

## Year 7 Lesson Overview

**Gratitude** Lessons – 10

**Empathy** Lessons – 12

**Mindfulness** Lessons – 10

**Emotional Literacy** Lessons – 16

**Total Lessons – 48**

## AUS Curriculum Outlines - Year 7

Lesson # Title Theme	1.1 and 1.2 “Emotion vocabulary” and “Identifying emotions” Emotional Literacy	2.1 and 2.2 “Prioritising emotions” and “Labelling emotions” Emotional Literacy	3.1 and 3.2 “Understanding gratitude” and “Expressing gratitude” Gratitude
Learning Intention	<ul style="list-style-type: none"> <li>Students will expand vocabulary around emotion.</li> <li>Students will learn to identify emotions felt by other individuals.</li> </ul>	<ul style="list-style-type: none"> <li>Students will expand their language around emotion.</li> <li>Students will begin to articulate feelings and emotions and provide examples from their own lives.</li> </ul>	<ul style="list-style-type: none"> <li>Students will begin to understand the concept of gratitude.</li> <li>Students will practise expressing gratitude.</li> </ul>
Activities	Lesson 1.1: Activity 1: Celebrity Heads Activity 2: Celebrity Heads Debrief Lesson 1.2 Activity 1: Emotion Check In Activity 2: X Factor/BCT Inspiring and emotional auctions clip Activity 3: Have You Ever? Activity 4: Emotion Check OUT	Lesson 2.1: Activity 1: Emotional hierarchy Activity 2: Emotional hierarchy debrief Lesson 2.2: Activity 1: Where do we feel emotions? Activity 3: Where do we feel emotions? - Journal reflection	Lesson 3.1: Activity 1: What does gratitude mean? Activity 2: Thank you from Kid President Lesson 3.2: Activity 1: Gratitude photo board Activity 4: Gratitude practice
AUS. Curriculum	<b>GENERAL CAPABILITIES</b>	<b>GENERAL CAPABILITIES</b>	<b>GENERAL CAPABILITIES</b>
	<u><b>Personal and social capability</b></u> <b>Self-awareness</b> <ul style="list-style-type: none"> <li><b>Recognise emotions</b> - examine influences on and consequences of the student’s emotional responses in learning, social and work-related contexts.</li> </ul> <b>Self-management</b> <ul style="list-style-type: none"> <li><b>Express emotions appropriately</b> - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour.</li> </ul>	<u><b>Personal and social capability</b></u> <b>Self-awareness</b> <ul style="list-style-type: none"> <li><b>Recognise emotions</b> - examine influences on and consequences of the student’s emotional responses in learning, social and work-related contexts.</li> </ul> <b>Self-management</b> <ul style="list-style-type: none"> <li><b>Express emotions appropriately</b> - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour.</li> </ul>	<u><b>Personal and social capability</b></u> <b>Self-awareness</b> <ul style="list-style-type: none"> <li><b>Recognise emotions</b> - examine influences on and consequences of the student’s emotional responses in learning, social and work-related contexts.</li> </ul> <b>Self-management</b> <ul style="list-style-type: none"> <li><b>Express emotions appropriately</b> - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour.</li> <li><b>Develop self-discipline and set goals</b> - select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals.</li> </ul>
	<b>LEARNING AREA</b>	<b>LEARNING AREA</b>	<b>LEARNING AREA</b>
	<u><b>Health and physical education</b></u> <b>Communicating and interacting for health and wellbeing</b> <ul style="list-style-type: none"> <li><b>Investigate the benefits of relationships</b> - examine their impact on the students own and others’ health and wellbeing.</li> <li><b>Analyse factors that influence emotions</b>- develop strategies to demonstrate empathy and</li> </ul>	<u><b>Health and physical education</b></u> <b>Communicating and interacting for health and wellbeing</b> <ul style="list-style-type: none"> <li><b>Investigate the benefits of relationships</b> - examine their impact on the students own and others’ health and wellbeing.</li> <li><b>Analyse factors that influence emotions</b> - develop strategies to demonstrate empathy and sensitivity.</li> </ul>	<u><b>Health and physical education</b></u> <b>Communicating and interacting for health and wellbeing</b> <ul style="list-style-type: none"> <li>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and</li> </ul>

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	<p>sensitivity.</p> <ul style="list-style-type: none"> <li>○ <b>Develop skills to evaluate health information</b> - communicate the students own and others health concerns.</li> </ul> <p><b><i>Contributing to healthy and active communities</i></b></p> <ul style="list-style-type: none"> <li>○ Plan and use health practices and behaviours (expressing gratitude) and resources to enhance the health, safety and wellbeing of the student's communities.</li> <li>○ Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of the student's communities.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Develop skills to evaluate health information</b> communicate the students own and others health concerns.</li> </ul>	<p>sensitivity.</p> <p><b><i>Contributing to healthy and active communities</i></b></p> <ul style="list-style-type: none"> <li>○ Plan and use health practices and behaviours (expressing gratitude) and resources to enhance the health, safety and wellbeing of the student's communities.</li> </ul>
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## AUS Curriculum Outlines - Year 7

