <u><i>Values Survey</i></u> (one per student, optional) • <u><i>My True North anchor chart</i></u> • Lesson slides
Learning Intention and Success Criteria	To explore our values and why they matter. I can: • Explain what a value is and how it differs from a preference • Identify my core values and explain where those values come from • Compare my values with others and explain why diversity in values matters
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 <u>VC2CP6S03</u> • behaviours and attitudes that demonstrate sensitivity to individual, social and cultural differences, and why sensitivity to difference is important <u>VC2CP6O02</u> • how identity can be influenced by one or more cultures <u>VC2CI6C01</u>

	explain how identities can be influenced by people and places, and how we can create positive self-identities <u>VC2HP6P01</u>
Method	- Open by reviewing the previous lesson. Ask a student to read the previous lesson's takeaway from the <i>My True North anchor chart</i> aloud. Ask: Did anyone notice themselves drawing on any of those traits this week? Activate prior knowledge: What do you think the word values means? What kinds of things can people value? - Display the learning intention and success criteria. Read them aloud and unpack the meaning. - Run Stop, Go, Jump, Clap. Students walk around the room following your instructions: Go, Stop, Jump, Clap. After a while, reverse the rules: Go means Stop, Stop means Go, Clap means Jump, Jump means Clap. Students who perform the wrong action are out. After the game, ask: What helped you follow the right instructions even when the rules changed? Take a few responses. Connect: That internal sense of what you were supposed to do, even when things shifted, is a bit like how values work. Our values act as an internal compass that guides our choices even when the situation around us changes. - Run Would You Rather? Read each question aloud and ask students to move to the side of the room that demonstrates their answer. After each question, invite one student from each side to explain their reasoning in one sentence. Questions: - Swim in a pool of milkshake or noodles? - Fly or swim?

- For a school excursion: Hike a mountain or watch a movie?
- Be an art teacher or a PE teacher?
- Discover a new planet or cure a disease?
- Have a lot of money or a lot of friends?
- Give a speech in front of the school or run 5 km?
- Be known for being kind or for being funny?

6. Display **slide 6** with the definition of values: Values are the core beliefs and principles that shape the decisions we make. Explain: Values are different from preferences. A preference is something you enjoy, like your favourite food. A value is a belief that shapes how we act, such as honesty, courage or fairness. Values show up most clearly in hard choices. Ask: Can you think of something you love or care about? What value might sit behind that?

Check for understanding: Thumbs up for true, thumbs down for false: A value and a preference mean the same thing.

Teacher note: Students sometimes confuse values with preferences even after this explanation. If this happens, help them dig deeper. If someone says they value AFL, ask: What is it about AFL that matters to you? Belonging, competition, or working as a team?

7. Run **My North Star**.



Knowing what matters most helps guide the tough calls made on the field, and off it. **Play the player video** on **slide 7**. The player works through *My North Star* stage by stage, narrating his reasoning at each step.



Complete the first stage together as a class: Display *My North Star* on **slide 8**. Read through it aloud and ask students to thumbs-up any values that resonate with them. Star the values most students respond to.



Students annotate *My North Star* independently. Students star eight values that resonate with them, underline five they most see in their everyday life, then circle their top three. Once complete, pair-share one of their top three values and why they chose it. Push students beyond 'I just like it' to name a specific moment when they acted on that value.

Distribute *My Values*. Students record their top three values from *My North Star*, one per column. For each value, they note how they learnt it (a person, an experience or a moment) and a specific situation where they use it. Model as required on **slide 9**. Circulate as students work, and scaffold anyone who requires additional support.

Enable

Select a small group to work through the task together while the rest of the class works independently. Guide students through each stage (star, underline, circle), pausing to discuss and clarify as needed. If needed, model your own example to support.

Extend

Distribute *My Values in Action*. Students choose one of their top three values and describe a time when that value was tested, when it would have been easier to act against it and what they chose to do and why.

Check for understanding: Cold call: Name one of your top three values and say why it matters to you.

Assessment	Students	Observe
Formative	Students independently narrow their values from eight to five to three, then pair-share one of their top three and their reasoning.	Look for reasoning that goes beyond ‘I just like it’. Students who can name a specific moment when they acted on a value are demonstrating the highest level of understanding.

8. Run Match Your Values. Allow 60 seconds for each round, with slightly longer for Round 3 if needed. Rounds 1 and 2 deliberately contrast finding no overlap with finding an exact match. Round 3 broadens the condition to at least one shared value, so more students are expected to find a match. Results will vary with the class’s selected top three values; use the actual results in the discussion rather than assuming a particular outcome.

Round 1: Find someone whose selected top three values do not overlap with any of your selected top three values.

- Ask: Was it difficult to find someone with no overlap between your selected top three values? What overlap did you notice?
- Explain: People in the same school or community often share some values, even if their selected top three values are not exactly the same. This can make finding someone with no overlap between their selected top three values and yours difficult, although it is still possible. No overlap in your selected top three does not mean you share no values at all.

