

Year 7 Australian Curriculum Mapping

Curriculum Area	Strand/Element	Lesson Number																											
		1.1 1.2	2.1 2.1	3.1 3.2	4.1 4.2	5.1 5.2	6.1 6.1	7.1 7.2	8.1 8.2	9.1 9.2	10.1 10.2	11.1 11.2	12.1 12.2	13.1 13.2	14.1 14.1	15.1 15.2	16.1 16.2	17.1 17.2	18.1 18.2	19.1 19.2	20.1 20.2	21.1 21.2	22.1 22.2	23.1 23.2	24.1 24.2	25.1 25.2	INQ 1	IND 2	
Personal & Social Capabilities	Self-awareness	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
	Self-management	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue
	Social awareness				Blue							Blue	Blue						Blue	Blue									Blue
	Social management				Blue							Blue	Blue						Blue	Blue									Blue
Cross Curricular Priority – Aboriginal & Torres Strait Islander Histories & Cultures	Country/Place	Blue		Blue	Blue	Blue								Blue			Blue			Blue	Blue	Blue							
	Culture	Blue		Blue	Blue	Blue			Blue	Blue				Blue	Blue		Blue			Blue	Blue	Blue							
	People	Blue		Blue	Blue	Blue			Blue	Blue				Blue	Blue		Blue			Blue	Blue	Blue							
Health & Physical Education	Personal, social & community health	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	Blue	
Intercultural Understanding	Engaging with cultural and linguistic diversity				Blue							Blue								Blue	Blue								

Year 7 Australian Curriculum Mapping

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"> Students will expand vocabulary around emotion. Students will learn to identify emotions felt by other individuals. 	<ul style="list-style-type: none"> Students will expand their language around emotion. Students will begin to articulate feelings and emotions and provide examples from their own lives. 	<ul style="list-style-type: none"> Students will begin to understand the concept of gratitude. Students will practise expressing gratitude.
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	<p>GENERAL CAPABILITIES Self awareness <u>Emotional awareness</u></p> <ul style="list-style-type: none"> evaluate how emotional responses influence behaviour and consider the consequences of these responses <p>Self management <u>Emotional regulation</u></p> <ul style="list-style-type: none"> manage emotional responses, designing strategies to self-manage in a range of contexts <p>CROSS CURRICULA PRIORITY: ABORIGINAL & TORRES STRAIT ISLANDER HISTORIES AND CULTURES Country/Place</p>	<p>GENERAL CAPABILITIES Personal and social capability Self awareness <u>Emotional awareness</u></p> <ul style="list-style-type: none"> evaluate how emotional responses influence behaviour and consider the consequences of these responses <p>Self management <u>Emotional regulation</u></p> <ul style="list-style-type: none"> manage emotional responses, designing strategies to self-manage in a range of contexts <p>HEALTH & PHYSICAL EDUCATION Personal, social and community health Interacting with others</p>	<p>GENERAL CAPABILITIES Personal and social capability Self awareness <u>Emotional awareness</u></p> <ul style="list-style-type: none"> evaluate how emotional responses influence behaviour and consider the consequences of these responses <p>Self management <u>Emotional regulation</u></p> <ul style="list-style-type: none"> manage emotional responses, designing strategies to self-manage in a range of contexts <p>Goal setting</p> <ul style="list-style-type: none"> use and refine strategies that contribute to regulating behaviour and achieving learning goals

Year 7 Australian Curriculum Mapping

<p>A_TSICP1 First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.</p> <p>A_TSICP3 The First Peoples of Australia are the traditional owners of Country/Place, protected in Australian Law by the <i>Native Title Act 1993</i>.</p> <p>Culture A_TSIC1 First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs.</p> <p>A_TSIC2 First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.</p> <p>A_TSIC3 The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.</p> <p>People A_TSIP3 The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.</p> <p>HEALTH & PHYSICAL EDUCATION Personal, social and community health <u>Interacting with others</u> AC9HP8P04</p> <ul style="list-style-type: none"> examine the roles of respect, empathy, power and coercion in developing respectful relationships <p>AC9HP8P05</p>	<p>AC9HP8P04</p> <ul style="list-style-type: none"> examine the roles of respect, empathy, power and coercion in developing respectful relationships <p><u>Making healthy and safe choices</u> AC9HP8P08</p> <ul style="list-style-type: none"> refine protective behaviours and evaluate community resources to seek help for themselves and others <p>AC9HP8P10</p> <ul style="list-style-type: none"> plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing 	<p>CROSS CURRICULA PRIORITY: ABORIGINAL & TORRES STRAIT ISLANDER HISTORIES AND CULTURES</p> <p>Country/Place A_TSICP1 First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.</p> <p>A_TSICP3 The First Peoples of Australia are the traditional owners of Country/Place, protected in Australian Law by the <i>Native Title Act 1993</i>.</p> <p>Culture A_TSIC1 First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs.</p> <p>A_TSIC2 First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.</p> <p>A_TSIC3 The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.</p> <p>People A_TSIP3 The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.</p> <p>HEALTH & PHYSICAL EDUCATION Personal, social and community health <u>Interacting with others</u> AC9HP8P04</p>
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Year 7 Australian Curriculum Mapping

	<ul style="list-style-type: none"> investigate strategies that influence how communities value diversity and propose actions they can take to promote inclusion in their communities <p>AC9HP8P06</p> <ul style="list-style-type: none"> analyse factors that influence emotional responses and devise strategies to self-manage emotions <p><u>Making healthy and safe choices</u></p> <p>AC9HP8P08</p> <ul style="list-style-type: none"> refine protective behaviours and evaluate community resources to seek help for themselves and others <p>AC9HP8P10</p> <p>plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing</p>		<ul style="list-style-type: none"> examine the roles of respect, empathy, power and coercion in developing respectful relationships <p>AC9HP8P06</p> <ul style="list-style-type: none"> analyse factors that influence emotional responses and devise strategies to self-manage emotions <p><u>Making healthy and safe choices</u></p> <p>AC9HP8P08</p> <ul style="list-style-type: none"> refine protective behaviours and evaluate community resources to seek help for themselves and others <p>AC9HP8P10</p> <p>plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing</p>
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Lesson #	4.1 and 4.2	5.1 and 5.2	6.1 and 6.2
Title	“Sympathy vs. empathy” and “Practising empathy”	“An introduction to mindfulness” and “Mindfulness”	“Growth mindsets” and “Fixed mindsets”
Theme	Empathy	Mindfulness	Emotional Literacy