Lesson # Title Theme	4.1 and 4.2 “Sympathy vs. empathy” and “Practising empathy” Empathy	5.1 and 5.2 “An introduction to mindfulness” and “Mindfulness” Mindfulness	6.1 and 6.2 “Growth mindsets” and “Fixed mindsets” Emotional Literacy
<b>Learning Intention</b>	<ul style="list-style-type: none"> <li>Students will learn to recognise the difference between sympathy and empathy.</li> <li>Students will understand the importance of empathy and how to demonstrate empathetic behaviour</li> <li>Students will explore ways to demonstrate empathy when responding to news and situations.</li> </ul>	<ul style="list-style-type: none"> <li>Students will begin to understand the concept of mindfulness and to practise experiencing it.</li> <li>Students will begin to appreciate the little things in everyday life.</li> </ul>	<ul style="list-style-type: none"> <li>Students will learn about fixed and growth mindsets and how these relate to our emotions.</li> <li>Students will practise developing a growth mindset.</li> </ul>
<b>Activities</b>	Lesson 4.1: Activity 1: Sympathy vs. empathy Activity 2: How to show empathy Lesson 4.2: Activity 1: Role-plays – responding to news Activity 4: Understanding sympathy and empathy journal activity	Lesson 5.1: Activity 1: Check IN and Student Journal Activity Activity 2: Benefits of mindfulness. Lesson 5.2: Activity 1: Mindfulness treasure hunt Activity 2: Mindful treasure hunt reflection	Lesson 6.1: Activity 1: Growth mindset video clip Activity 2: Growth mindset – Student Journal Lesson 6.2: Activity 1: Fixed mindset – Student Journal activity
<b>AUS. Curriculum</b>	<b>GENERAL CAPABILITIES</b>	<b>GENERAL CAPABILITIES</b>	<b>GENERAL CAPABILITIES</b>
	<u><b>Personal and social capability</b></u> <u><b>Self-awareness</b></u> <ul style="list-style-type: none"> <li><b>Recognise emotions</b> - examine influences on and consequences of the student’s emotional responses in learning, social and work-related contexts.</li> </ul> <u><b>Self-management</b></u> <ul style="list-style-type: none"> <li><b>Express emotions appropriately</b> - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour.</li> </ul> <u><b>Social awareness</b></u> <ul style="list-style-type: none"> <li><b>Appreciate diverse perspectives</b> - acknowledge the values, opinions and attitudes of different groups within society and compare to the students own points of view.</li> </ul> <u><b>Social management</b></u> <ul style="list-style-type: none"> <li><b>Communicate effectively</b> - analyse enablers of and barriers to effective verbal, non-verbal and digital communication.</li> </ul> <u><b>Intercultural understanding</b></u> <u><b>Interacting and empathising with others</b></u> <ul style="list-style-type: none"> <li><b>Consider and develop multiple perspectives</b> -</li> </ul>	<u><b>Personal and social capability</b></u> <u><b>Self-awareness</b></u> <ul style="list-style-type: none"> <li><b>Recognise emotions</b> - examine influences on and consequences of the student’s emotional responses in learning, social and work-related contexts.</li> </ul> <u><b>Self-management</b></u> <ul style="list-style-type: none"> <li><b>Express emotions appropriately</b> - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour.</li> </ul> <u><b>Self-management</b></u> <ul style="list-style-type: none"> <li><b>Develop self-discipline and set goals</b> - select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals.</li> </ul>	<u><b>Personal and social capability</b></u> <u><b>Self-awareness</b></u> <ul style="list-style-type: none"> <li><b>Recognise emotions</b> - examine influences on and consequences of the student’s emotional responses in learning, social and work-related contexts.</li> </ul> <u><b>Self-management</b></u> <ul style="list-style-type: none"> <li><b>Express emotions appropriately</b> - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour.</li> </ul>
		<b>LEARNING AREA</b>	<b>LEARNING AREA</b>
	<u><b>Health and physical education</b></u> <u><b>Being healthy, safe and active</b></u> <ul style="list-style-type: none"> <li>Evaluate strategies to manage personal, physical and social changes that occur as the students grow older.</li> <li>Practice and apply strategies to seek help for</li> </ul>	<u><b>Health and physical education</b></u> <u><b>Being healthy, safe and active</b></u> <ul style="list-style-type: none"> <li>Evaluate strategies to manage personal, physical and social changes that occur as the students grow older.</li> <li>Practice and apply strategies to seek help for</li> </ul>	<u><b>Health and physical education</b></u> <u><b>Communicating and interacting for health and wellbeing</b></u> <ul style="list-style-type: none"> <li><b>Investigate the benefits of relationships</b> - examine their impact on the students own and others’ health and wellbeing.</li> <li><b>Analyse factors that influence emotions</b>- develop</li> </ul>

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	<p>assess diverse perspectives and the assumptions on which they are based.</p> <ul style="list-style-type: none"> <li>○ <b>Empathise with others</b> - imagine and describe the feelings and motivations of people in challenging situations.</li> </ul>	<p>themselves or others.</p> <ul style="list-style-type: none"> <li>○ Investigate and select strategies to promote health, safety and wellbeing.</li> </ul>	<p>strategies to demonstrate empathy and sensitivity.</p> <ul style="list-style-type: none"> <li>○ <b>Develop skills to evaluate health information</b> - communicate the students own and others health concerns.</li> </ul>
	<p><b>LEARNING AREA</b></p>		
	<p><b><u>Health and physical education</u></b>  <b><i>Communicating and interacting for health and wellbeing</i></b></p> <ul style="list-style-type: none"> <li>○ Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity.</li> </ul>		

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Lesson # Title Theme	7.1 and 7.2 "Optimism vs. pessimism" Emotional Literacy	8.1 and 8.2 "Reflecting on gratitude" and "Gratitude chain" Gratitude	9.1 and 9.2 "Gratitude" and "Gratitude Circle" Gratitude
<b>Learning Intention</b>	<ul style="list-style-type: none"> <li>Students will investigate and understand the importance of an optimistic outlook.</li> <li>Students will understand the difference between optimism and pessimism.</li> <li>Students will understand the impact pessimism has on those around us.</li> </ul>	<ul style="list-style-type: none"> <li>Students will express appreciation for the people in the class.</li> <li>Students will consider the things that are most important to them.</li> </ul>	<ul style="list-style-type: none"> <li>Students will recognise the power of addressing their thoughts and clearing their mind.</li> <li>Students will express gratitude to someone else.</li> </ul>
<b>Activities</b>	Lesson 7.1: Activity 1: How to maintain positive emotions Activity 2: How to maintain positive emotions part 2 Lesson 7.2: Activity 3: Optimism vs. pessimism Activity 4: Pessimism brings us down	Lesson 8.1: Activity 1: Gratitude Ball Activity 2: Reflecting on gratitude Lesson 8.2: Activity 1: Gratitude paper chains	Lesson 9.1: Activity 1: Clearing the mind Activity 2: Science of happiness Lesson 9.2: Activity 1: Circle of gratitude Activity 2: Gratitude journal activity
<b>AUS. Curriculum</b>	<b>GENERAL CAPABILITIES</b>	<b>GENERAL CAPABILITIES</b>	<b>GENERAL CAPABILITIES</b>
	<u><b>Personal and social capability</b></u> <b>Self-awareness</b> <ul style="list-style-type: none"> <li><b>Recognise emotions</b> - examine influences on and consequences of the student's emotional responses in learning, social and work-related contexts.</li> </ul> <b>Self-management</b> <ul style="list-style-type: none"> <li><b>Express emotions appropriately</b> - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour.</li> </ul>	<u><b>Personal and social capability</b></u> <b>Self-awareness</b> <ul style="list-style-type: none"> <li><b>Recognise emotions</b> - examine influences on and consequences of the student's emotional responses in learning, social and work-related contexts.</li> </ul> <b>Self-management</b> <ul style="list-style-type: none"> <li><b>Express emotions appropriately</b> - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour.</li> <li><b>Develop self-discipline and set goals</b> - select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals.</li> </ul>	<u><b>Personal and social capability</b></u> <b>Self-awareness</b> <ul style="list-style-type: none"> <li><b>Recognise emotions</b> - examine influences on and consequences of the student's emotional responses in learning, social and work-related contexts.</li> </ul> <b>Self-management</b> <ul style="list-style-type: none"> <li><b>Express emotions appropriately</b> - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour.</li> <li><b>Develop self-discipline and set goals</b> - select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals.</li> </ul>
	<b>LEARNING AREA</b>	<b>LEARNING AREA</b>	<b>LEARNING AREA</b>
	<u><b>Health and physical education</b></u> <b>Communicating and interacting for health and wellbeing</b> <ul style="list-style-type: none"> <li>Investigate the benefits of relationships and examine their impact on the students own and others' health and wellbeing.</li> <li>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity.</li> <li>Develop skills to evaluate health information and communicate the students own and others health concerns.</li> </ul>	<u><b>Health and physical education</b></u> <b>Communicating and interacting for health and wellbeing</b> <ul style="list-style-type: none"> <li>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity.</li> </ul> <b>Contributing to healthy and active communities</b> <ul style="list-style-type: none"> <li>Plan and use health practices and behaviours (expressing gratitude) and resources to enhance the health, safety and wellbeing of the student's communities.</li> </ul>	<u><b>Health and physical education</b></u> <b>Communicating and interacting for health and wellbeing</b> <ul style="list-style-type: none"> <li>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity.</li> </ul> <b>Contributing to healthy and active communities</b> <ul style="list-style-type: none"> <li>Plan and use health practices and behaviours (expressing gratitude) and resources to enhance the health, safety and wellbeing of the student's communities.</li> </ul>