Round 2: Find someone whose selected top three values are exactly the same as yours.

- Why was it difficult to find an exact match, even when you shared one or two values?
- Explain: People in the same school or community may share some values, but each person's combination is shaped by their family, culture, experiences and personality. This makes finding someone with exactly the same three chosen values difficult, although it is still possible.

Round 3: Find someone who shares at least one of your selected top three values.

- Ask: How easy or difficult was it to find a match this time? What similarities or differences did you notice? What does that suggest about how we can build relationships across our differences?
- Explain: Even one point of overlap can be the thread that connects you to someone otherwise very different from you.

9. If time permits, distribute the *Values Survey*. Students circulate the room, asking classmates for their top three values from *My North Star*, and record each response with a tally mark against the matching value on the sheet. Once complete, briefly total the class results and discuss: Which values came up most often? Did that surprise you?

Review

1. Return to the learning intention and success criteria. Ask: Why do you think understanding your own values matters?
2. Synthesise today's key learning into one takeaway message and record it on the *My True North anchor chart*. For example: Our values shape the decisions we make and the people we become. Everyone's values are uniquely their own.
3. Exit ticket: On a sticky note, students complete the sentence stem: 'A value is different from a preference because...' before they leave.

Assessment	Students	Observe
Formative	Students complete the exit-ticket sentence stem: "A value is different from a preference because..."	Read through sticky notes after class. Responses that show a clear understanding of the distinction between a value and a preference demonstrate the key learning. Vague or incorrect responses indicate the distinction needs reinforcement in Lesson 3's opening review.

Taking it further: Create a visible values display in the classroom such as a word wall or anchor chart, where students can add values words they notice in books, news or everyday life between sessions.

My North Star

Value	Description
Adventure	I enjoy when my life is full of new and exciting experiences.
Ambition	I set goals for myself, and I work hard to reach them.
Authenticity	I know who I am, and I stay true to myself, even when I feel pressure to fit in.
Courage	I do the right thing even when it feels uncomfortable or scary.
Creativity	I believe in the power of thinking differently and looking for new ways to solve problems.
Effort	I believe that how hard I try matters, and I give my best in everything I do.
Empathy	I try to understand how others are feeling, and I genuinely care about their wellbeing.
Faith	My beliefs and values guide the way I live and the decisions I make.
Family and friends	The people I love matter deeply to me and shape the choices I make. I am someone others can count on.
Honesty	I tell the truth, and I take responsibility when I get things wrong.
Humour	I don't take life too seriously, and I use laughter to bring people together.
Inclusion	I make sure the people around me feel welcome, valued and included.
Integrity	I do the right thing even when nobody is watching.
Justice	I believe everyone deserves to be treated equally, and I speak up when something is wrong.
Open-mindedness	I listen to different ideas, and I am willing to change my mind.
Respect	I treat everyone with kindness no matter who they are. I value the wisdom and experience that other people carry.
Responsibility	I own my actions and think about how they affect the people around me.



My Values

Value:	Value:	Value:
I learnt this value from...	I learnt this value from...	I learnt this value from...
I use this value when...	I use this value when...	I use this value when...

My Values in Action

Choose one of your top three values. Think of a time when that value was tested – when it would have been easier to ignore it or act against it.

★ Q1

Describe the situation. What was happening and what did you have to decide?

★ Q2

What did you do? How did your value guide your decision?

★ Q3

What does that choice tell you about how strongly you hold this value?

★ Q4

If someone asked you to explain this value to a younger student, what would you say?



Values Survey

Walk around the room and ask your classmates what their top three values were. Record each response using tally marks.

Value	Tally	Total
Adventure		
Ambition		
Authenticity		
Courage		
Creativity		
Effort		
Empathy		
Faith		
Family and friends		
Honesty		
Humour		
Inclusion		
Integrity		
Justice		
Open-mindedness		
Respect		
Responsibility		



LESSON 3: MINDSET

My True North | Level 5-6

Time	50 to 60 minutes
Resources	• Origami paper 20 x 20 cm (one per student plus spares) • <i><u>Crane (intermediate)</u></i> • <i><u>Jumping Frog (beginner)</u></i> • <i><u>Fixed and Growth Mindset reference card</u></i> (as needed) • <i><u>My True North anchor chart</u></i> • Lesson slides
Learning Intention and Success Criteria	To discover the power of mindset. I can: • Identify the difference between a growth mindset and a fixed mindset • Reflect on how my mindset affects what I can do • Use growth mindset language when a challenge is difficult
Curriculum Links	• what it means to be confident, adaptable and persistent; situations where these attributes are important; and what can and cannot be influenced through personal action <u>VC2CP6S04</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: 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. Open by reviewing the previous lesson. Ask a student to read the previous lesson's takeaway from the *My True North anchor chart* aloud. Ask: Did anyone notice their values showing up in a choice they made this week?
2. **Activate prior knowledge:** When you think about someone with a growth mindset, what behaviours do you notice? What do they do or say?
3. Display the learning intention and success criteria. Read them aloud and unpack the meaning.
4. Run **Rock, Paper, Scissors Evolution**. Everyone starts as an Egg. Students can only play someone at the same evolutionary stage. A win advances the student one stage; a loss or draw leaves them at the same stage. The stages are Egg (crouching), Chicken (arms folded, bobbing head), Dinosaur (arms out front, snapping), Human (walking normally), Supreme Being (superhero stance). Continue until one person reaches Supreme Being. Ask the first Supreme Being: How did it feel to get there? Ask a student who got stuck early: How did it feel to stay at the same stage?