Year 7 Australian Curriculum Mapping

Learning Intention	<ul style="list-style-type: none"> Students will learn to recognise the difference between sympathy and empathy. Students will understand the importance of empathy and how to demonstrate empathetic behaviour Students will explore ways to demonstrate empathy when responding to news and situations. 	<ul style="list-style-type: none"> Students will begin to understand the concept of mindfulness and to practise experiencing it. Students will begin to appreciate the little things in everyday life. 	<ul style="list-style-type: none"> Students will learn about fixed and growth mindsets and how these relate to our emotions. Students will practise developing a growth mindset.
Activities	<p>Lesson 4.1: Activity 1: Sympathy vs. empathy Activity 2: How to show empathy</p> <p>Lesson 4.2: Activity 1: Role-plays – responding to news Activity 4: Understanding sympathy and empathy journal activity</p>	<p>Lesson 5.1: Activity 1: Check IN and Student Journal Activity Activity 2: Benefits of mindfulness.</p> <p>Lesson 5.2: Activity 1: Mindfulness treasure hunt Activity 2: Mindful treasure hunt reflection</p>	<p>Lesson 6.1: Activity 1: Growth mindset video clip Activity 2: Growth mindset – Student Journal</p> <p>Lesson 6.2: Activity 1: Fixed mindset – Student Journal activity</p>
AUS. Curriculum	<p>GENERAL CAPABILITIES <u>Personal and social capability</u> <u>Self awareness</u> <u>Emotional awareness</u></p> <ul style="list-style-type: none"> evaluate how emotional responses influence behaviour and consider the consequences of these responses <p><u>Self management</u> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> manage emotional responses, designing strategies to self-manage in a range of contexts <p><u>Social awareness</u> <u>Empathy</u></p> <ul style="list-style-type: none"> acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own <p><u>Social management</u> <u>Communication</u></p> <ul style="list-style-type: none"> demonstrate communication skills in a range of contexts, responding to the enablers of, and 	<p>GENERAL CAPABILITIES <u>Personal and social capability</u> <u>Self awareness</u> <u>Emotional awareness</u></p> <ul style="list-style-type: none"> evaluate how emotional responses influence behaviour and consider the consequences of these responses <p><u>Self management</u> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> manage emotional responses, designing strategies to self-manage in a range of contexts <p><u>Goal setting</u></p> <ul style="list-style-type: none"> use and refine strategies that contribute to regulating behaviour and achieving learning goals <p>CROSS CURRICULA PRIORITY: ABORIGINAL & TORRES STRAIT ISLANDER HISTORIES AND CULTURES <u>Country/Place</u> A_TSICP1</p>	<p>GENERAL CAPABILITIES <u>Personal and social capability</u> <u>Self awareness</u> <u>Emotional awareness</u></p> <ul style="list-style-type: none"> evaluate how emotional responses influence behaviour and consider the consequences of these responses <p><u>Self management</u> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> manage emotional responses, designing strategies to self-manage in a range of contexts <p>CROSS CURRICULA PRIORITY: ABORIGINAL & TORRES STRAIT ISLANDER HISTORIES AND CULTURES <u>Country/Place</u> A_TSICP1 First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways. A_TSICP3</p>

Year 7 Australian Curriculum Mapping

	<p>barriers to, effective verbal and non verbal communication</p> <p>Intercultural understanding Engaging with cultural and linguistic diversity Develop multiple perspectives</p> <ul style="list-style-type: none"> consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices <p>Develop empathy</p> <ul style="list-style-type: none"> use perspective-taking, mutual understanding and respect to sustain interactions in diverse intercultural experiences <p>CROSS CURRICULA PRIORITY: ABORIGINAL & TORRES STRAIT ISLANDER HISTORIES AND CULTURES Country/Place A_TSICP1 First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways. A_TSICP2 The occupation and colonisation of Australia by the British were experienced by First Nations Australians as an invasion that denied their occupation of, and connection to, Country/Place. A_TSICP3 The First Peoples of Australia are the traditional owners of Country/Place, protected in Australian Law by the <i>Native Title Act 1993</i>. Culture A_TSIC1 First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. A_TSIC2</p>	<p>First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways. A_TSICP3 The First Peoples of Australia are the traditional owners of Country/Place, protected in Australian Law by the <i>Native Title Act 1993</i>. Culture A_TSIC1 First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. A_TSIC2 First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing. A_TSIC3 The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures. People A_TSIP3 The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.</p> <p>HEALTH & PHYSICAL EDUCATION Personal, social and community health Identities and change AC9HP8P02 analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes Making healthy and safe choices AC9HP8P08</p> <ul style="list-style-type: none"> refine protective behaviours and evaluate 	<p>The First Peoples of Australia are the traditional owners of Country/Place, protected in Australian Law by the <i>Native Title Act 1993</i>. Culture A_TSIC1 First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. A_TSIC2 First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing. A_TSIC3 The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures. People A_TSIP3 The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.</p> <p>HEALTH & PHYSICAL EDUCATION Personal, social and community health Interacting with others AC9HP8P04</p> <ul style="list-style-type: none"> examine the roles of respect, empathy, power and coercion in developing respectful relationships <p>Making healthy and safe choices AC9HP8P08</p> <ul style="list-style-type: none"> refine protective behaviours and evaluate community resources to seek help for themselves and others <p>AC9HP8P10</p> <ul style="list-style-type: none"> plan and implement strategies, using health resources, to enhance their own and others'
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Year 7 Australian Curriculum Mapping

	<p>First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing. A_TSIC3 The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures. People A_TSIP3 The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.</p> <p>HEALTH & PHYSICAL EDUCATION Personal, social and community health <u>Interacting with others</u> AC9HP8P04</p> <ul style="list-style-type: none"> examine the roles of respect, empathy, power and coercion in developing respectful relationships 	<p>community resources to seek help for themselves and others AC9HP8P10</p> <ul style="list-style-type: none"> plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing 	<p>health, safety, relationships and wellbeing</p>
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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
Learning Intention	<ul style="list-style-type: none"> Students will investigate and understand the importance of an optimistic outlook. Students will understand the difference between optimism and pessimism. 	<ul style="list-style-type: none"> Students will express appreciation for the people in the class. Students will consider the things that are most important to them. 	<ul style="list-style-type: none"> Students will recognise the power of addressing their thoughts and clearing their mind. Students will express gratitude to someone else.