## AUS Curriculum Outlines - Year 7

Lesson # Title Theme	10.1 and 10.2 “Put-ups” and “Words and their impact” Empathy	11.1 and 11.2 “Post-traumatic growth” and “Hardships” Empathy	12.1 and 12.2 “Building connections” and “Empathy web” Empathy
<b>Learning Intention</b>	<ul style="list-style-type: none"> <li>Students will experience kindness through put-ups and think about how it feels to experience put-downs.</li> <li>Students will understand the difference between put-downs and put-ups.</li> <li>Students will be encouraged to give others a put-up.</li> </ul>	<ul style="list-style-type: none"> <li>Students will understand the deeper impact of negative words and language when used regularly.</li> <li>Students will begin to understand the impact of their actions on others.</li> </ul>	<ul style="list-style-type: none"> <li>Students will create compassion and understanding within the group by finding common emotions and experiences.</li> <li>Students will verbalise their feelings around these common emotions and experiences.</li> </ul>
<b>Activities</b>	Lesson 10.1: Activity 1: Put ups and downs’ class discussion Lesson 10.2: Activity 1: Put up slips Activity 2: How does it feel to give a put up?	Lesson 11.1: Activity 1: Hearts – Hurt Feelings Activity 2: Hears Healing Activity 3: Power of words debrief Lesson 11.2: Activity 1: Getting through Activity 2: Post-traumatic growth reflection	Lesson 12.1: Activity 1: Step to the line Activity 2: Learning about each other Lesson 12.2: Activity 1: Empathy web Activity 2: Empathy journal reflection
<b>AUS. Curriculum</b>	<b>GENERAL CAPABILITIES</b>	<b>GENERAL CAPABILITIES</b>	<b>GENERAL CAPABILITIES</b>
	<u><b>Personal and social capability</b></u> <u><b>Self-awareness</b></u> <ul style="list-style-type: none"> <li><b>Recognise emotions</b> - examine influences on and consequences of the student’s emotional responses in learning, social and work-related contexts.</li> </ul> <u><b>Self-management</b></u> <ul style="list-style-type: none"> <li><b>Express emotions appropriately</b> - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour.</li> <li><b>Develop self-discipline and set goals</b> - select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals.</li> </ul>	<u><b>Personal and social capability</b></u> <u><b>Self-awareness</b></u> <ul style="list-style-type: none"> <li><b>Recognise emotions</b> - examine influences on and consequences of the student’s emotional responses in learning, social and work-related contexts.</li> </ul> <u><b>Self-management</b></u> <ul style="list-style-type: none"> <li><b>Express emotions appropriately</b> - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour.</li> </ul> <u><b>Social awareness</b></u> <ul style="list-style-type: none"> <li><b>Appreciate diverse perspectives</b> -acknowledge the values, opinions and attitudes of different groups within society and compare to the students own points of view.</li> </ul>	<u><b>Personal and social capability</b></u> <u><b>Self-awareness</b></u> <ul style="list-style-type: none"> <li><b>Recognise emotions</b> - examine influences on and consequences of the student’s emotional responses in learning, social and work-related contexts.</li> </ul> <u><b>Self-management</b></u> <ul style="list-style-type: none"> <li><b>Express emotions appropriately</b> - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour.</li> </ul> <u><b>Social awareness</b></u> <ul style="list-style-type: none"> <li><b>Appreciate diverse perspectives</b> - acknowledge the values, opinions and attitudes of different groups within society and compare to the students own points of view.</li> </ul>
	<b>LEARNING AREA</b>		
	<u><b>Health and physical education</b></u> <b>Communicating and interacting for health and wellbeing</b>	<u><b>Social management</b></u> <ul style="list-style-type: none"> <li><b>Communicate effectively</b> - analyse enablers of and barriers to effective verbal, non-verbal and</li> </ul>	<u><b>Social Management</b></u> <ul style="list-style-type: none"> <li><b>Communicate effectively</b> - analyse enablers of and barriers to effective verbal, non-verbal and</li> </ul>

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	<ul style="list-style-type: none"> <li>○ <b>Investigate the benefits of relationships</b> - examine their impact on the students own and others' health and wellbeing.</li> <li>○ <b>Analyse factors that influence emotions</b>- develop strategies to demonstrate empathy and sensitivity.</li> </ul> <p><b>Contributing to healthy and active communities</b></p> <ul style="list-style-type: none"> <li>○ Plan and use health practices and behaviours (expressing gratitude) and resources to enhance the health, safety and wellbeing of the student's communities.</li> <li>○ Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of the student's communities.</li> </ul>	<p>digital communication.</p> <p><b>Intercultural understanding</b> <i>Interacting and empathising with others</i></p> <ul style="list-style-type: none"> <li>○ <b>Consider and develop multiple perspectives</b> - assess diverse perspectives and the assumptions on which they are based.</li> <li>○ <b>Empathise with others</b> - imagine and describe the feelings and motivations of people in challenging situations.</li> </ul> <p><b>KEY LEARNING AREA</b></p> <p><b>Health and physical education</b> <i>Communicating and interacting for health and wellbeing</i></p> <ul style="list-style-type: none"> <li>○ Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity.</li> </ul>	<p>digital communication.</p> <p><b>LEARNING AREA</b></p> <p><b>Health and physical education</b> <i>Communicating and interacting for health and wellbeing</i></p> <ul style="list-style-type: none"> <li>○ Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity.</li> </ul> <p><b>Contributing to healthy and active communities</b></p> <ul style="list-style-type: none"> <li>○ Plan and use health practices and behaviours (expressing gratitude) and resources to enhance the health, safety and wellbeing of the student's communities.</li> </ul> <p><b>Being healthy, safe and active</b></p> <ul style="list-style-type: none"> <li>○ Investigate and select strategies to promote health, safety and wellbeing.</li> </ul>
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## AUS Curriculum Outlines - Year 7