Teacher note: Do not reveal the mindset connection during the warm-up debrief. Students may have felt different emotions during the game. Use their statements and strategies, rather than whether they won, as evidence of mindset.

5. Run **Four Corners**. Label each corner of the classroom: Strongly Agree, Agree, Disagree, Strongly Disagree. Read statements one at a time and remind students there are no right or wrong answers. After each statement, students move to their corner and one or two students from different corners briefly explain their reasoning.

Fixed mindset statements:

- Failure is embarrassing.
- Getting feedback is hard to hear.
- You cannot change how intelligent you are.
- Getting a bad grade means you are not good at that subject.

Growth mindset statements:

- When other people do well, it inspires me to do better.
- It is helpful to get constructive criticism.
- I enjoy trying new things.
- I can get better at a skill if I practise and work hard.

Assessment	Students	Observe
Diagnostic	Students move to corners in response to fixed and growth mindset statements and share reasoning.	Listen for fixed mindset language that treats ability as something that can't grow with effort.

6. Display the two-column chart on **slide 6**. Explain: A fixed mindset is the belief that abilities are fixed and cannot change, while a growth mindset is the belief that abilities can develop through practice, effective strategies, feedback and support. Model recording one example of a fixed and growth mindset statement in each column, and ask students to contribute one or two more to each.

Check for understanding: Cold call: Is believing you can't change how smart you are a fixed mindset or a growth mindset?

Teacher note: Students often agree with both fixed and growth mindset statements; this is normal and worth naming. Mindset is not a fixed trait; it can shift depending on the domain and context. The goal is not to become a perfect growth mindset thinker overnight, but to notice when fixed mindset thinking is operating and have a strategy for responding to it.

7. Introduce the **Origami Challenge** (phase one).



Depending on group level, offer the *Jumping Frog* (beginner) or *Crane* (intermediate). Distribute the written instructions only. Students have 3 minutes to make as much progress as they can independently. They must not talk to each other or ask for help during this first phase, but they may talk to themselves. While students work, circulate and quietly write down the mindset language you hear from students in the room: exact phrases, not summaries. For example: This is too hard!

Teacher note: Phase one is deliberately designed to be frustrating for students and produce fixed mindset statements to discuss later. Normalise the struggle before it gets personal. Say: It is normal to find a new challenge difficult; we can try another approach. If a student disengages, refuses to participate, or becomes distressed, don't push for re-engagement. Reassure them that there will be another chance to try. During phase one, it is also possible that a fixed mindset can show up as silence and withdrawal, not just words.

8. After 3 minutes, stop the class. Without naming students, share two or three specific examples of mindset language you recorded while you were listening to students attempt the origami challenge by typing them into **slide 8**. Ask:

- Are these examples of growth or fixed mindset? Why?
- What are the consequences of using fixed mindset language?

Explain: Fixed mindset thinking can cause people to stop trying, avoid challenges, or feel like failure is permanent.

Check for understanding: Hands on heads for growth, hands on hips for fixed: I can get better at this if I keep practising.

9. Show the quote on **slide 9**: 'Be careful how you are talking to yourself because you are listening.' Give students 15 seconds of silent thinking time. Ask: What do you think this means?
10. The way players talk to themselves changes how they play. **Play the player video on slide 10.**



The player shares some fixed mindset statements he caught himself using during a training drill, then reframes each one as a growth mindset statement, thinking aloud as he goes.



Display **slide 11**. As a class, reframe the fixed mindset statements collected during phase one of the origami challenge. Copy and paste the phrases recorded on **slide 8** into the left-hand column of the two-column chart. For each statement, ask: How could we reframe this as a growth mindset statement? Record the growth mindset version alongside the original statement in the right-hand column.

Assessment	Students	Observe
Formative	Students contribute growth mindset reframes for fixed statements collected from the room during origami phase one.	The reframe must be believable. Use that as the evidence of understanding. A strong response names something the person could actually try, not just a generic statement of positive intent.

11. Continue the **Origami Challenge** (phase two).



Keep the two-column chart on **slide 11** visible. Students have 10 more minutes. This time, students may collaborate and ask for help, but students must use growth mindset language. Circulate and redirect fixed mindset language as you hear it.

Enable

Students who cannot access the origami instructions work with a partner: One reads the instruction aloud, the other folds. Both must use growth mindset language throughout. *The Fixed and Growth Mindset reference card* is available for all students during phase two.