Year 7 Australian Curriculum Mapping

	<ul style="list-style-type: none"> Students will understand the impact pessimism has on those around us. 		
Activities	<p>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</p>	<p>Lesson 8.1: Activity 1: Gratitude Ball Activity 2: Reflecting on gratitude Lesson 8.2: Activity 1: Gratitude paper chains</p>	<p>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</p>
AUS. Curriculum	<p>GENERAL CAPABILITIES <u>Personal and social capability</u> <u>Self awareness</u> <u>Emotional awareness</u></p> <ul style="list-style-type: none"> evaluate how emotional responses influence behaviour and consider the consequences of these responses <p><u>Self management</u> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> manage emotional responses, designing strategies to self-manage in a range of contexts <p>HEALTH & PHYSICAL EDUCATION <u>Personal, social and community health</u> <u>Interacting with others</u> <u>AC9HP8P04</u></p> <ul style="list-style-type: none"> examine the roles of respect, empathy, power and coercion in developing respectful relationships <p><u>Making healthy and safe choices</u> <u>AC9HP8P08</u></p> <ul style="list-style-type: none"> refine protective behaviours and evaluate community resources to seek help for themselves and others <p><u>AC9HP8P10</u></p> <ul style="list-style-type: none"> plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing 	<p>GENERAL CAPABILITIES <u>Personal and social capability</u> <u>Self awareness</u> <u>Emotional awareness</u></p> <ul style="list-style-type: none"> evaluate how emotional responses influence behaviour and consider the consequences of these responses <p><u>Self management</u> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> manage emotional responses, designing strategies to self-manage in a range of contexts <p><u>Goal setting</u></p> <ul style="list-style-type: none"> use and refine strategies that contribute to regulating behaviour and achieving learning goals <p>CROSS CURRICULA PRIORITY: ABORIGINAL & TORRES STRAIT ISLANDER HISTORIES AND CULTURES <u>Culture</u> <u>A_TSIC1</u> First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. <u>A_TSIC2</u> First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing. <u>A_TSIC3</u></p>	<p>GENERAL CAPABILITIES <u>Personal and social capability</u> <u>Self awareness</u> <u>Emotional awareness</u></p> <ul style="list-style-type: none"> evaluate how emotional responses influence behaviour and consider the consequences of these responses <p><u>Self management</u> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> manage emotional responses, designing strategies to self-manage in a range of contexts <p><u>Goal setting</u></p> <ul style="list-style-type: none"> use and refine strategies that contribute to regulating behaviour and achieving learning goals <p>CROSS CURRICULA PRIORITY: ABORIGINAL & TORRES STRAIT ISLANDER HISTORIES AND CULTURES <u>Culture</u> <u>A_TSIC1</u> First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. <u>A_TSIC2</u> First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing. <u>A_TSIC3</u></p>

Year 7 Australian Curriculum Mapping

		<p>The First Peoples of Australia (Aboriginal Peoples) belong to the world’s oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.</p> <p>People A_TSIP3 The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.</p> <p>HEALTH & PHYSICAL EDUCATION Personal, social and community health <u>Interacting with others</u> AC9HP8P04</p> <ul style="list-style-type: none"> examine the roles of respect, empathy, power and coercion in developing respectful relationships <p><u>Making healthy and safe choices</u> AC9HP8P08</p> <ul style="list-style-type: none"> refine protective behaviours and evaluate community resources to seek help for themselves and others <p>AC9HP8P10</p> <ul style="list-style-type: none"> plan and implement strategies, using health resources, to enhance their own and others’ health, safety, relationships and wellbeing 	<p>The First Peoples of Australia (Aboriginal Peoples) belong to the world’s oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.</p> <p>People A_TSIP3 The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.</p> <p>HEALTH & PHYSICAL EDUCATION Personal, social and community health <u>Interacting with others</u> AC9HP8P04</p> <ul style="list-style-type: none"> examine the roles of respect, empathy, power and coercion in developing respectful relationships <p><u>Making healthy and safe choices</u> AC9HP8P08</p> <ul style="list-style-type: none"> refine protective behaviours and evaluate community resources to seek help for themselves and others <p>AC9HP8P10</p> <ul style="list-style-type: none"> plan and implement strategies, using health resources, to enhance their own and others’ health, safety, relationships and wellbeing
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Year 7 Australian Curriculum Mapping



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
Learning Intention	<ul style="list-style-type: none"> • Students will experience kindness through put-ups and think about how it feels to experience put-downs. • Students will understand the difference between put-downs and put-ups. • Students will be encouraged to give others a put-up. 	<ul style="list-style-type: none"> • Students will understand the deeper impact of negative words and language when used regularly. • Students will begin to understand the impact of their actions on others. 	<ul style="list-style-type: none"> • Students will create compassion and understanding within the group by finding common emotions and experiences. • Students will verbalise their feelings around these common emotions and experiences.

Year 7 Australian Curriculum Mapping

Activities	<p>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?</p>	<p>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</p>	<p>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</p>
AUS. Curriculum	<p>GENERAL CAPABILITIES <u>Personal and social capability</u> <u>Self awareness</u> <u>Emotional awareness</u></p> <ul style="list-style-type: none"> o evaluate how emotional responses influence behaviour and consider the consequences of these responses <p><u>Self management</u> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> o manage emotional responses, designing strategies to self-manage in a range of contexts <p><u>Goal setting</u></p> <ul style="list-style-type: none"> o use and refine strategies that contribute to regulating behaviour and achieving learning goals <p>HEALTH & PHYSICAL EDUCATION Personal, social and community health <u>Interacting with others</u> <u>AC9HP8P04</u></p>	<p>GENERAL CAPABILITIES <u>Personal and social capability</u> <u>Self awareness</u> <u>Emotional awareness</u></p> <ul style="list-style-type: none"> o evaluate how emotional responses influence behaviour and consider the consequences of these responses <p><u>Self management</u> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> o manage emotional responses, designing strategies to self-manage in a range of contexts <p><u>Social awareness</u> <u>Empathy</u></p> <ul style="list-style-type: none"> o acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own <p><u>Social management</u> <u>Communication</u></p>	<p>GENERAL CAPABILITIES <u>Personal and social capability</u> <u>Self awareness</u> <u>Emotional awareness</u></p> <ul style="list-style-type: none"> o evaluate how emotional responses influence behaviour and consider the consequences of these responses <p><u>Self management</u> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> o manage emotional responses, designing strategies to self-manage in a range of contexts <p><u>Social awareness</u> <u>Empathy</u></p> <ul style="list-style-type: none"> o acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own <p><u>Social management</u> <u>Communication</u></p>