Lesson # Title Theme	13.1 and 13.2 "Mindfulness" and "Our bodies" Mindfulness	14.1 and 14.2 "Humour" and "Music" Emotional Literacy	15.1 and 15.2 "Bingo" and "Group Emotions" Emotional Literacy
<b>Learning Intention</b>	<ul style="list-style-type: none"> <li>Students will become more aware of their bodies through movement.</li> <li>Students will participate in a yoga session and reap the physical, mental and emotional benefits of this type of exercise.</li> </ul>	<ul style="list-style-type: none"> <li>Students will experience humour as a mood-changer.</li> <li>Students will lift the mood of their class and peers through music and/or jokes.</li> </ul>	<ul style="list-style-type: none"> <li>Students will find commonalities with others in emotions.</li> <li>Students will diversify their experience and listen to the experience of others.</li> </ul>
<b>Activities</b>	Lesson 13.1: Activity 1: Quick research Activity 2: Debrief Lesson 13.2: Activity 1: Yoga Activity 2: Yoga debrief	Lesson 14.1: Activity 1: Check In and Student Journal activity Activity 2: Sadness Activity 3: Humour and laughter Activity 4: The power of music and laughter Lesson 14.2: Activity 1: Upbeat Activity 2: Jokes Activity 3: Build your own toolkit	Lesson 15.1: Activity 1: What makes you.. Activity 2: Bingo Lesson 15.2: Activity 1: Group emotions Activity 2: Emotional debrief
<b>AUS. Curriculum</b>	<b>GENERAL CAPABILITIES</b>	<b>GENERAL CAPABILITIES</b>	<b>GENERAL CAPABILITIES</b>
	<u><b>Personal and social capability</b></u> <b>Self-awareness</b> <ul style="list-style-type: none"> <li><b>Recognise emotions</b> - examine influences on and consequences of the student's emotional responses in learning, social and work-related contexts.</li> </ul> <b>Self-management</b> <ul style="list-style-type: none"> <li><b>Express emotions appropriately</b> - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour.</li> </ul> <b>Self-management</b> <ul style="list-style-type: none"> <li><b>Develop self-discipline and set goals</b> - select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals.</li> </ul>	<u><b>Personal and social capability</b></u> <b>Self-awareness</b> <ul style="list-style-type: none"> <li><b>Recognise emotions</b> - examine influences on and consequences of the student's emotional responses in learning, social and work-related contexts.</li> </ul> <b>Self-management</b> <ul style="list-style-type: none"> <li><b>Express emotions appropriately</b> - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour.</li> </ul>	<u><b>Personal and social capability</b></u> <b>Self-awareness</b> <ul style="list-style-type: none"> <li><b>Recognise emotions</b> - examine influences on and consequences of the student's emotional responses in learning, social and work-related contexts.</li> </ul> <b>Self-management</b> <ul style="list-style-type: none"> <li><b>Express emotions appropriately</b> - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour.</li> </ul>
	<b>LEARNING AREA</b>	<b>LEARNING AREA</b>	<b>LEARNING AREA</b>
	<b>Health and physical education</b> <b>Communicating and interacting for health and wellbeing</b> <ul style="list-style-type: none"> <li>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity.</li> </ul> <b>Contributing to healthy and active communities</b> <ul style="list-style-type: none"> <li>Plan and use health practices and behaviours</li> </ul>	<b>Health and physical education</b> <b>Communicating and interacting for health and wellbeing</b> <ul style="list-style-type: none"> <li>Investigate the benefits of relationships and examine their impact on the students own and others' health and wellbeing.</li> <li>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity.</li> <li>Develop skills to evaluate health information and communicate the students own and others health concerns.</li> </ul>	<b>Health and physical education</b> <b>Communicating and interacting for health and wellbeing</b> <ul style="list-style-type: none"> <li>Investigate the benefits of relationships and examine their impact on the students own and others' health and wellbeing.</li> <li>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity.</li> <li>Develop skills to evaluate health information and communicate the students own and others health</li> </ul>

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	<p>(expressing gratitude) and resources to enhance the health, safety and wellbeing of the student's communities.</p> <p><b>Being healthy, safe and active</b></p> <ul style="list-style-type: none"> <li>○ Investigate and select strategies to promote health, safety and wellbeing.</li> </ul>		<p>concerns.</p>
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## AUS Curriculum Outlines - Year 7