Extend

Students who finish the *Jumping Frog* early move on to the *Crane*, a more complex fold which tests their growth mindset. Students who have already completed the *Crane* try making it again with less reliance on the instructions and explain which growth mindset strategies helped them. Circulate and listen for how students' language around difficulty shifts as the task gets harder.

12. Ask: Why is mindset so powerful? Give students 1 minute of silent thinking. Then, ask them to turn to the person next to them and share for 1 minute each. Listen for students who connect mindset to a specific consequence, i.e. what becomes possible when you shift your mindset, rather than students just restating the definition.

Review

1. Return to the learning intention and success criteria. Ask: How did your mindset affect what you were willing to try during the origami challenge? How could a growth mindset help you respond when something is difficult?

2. Synthesise today's key learning into one takeaway message and record it on the *My True North anchor chart*. For example: Mindset is not fixed. The way we talk to ourselves shapes what we believe we can do, and we can practise changing the way we think.

Taking it further: Notice one moment this week when you catch yourself using fixed mindset language, in your head or out loud. Just notice it, without judgement, and try the mindset reframe.

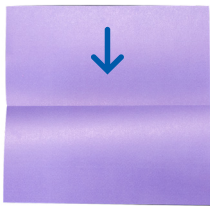
Crane

Learn how to fold an origami paper crane.

Folding time: 5-10 minutes
Recommended paper: 20 x 20 cm

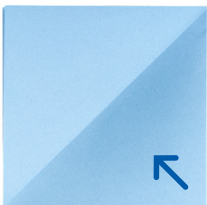
★ Step 1:

Place your paper on the table with the colour you want facing down. Fold it in half by bringing the top corners down to the bottom to make a rectangle.



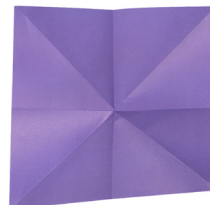
★ Step 3:

Fold the bottom right corner of the square up to meet the top left corner, making a triangle.



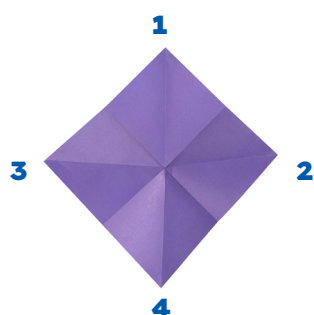
★ Step 4:

Fully unfold your paper and place it back on the table the same way as at the start. You should see fold lines like in the picture.



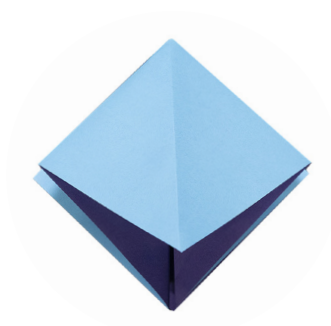
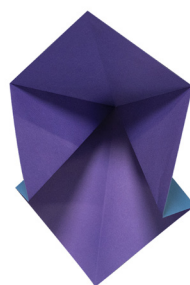
★ Step 5:

This step is tricky, so read it first before folding. Turn your paper so one corner points up (this is point 1). Check the diagram to see where the other points are.



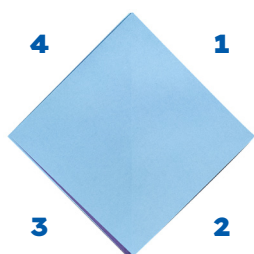
★ Step 6:

Use the fold lines to help you. Fold point 2 and point 3 down to point 4 at the same time. The paper should tuck in along the centre line. Then press the top down so point 1 meets point 4.



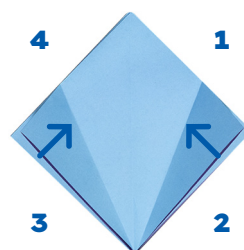
★ Step 7:

You should now have a square with a folded point at the top and an open end at the bottom. Number the sides like in the picture.



★ Step 8:

Each side has two layers. Lift only the top layer on the right and fold it so the edge of side 2 meets the centre line. Do the same on the left, so the edge of side 3 meets the centre line. This makes a kite shape.



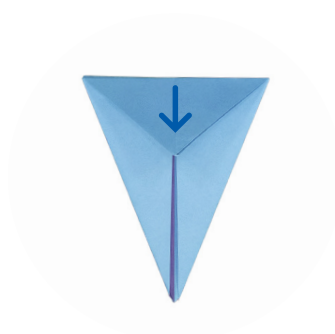
★ Step 9:

Flip the square over and repeat step 8 on the other side.



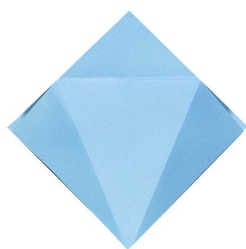
★ Step 10:

Your kite will have a small triangle at the top. Fold just this triangle down to make a crease like in the picture. Turn the whole thing over and repeat on the other side, folding the triangle the other way.