Year 7 Australian Curriculum Mapping

	<ul style="list-style-type: none"> examine the roles of respect, empathy, power and coercion in developing respectful relationships <p>AC9HP8P05</p> <ul style="list-style-type: none"> investigate strategies that influence how communities value diversity and propose actions they can take to promote inclusion in their communities <p>AC9HP8P06</p> <ul style="list-style-type: none"> analyse factors that influence emotional responses and devise strategies to self-manage emotions <p><u>Making healthy and safe choices</u></p> <p>AC9HP8P08</p> <ul style="list-style-type: none"> refine protective behaviours and evaluate community resources to seek help for themselves and others <p>AC9HP8P10</p> <p>plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing</p>	<ul style="list-style-type: none"> demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non verbal communication <p><u>Intercultural understanding</u></p> <p>Engaging with cultural and linguistic diversity</p> <p><u>Develop multiple perspectives</u></p> <ul style="list-style-type: none"> consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices <p><u>Develop empathy</u></p> <ul style="list-style-type: none"> use perspective-taking, mutual understanding and respect to sustain interactions in diverse intercultural experiences <p>HEALTH & PHYSICAL EDUCATION</p> <p>Personal, social and community health</p> <p><u>Interacting with others</u></p> <p>AC9HP8P04</p> <p>examine the roles of respect, empathy, power and coercion in developing respectful relationships</p>	<ul style="list-style-type: none"> demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non verbal communication <p>HEALTH & PHYSICAL EDUCATION</p> <p>Personal, social and community health</p> <p><u>Interacting with others</u></p> <p>AC9HP8P04</p> <ul style="list-style-type: none"> examine the roles of respect, empathy, power and coercion in developing respectful relationships <p>AC9HP8P05</p> <ul style="list-style-type: none"> investigate strategies that influence how communities value diversity and propose actions they can take to promote inclusion in their communities <p>AC9HP8P06</p> <ul style="list-style-type: none"> analyse factors that influence emotional responses and devise strategies to self-manage emotions <p><u>Making healthy and safe choices</u></p> <p>AC9HP8P08</p> <ul style="list-style-type: none"> refine protective behaviours and evaluate community resources to seek help for themselves and others <p>AC9HP8P10</p> <ul style="list-style-type: none"> plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing
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Year 7 Australian Curriculum Mapping



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
Learning Intention	<ul style="list-style-type: none"> Students will become more aware of their bodies through movement. Students will participate in a yoga session and reap the physical, mental and emotional benefits of this type of exercise. 	<ul style="list-style-type: none"> Students will experience humour as a mood-changer. Students will lift the mood of their class and peers through music and/or jokes. 	<ul style="list-style-type: none"> Students will find commonalities with others in emotions. Students will diversify their experience and listen to the experience of others.
Activities	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
AUS. Curriculum	GENERAL CAPABILITIES <u>Personal and social capability</u> <u>Self awareness</u> <u>Emotional awareness</u>	GENERAL CAPABILITIES <u>Personal and social capability</u> <u>Self awareness</u> <u>Emotional awareness</u>	GENERAL CAPABILITIES <u>Personal and social capability</u> <u>Self awareness</u> <u>Emotional awareness</u>

Year 7 Australian Curriculum Mapping

<ul style="list-style-type: none"> o evaluate how emotional responses influence behaviour and consider the consequences of these responses <p><u>Self management</u> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> o manage emotional responses, designing strategies to self-manage in a range of contexts <p><u>Goal setting</u></p> <ul style="list-style-type: none"> o use and refine strategies that contribute to regulating behaviour and achieving learning goals <p>CROSS CURRICULA PRIORITY: ABORIGINAL & TORRES STRAIT ISLANDER HISTORIES AND CULTURES</p> <p><u>Country/Place</u> <u>A_TSIC1</u> First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways. <u>A_TSIC3</u> The First Peoples of Australia are the traditional owners of Country/Place, protected in Australian Law by the <i>Native Title Act 1993</i>.</p> <p><u>Culture</u> <u>A_TSIC1</u> First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. <u>A_TSIC2</u> First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing. <u>A_TSIC3</u> The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of</p>	<ul style="list-style-type: none"> o evaluate how emotional responses influence behaviour and consider the consequences of these responses <p><u>Self management</u> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> o manage emotional responses, designing strategies to self-manage in a range of contexts <p>CROSS CURRICULA PRIORITY: ABORIGINAL & TORRES STRAIT ISLANDER HISTORIES AND CULTURES</p> <p><u>Culture</u> <u>A_TSIC1</u> First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. <u>A_TSIC2</u> First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing. <u>A_TSIC3</u> The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.</p> <p><u>People</u> <u>A_TSIP3</u> The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.</p> <p>HEALTH & PHYSICAL EDUCATION Personal, social and community health <u>Interacting with others</u> <u>AC9HP8P04</u></p>	<ul style="list-style-type: none"> o evaluate how emotional responses influence behaviour and consider the consequences of these responses <p><u>Self management</u> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> o manage emotional responses, designing strategies to self-manage in a range of contexts <p>HEALTH & PHYSICAL EDUCATION Personal, social and community health <u>Interacting with others</u> <u>AC9HP8P04</u></p> <ul style="list-style-type: none"> • examine the roles of respect, empathy, power and coercion in developing respectful relationships <p><u>Making healthy and safe choices</u> <u>AC9HP8P08</u></p> <ul style="list-style-type: none"> • refine protective behaviours and evaluate community resources to seek help for themselves and others <p><u>AC9HP8P10</u></p> <ul style="list-style-type: none"> • plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing
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Year 7 Australian Curriculum Mapping

	<p>colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.</p> <p>People A_TSIP3 The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally</p> <p>HEALTH & PHYSICAL EDUCATION Personal, social and community health <u>Interacting with others</u> AC9HP8P04</p> <ul style="list-style-type: none"> examine the roles of respect, empathy, power and coercion in developing respectful relationships <p>AC9HP8P05</p> <ul style="list-style-type: none"> investigate strategies that influence how communities value diversity and propose actions they can take to promote inclusion in their communities <p>AC9HP8P06</p> <ul style="list-style-type: none"> analyse factors that influence emotional responses and devise strategies to self-manage emotions <p><u>Making healthy and safe choices</u> AC9HP8P08</p> <ul style="list-style-type: none"> refine protective behaviours and evaluate community resources to seek help for themselves and others <p>AC9HP8P10</p> <ul style="list-style-type: none"> plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing 	<ul style="list-style-type: none"> examine the roles of respect, empathy, power and coercion in developing respectful relationships <p><u>Making healthy and safe choices</u> AC9HP8P08</p> <ul style="list-style-type: none"> refine protective behaviours and evaluate community resources to seek help for themselves and others <p>AC9HP8P10</p> <ul style="list-style-type: none"> plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing 	
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Year 7 Australian Curriculum Mapping

