



THE MIND MASTERS (Secondary)

CURRICULUM CONTENT ALIGNMENT



The National Theatre for Children

This program aligns with the **NSW Education Standards Authority (NESA)** Curriculum within the areas outlined below.

KEY LEARNING AREAS:

- Personal Development, Health and Physical Education (PDHD)
- English
- Creative Arts - Drama

STAGES:

- Stage 4 (Years 7 - 8)
- Stage 5 (Years 9 - 10)

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

SKILL DOMAINS

Self-management Skills

- Strengthening personal identity
- building self-concept
- building self-confidence
- building self-esteem
- self-evaluation
- cultivating resilience
- adaptability
- perseverance
- self-awareness
- self-monitoring thoughts, feelings and actions
- developing greater control and responsibility for our actions, feelings and behaviours
- awareness of rights and responsibilities, influences, values, attitudes, strengths and weaknesses
- reflective practice
- emotion and stress management



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- recognising emotions
- optimistic thinking
- coping
- decision-making and problem-solving
- information-gathering
- finding solutions to problems
- analysis
- time management
- goal-setting and tracking
- help-seeking
- recognising when help is needed

Interpersonal Skills

- communication
- verbal and nonverbal communication
- listening eg active
- expressing feelings
- giving and receiving feedback
- negotiation and conflict management
- assertiveness
- refusal skills
- collaboration, inclusion and relationship-building
- fostering connectedness
- recognising and using their own abilities and strengths and those of others
- assessing their own abilities and contributing back to the group
- empathy building
- understanding others' views
- understanding of others' needs and circumstances.
- social awareness
- perspective forming
- perspective taking



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Movement Skills

- Health and fitness enhancing movement
 - planning and monitoring physical activity levels
 - measuring health and fitness
 - self-regulation in physical activity
 - building physical activity self-efficacy
 - participating actively.

CONTENT STRAND OUTCOMES

Health, Wellbeing and Relationships

A student:

Stage 4 (Years 7-8)

- **PD4-1** examines and evaluates strategies to manage current and future challenges
- **PD4-2** examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others
- **PD4-3** investigates effective strategies to promote inclusivity, equality and respectful relationships
- **PD4-9** demonstrates self-management skills to effectively manage complex situations
- **PD4-10** applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts

Stage 5 (Years 9-10)

- **PD5-1** assesses their own and others' capacity to reflect on and respond positively to challenges
- **PD5-2** researches and appraises the effectiveness of health information and support services available in the community
- **PD5-3** analyses factors and strategies that enhance inclusivity, equality and respectful relationships
- **PD5-9** assesses and applies self-management skills to effectively manage complex situations
- **PD5-10** critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts



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Healthy, Safe and Active Lifestyles

A student:

Stage 4 (Years 7-8)

- **PD4-2** examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others
- **PD4-6** recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity
- **PD4-7** investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities
- **PD4-8** plans for and participates in activities that encourage health and a lifetime of physical activity
- **PD4-9** demonstrates self-management skills to effectively manage complex situations
- **PD4-10** applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts

Stage 5 (Years 9-10)

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



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ENGLISH

OUTCOMES

Communicate through speaking, listening, reading, writing, viewing and representing

A student:

Stage 4 (Years 7-8)

EN4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN4-2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies

Stage 5 (Years 9-10)

EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN5-2A effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies



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Use language to shape and make meaning according to purpose, audience and context

A student:

Stage 4 (Years 7-8)

EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts

Stage 5 (Years 9-10)

EN5-3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning

EN5-4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts

Think in ways that are imaginative, creative, interpretive and critical

A student:

Stage 4 (Years 7-8)

EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts

EN4-6C identifies and explains connections between and among texts

Stage 5 (Years 9-10)

EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts

EN5-6C investigates the relationships between and among texts



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Express themselves and their relationships with others and their world

A student:

Stage 4 (Years 7-8)

EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it

EN4-8D identifies, considers and appreciates cultural expression in texts

Stage 5 (Years 9-10)

EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds

CREATIVE ARTS – DRAMA

OBJECTIVE:

Students will develop knowledge, understanding and skills, individually and collaboratively, through **appreciating** the meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience

OUTCOMES:

A student:

Stage 4 (Years 7-8)

4.3.1 identifies and describes elements of drama, dramatic forms, performance styles, techniques and conventions in drama

4.3.2 recognises the function of drama and theatre in reflecting social and cultural aspects of human experience

4.3.3 describes the contribution of individuals and groups in drama using relevant drama terminology.



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Stage 5 (Years 9-10)

5.3.1 responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions

5.3.2 analyses the contemporary and historical contexts of drama

5.3.3 analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.