Lesson # Title Theme	16.1 and 16.2 "Comparing gratitude" and "Finding gratitude" Gratitude	17.1 and 17.2 "Needs and wants" and "Focusing on the do haves" Gratitude	18.1 and 18.2 "Empathy towards others" and "Demonstrating empathy" Empathy
<b>Learning Intention</b>	<ul style="list-style-type: none"> <li>Students will recognise the power of addressing their thoughts and clearing their mind.</li> <li>Students will practise looking for gratitude in many places.</li> <li>Students will identify things you can be grateful for in images.</li> </ul>	<ul style="list-style-type: none"> <li>Students will begin to explore the difference between needs and wants and to categorise these into levels of importance.</li> <li>Students will begin to look for the things they do have, rather than the things they don't have.</li> </ul>	<ul style="list-style-type: none"> <li>Students will develop empathy with others by seeing things from a different perspective.</li> <li>Students will develop empathy and understanding of others through role play.</li> </ul>
<b>Activities</b>	Lesson 16.1: Activity 1: Comparing gratitude Lesson 16.2: Activity 1: Finding gratitude Activity 2: Gratitude journal activity	Lesson 17.1: Activity 1: Needs and wants Activity 2: Categorising needs and wants Lesson 17.2: Activity 1: Consequences chart Activity 2: Needs and wants reflection	Lesson 18.1: Activity 1: Differing perspectives video clip and discussion Activity 2: What would you do? Lesson 18.2: Activity 1: Role-play Activity 2: Role-play debrief
<b>AUS. Curriculum</b>	<b>GENERAL CAPABILITIES</b>	<b>GENERAL CAPABILITIES</b>	<b>GENERAL CAPABILITIES</b>
	<u><b>Personal and social capability</b></u> <b>Self-awareness</b> <ul style="list-style-type: none"> <li><b>Recognise emotions</b> - examine influences on and consequences of the student's emotional responses in learning, social and work-related contexts.</li> </ul> <b>Self-management</b> <ul style="list-style-type: none"> <li><b>Express emotions appropriately</b> - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour.</li> </ul>	<u><b>Personal and social capability</b></u> <b>Self-awareness</b> <ul style="list-style-type: none"> <li><b>Recognise emotions</b> - examine influences on and consequences of the student's emotional responses in learning, social and work-related contexts.</li> </ul> <b>Self-management</b> <ul style="list-style-type: none"> <li><b>Express emotions appropriately</b> - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour.</li> <li><b>Develop self-discipline and set goals</b> - select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals.</li> </ul>	<u><b>Personal and social capability</b></u> <b>Self-awareness</b> <ul style="list-style-type: none"> <li><b>Recognise emotions</b> - examine influences on and consequences of the student's emotional responses in learning, social and work-related contexts.</li> </ul> <b>Self-management</b> <ul style="list-style-type: none"> <li><b>Express emotions appropriately</b> - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour.</li> </ul>
	<b>LEARNING AREA</b> <u><b>Health and physical education</b></u> <b>Communicating and interacting for health and wellbeing</b> <ul style="list-style-type: none"> <li>Investigate the benefits of relationships and examine their impact on the students own and others' health and wellbeing.</li> <li>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity.</li> <li>Develop skills to evaluate health information and communicate the students own and others health</li> </ul>	<b>LEARNING AREA</b> <u><b>Health and physical education</b></u> <b>Communicating and interacting for health and wellbeing</b> <ul style="list-style-type: none"> <li>Analyse factors that influence emotions, and</li> </ul>	<b>Social awareness</b> <ul style="list-style-type: none"> <li><b>Appreciate diverse perspectives</b> - acknowledge the values, opinions and attitudes of different groups within society and compare to the students own points of view.</li> </ul> <b>Social management</b> <ul style="list-style-type: none"> <li><b>Communicate effectively</b> - analyse enablers of and barriers to effective verbal, non-verbal and digital communication.</li> </ul> <b>Intercultural understanding</b>

## AUS Curriculum Outlines - Year 7

	<p>concerns.</p>	<p>develop strategies to demonstrate empathy and sensitivity.</p> <p><b>Contributing to healthy and active communities</b></p> <ul style="list-style-type: none"> <li>○ Plan and use health practices and behaviours (expressing gratitude) and resources to enhance the health, safety and wellbeing of the student's communities.</li> </ul>	<p><b>Interacting and empathising with others</b></p> <ul style="list-style-type: none"> <li>○ <b>Consider and develop multiple perspectives</b> - assess diverse perspectives and the assumptions on which they are based.</li> <li>○ <b>Empathise with others</b> - imagine and describe the feelings and motivations of people in challenging situations.</li> </ul> <hr/> <p><b>LEARNING AREA</b></p> <p><u>Health and physical education</u></p> <p><b>Communicating and interacting for health and wellbeing</b></p> <ul style="list-style-type: none"> <li>○ Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity.</li> </ul>
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## AUS Curriculum Outlines - Year 7

Lesson # Title Theme	19.1 and 19.2 “Applying empathy” and “Empathy circle” Empathy	20.1 and 20.2 “Noticing the little things in life” and “Using our senses” Mindfulness	21.1 and 21.2 “Digital mindfulness” and “Mindfulness in nature” Mindfulness
Learning Intention	<ul style="list-style-type: none"> <li>Students will create and act out a scenario based on the concept of empathy.</li> <li>Students will have a chance to practice empathy in a practical setting.</li> </ul>	<ul style="list-style-type: none"> <li>Students will start to recognise and appreciate the ‘little things’ in life.</li> <li>Students will understand the importance of mindfulness activities and the impact of these activities on daily life.</li> </ul>	<ul style="list-style-type: none"> <li>Students will explore the impact of screen time on their brain.</li> <li>Students will look for the small details and take time to find them in an environment that they would normally take for granted.</li> </ul>
Activities	Lesson 19.1: Activity 1: Video Activity 2: Empathy bingo Activity 3: Discussion Lesson 19.2: Activity 1: Empathy/kindness reflection Activity 2: Circle time	Lesson 20.1: Activity 1: See Activity 2: Hear Activity 3: Debrief Lesson 20.2: Activity 1: Touch Activity 2: Smell Activity 3: Debrief	Lesson 21.1: Activity 1: Mindful moment Activity 2: Screen time and your brain Lesson 21.2 Activity 1: Mindfulness walk Activity 2: Mindfulness reflection
AUS Curriculum	<b>GENERAL CAPABILITIES</b>	<b>GENERAL CAPABILITIES</b>	<b>GENERAL CAPABILITIES</b>
	<u><b>Personal and social capability</b></u> <b>Self-awareness</b> <ul style="list-style-type: none"> <li><b>Recognise emotions</b> - examine influences on and consequences of the student’s emotional responses in learning, social and work-related contexts.</li> </ul> <b>Self-management</b> <ul style="list-style-type: none"> <li><b>Express emotions appropriately</b> - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour.</li> </ul> <b>Social awareness</b> <ul style="list-style-type: none"> <li><b>Appreciate diverse perspectives</b> - acknowledge the values, opinions and attitudes of different groups within society and compare to the students own points of view.</li> </ul> <b>Social management</b> <ul style="list-style-type: none"> <li><b>Communicate effectively</b> - analyse enablers of and barriers to effective verbal, non-verbal and digital communication.</li> </ul>	<u><b>Personal and social capability</b></u> <b>Self-awareness</b> <ul style="list-style-type: none"> <li><b>Recognise emotions</b> - examine influences on and consequences of the student’s emotional responses in learning, social and work-related contexts.</li> </ul> <b>Self-management</b> <ul style="list-style-type: none"> <li><b>Express emotions appropriately</b> - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour.</li> </ul> <ul style="list-style-type: none"> <li><b>Develop self-discipline and set goals</b> - select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals.</li> </ul>	<u><b>Personal and social capability</b></u> <b>Self-awareness</b> <ul style="list-style-type: none"> <li><b>Recognise emotions</b> - examine influences on and consequences of the student’s emotional responses in learning, social and work-related contexts.</li> </ul> <b>Self-management</b> <ul style="list-style-type: none"> <li><b>Express emotions appropriately</b> - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour.</li> <li><b>Develop self-discipline and set goals</b> - select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals.</li> </ul>
		<b>KEY LEARNING AREA</b>	<b>LEARNING AREA</b>
		<u><b>Health and physical education</b></u> <b>Being healthy, safe and active</b> <ul style="list-style-type: none"> <li>Evaluate strategies to manage personal, physical</li> </ul>	<u><b>Health and physical education</b></u> <b>Being healthy, safe and active</b> <ul style="list-style-type: none"> <li>Evaluate strategies to manage personal, physical and social changes that occur as the students</li> </ul>