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
Learning Intention	<ul style="list-style-type: none"> Students will recognise the power of addressing their thoughts and clearing their mind. Students will practise looking for gratitude in many places. Students will identify things you can be grateful for in images. 	<ul style="list-style-type: none"> Students will begin to explore the difference between needs and wants and to categorise these into levels of importance. Students will begin to look for the things they do have, rather than the things they don't have. 	<ul style="list-style-type: none"> Students will develop empathy with others by seeing things from a different perspective. Students will develop empathy and understanding of others through role play.
Activities	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
AUS. Curriculum	GENERAL CAPABILITIES <u>Personal and social capability</u> <u>Self awareness</u> <u>Emotional awareness</u> <ul style="list-style-type: none"> evaluate how emotional responses influence behaviour and consider the consequences of these responses <u>Self management</u>	GENERAL CAPABILITIES <u>Personal and social capability</u> <u>Self awareness</u> <u>Emotional awareness</u> <ul style="list-style-type: none"> evaluate how emotional responses influence behaviour and consider the consequences of these responses <u>Self management</u>	GENERAL CAPABILITIES <u>Personal and social capability</u> <u>Self awareness</u> <u>Emotional awareness</u> <ul style="list-style-type: none"> evaluate how emotional responses influence behaviour and consider the consequences of these responses <u>Self management</u>

Year 7 Australian Curriculum Mapping

<p><u>Emotional regulation</u></p> <ul style="list-style-type: none"> manage emotional responses, designing strategies to self-manage in a range of contexts <p>CROSS CURRICULA PRIORITY: ABORIGINAL & TORRES STRAIT ISLANDER HISTORIES AND CULTURES</p> <p>Country/Place</p> <p>A TSICP1 First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.</p> <p>A TSICP3 The First Peoples of Australia are the traditional owners of Country/Place, protected in Australian Law by the <i>Native Title Act 1993</i>.</p> <p>Culture</p> <p>A TSIC1 First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs.</p> <p>A TSIC2 First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.</p> <p>A TSIC3 The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.</p> <p>People</p> <p>A TSIP3 The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.</p> <p>HEALTH & PHYSICAL EDUCATION</p>	<p><u>Emotional regulation</u></p> <ul style="list-style-type: none"> manage emotional responses, designing strategies to self-manage in a range of contexts <p><u>Goal setting</u></p> <ul style="list-style-type: none"> use and refine strategies that contribute to regulating behaviour and achieving learning goals <p>HEALTH & PHYSICAL EDUCATION</p> <p>Personal, social and community health</p> <p><u>Interacting with others</u></p> <p>AC9HP8P04</p> <ul style="list-style-type: none"> examine the roles of respect, empathy, power and coercion in developing respectful relationships <p><u>Making healthy and safe choices</u></p> <p>AC9HP8P08</p> <ul style="list-style-type: none"> refine protective behaviours and evaluate community resources to seek help for themselves and others <p>AC9HP8P10</p> <ul style="list-style-type: none"> plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing 	<p><u>Emotional regulation</u></p> <ul style="list-style-type: none"> manage emotional responses, designing strategies to self-manage in a range of contexts <p>Social awareness</p> <p><u>Empathy</u></p> <ul style="list-style-type: none"> acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own <p>Social management</p> <p><u>Communication</u></p> <ul style="list-style-type: none"> demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non verbal communication <p>Intercultural understanding</p> <p>Engaging with cultural and linguistic diversity</p> <p><u>Develop multiple perspectives</u></p> <ul style="list-style-type: none"> consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices <p><u>Develop empathy</u></p> <ul style="list-style-type: none"> use perspective-taking, mutual understanding and respect to sustain interactions in diverse intercultural experiences <p>HEALTH & PHYSICAL EDUCATION</p> <p>Personal, social and community health</p> <p><u>Interacting with others</u></p> <p>AC9HP8P04 examine the roles of respect, empathy, power and coercion in developing respectful relationships</p>
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Year 7 Australian Curriculum Mapping

	<p>Personal, social and community health</p> <p><u>Interacting with others</u></p> <p>AC9HP8P04</p> <ul style="list-style-type: none"> examine the roles of respect, empathy, power and coercion in developing respectful relationships <p><u>Making healthy and safe choices</u></p> <p>AC9HP8P08</p> <ul style="list-style-type: none"> refine protective behaviours and evaluate community resources to seek help for themselves and others <p>AC9HP8P10</p> <p>plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing</p>		
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Year 7 Australian Curriculum Mapping

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"> Students will create and act out a scenario based on the concept of empathy. Students will have a chance to practice empathy in a practical setting. 	<ul style="list-style-type: none"> Students will start to recognise and appreciate the ‘little things’ in life. Students will understand the importance of mindfulness activities and the impact of these activities on daily life. 	<ul style="list-style-type: none"> Students will explore the impact of screen time on their brain. Students will look for the small details and take time to find them in an environment that they would normally take for granted.
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	<p>GENERAL CAPABILITIES <u>Personal and social capability</u> <u>Self awareness</u> <u>Emotional awareness</u></p> <ul style="list-style-type: none"> evaluate how emotional responses influence behaviour and consider the consequences of these responses <p><u>Self management</u> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> manage emotional responses, designing strategies to self-manage in a range of contexts <p><u>Social awareness</u> <u>Empathy</u></p> <ul style="list-style-type: none"> acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own 	<p>GENERAL CAPABILITIES <u>Personal and social capability</u> <u>Self awareness</u> <u>Emotional awareness</u></p> <ul style="list-style-type: none"> evaluate how emotional responses influence behaviour and consider the consequences of these responses <p><u>Self management</u> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> manage emotional responses, designing strategies to self-manage in a range of contexts <p><u>Goal setting</u></p> <ul style="list-style-type: none"> use and refine strategies that contribute to regulating behaviour and achieving learning goals 	<p>GENERAL CAPABILITIES <u>Personal and social capability</u> <u>Self awareness</u> <u>Emotional awareness</u></p> <ul style="list-style-type: none"> evaluate how emotional responses influence behaviour and consider the consequences of these responses <p><u>Self management</u> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> manage emotional responses, designing strategies to self-manage in a range of contexts <p><u>Goal setting</u></p> <ul style="list-style-type: none"> use and refine strategies that contribute to regulating behaviour and achieving learning goals