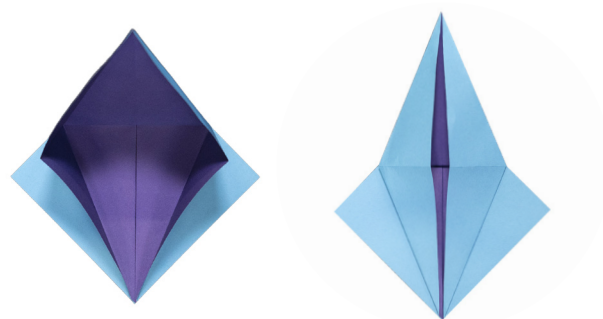
★ Step 11:

Now unfold your kite back into the square shape you made in step 7 (not all the way back to the very beginning).



★ Step 12:

Another tricky fold! Make sure the folded end of the square is at the top and the open end is at the bottom. Lift the top layer from the bottom point and raise it up. The sides should fold in along the creases. Flatten it into a long diamond shape. Repeat on the other side.



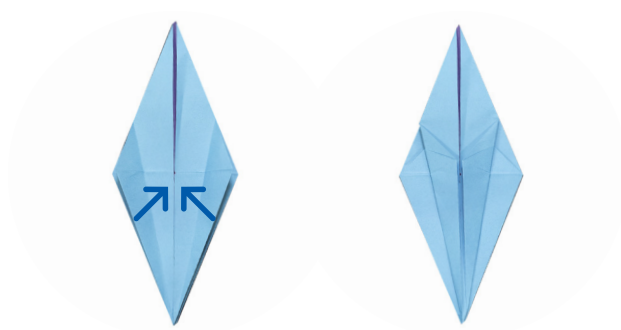
★ Step 13:

Your paper should now look like a diamond with two 'legs' at the bottom.



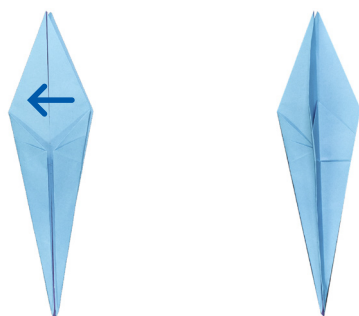
★ Step 14:

Take the top layer on the right and fold it so the edge meets the centre line. Do the same on the left. Flip the entire thing over and repeat on the other side.



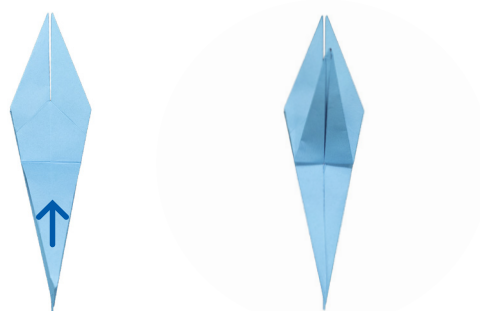
★ Step 15:

Lift the top flap on the right and fold it over to the left like turning a page. Flip the whole shape over and repeat.



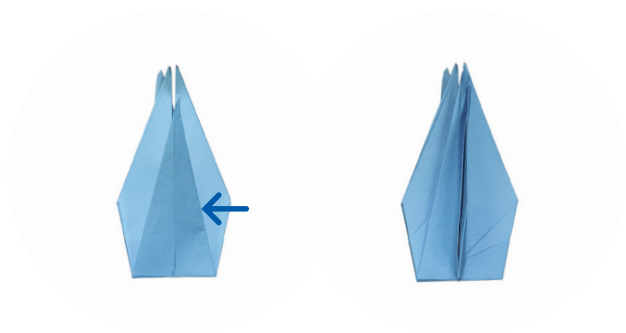
★ Step 16:

Now it should look like a fox face, with two ears at the top and a nose at the bottom. Fold the top layer of the nose up so it reaches the ears. Turn over and repeat.



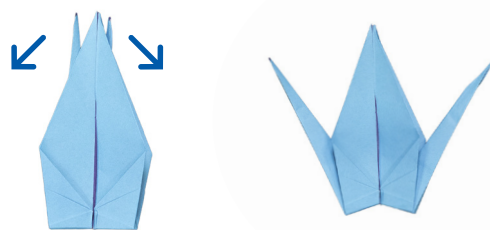
★ Step 17:

Your shape should now look like this. Fold it like a book again: take the top right flap and fold it over to the left. Flip the entire shape over and repeat.



★ Step 18:

You're nearly done! Under the top flap are two pointy pieces. Gently pull them out past the edges, pressing the paper flat.



★ Step 19:

One point will be the head and one the tail. Fold the tip of one point down to make the head. Leave the other as the tail.



★ Step 20:

Fold down the top and bottom flaps to make the wings. Your crane is finished!



Jumping Frog

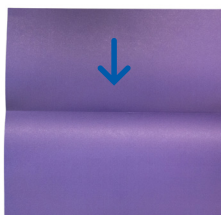
Learn how to fold an origami jumping frog.