## AUS Curriculum Outlines - Year 7

	<p><b><u>Intercultural understanding</u></b>  <b><i>Interacting and empathising with others</i></b></p> <ul style="list-style-type: none"> <li>○ <b>Consider and develop multiple perspectives</b> - assess diverse perspectives and the assumptions on which they are based.</li> <li>○ <b>Empathise with others</b> - imagine and describe the feelings and motivations of people in challenging situations.</li> </ul>	<p>and social changes that occur as the students grow older.</p> <ul style="list-style-type: none"> <li>○ Practice and apply strategies to seek help for themselves or others.</li> <li>○ Investigate and select strategies to promote health, safety and wellbeing.</li> </ul>	<p>grow older.</p> <ul style="list-style-type: none"> <li>○ Practice and apply strategies to seek help for themselves or others.</li> <li>○ Investigate and select strategies to promote health, safety and wellbeing.</li> </ul>
	<p><b>LEARNING AREA</b></p>		
	<p><b><u>Health and physical education</u></b>  <b><i>Communicating and interacting for health and wellbeing</i></b></p> <ul style="list-style-type: none"> <li>○ Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity</li> </ul>		

## AUS Curriculum Outlines - Year 7

Lesson # Title Theme	22.1 and 22.2 "How full is your bucket?" and "Creating positive classrooms" Emotional Literacy	23.1 and 23.2 "Character strengths" and "Top strengths" Emotional Literacy	24.1 and 24.2 "Feeling gratitude" and "Sharing gratitude" Gratitude
Learning Intention	<ul style="list-style-type: none"> <li>Students will understand the importance of saying nice things.</li> <li>Students will practice saying nice things about someone.</li> <li>Students will connect emotionally with the topic of kindness.</li> </ul>	<ul style="list-style-type: none"> <li>Student will discover their own character strengths.</li> <li>Students will explore other people's character strengths and begin to compare them with their own.</li> </ul>	<ul style="list-style-type: none"> <li>Students will learn the different senses involved with gratitude.</li> <li>Students will share their knowledge and understanding of gratitude with others.</li> </ul>
Activities	Lesson 22.1: Activity 1: How full is your bucket? Activity 2: Bucket filler for someone special Lesson 22.2 Activity 1: Why it's important discussion? Activity 2: Things we should say more often	Lesson 23.1 Activity 1: VIA Character Strengths Survey Lesson 23.2 Activity 2: Top 5 Strengths Activity 3: Strengths Debrief	Lesson 24.1: Activity 1: Looks, feels, sounds like Activity 2: Notice-think-feel-do Lesson 24.2: Activity 1: Create
AUS. Curriculum	<b>GENERAL CAPABILITIES</b>	<b>GENERAL CAPABILITIES</b>	<b>GENERAL CAPABILITIES</b>
	<u>Personal and social capability</u> <b>Self-awareness</b> <ul style="list-style-type: none"> <li><b>Recognise emotions</b> - examine influences on and consequences of the student's emotional responses in learning, social and work-related contexts.</li> </ul> <b>Self-management</b> <ul style="list-style-type: none"> <li><b>Express emotions appropriately</b> - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour.</li> </ul>	<u>Personal and social capability</u> <b>Self-awareness</b> <ul style="list-style-type: none"> <li><b>Recognise personal qualities and achievements</b> - make a realistic assessment of the student's abilities and achievements, and prioritise areas for improvement.</li> <li><b>Understand themselves as learners</b> - identify and choose a range of learning strategies appropriate to specific tasks and describe work practices that assist the students learning.</li> <li><b>Develop reflective practice</b> - predict the outcomes of personal and academic challenges by drawing on previous problem solving and decision making strategies and feedback from peers and teachers.</li> </ul>	<u>Personal and social capability</u> <b>Self-awareness</b> <ul style="list-style-type: none"> <li><b>Recognise emotions</b> - examine influences on and consequences of the student's emotional responses in learning, social and work-related contexts.</li> </ul> <b>Self-management</b> <ul style="list-style-type: none"> <li><b>Express emotions appropriately</b> - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour.</li> <li><b>Develop self-discipline and set goals</b> - select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals.</li> </ul>
	<b>LEARNING AREA</b>		<b>LEARNING AREA</b>
	<u>Health and physical education</u> <b>Communicating and interacting for health and wellbeing</b> <ul style="list-style-type: none"> <li><b>Investigate the benefits of relationships</b> - examine their impact on the students own and others' health and wellbeing.</li> <li><b>Analyse factors that influence emotions</b>- develop strategies to demonstrate empathy and sensitivity.</li> <li><b>Develop skills to evaluate health information</b> -</li> </ul>	<b>Self-management</b> <ul style="list-style-type: none"> <li><b>Develop self-discipline and set goals</b> - select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals.</li> </ul> <b>LEARNING AREA</b>	<u>Health and physical education</u> <b>Communicating and interacting for health and wellbeing</b> <ul style="list-style-type: none"> <li>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity.</li> </ul>

## AUS Curriculum Outlines - Year 7

	<p>communicate the students own and others health concerns.</p> <p><b><i>Contributing to healthy and active communities</i></b></p> <ul style="list-style-type: none"> <li>○ Plan and use health practices and behaviours (expressing gratitude) and resources to enhance the health, safety and wellbeing of the student's communities.</li> </ul> <p>Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of the student's communities.</p>		<p><b><i>Contributing to healthy and active communities</i></b></p> <ul style="list-style-type: none"> <li>○ Plan and use health practices and behaviours (expressing gratitude) and resources to enhance the health, safety and wellbeing of the student's communities.</li> </ul>
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## AUS Curriculum Outlines - Year 7

Lesson # Title Theme	25.1 and 25.2 “Creating mindfulness” and “Teaching mindfulness” Mindfulness	Inquiry Unit 1 “Mind Body Connection” Mindfulness	Inquiry Unit 1 “Mind Body Connection” Mindfulness
<b>Learning Intention</b>	<ul style="list-style-type: none"> <li>Students will apply creativity and knowledge of mindfulness in developing mindful activities.</li> <li>Students will participate in mindful activities that have been created by them.</li> </ul>	<ul style="list-style-type: none"> <li>Students will explore how the mind and body are connected.</li> <li>Students will investigate how being mindful about food choices and what our body needs can improve mood.</li> <li>Students will explore how food impacts mood.</li> <li>Students will work collaboratively to develop a mood meal.</li> </ul>	<ul style="list-style-type: none"> <li>Students will explore how the mind and body are connected.</li> <li>Students will investigate how being mindful about food choices and what our body needs can improve mood.</li> <li>Students will explore how food impacts mood.</li> <li>Students will work collaboratively to develop a mood meal.</li> </ul>
<b>Activities</b>	Lesson 25.1: Activity 1: Create your own mindful activities Lesson 25.2: Activity 1: Participating in the activities Activity 2: Debrief	Activity 1: Introduce the Good Mood Meal Plan challenge Activity 2: How is our brain and body connected? Activity 3: What are healthy choices? Activity 4: Mood Food Activity 5: what influences	Activity 1: Mindfulness Practise Activity 2: Mood Food research Activity 3: Gratitude for food
<b>AUS. Curriculum</b>	<b>GENERAL CAPABILITIES</b>	<b>GENERAL CAPABILITIES</b>	<b>GENERAL CAPABILITIES</b>
	<u><b>Personal and social capability</b></u> <u><b>Self-awareness</b></u> <ul style="list-style-type: none"> <li><b>Recognise emotions</b> - examine influences on and consequences of the student’s emotional responses in learning, social and work-related contexts.</li> </ul> <u><b>Self-management</b></u> <ul style="list-style-type: none"> <li><b>Express emotions appropriately</b> - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour.</li> </ul> <u><b>Self-management</b></u> <ul style="list-style-type: none"> <li><b>Develop self-discipline and set goals</b> - select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals.</li> </ul>	<u><b>Personal and social capability</b></u> <u><b>Self-awareness</b></u> <ul style="list-style-type: none"> <li><b>Recognise emotions</b> - examine influences on and consequences of the student’s emotional responses in learning, social and work-related contexts.</li> </ul> <u><b>Self-management</b></u> <ul style="list-style-type: none"> <li><b>Express emotions appropriately</b> - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour.</li> <li><b>Develop self-discipline and set goals</b> - select, use and analyse strategies that assist in regulating behaviour and achieving</li> </ul> <u><b>Social management</b></u> <ul style="list-style-type: none"> <li><b>Communicate effectively</b> - analyse enablers of and barriers to effective verbal, non-verbal and digital communication.</li> </ul>	<u><b>Personal and social capability</b></u> <u><b>Self-awareness</b></u> <ul style="list-style-type: none"> <li><b>Recognise emotions</b> - examine influences on and consequences of the student’s emotional responses in learning, social and work-related contexts.</li> </ul> <u><b>Self-management</b></u> <ul style="list-style-type: none"> <li><b>Express emotions appropriately</b> - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour.</li> <li><b>Develop self-discipline and set goals</b> - select, use and analyse strategies that assist in regulating behaviour and achieving</li> </ul> <u><b>Social management</b></u> <ul style="list-style-type: none"> <li><b>Communicate effectively</b> - analyse enablers of and barriers to effective verbal, non-verbal and digital communication.</li> </ul>
	<b>LEARNING AREA</b>	<b>LEARNING AREA</b>	<b>LEARNING AREA</b>
	<u><b>Health and physical education</b></u> <i>Being healthy, safe and active</i>	<u><b>Health and physical education</b></u> <i>Communicating and interacting for health and wellbeing</i>	<u><b>Health and physical education</b></u> <i>Communicating and interacting for health and wellbeing</i>

## AUS Curriculum Outlines - Year 7

	<ul style="list-style-type: none"> <li>○ Evaluate strategies to manage personal, physical and social changes that occur as the students grow older.</li> <li>○ Practice and apply strategies to seek help for themselves or others.</li> <li>○ Investigate and select strategies to promote health, safety and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>○ Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity.</li> </ul> <p><b><i>Contributing to healthy and active communities</i></b></p> <ul style="list-style-type: none"> <li>○ Plan and use health practices and behaviours (expressing gratitude) and resources to enhance the health, safety and wellbeing of the student's communities.</li> </ul> <p><b><i>Being healthy, safe and active</i></b></p> <ul style="list-style-type: none"> <li>○ Investigate and select strategies to promote health, safety and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>○ Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity.</li> </ul> <p><b><i>Contributing to healthy and active communities</i></b></p> <ul style="list-style-type: none"> <li>○ Plan and use health practices and behaviours (expressing gratitude) and resources to enhance the health, safety and wellbeing of the student's communities.</li> </ul> <p><b><i>Being healthy, safe and active</i></b></p> <ul style="list-style-type: none"> <li>○ Investigate and select strategies to promote health, safety and wellbeing.</li> </ul>
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## AUS Curriculum Outlines - Year 7

Lesson # Title Theme	Inquiry Unit 1 "Mind Body Connection" Mindfulness	Inquiry Unit 2 "Screenagers"	Inquiry Unit 2 "Screenagers"
<b>Learning Intention</b>	<ul style="list-style-type: none"> <li>Students will explore how the mind and body are connected.</li> <li>Students will investigate how being mindful about food choices and what our body needs can improve mood.</li> <li>Students will explore how food impacts mood.</li> <li>Students will work collaboratively to develop a mood meal.</li> </ul>	<ul style="list-style-type: none"> <li>Students will break down and define the word 'Screenagers'.</li> <li>Students will describe how they feel after having TOO much screen time.</li> <li>Students will identify a way of recording their screen time.</li> </ul>	<ul style="list-style-type: none"> <li>Students will explore the effects on children who are exposed to TOO much screen time.</li> <li>Students will use research skills to find information as a collaborative group.</li> </ul>
<b>Activities</b>	Activity 1: Continue Good Food research Activity 2: Create good mood meal plan Activity 3: Sharing and peer assessment Activity 4: Student Journal reflections and group gratitude	Lesson 1: Activity 1: 'Screenagers' discussion Activity 2: Screenagers documentary Activity 3: Measuring screen time	Lesson 2: Activity 1: Screen time check in Activity 2: Negative effects of screen time
<b>AUS Curriculum</b>	<b>GENERAL CAPABILITIES</b>	<b>GENERAL CAPABILITIES</b>	<b>GENERAL CAPABILITIES</b>
	<b>Personal and social capability</b> <b>Self-awareness</b> <ul style="list-style-type: none"> <li><b>Recognise emotions</b> - examine influences on and consequences of the student's emotional responses in learning, social and work-related contexts.</li> </ul> <b>Self-management</b> <ul style="list-style-type: none"> <li><b>Express emotions appropriately</b> - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour.</li> <li><b>Develop self-discipline and set goals</b> - select, use and analyse strategies that assist in regulating behaviour and achieving</li> </ul> <b>Social management</b> <ul style="list-style-type: none"> <li><b>Communicate effectively</b> - analyse enablers of and barriers to effective verbal, non-verbal and digital communication.</li> </ul>	<b>Personal and social capability</b> <b>Self-awareness</b> <ul style="list-style-type: none"> <li><b>Recognise emotions</b> - examine influences on and consequences of the student's emotional responses in learning, social and work-related contexts.</li> </ul> <b>Self-management</b> <ul style="list-style-type: none"> <li><b>Express emotions appropriately</b> - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour.</li> <li><b>Develop self-discipline and set goals</b> - select, use and analyse strategies that assist in regulating behaviour and achieving</li> </ul> <b>Social management</b> <ul style="list-style-type: none"> <li><b>Communicate effectively</b> - analyse enablers of and barriers to effective verbal, non-verbal and digital communication.</li> </ul>	<b>Personal and social capability</b> <b>Self-awareness</b> <ul style="list-style-type: none"> <li><b>Recognise emotions</b> - examine influences on and consequences of the student's emotional responses in learning, social and work-related contexts.</li> </ul> <b>Self-management</b> <ul style="list-style-type: none"> <li><b>Express emotions appropriately</b> - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour.</li> <li><b>Develop self-discipline and set goals</b> - select, use and analyse strategies that assist in regulating behaviour and achieving</li> </ul> <b>Social management</b> <ul style="list-style-type: none"> <li><b>Communicate effectively</b> - analyse enablers of and barriers to effective verbal, non-verbal and digital communication.</li> </ul>
	<b>LEARNING AREA</b>	<b>LEARNING AREA</b>	<b>LEARNING AREA</b>
	<b>Health and physical education</b> <i>Communicating and interacting for health and</i>	<b>Health and physical education</b> <i>Communicating and interacting for health and</i>	<b>Health and physical education</b> <i>Communicating and interacting for health and</i>