Year 7 Australian Curriculum Mapping

<p><u>Social management</u> <u>Communication</u></p> <ul style="list-style-type: none"> demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non verbal communication <p><u>Intercultural understanding</u> <u>Engaging with cultural and linguistic diversity</u></p> <p><u>Develop multiple perspectives</u></p> <ul style="list-style-type: none"> consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices <p><u>Develop empathy</u></p> <ul style="list-style-type: none"> use perspective-taking, mutual understanding and respect to sustain interactions in diverse intercultural experiences <p>CROSS CURRICULA PRIORITY: ABORIGINAL & TORRES STRAIT ISLANDER HISTORIES AND CULTURES <u>Country/Place</u> A TSICP1 First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways. A TSICP3 The First Peoples of Australia are the traditional owners of Country/Place, protected in Australian Law by the <i>Native Title Act 1993</i>. <u>Culture</u> A TSIC1 First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. A TSIC2 First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing. A TSIC3 The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.</p> <p>HEALTH & PHYSICAL EDUCATION Personal, social and community health <u>Identities and change</u> AC9HP8P02</p> <ul style="list-style-type: none"> analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes 	<p>CROSS CURRICULA PRIORITY: ABORIGINAL & TORRES STRAIT ISLANDER HISTORIES AND CULTURES <u>Country/Place</u> A TSICP1 First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways. A TSICP3 The First Peoples of Australia are the traditional owners of Country/Place, protected in Australian Law by the <i>Native Title Act 1993</i>. <u>Culture</u> A TSIC1 First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. A TSIC2 First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing. A TSIC3 The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.</p> <p>HEALTH & PHYSICAL EDUCATION Personal, social and community health <u>Identities and change</u> AC9HP8P02</p> <ul style="list-style-type: none"> analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes 	<p>CROSS CURRICULA PRIORITY: ABORIGINAL & TORRES STRAIT ISLANDER HISTORIES AND CULTURES <u>Country/Place</u> A TSICP1 First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways. A TSICP3 The First Peoples of Australia are the traditional owners of Country/Place, protected in Australian Law by the <i>Native Title Act 1993</i>. <u>Culture</u> A TSIC1 First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. A TSIC2 First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing. A TSIC3 The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.</p> <p>HEALTH & PHYSICAL EDUCATION Personal, social and community health <u>Identities and change</u> AC9HP8P02</p> <ul style="list-style-type: none"> analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes <p><u>Making healthy and safe choices</u></p>
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Year 7 Australian Curriculum Mapping

	<p>A_TSIC2 First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.</p> <p>A_TSIC3 The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures.</p> <p>People</p> <p>A_TSIP3 The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.</p> <p>HEALTH & PHYSICAL EDUCATION Personal, social and community health</p> <p><u>Interacting with others</u> AC9HP8P04</p> <ul style="list-style-type: none"> examine the roles of respect, empathy, power and coercion in developing respectful relationships 	<p><u>Making healthy and safe choices</u> AC9HP8P08</p> <ul style="list-style-type: none"> refine protective behaviours and evaluate community resources to seek help for themselves and others <p>AC9HP8P10</p> <ul style="list-style-type: none"> plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing 	<p>AC9HP8P08</p> <ul style="list-style-type: none"> refine protective behaviours and evaluate community resources to seek help for themselves and others <p>AC9HP8P10</p> <ul style="list-style-type: none"> plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing
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Lesson # Title Theme	<p>22.1 and 22.2 "How full is your bucket?" and "Creating positive classrooms" Emotional Literacy</p>	<p>23.1 and 23.2 "Character strengths" and "Top strengths" Emotional Literacy</p>	<p>24.1 and 24.2 "Feeling gratitude" and "Sharing gratitude" Gratitude</p>
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Year 7 Australian Curriculum Mapping

Learning Intention	<ul style="list-style-type: none"> Students will understand the importance of saying nice things. Students will practice saying nice things about someone. Students will connect emotionally with the topic of kindness. 	<ul style="list-style-type: none"> Students will discover their own character strengths. Students will explore other people's character strengths and begin to compare them with their own. 	<ul style="list-style-type: none"> Students will learn the different senses involved with gratitude. Students will share their knowledge and understanding of gratitude with others.
Activities	<p>Lesson 22.1: Activity 1: How full is your bucket? Activity 2: Bucket filler for someone special</p> <p>Lesson 22.2 Activity 1: Why it's important discussion? Activity 2: Things we should say more often</p>	<p>Lesson 23.1 Activity 1: VIA Character Strengths Survey</p> <p>Lesson 23.2 Activity 2: Top 5 Strengths</p> <p>Activity 3: Strengths Debrief</p>	<p>Lesson 24.1: Activity 1: Looks, feels, sounds like</p> <p>Activity 2: Notice-think-feel-do</p> <p>Lesson 24.2: Activity 1: Create</p>
AUS. Curriculum	<p>GENERAL CAPABILITIES Personal and social capability <u>Self awareness</u> <u>Emotional awareness</u></p> <ul style="list-style-type: none"> evaluate how emotional responses influence behaviour and consider the consequences of these responses <p><u>Self management</u> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> manage emotional responses, designing strategies to self-manage in a range of contexts <p>HEALTH & PHYSICAL EDUCATION Personal, social and community health <u>Interacting with others</u> <u>AC9HP8P04</u></p> <ul style="list-style-type: none"> examine the roles of respect, empathy, power and coercion in developing respectful relationships <p><u>AC9HP8P05</u></p> <ul style="list-style-type: none"> investigate strategies that influence how communities value diversity and propose 	<p>GENERAL CAPABILITIES Personal and social capability <u>Self awareness</u> <u>Personal awareness</u></p> <ul style="list-style-type: none"> evaluate strategies for developing personal qualities and describe how they assist achieving growth <p><u>Emotional awareness</u></p> <ul style="list-style-type: none"> evaluate how emotional responses influence behaviour and consider the consequences of these responses <p><u>Reflective practice</u></p> <ul style="list-style-type: none"> plan a personal response to a range of contexts using feedback from previous experiences <p><u>Self management</u> <u>Goal setting</u></p> <ul style="list-style-type: none"> use and refine strategies that contribute to regulating behaviour and achieving learning goals <p>HEALTH & PHYSICAL EDUCATION Personal, social and community health</p>	<p>GENERAL CAPABILITIES Personal and social capability <u>Self awareness</u> <u>Emotional awareness</u></p> <ul style="list-style-type: none"> evaluate how emotional responses influence behaviour and consider the consequences of these responses <p><u>Self management</u> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> manage emotional responses, designing strategies to self-manage in a range of contexts <p><u>Goal setting</u></p> <ul style="list-style-type: none"> use and refine strategies that contribute to regulating behaviour and achieving learning goals <p>HEALTH & PHYSICAL EDUCATION Personal, social and community health <u>Interacting with others</u> <u>AC9HP8P04</u></p> <ul style="list-style-type: none"> examine the roles of respect, empathy, power and coercion in developing respectful relationships