Folding time: 5-10 minutes

Recommended paper: 20 x 20 cm

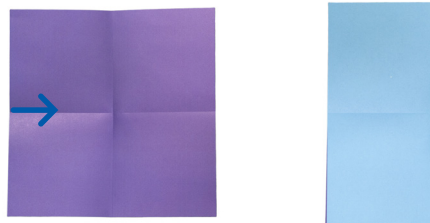
★ Step 1:

Start with a square piece of paper, with the colour you want facing down. Create a horizontal centre crease by folding the top edge down to the bottom edge, then unfold to reveal the crease line.



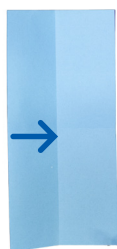
★ Step 2:

Fold the left edge across to the right edge.



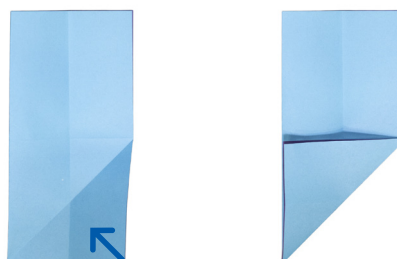
★ Step 3:

Fold the left edge across to meet the right edge, then unfold. This creates extra guidelines to help later folds line up.



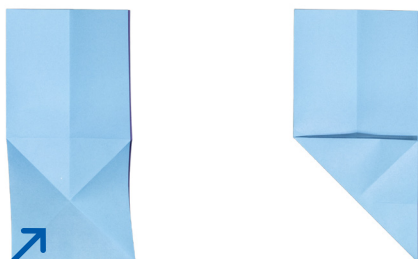
★ Step 4:

Take the bottom right corner and fold it up to meet the horizontal centre crease, then unfold.



★ Step 5:

Repeat with the bottom left corner, folding it to the centre line, then unfolding. You should now have angled crease lines on both sides that form an X.



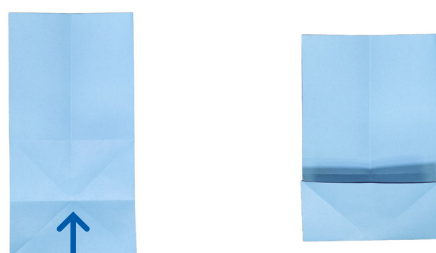
★ Step 6:

Turn the paper over so the folds are facing down, and the opening is on the left-hand side.



★ Step 7:

Bring the bottom edge up to the centre line, crease it, then unfold. This prepares the paper for collapsing.



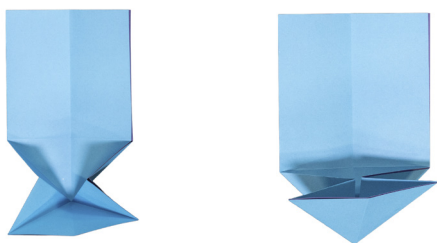
★ Step 8:

Turn the paper back over to the original side. The opening should now be on the right-hand side.



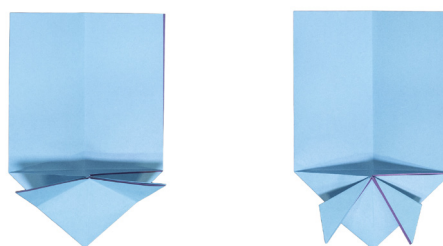
★ Step 9:

Push the sides inward while lifting the bottom edge up. The paper should naturally collapse along the creases into a triangle on top of a rectangle. This is the key 'collapse' step where the shape forms.



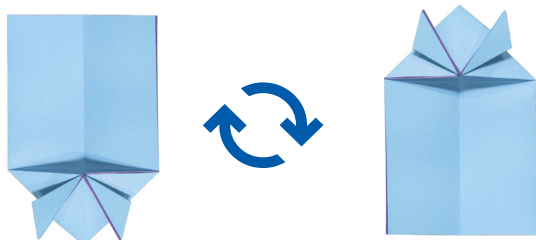
★ Step 10:

Fold the top triangle flaps downward evenly, keeping both sides as symmetrical as possible.



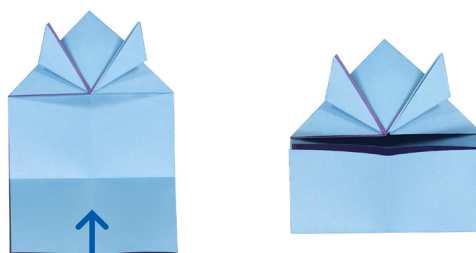
★ Step 11:

Rotate the paper 180 degrees so the folded triangle is now at the top.



★ Step 12:

Bring the bottom edge up to meet the nearest horizontal crease.



★ Step 13:

Fold both side edges inward to meet the centre line.

Tip: Lift the front leg flaps slightly so they don't get caught while folding.



★ Step 14:

Fold the bottom edge up again, this time to the point where the front legs meet the body.



★ Step 15:

Fold the left and right edges of the top flap down to meet the bottom edge, then unfold.