## AUS Curriculum Outlines - Year 7

	<p><b>wellbeing</b></p> <ul style="list-style-type: none"> <li>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity.</li> </ul> <p><b>Contributing to healthy and active communities</b></p> <ul style="list-style-type: none"> <li>Plan and use health practices and behaviours (expressing gratitude) and resources to enhance the health, safety and wellbeing of the student's communities.</li> </ul> <p><b>Being healthy, safe and active</b></p> <ul style="list-style-type: none"> <li>Investigate and select strategies to promote health, safety and wellbeing.</li> </ul>	<p><b>wellbeing</b></p> <ul style="list-style-type: none"> <li>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity.</li> </ul> <p><b>Contributing to healthy and active communities</b></p> <ul style="list-style-type: none"> <li>Plan and use health practices and behaviours (expressing gratitude) and resources to enhance the health, safety and wellbeing of the student's communities.</li> </ul> <p><b>Being healthy, safe and active</b></p> <ul style="list-style-type: none"> <li>Investigate and select strategies to promote health, safety and wellbeing.</li> </ul>	<p><b>wellbeing</b></p> <ul style="list-style-type: none"> <li>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity.</li> </ul> <p><b>Contributing to healthy and active communities</b></p> <ul style="list-style-type: none"> <li>Plan and use health practices and behaviours (expressing gratitude) and resources to enhance the health, safety and wellbeing of the student's communities.</li> </ul> <p><b>Being healthy, safe and active</b></p> <ul style="list-style-type: none"> <li>Investigate and select strategies to promote health, safety and wellbeing.</li> </ul>
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## AUS Curriculum Outlines - Year 7

Lesson # Title Theme	Inquiry Unit 2 "Screenagers"	Inquiry Unit 2 "Screenagers"
Learning Intention	<ul style="list-style-type: none"> <li>Students will present information to the grade.</li> <li>Students will explore strategies to reduce screen use.</li> <li>Students will implement one strategy into their own life.</li> </ul>	<ul style="list-style-type: none"> <li>Students will work collaboratively to create change on a whole grade, whole school or whole community level.</li> </ul>
Activities	Lesson 3: Activity 1: 'Presentation Activity 2: Formulating strategies to reduce current screen time	Lesson 4: Activity 1: What is an initiative? Activity 2: What needs to be changed? Activity 3: Let's make a change!
AUS. Curriculum	<b>GENERAL CAPABILITIES</b>	<b>GENERAL CAPABILITIES</b>
	<u>Personal and social capability</u> <b>Self-awareness</b> <ul style="list-style-type: none"> <li><b>Recognise emotions</b> - examine influences on and consequences of the student's emotional responses in learning, social and work-related contexts.</li> </ul> <b>Self-management</b> <ul style="list-style-type: none"> <li><b>Express emotions appropriately</b> - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour.</li> <li><b>Develop self-discipline and set goals</b> - select, use and analyse strategies that assist in regulating behaviour and achieving</li> </ul> <b>Social management</b> <ul style="list-style-type: none"> <li><b>Communicate effectively</b> - analyse enablers of and barriers to effective verbal, non-verbal and digital communication.</li> </ul>	<u>Personal and social capability</u> <b>Self-awareness</b> <ul style="list-style-type: none"> <li><b>Recognise emotions</b> - examine influences on and consequences of the student's emotional responses in learning, social and work-related contexts.</li> </ul> <b>Self-management</b> <ul style="list-style-type: none"> <li><b>Express emotions appropriately</b> - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour.</li> <li><b>Develop self-discipline and set goals</b> - select, use and analyse strategies that assist in regulating behaviour and achieving</li> </ul> <b>Social management</b> <ul style="list-style-type: none"> <li><b>Communicate effectively</b> - analyse enablers of and barriers to effective verbal, non-verbal and digital communication.</li> </ul>
	<b>LEARNING AREA</b>	<b>LEARNING AREA</b>
	<u>Health and physical education</u> <b>Communicating and interacting for health and wellbeing</b> <ul style="list-style-type: none"> <li>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity.</li> </ul>	<u>Health and physical education</u> <b>Communicating and interacting for health and wellbeing</b> <ul style="list-style-type: none"> <li>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity.</li> </ul>

## AUS Curriculum Outlines - Year 7

	<p><b><i>Contributing to healthy and active communities</i></b></p> <ul style="list-style-type: none"> <li>○ Plan and use health practices and behaviours (expressing gratitude) and resources to enhance the health, safety and wellbeing of the student's communities.</li> </ul> <p><b><i>Being healthy, safe and active</i></b></p> <ul style="list-style-type: none"> <li>○ Investigate and select strategies to promote health, safety and wellbeing.</li> </ul>	<p><b><i>Contributing to healthy and active communities</i></b></p> <ul style="list-style-type: none"> <li>○ Plan and use health practices and behaviours (expressing gratitude) and resources to enhance the health, safety and wellbeing of the student's communities.</li> </ul> <p><b><i>Being healthy, safe and active</i></b></p> <ul style="list-style-type: none"> <li>○ Investigate and select strategies to promote health, safety and wellbeing.</li> </ul>
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