Year 7 Australian Curriculum Mapping

	<p>actions they can take to promote inclusion in their communities</p> <p><u>Making healthy and safe choices</u> AC9HP8P08</p> <ul style="list-style-type: none"> refine protective behaviours and evaluate community resources to seek help for themselves and others <p>AC9HP8P10</p> <ul style="list-style-type: none"> plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing 	<p><u>Interacting with others</u> AC9HP8P04</p> <ul style="list-style-type: none"> examine the roles of respect, empathy, power and coercion in developing respectful relationships <p>AC9HP8P06</p> <ul style="list-style-type: none"> analyse factors that influence emotional responses and devise strategies to self-manage emotions <p><u>Making healthy and safe choices</u> AC9HP8P08</p> <ul style="list-style-type: none"> refine protective behaviours and evaluate community resources to seek help for themselves and others <p>AC9HP8P10</p> <ul style="list-style-type: none"> plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing 	<p>AC9HP8P06</p> <ul style="list-style-type: none"> analyse factors that influence emotional responses and devise strategies to self-manage emotions <p><u>Making healthy and safe choices</u> AC9HP8P08</p> <ul style="list-style-type: none"> refine protective behaviours and evaluate community resources to seek help for themselves and others <p>AC9HP8P10</p> <ul style="list-style-type: none"> plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing
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Lesson #	25.1 and 25.2	Inquiry Unit 1	Inquiry Unit 1
Title	“Creating mindfulness” and “Teaching mindfulness”	“Mind Body Connection”	“Mind Body Connection”
Theme	Mindfulness	Mindfulness	Mindfulness

Year 7 Australian Curriculum Mapping

Learning Intention	<ul style="list-style-type: none"> Students will apply creativity and knowledge of mindfulness in developing mindful activities. Students will participate in mindful activities that have been created by them. 	<ul style="list-style-type: none"> Students will explore how the mind and body are connected. Students will investigate how being mindful about food choices and what our body needs can improve mood. Students will explore how food impacts mood. Students will work collaboratively to develop a mood meal. 	<ul style="list-style-type: none"> Students will explore how the mind and body are connected. Students will investigate how being mindful about food choices and what our body needs can improve mood. Students will explore how food impacts mood. Students will work collaboratively to develop a mood meal.
Activities	<p>Lesson 25.1: Activity 1: Create your own mindful activities</p> <p>Lesson 25.2: Activity 1: Participating in the activities Activity 2: Debrief</p>	<p>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</p>	<p>Activity 1: Mindfulness Practise Activity 2: Mood Food research Activity 3: Gratitude for food</p>
AUS. Curriculum	<p>GENERAL CAPABILITIES <u>Self awareness</u> <u>Emotional awareness</u></p> <ul style="list-style-type: none"> evaluate how emotional responses influence behaviour and consider the consequences of these responses <p><u>Self management</u> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> manage emotional responses, designing strategies to self-manage in a range of contexts <p><u>Goal setting</u></p> <ul style="list-style-type: none"> use and refine strategies that contribute to regulating behaviour and achieving learning goals <p>HEALTH & PHYSICAL EDUCATION Personal, social and community health <u>Identities and change</u> <u>AC9HP8P02</u></p> <ul style="list-style-type: none"> analyse the impact of changes and transitions, 	<p>GENERAL CAPABILITIES <u>Personal and social capability</u> <u>Self awareness</u> <u>Emotional awareness</u></p> <ul style="list-style-type: none"> evaluate how emotional responses influence behaviour and consider the consequences of these responses <p><u>Self management</u> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> manage emotional responses, designing strategies to self-manage in a range of contexts <p><u>Goal setting</u></p> <ul style="list-style-type: none"> use and refine strategies that contribute to regulating behaviour and achieving learning goals <p><u>Social management</u> <u>Communicate effectively</u></p> <ul style="list-style-type: none"> analyse enablers of and barriers to effective verbal, non-verbal and digital communication. 	<p>GENERAL CAPABILITIES <u>Personal and social capability</u> <u>Self awareness</u> <u>Emotional awareness</u></p> <ul style="list-style-type: none"> evaluate how emotional responses influence behaviour and consider the consequences of these responses <p><u>Self management</u> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> manage emotional responses, designing strategies to self-manage in a range of contexts <p><u>Goal setting</u></p> <ul style="list-style-type: none"> use and refine strategies that contribute to regulating behaviour and achieving learning goals <p><u>Social management</u> <u>Communicate effectively</u></p> <ul style="list-style-type: none"> analyse enablers of and barriers to effective verbal, non-verbal and digital communication.

Year 7 Australian Curriculum Mapping

	<p>and devise strategies to support themselves and others through these changes</p> <p><u>Making healthy and safe choices</u> AC9HP8P08</p> <ul style="list-style-type: none"> refine protective behaviours and evaluate community resources to seek help for themselves and others <p>AC9HP8P10</p> <ul style="list-style-type: none"> plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing 	<p>HEALTH & PHYSICAL EDUCATION Personal, social and community health</p> <p><u>Interacting with others</u> AC9HP8P04</p> <ul style="list-style-type: none"> examine the roles of respect, empathy, power and coercion in developing respectful relationships <p>AC9HP8P05</p> <ul style="list-style-type: none"> investigate strategies that influence how communities value diversity and propose actions they can take to promote inclusion in their communities <p>AC9HP8P06</p> <ul style="list-style-type: none"> analyse factors that influence emotional responses and devise strategies to self-manage emotions <p><u>Making healthy and safe choices</u> AC9HP8P08</p> <ul style="list-style-type: none"> refine protective behaviours and evaluate community resources to seek help for themselves and others <p>AC9HP8P10</p> <ul style="list-style-type: none"> plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing 	<p>HEALTH & PHYSICAL EDUCATION Personal, social and community health</p> <p><u>Interacting with others</u> AC9HP8P04</p> <ul style="list-style-type: none"> examine the roles of respect, empathy, power and coercion in developing respectful relationships <p>AC9HP8P05</p> <ul style="list-style-type: none"> investigate strategies that influence how communities value diversity and propose actions they can take to promote inclusion in their communities <p>AC9HP8P06</p> <ul style="list-style-type: none"> analyse factors that influence emotional responses and devise strategies to self-manage emotions <p><u>Making healthy and safe choices</u> AC9HP8P08</p> <ul style="list-style-type: none"> refine protective behaviours and evaluate community resources to seek help for themselves and others <p>AC9HP8P10</p> <ul style="list-style-type: none"> plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing
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Lesson # Title Theme	Inquiry Unit 1 "Mind Body Connection" Mindfulness	Inquiry Unit 2 "Screenagers"	Inquiry Unit 2 "Screenagers"
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Year 7 Australian Curriculum Mapping