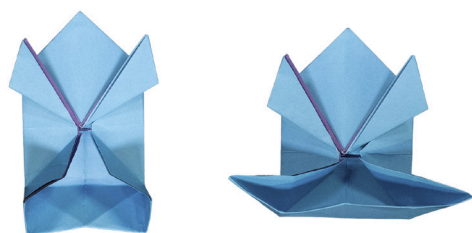
★ Step 16:

Open up the top flap you folded earlier (from Step 14).



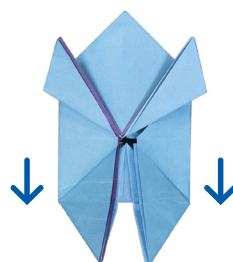
★ Step 17:

Lift the bottom flaps and push the lower edge upward until it reaches the point where the front legs join. The flaps will spread outward on each side.



★ Step 18:

Bring the left and right flaps down along the existing creases.



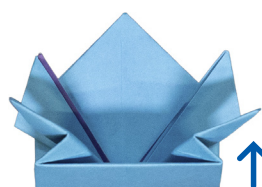
★ Step 19:

Fold the inner edges of the bottom flaps inward to the nearest crease lines to form the back legs.



★ Step 20:

Fold the bottom section upward along the line where the front and back legs meet.



★ Step 21:

Fold the top flap down in half, from top to bottom and press firmly to crease.



★ Step 22:

Flip the model over and gently pull the back legs outward to finish shaping it.



Fixed and Growth Mindset Reference Card

Fixed mindset sounds like...

- I can't do this.
- I'm just not good at this.
- This is too hard.
- I give up.
- I've already tried, and it didn't work, so there's no point.
- Everyone else can do it but me.

Growth mindset sounds like...

- I can't do this yet. I need to try another strategy.
- This may take some time and effort.
- This is hard, so I need to think differently.
- That didn't work. Let me try a completely different approach.
- I've tried this way twice. What else could I do?
- Let me watch someone else and learn from them.



Fixed and Growth Mindset Reference Card

Fixed mindset sounds like...

- I can't do this.
- I'm just not good at this.
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- Let me watch someone else and learn from them.



LESSON 4: IDENTITY

My True North | Level 5-6

Time	50 to 60 minutes
Resources	• Colouring materials • Scrap paper or mini whiteboards for recording • 2 footballs • <u><i>Identity Guernsey</i></u> (one per student) • <u><i>Interview Question Cards</i></u> (one set per pair) • <u><i>Identity Interview Help Card</i></u> (as needed) • <u><i>My Partner's Identity</i></u> (as needed) • <u><i>My True North anchor chart</i></u> • Lesson slides
Learning Intention and Success Criteria	To understand and share who we are and what has influenced our identities. I can: • Ask respectful questions to learn more about my peers • Explain what identity is and list things that influence it • Reflect on my own identity and share what I have learnt about my partner's identity
Curriculum Links	• the characteristics of respectful relationships and ways in which respectful relationships can be achieved, maintained and rebuilt <u>VC2CP6O03</u> • how identity can be influenced by one or more cultures <u>VC2CI6C01</u> • explain how identities can be influenced by people and places, and how we can create positive self-identities <u>VC2HP6P01</u>

- the construction of questions for identifying and building understanding of information, possibilities, processes and activities [VC2CC6Q01](#)

Method

- Open by reviewing the previous lesson. Ask a student to read the previous lesson's takeaway from the *My True North anchor chart* aloud. Ask: Did anyone use growth mindset language this week?
- Activate prior knowledge:** What do you know about personal identity?
- Display the learning intention and success criteria. Read them aloud and unpack the meaning.

Assessment	Students	Observe
Diagnostic	Students respond to the activate prior knowledge questions.	Note whether students default to surface descriptors (age, appearance, roles like sister or footballer) or engage with identity as something deeper, such as values, beliefs or what makes them who they are. This gauges students' starting concept of identity before the lesson develops it further.

4. Run **The Name Game**. Students stand in a circle. One student starts with the ball, calls out another student's name, and handballs to them. Continue until everyone has had the ball once. Students then repeat the same pattern from memory. Extensions: Increase the pace or add a second football.

Teacher note: A person's name is one of the most fundamental expressions of their identity; it connects them to their family, culture and sense of self. Use the **Name Game** as a lead-in to the class brainstorm. Draw the link explicitly before moving on.

5. Class discussion: What is identity? Take a few responses. Display the definition on **slide 5**: Identity is who we are as individuals and as members within social groups. Explain that many things make up identity and today's activities will help unpack them.
6. Run **Identity Interview**.



Playing AFL is a big part of a player's identity, but it's only one part of who they are. Before pressing play, ask students to watch for the way the players ask follow-up questions. What makes a good follow-up? **Play the player video on slide 6**. The players model the **Identity Interview** including asking a related follow-up question to gain more information. After the video, take two or three observations.