Learning Intention	<ul style="list-style-type: none"> Students will explore how the mind and body are connected. Students will investigate how being mindful about food choices and what our body needs can improve mood. Students will explore how food impacts mood. Students will work collaboratively to develop a mood meal. 	<ul style="list-style-type: none"> Students will break down and define the word 'Screenagers'. Students will describe how they feel after having TOO much screen time. Students will identify a way of recording their screen time. 	<ul style="list-style-type: none"> Students will explore the effects on children who are exposed to TOO much screen time. Students will use research skills to find information as a collaborative group.
Activities	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
AUS. Curriculum	<p>GENERAL CAPABILITIES <u>Personal and social capability</u> <u>Self awareness</u> <u>Emotional awareness</u></p> <ul style="list-style-type: none"> evaluate how emotional responses influence behaviour and consider the consequences of these responses <p><u>Self management</u> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> manage emotional responses, designing strategies to self-manage in a range of contexts <p><u>Goal setting</u></p> <ul style="list-style-type: none"> use and refine strategies that contribute to regulating behaviour and achieving learning goals <p><u>Social management</u> <u>Communicate effectively</u></p> <ul style="list-style-type: none"> analyse enablers of and barriers to effective verbal, non-verbal and digital communication. <p>HEALTH & PHYSICAL EDUCATION</p>	<p>GENERAL CAPABILITIES <u>Personal and social capability</u> <u>Self awareness</u> <u>Emotional awareness</u></p> <ul style="list-style-type: none"> evaluate how emotional responses influence behaviour and consider the consequences of these responses <p><u>Self management</u> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> manage emotional responses, designing strategies to self-manage in a range of contexts <p><u>Goal setting</u></p> <ul style="list-style-type: none"> use and refine strategies that contribute to regulating behaviour and achieving learning goals <p><u>Social management</u> <u>Communicate effectively</u></p> <ul style="list-style-type: none"> analyse enablers of and barriers to effective verbal, non-verbal and digital communication. <p>HEALTH & PHYSICAL EDUCATION</p>	<p>GENERAL CAPABILITIES <u>Personal and social capability</u> <u>Self awareness</u> <u>Emotional awareness</u></p> <ul style="list-style-type: none"> evaluate how emotional responses influence behaviour and consider the consequences of these responses <p><u>Self management</u> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> manage emotional responses, designing strategies to self-manage in a range of contexts <p><u>Goal setting</u></p> <ul style="list-style-type: none"> use and refine strategies that contribute to regulating behaviour and achieving learning goals <p><u>Social management</u> <u>Communicate effectively</u></p> <ul style="list-style-type: none"> analyse enablers of and barriers to effective verbal, non-verbal and digital communication. <p>HEALTH & PHYSICAL EDUCATION</p>

Year 7 Australian Curriculum Mapping

	<p>Personal, social and community health <u>Interacting with others</u> AC9HP8P04</p> <ul style="list-style-type: none"> examine the roles of respect, empathy, power and coercion in developing respectful relationships <p><u>Making healthy and safe choices</u> AC9HP8P08</p> <ul style="list-style-type: none"> refine protective behaviours and evaluate community resources to seek help for themselves and others <p>AC9HP8P10</p> <ul style="list-style-type: none"> plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing 	<p>Personal, social and community health <u>Interacting with others</u> AC9HP8P04</p> <ul style="list-style-type: none"> examine the roles of respect, empathy, power and coercion in developing respectful relationships <p><u>Making healthy and safe choices</u> AC9HP8P08</p> <ul style="list-style-type: none"> refine protective behaviours and evaluate community resources to seek help for themselves and others <p>AC9HP8P10</p> <p>plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing</p>	<p>Personal, social and community health <u>Interacting with others</u> AC9HP8P04</p> <ul style="list-style-type: none"> examine the roles of respect, empathy, power and coercion in developing respectful relationships <p><u>Making healthy and safe choices</u> AC9HP8P08</p> <ul style="list-style-type: none"> refine protective behaviours and evaluate community resources to seek help for themselves and others <p>AC9HP8P10</p> <ul style="list-style-type: none"> plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing
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Lesson #	Inquiry Unit 2	Inquiry Unit 2
Title	“Screenagers”	“Screenagers”
Theme		

Year 7 Australian Curriculum Mapping

Learning Intention	<ul style="list-style-type: none"> Students will present information to the grade. Students will explore strategies to reduce screen use. Students will implement one strategy into their own life. 	<ul style="list-style-type: none"> Students will work collaboratively to create change on a whole grade, whole school or whole community level.
Activities	<p>Lesson 3:</p> <p>Activity 1: 'Presentation</p> <p>Activity 2: Formulating strategies to reduce current screen time</p>	<p>Lesson 4:</p> <p>Activity 1: What is an initiative?</p> <p>Activity 2: What needs to be changed?</p> <p>Activity 3: Let's make a change!</p>
AUS. Curriculum	<p>GENERAL CAPABILITIES <u>Personal and social capability</u> <u>Self awareness</u> <u>Emotional awareness</u></p> <ul style="list-style-type: none"> evaluate how emotional responses influence behaviour and consider the consequences of these responses <p><u>Self management</u> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> manage emotional responses, designing strategies to self-manage in a range of contexts <p><u>Goal setting</u></p> <ul style="list-style-type: none"> use and refine strategies that contribute to regulating behaviour and achieving learning goals <p><u>Social management</u> <u>Communicate effectively</u></p> <ul style="list-style-type: none"> analyse enablers of and barriers to effective verbal, non-verbal and digital communication. <p>HEALTH & PHYSICAL EDUCATION Personal, social and community health <u>Interacting with others</u> AC9HP8P04</p>	<p>GENERAL CAPABILITIES <u>Personal and social capability</u> <u>Self awareness</u> <u>Emotional awareness</u></p> <ul style="list-style-type: none"> evaluate how emotional responses influence behaviour and consider the consequences of these responses <p><u>Self management</u> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> manage emotional responses, designing strategies to self-manage in a range of contexts <p><u>Goal setting</u></p> <ul style="list-style-type: none"> use and refine strategies that contribute to regulating behaviour and achieving learning goals <p><u>Social management</u> <u>Communicate effectively</u></p> <ul style="list-style-type: none"> analyse enablers of and barriers to effective verbal, non-verbal and digital communication. <p>HEALTH & PHYSICAL EDUCATION Personal, social and community health <u>Interacting with others</u> AC9HP8P04</p>

Year 7 Australian Curriculum Mapping

	<ul style="list-style-type: none"> examine the roles of respect, empathy, power and coercion in developing respectful relationships <p><u>Making healthy and safe choices</u> AC9HP8P08</p> <ul style="list-style-type: none"> refine protective behaviours and evaluate community resources to seek help for themselves and others <p>AC9HP8P10 plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing</p>	<ul style="list-style-type: none"> examine the roles of respect, empathy, power and coercion in developing respectful relationships <p><u>Making healthy and safe choices</u> AC9HP8P08</p> <ul style="list-style-type: none"> refine protective behaviours and evaluate community resources to seek help for themselves and others <p>AC9HP8P10 plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing</p>
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