Complete one practice round together. Ask a student to partner with you. Ask the student Question 1. After they answer, model asking a follow-up question to get more information.



Students complete the interview in pairs using the *Interview Question Cards*. Person A asks Question 1 and their own follow-up, then Person B does the same. Pause after the first round and ask a few pairs to share what they learned. Repeat for Questions 2 and 3.

Assessment	Students	Observe
Formative	Students complete the three rounds of interview questions with their partner.	Look for genuine follow-up questions that respond to what the partner said, following the flow of conversation, not pre-planned questions.

Enable

For students who require support to formulate follow-up questions, direct them to the *Identity Interview Help Card*. Encourage them to start with the ‘Getting more detail’ section and choose one question that fits what their partner just said.

Extend

Distribute *My Partner’s Identity*. Using what they learnt across all three rounds, students write a profile of their partner, capturing who they are and what shapes them, not just a list of facts. Each profile must include at least one inference the student drew themselves.

7. Arrange students into groups of four by joining two pairs. Give each group 3 minutes and scrap paper or mini whiteboards to answer: What influences our identities? Prompt groups to look back at the interview questions and answers they heard. Come back as a class and record responses as a class mind map. For example, culture, nationality, religion, family, likes and dislikes, clothing, food, important people, music, sport. Leave the mind map visible for the **Identity Guernsey** activity.

Check for understanding: Cold call: Can you name one thing that makes up part of a person's identity?

8. Introduce **Identity Guernsey**. In AFL, a player's guernsey is an important part of their identity. Explain that during the Sir Doug Nicholls Round, guernseys take on even greater significance. Each team's design is created by a local Indigenous artist to reflect the identity of the team, the Country, and the Indigenous players. Play the video featuring Emma Bamblett, a proud Wemba Wemba, Gunditjmara, Ngadjonji and Taungurung artist, on **slide 9**.
9. Display **slide 10** and distribute the *Identity Guernsey*. Students create their own AFL guernsey representing their identity, using symbols, colours and imagery that are personal and appropriate to them. If students are unsure what to include, they can refer to the class mind map for ideas. Students work independently with colouring materials.

Assessment	Students	Observe
Formative	Students design an AFL guernsey representing their identity using symbols, colours and imagery drawn from the class mind map.	Look for evidence that students have drawn on what they identified in the class mind map rather than defaulting to surface-level imagery. A strong guernsey uses symbols, colours and imagery that reflect specific aspects of identity (culture, family, values, interests) and the student can explain what each element represents and why they chose it.

10. Bring the class together. Explain: Every guernsey looks completely different because each of us has a unique identity, and that difference is something to celebrate.
11. Display **slide 11**. Run the following thinking routine, **See, Think, Wonder**.

Project Zero: See, Think, Wonder

A routine for looking closely and making connections to deepen understanding.

What do you **see**?

What do you **think** about that?

	What does it make you wonder? How to run it: Ask students to find a partner and apply See, Think, Wonder to each other's guernsey. What do you see in your partner's guernsey? What do you think it tells you about who they are? What does it make you wonder about them? Partners share their observations before explaining their own design. Share back.
Review	1. Return to the learning intention and success criteria. Ask: Did anyone learn something about a classmate's identity they didn't know before? 2. Synthesise today's key learning into one takeaway message and record it on the My True North anchor chart. For example: Identity is more than what we can see; it is shaped by where we come from, what we value and the people and experiences that have made us who we are. Taking it further: Display the guernseys around the classroom for the remainder of the year so students are regularly reminded of the various identities in their class.

Identity Guernsey

Use the template below to create your own identity guernsey.



A



A



B



B



Person A

1. Are you a morning person or a night person?
2. What is a family tradition that you enjoy?
3. What is something that you are passionate about?



Person A

1. Are you a morning person or a night person?
2. What is a family tradition that you enjoy?
3. What is something that you are passionate about?



Person B

1. If you could only eat one food for the rest of your life, what would it be?
2. Who is a person that you look up to and why?
3. Tell me about a place that is special to you.



Person B

1. If you could only eat one food for the rest of your life, what would it be?
2. Who is a person that you look up to and why?
3. Tell me about a place that is special to you.



Identity Interview Help Card

Getting more detail

- What makes you say that?
- Can you tell me more about that?
- How long have you felt that way?
- What does that look like for you?
- Where did that come from?

Exploring feelings/meaning

- Why is that important to you?
- What does that mean to you?
- What matters most to you about that?



Identity Interview Help Card

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- Can you tell me more about that?
- How long have you felt that way?
- What does that look like for you?
- Where did that come from?

Exploring feelings/meaning

- Why is that important to you?
- What does that mean to you?
- What matters most to you about that?



My Partner's Identity

Name: _____ My partner's name: _____

Use what you learnt across all three interview rounds to write a profile of your partner. This is not a list of facts - it is a description of who they are and what has shaped them. Include at least one inference: something you worked out from what they said, not something they told you directly.

My partner is someone who...

The inference I drew - something I worked out:

One question I still have about their identity after the interview:

