

Year 7 Victorian 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	<p>Lesson 1.1: Activity 1: Celebrity Heads Activity 2: Celebrity Heads Debrief</p> <p>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</p>	<p>Lesson 2.1: Activity 1: Emotional hierarchy Activity 2: Emotional hierarchy debrief</p> <p>Lesson 2.2: Activity 1: Where do we feel emotions? Activity 3: Where do we feel emotions? - Journal reflection</p>	<p>Lesson 3.1: Activity 1: What does gratitude mean? Activity 2: Thank you from Kid President</p> <p>Lesson 3.2: Activity 1: Gratitude photo board Activity 4: Gratitude practice</p>
VIC. Curriculum	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Self-Management Recognition and expression of emotions Describe how and why emotional responses may change in different contexts (VCPSCSE034) Development of resilience Assess personal strengths using feedback from peers, teachers and others and prioritise areas for improvement (VCPSCSE035)</p>	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Self-Management Recognition and expression of emotions Describe how and why emotional responses may change in different contexts (VCPSCSE034) Social Awareness and Social Management Relationships and diversity Explore their personal values and beliefs and analyse how these values and beliefs might be</p>	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Self-Management Recognition and expression of emotions Describe how and why emotional responses may change in different contexts (VCPSCSE034) Development of resilience Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals (VCPSCSE037)</p>

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<p>Discuss the range of strategies that could be used to cope with difficult tasks or changing situations (VCPSCSE036)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</p> <p><u>Geography</u></p> <p>The spiritual, economic, cultural and aesthetic value of water for people, including Aboriginal and Torres Strait Islander peoples and peoples of the Asia region, that influence the significance of places (VCGGK109)</p> <p>Spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples, that influence the significance of places, and ways of protecting significant landscapes (VCGGK120)</p> <p><u>History</u></p> <p>The importance of conserving the remains of the ancient past, including the heritage, culture and artefacts of Aboriginal and Torres Strait Islander peoples (VCHHK108)</p> <p>The significant beliefs, values and practices of Aboriginal and Torres Strait Islander peoples and cultures (VCHHK106)</p> <p>How physical or geographical features influenced the development of Aboriginal and Torres Strait Islander peoples' communities, foundational stories and land management practices (VCHHK105)</p> <p>The nature of sources of evidence about ancient Australia and what they reveal about Australia's</p>	<p>different or similar to those of others (VCPSCSO038)</p> <p>HEALTH AND PHYSICAL EDUCATION</p> <p>Personal, Social and Community Health</p> <p><u>Communicating and interacting for health and wellbeing</u></p> <p>Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (VCHPEP127)</p> <p>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128)</p> <p><u>Contributing to healthy and active communities</u></p> <p>Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130)</p> <p>Develop skills to evaluate health information and express health concerns (VCHPEP129)</p>	<p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</p> <p><u>Geography</u></p> <p>The spiritual, economic, cultural and aesthetic value of water for people, including Aboriginal and Torres Strait Islander peoples and peoples of the Asia region, that influence the significance of places (VCGGK109)</p> <p>Spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples, that influence the significance of places, and ways of protecting significant landscapes (VCGGK120)</p> <p><u>History</u></p> <p>The importance of conserving the remains of the ancient past, including the heritage, culture and artefacts of Aboriginal and Torres Strait Islander peoples (VCHHK108)</p> <p>The significant beliefs, values and practices of Aboriginal and Torres Strait Islander peoples and cultures (VCHHK106)</p> <p>How physical or geographical features influenced the development of Aboriginal and Torres Strait Islander peoples' communities, foundational stories and land management practices (VCHHK105)</p> <p>The nature of sources of evidence about ancient Australia and what they reveal about Australia's ancient past, such as the use of resources (VCHHK107)</p> <p><u>Civics and Citizenship</u></p>
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<p>ancient past, such as the use of resources (VCHHK107)</p> <p>Civics and Citizenship</p> <p>Examine how national identity can shape a sense of belonging and examine different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander peoples' perspectives (VCCCC027)</p> <p>Describe the process of constitutional change through a referendum (VCCCG021)</p> <p>Explain how groups express their identities, including religious and cultural identity, and how this expression can influence their perceptions of others and others' perception of them (VCCCC026)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Communicating and interacting for health and wellbeing</p> <p>Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (VCHPEP127)</p> <p>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128)</p> <p>Develop skills to evaluate health information and express health concerns (VCHPEP129)</p> <p>Contributing to healthy and active communities</p>		<p>Examine how national identity can shape a sense of belonging and examine different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander peoples' perspectives (VCCCC027)</p> <p>Describe the process of constitutional change through a referendum (VCCCG021)</p> <p>Explain how groups express their identities, including religious and cultural identity, and how this expression can influence their perceptions of others and others' perception of them (VCCCC026)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Communicating and interacting for health and wellbeing</p> <p>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128)</p> <p>Contributing to healthy and active communities</p> <p>Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130)</p>
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	<p>Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130)</p> <p>Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (VCHPEP131)</p>		
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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
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	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
VIC. Curriculum	PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Self-Management Recognition and expression of emotions Describe how and why emotional responses may change in different contexts (VCPCSE034) Social Awareness and Social Management Relationships and diversity	ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES Geography The spiritual, economic, cultural and aesthetic value of water for people, including Aboriginal and Torres Strait Islander peoples and peoples of the Asia region, that influence the significance of places (VCGGK109)	PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Self-Management Recognition and expression of emotions Describe how and why emotional responses may change in different contexts (VCPCSE034) Development of resilience

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<p>Explore their personal values and beliefs and analyse how these values and beliefs might be different or similar to those of others (VCPSCSO038)</p> <p>Collaboration</p> <p>Perform in a variety of team roles and accept responsibility as a team member and team leader, assessing how well they support other members of the team (VCPSCSO041)</p> <p><i>Relationships and diversity</i></p> <p>Explore students' personal values and beliefs and analyse how these values and beliefs might be different or similar to those of others.</p> <p><i>Collaboration</i></p> <p>Perform in a variety of team roles and accept responsibility as a team member and team leader, assessing how well students support other members of the team.</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</p> <p>Geography</p> <p>The spiritual, economic, cultural and aesthetic value of water for people, including Aboriginal and Torres Strait Islander peoples and peoples of the Asia region, that influence the significance of places (VCGGK109)</p> <p>Spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples, that influence the significance of places, and ways of protecting significant landscapes (VCGGK120)</p> <p>History</p>	<p>Spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples, that influence the significance of places, and ways of protecting significant landscapes (VCGGK120)</p> <p>History</p> <p>The importance of conserving the remains of the ancient past, including the heritage, culture and artefacts of Aboriginal and Torres Strait Islander peoples (VCHHK108)</p> <p>The significant beliefs, values and practices of Aboriginal and Torres Strait Islander peoples and cultures (VCHHK106)</p> <p>How physical or geographical features influenced the development of Aboriginal and Torres Strait Islander peoples' communities, foundational stories and land management practices (VCHHK105)</p> <p>The nature of sources of evidence about ancient Australia and what they reveal about Australia's ancient past, such as the use of resources (VCHHK107)</p> <p>Civics and Citizenship</p> <p>Examine how national identity can shape a sense of belonging and examine different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander peoples' perspectives (VCCCC027)</p> <p>Describe the process of constitutional change through a referendum (VCCCG021)</p> <p>Explain how groups express their identities, including religious and cultural identity, and</p>	<p>Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals (VCPSCSE037)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</p> <p>History</p> <p>The importance of conserving the remains of the ancient past, including the heritage, culture and artefacts of Aboriginal and Torres Strait Islander peoples (VCHHK108)</p> <p>The significant beliefs, values and practices of Aboriginal and Torres Strait Islander peoples and cultures (VCHHK106)</p> <p>How physical or geographical features influenced the development of Aboriginal and Torres Strait Islander peoples' communities, foundational stories and land management practices (VCHHK105)</p> <p>The nature of sources of evidence about ancient Australia and what they reveal about Australia's ancient past, such as the use of resources (VCHHK107)</p> <p>Civics and Citizenship</p> <p>Examine how national identity can shape a sense of belonging and examine different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander peoples' perspectives (VCCCC027)</p> <p>Describe the process of constitutional change through a referendum (VCCCG021)</p>
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<p>The importance of conserving the remains of the ancient past, including the heritage, culture and artefacts of Aboriginal and Torres Strait Islander peoples (VCHHK108)</p> <p>The significant beliefs, values and practices of Aboriginal and Torres Strait Islander peoples and cultures (VCHHK106)</p> <p>How physical or geographical features influenced the development of Aboriginal and Torres Strait Islander peoples' communities, foundational stories and land management practices (VCHHK105)</p> <p>The nature of sources of evidence about ancient Australia and what they reveal about Australia's ancient past, such as the use of resources (VCHHK107)</p> <p>Civics and Citizenship</p> <p>Examine how national identity can shape a sense of belonging and examine different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander peoples' perspectives (VCCCC027)</p> <p>Describe the process of constitutional change through a referendum (VCCCCG021)</p> <p>Explain how groups express their identities, including religious and cultural identity, and how this expression can influence their perceptions of others and others' perception of them (VCCCC026)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Communicating and interacting for health and wellbeing</p>	<p>how this expression can influence their perceptions of others and others' perception of them (VCCCC026)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Being healthy, safe and active</p> <p>Evaluate strategies to manage personal, physical and social changes that occur as they grow older (VCHPEP124)</p> <p>Examine barriers to seeking support and evaluate strategies to overcome these (VCHPEP125)</p>	<p>Explain how groups express their identities, including religious and cultural identity, and how this expression can influence their perceptions of others and others' perception of them (VCCCC026)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Communicating and interacting for health and wellbeing</p> <p>Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (VCHPEP127)</p> <p>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128)</p> <p>Contributing to healthy and active communities</p> <p>Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130)</p> <p>Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (VCHPEP131)</p>
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	<p>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128)</p> <p>INTERCULTURAL CAPABILITY</p> <p>Cultural Diversity</p> <p>Identify the challenges and benefits of living and working in a culturally diverse society (VCICCD015)</p> <p>Evaluate the ways in which the community demonstrates the value it places on cultural diversity, and why this valuing of cultural diversity is important to the community (VCICCD016)</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. Students will understand the impact pessimism has on those around us. 	<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.
Activities	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
VIC. Curriculum	PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Self-Management Recognition and expression of emotions Describe how and why emotional responses may change in different contexts (VCPSCSE034) Development of resilience Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals (VCPSCSE037) Social Awareness and Social Management	PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Self-Management Recognition and expression of emotions Describe how and why emotional responses may change in different contexts (VCPSCSE034) Development of resilience Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals (VCPSCSE037)	PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Self-Management Recognition and expression of emotions Describe how and why emotional responses may change in different contexts (VCPSCSE034) Development of resilience Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals (VCPSCSE037)

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<p>Relationships and diversity</p> <p>Explore their personal values and beliefs and analyse how these values and beliefs might be different or similar to those of others (VCPSCSO038)</p> <p>HEALTH AND PHYSICAL EDUCATION</p> <p>Personal, Social and Community Health</p> <p>Communicating and interacting for health and wellbeing</p> <p>Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (VCHPEP127)</p> <p>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128)</p> <p>Contributing to healthy and active communities</p> <p>Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130)</p> <p>Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (VCHPEP131)</p>	<p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</p> <p>History</p> <p>The importance of conserving the remains of the ancient past, including the heritage, culture and artefacts of Aboriginal and Torres Strait Islander peoples (VCHHK108)</p> <p>The significant beliefs, values and practices of Aboriginal and Torres Strait Islander peoples and cultures (VCHHK106)</p> <p>How physical or geographical features influenced the development of Aboriginal and Torres Strait Islander peoples' communities, foundational stories and land management practices (VCHHK105)</p> <p>The nature of sources of evidence about ancient Australia and what they reveal about Australia's ancient past, such as the use of resources (VCHHK107)</p> <p>Civics and Citizenship</p> <p>Examine how national identity can shape a sense of belonging and examine different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander peoples' perspectives (VCCCC027)</p> <p>Describe the process of constitutional change through a referendum (VCCCG021)</p> <p>Explain how groups express their identities, including religious and cultural identity, and how this expression can influence their perceptions of others and others' perception of them (VCCCC026)</p>	<p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</p> <p>History</p> <p>The importance of conserving the remains of the ancient past, including the heritage, culture and artefacts of Aboriginal and Torres Strait Islander peoples (VCHHK108)</p> <p>The significant beliefs, values and practices of Aboriginal and Torres Strait Islander peoples and cultures (VCHHK106)</p> <p>How physical or geographical features influenced the development of Aboriginal and Torres Strait Islander peoples' communities, foundational stories and land management practices (VCHHK105)</p> <p>The nature of sources of evidence about ancient Australia and what they reveal about Australia's ancient past, such as the use of resources (VCHHK107)</p> <p>Civics and Citizenship</p> <p>Examine how national identity can shape a sense of belonging and examine different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander peoples' perspectives (VCCCC027)</p> <p>Describe the process of constitutional change through a referendum (VCCCG021)</p> <p>Explain how groups express their identities, including religious and cultural identity, and how this expression can influence their perceptions of others and others' perception of them (VCCCC026)</p>
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		<p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Communicating and interacting for health and wellbeing Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128) Contributing to healthy and active communities Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130)</p>	<p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Communicating and interacting for health and wellbeing Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128) Contributing to healthy and active communities Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130)</p>
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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.
Activities	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
VIC. Curriculum	PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Self-Management Recognition and expression of emotions Describe how and why emotional responses may change in different contexts (VCPCSE034) Development of resilience Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals (VCPCSE037) HEALTH AND PHYSICAL EDUCATION	PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Self-Management Recognition and expression of emotions Describe how and why emotional responses may change in different contexts (VCPCSE034) Development of resilience Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals (VCPCSE037) HEALTH AND PHYSICAL EDUCATION	PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Self-Management Recognition and expression of emotions Describe how and why emotional responses may change in different contexts (VCPCSE034) Development of resilience Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals (VCPCSE037) HEALTH AND PHYSICAL EDUCATION

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	<p>Personal, Social and Community Health Communicating and interacting for health and wellbeing</p> <p>Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (VCHPEP127)</p> <p>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128)</p> <p>Contributing to healthy and active communities</p> <p>Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130)</p>	<p>Personal, Social and Community Health Communicating and interacting for health and wellbeing</p> <p>Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (VCHPEP127)</p> <p>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128)</p> <p>Contributing to healthy and active communities</p> <p>Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130)</p> <p>Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (VCHPEP131)</p>	<p>Personal, Social and Community Health Communicating and interacting for health and wellbeing</p> <p>Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (VCHPEP127)</p> <p>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128)</p> <p>Contributing to healthy and active communities</p> <p>Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130)</p> <p>Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (VCHPEP131)</p>
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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	<p>Lesson 13.1: Activity 1: Quick research Activity 2: Debrief</p> <p>Lesson 13.2: Activity 1: Yoga Activity 2: Yoga debrief</p>	<p>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</p> <p>Lesson 14.2: Activity 1: Upbeat Activity 2: Jokes Activity 3: Build your own toolkit</p>	<p>Lesson 15.1: Activity 1: What makes you.. Activity 2: Bingo</p> <p>Lesson 15.2: Activity 1: Group emotions Activity 2: Emotional debrief</p>
VIC. Curriculum	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Self-Management Development of resilience</p> <p>Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals (VCPSCSE037)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES Geography</p> <p>The spiritual, economic, cultural and aesthetic value of water for people, including Aboriginal</p>	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Self-Management Recognition and expression of emotions</p> <p>Describe how and why emotional responses may change in different contexts (VCPSCSE034)</p> <p>Development of resilience</p> <p>Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals (VCPSCSE037)</p> <p>Social Awareness and Social Management</p>	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Self-Management Recognition and expression of emotions</p> <p>Describe how and why emotional responses may change in different contexts (VCPSCSE034)</p> <p>Development of resilience</p> <p>Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals (VCPSCSE037)</p> <p>Social Awareness and Social Management Relationships and diversity</p>

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	<p>and Torres Strait Islander peoples and peoples of the Asia region, that influence the significance of places (VCGGK109)</p> <p>Spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples, that influence the significance of places, and ways of protecting significant landscapes (VCGGK120)</p> <p>History</p> <p>The importance of conserving the remains of the ancient past, including the heritage, culture and artefacts of Aboriginal and Torres Strait Islander peoples (VCHHK108)</p> <p>The significant beliefs, values and practices of Aboriginal and Torres Strait Islander peoples and cultures (VCHHK106)</p> <p>How physical or geographical features influenced the development of Aboriginal and Torres Strait Islander peoples' communities, foundational stories and land management practices (VCHHK105)</p> <p>The nature of sources of evidence about ancient Australia and what they reveal about Australia's ancient past, such as the use of resources (VCHHK107)</p> <p>Civics and Citizenship</p> <p>Examine how national identity can shape a sense of belonging and examine different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander peoples' perspectives (VCCCC027)</p>	<p>Relationships and diversity Explore their personal values and beliefs and analyse how these values and beliefs might be different or similar to those of others (VCPSCSO038)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</p> <p>History</p> <p>The importance of conserving the remains of the ancient past, including the heritage, culture and artefacts of Aboriginal and Torres Strait Islander peoples (VCHHK108)</p> <p>The significant beliefs, values and practices of Aboriginal and Torres Strait Islander peoples and cultures (VCHHK106)</p> <p>How physical or geographical features influenced the development of Aboriginal and Torres Strait Islander peoples' communities, foundational stories and land management practices (VCHHK105)</p> <p>The nature of sources of evidence about ancient Australia and what they reveal about Australia's ancient past, such as the use of resources (VCHHK107)</p> <p>Civics and Citizenship</p> <p>Examine how national identity can shape a sense of belonging and examine different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander peoples' perspectives (VCCCC027)</p> <p>Describe the process of constitutional change through a referendum (VCCCG021)</p> <p>Explain how groups express their identities, including religious and cultural identity, and how</p>	<p>Explore their personal values and beliefs and analyse how these values and beliefs might be different or similar to those of others (VCPSCSO038)</p> <p>HEALTH AND PHYSICAL EDUCATION</p> <p>Personal, Social and Community Health</p> <p>Communicating and interacting for health and wellbeing</p> <p>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128)</p> <p>Develop skills to evaluate health information and express health concerns (VCHPEP129)</p> <p>Contributing to healthy and active communities</p> <p>Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130)</p> <p>Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (VCHPEP131)</p>
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	<p>Describe the process of constitutional change through a referendum (VCCCG021)</p> <p>Explain how groups express their identities, including religious and cultural identity, and how this expression can influence their perceptions of others and others' perception of them (VCCCC026)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Being healthy, safe and active</p> <p>Evaluate strategies to manage personal, physical and social changes that occur as they grow older (VCHPEP124)</p> <p>Examine barriers to seeking support and evaluate strategies to overcome these (VCHPEP125)</p>	<p>this expression can influence their perceptions of others and others' perception of them (VCCCC026)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Communicating and interacting for health and wellbeing</p> <p>Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (VCHPEP127)</p> <p>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128)</p> <p>Contributing to healthy and active communities</p> <p>Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130)</p>	
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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
VIC. Curriculum	PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Self-Management Recognition and expression of emotions Describe how and why emotional responses may change in different contexts (VCPSCSE034) Development of resilience Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals (VCPSCSE037)	PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Self-Management Recognition and expression of emotions Describe how and why emotional responses may change in different contexts (VCPSCSE034) Development of resilience Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals (VCPSCSE037)	PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Self-Management Recognition and expression of emotions Describe how and why emotional responses may change in different contexts (VCPSCSE034) Development of resilience Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals (VCPSCSE037)

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	<p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</p> <p><u>Geography</u></p> <p>The spiritual, economic, cultural and aesthetic value of water for people, including Aboriginal and Torres Strait Islander peoples and peoples of the Asia region, that influence the significance of places (VCGGK109)</p> <p>Spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples, that influence the significance of places, and ways of protecting significant landscapes (VCGGK120)</p> <p><u>History</u></p> <p>The importance of conserving the remains of the ancient past, including the heritage, culture and artefacts of Aboriginal and Torres Strait Islander peoples (VCHHK108)</p> <p>The significant beliefs, values and practices of Aboriginal and Torres Strait Islander peoples and cultures (VCHHK106)</p> <p>How physical or geographical features influenced the development of Aboriginal and Torres Strait Islander peoples' communities, foundational stories and land management practices (VCHHK105)</p> <p>The nature of sources of evidence about ancient Australia and what they reveal about Australia's ancient past, such as the use of resources (VCHHK107)</p> <p><u>Civics and Citizenship</u></p>	<p>HEALTH AND PHYSICAL EDUCATION</p> <p>Personal, Social and Community Health</p> <p><u>Communicating and interacting for health and wellbeing</u></p> <p>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128)</p> <p><u>Contributing to healthy and active communities</u></p> <p>Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130)</p>	<p>HEALTH AND PHYSICAL EDUCATION</p> <p>Personal, Social and Community Health</p> <p><u>Communicating and interacting for health and wellbeing</u></p> <p>Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (VCHPEP127)</p> <p>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128)</p> <p><u>Contributing to healthy and active communities</u></p> <p>Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130)</p> <p>Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (VCHPEP131)</p>
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	<p>Examine how national identity can shape a sense of belonging and examine different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander peoples' perspectives (VCCCC027)</p> <p>Describe the process of constitutional change through a referendum (VCCCG021)</p> <p>Explain how groups express their identities, including religious and cultural identity, and how this expression can influence their perceptions of others and others' perception of them (VCCCC026)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Communicating and interacting for health and wellbeing</p> <p>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128)</p> <p>Contributing to healthy and active communities</p> <p>Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130)</p>		
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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	<p>Lesson 19.1: Activity 1: Video Activity 2: Empathy bingo Activity 3: Discussion</p> <p>Lesson 19.2: Activity 1: Empathy/kindness reflection Activity 2: Circle time</p>	<p>Lesson 20.1: Activity 1: See Activity 2: Hear Activity 3: Debrief</p> <p>Lesson 20.2: Activity 1: Touch Activity 2: Smell Activity 3: Debrief</p>	<p>Lesson 21.1: Activity 1: Mindful moment Activity 2: Screen time and your brain</p> <p>Lesson 21.2: Activity 1: Mindfulness walk Activity 2: Mindfulness reflection</p>
VIC. Curriculum	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Self-Management Recognition and expression of emotions Describe how and why emotional responses may change in different contexts (VCPCSE034) Development of resilience Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals (VCPCSE037)</p>	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Self-Management Development of resilience Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals (VCPCSE037)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES Geography The spiritual, economic, cultural and aesthetic value of water for people, including Aboriginal</p>	<p>PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Self-Management Development of resilience Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals (VCPCSE037)</p> <p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES Geography The spiritual, economic, cultural and aesthetic value of water for people, including Aboriginal</p>

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	<p>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</p> <p>Geography</p> <p>The spiritual, economic, cultural and aesthetic value of water for people, including Aboriginal and Torres Strait Islander peoples and peoples of the Asia region, that influence the significance of places (VCGGK109)</p> <p>Spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples, that influence the significance of places, and ways of protecting significant landscapes (VCGGK120)</p> <p>History</p> <p>The importance of conserving the remains of the ancient past, including the heritage, culture and artefacts of Aboriginal and Torres Strait Islander peoples (VCHHK108)</p> <p>The significant beliefs, values and practices of Aboriginal and Torres Strait Islander peoples and cultures (VCHHK106)</p> <p>How physical or geographical features influenced the development of Aboriginal and Torres Strait Islander peoples' communities, foundational stories and land management practices (VCHHK105)</p> <p>The nature of sources of evidence about ancient Australia and what they reveal about Australia's ancient past, such as the use of resources (VCHHK107)</p> <p>Civics and Citizenship</p>	<p>and Torres Strait Islander peoples and peoples of the Asia region, that influence the significance of places (VCGGK109)</p> <p>Spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples, that influence the significance of places, and ways of protecting significant landscapes (VCGGK120)</p> <p>History</p> <p>The importance of conserving the remains of the ancient past, including the heritage, culture and artefacts of Aboriginal and Torres Strait Islander peoples (VCHHK108)</p> <p>The significant beliefs, values and practices of Aboriginal and Torres Strait Islander peoples and cultures (VCHHK106)</p> <p>How physical or geographical features influenced the development of Aboriginal and Torres Strait Islander peoples' communities, foundational stories and land management practices (VCHHK105)</p> <p>The nature of sources of evidence about ancient Australia and what they reveal about Australia's ancient past, such as the use of resources (VCHHK107)</p> <p>Civics and Citizenship</p> <p>Examine how national identity can shape a sense of belonging and examine different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander peoples' perspectives (VCCCC027)</p>	<p>and Torres Strait Islander peoples and peoples of the Asia region, that influence the significance of places (VCGGK109)</p> <p>Spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples, that influence the significance of places, and ways of protecting significant landscapes (VCGGK120)</p> <p>History</p> <p>The importance of conserving the remains of the ancient past, including the heritage, culture and artefacts of Aboriginal and Torres Strait Islander peoples (VCHHK108)</p> <p>The significant beliefs, values and practices of Aboriginal and Torres Strait Islander peoples and cultures (VCHHK106)</p> <p>How physical or geographical features influenced the development of Aboriginal and Torres Strait Islander peoples' communities, foundational stories and land management practices (VCHHK105)</p> <p>The nature of sources of evidence about ancient Australia and what they reveal about Australia's ancient past, such as the use of resources (VCHHK107)</p> <p>Civics and Citizenship</p> <p>Examine how national identity can shape a sense of belonging and examine different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander peoples' perspectives (VCCCC027)</p>
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<p>Examine how national identity can shape a sense of belonging and examine different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander peoples' perspectives (VCCCC027)</p> <p>Describe the process of constitutional change through a referendum (VCCCG021)</p> <p>Explain how groups express their identities, including religious and cultural identity, and how this expression can influence their perceptions of others and others' perception of them (VCCCC026)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Communicating and interacting for health and wellbeing</p> <p>Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (VCHPEP127)</p> <p>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128)</p> <p>Contributing to healthy and active communities</p> <p>Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130)</p> <p>Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (VCHPEP131)</p>	<p>Describe the process of constitutional change through a referendum (VCCCG021)</p> <p>Explain how groups express their identities, including religious and cultural identity, and how this expression can influence their perceptions of others and others' perception of them (VCCCC026)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Being healthy, safe and active</p> <p>Evaluate strategies to manage personal, physical and social changes that occur as they grow older (VCHPEP124)</p> <p>Examine barriers to seeking support and evaluate strategies to overcome these (VCHPEP125)</p> <p>Investigate and select strategies to promote health, safety and wellbeing (VCHPEP126)</p>	<p>Describe the process of constitutional change through a referendum (VCCCG021)</p> <p>Explain how groups express their identities, including religious and cultural identity, and how this expression can influence their perceptions of others and others' perception of them (VCCCC026)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Being healthy, safe and active</p> <p>Evaluate strategies to manage personal, physical and social changes that occur as they grow older (VCHPEP124)</p> <p>Examine barriers to seeking support and evaluate strategies to overcome these (VCHPEP125)</p> <p>Investigate and select strategies to promote health, safety and wellbeing (VCHPEP126)</p>
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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"> 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	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
VIC. Curriculum	PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Self-Management Recognition and expression of emotions Describe how and why emotional responses may change in different contexts (VCPSCSE034) HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Communicating and interacting for health and wellbeing	PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Self-Management Development of resilience (VCPSCSE034) Development of resilience Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals (VCPSCSE037) Discuss the range of strategies that could be used to cope with difficult tasks or changing situations (VCPSCSE036)	PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Self-Management Recognition and expression of emotions Describe how and why emotional responses may change in different contexts (VCPSCSE034) Development of resilience Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals (VCPSCSE037)

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	<p>Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (VCHPEP127)</p> <p>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128)</p> <p>Contributing to healthy and active communities</p> <p>Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130)</p> <p>Develop skills to evaluate health information and express health concerns (VCHPEP129)</p>		<p>HEALTH AND PHYSICAL EDUCATION</p> <p>Personal, Social and Community Health</p> <p>Communicating and interacting for health and wellbeing</p> <p>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128)</p> <p>Contributing to healthy and active communities</p> <p>Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130)</p>
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Lesson # Title Theme	25.1 and 25.2 “Creating mindfulness” and “Teaching mindfulness” Mindfulness	Inquiry Unit 1 “Mind Body Connection”	Inquiry Unit 1 “Mind Body Connection”
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	Lesson 25.1: Activity 1: Create your own mindful activities Lesson 25.2: Activity 1: Participating in the activities Activity 2: Debrief	Lesson 1: 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 your food choices?	Lesson 2: Activity 1: Mindfulness Practise Activity 2: Mood Food research Activity 3: Gratitude for food
VIC. Curriculum	PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Self-Management Development of resilience Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals (VCPSCSE037) HEALTH AND PHYSICAL EDUCATION	PERSONAL AND SOCIAL CAPABILITY Social Awareness and Social Management Collaboration Perform in a variety of team roles and accept responsibility as a team member and team leader, assessing how well they support other members of the team (VCPSCSO041)	PERSONAL AND SOCIAL CAPABILITY Social Awareness and Social Management Collaboration Perform in a variety of team roles and accept responsibility as a team member and team leader, assessing how well they support other members of the team (VCPSCSO041)

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	<p>Personal, Social and Community Health</p> <p>Being healthy, safe and active</p> <p>Evaluate strategies to manage personal, physical and social changes that occur as they grow older (VCHPEP124)</p> <p>Examine barriers to seeking support and evaluate strategies to overcome these (VCHPEP125)</p> <p>Investigate and select strategies to promote health, safety and wellbeing (VCHPEP126)</p>	<p>HEALTH AND PHYSICAL EDUCATION</p> <p>Personal, Social and Community Health</p> <p>Communicating and interacting for health and wellbeing</p> <p>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128)</p> <p>Contributing to healthy and active communities</p> <p>Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130)</p> <p>Being healthy, safe and active</p> <p>Investigate and select strategies to promote health, safety and wellbeing (VCHPEP126)</p>	<p>HEALTH AND PHYSICAL EDUCATION</p> <p>Personal, Social and Community Health</p> <p>Communicating and interacting for health and wellbeing</p> <p>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128)</p> <p>Contributing to healthy and active communities</p> <p>Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130)</p> <p>Being healthy, safe and active</p> <p>Investigate and select strategies to promote health, safety and wellbeing (VCHPEP126)</p>
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Lesson # Title Theme	Inquiry Unit 1 "Mind Body Connection"	Inquiry Unit 2 "Screenagers"	Inquiry Unit 2 "Screenagers"
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	Lesson 3&4: Activity 1: Mindfulness practice Activity 2: Continue mood food research Activity 3: Create good mood meal plan Activity 4: Sharing and assessing 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
VIC. Curriculum	<p>PERSONAL AND SOCIAL CAPABILITY Social Awareness and Social Management Collaboration</p> <p>Perform in a variety of team roles and accept responsibility as a team member and team leader, assessing how well they support other members of the team (VCPSCSO041)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health</p>	<p>PERSONAL AND SOCIAL CAPABILITY Social Awareness and Social Management Collaboration</p> <p>Perform in a variety of team roles and accept responsibility as a team member and team leader, assessing how well they support other members of the team (VCPSCSO041)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health</p>	<p>PERSONAL AND SOCIAL CAPABILITY Social Awareness and Social Management Collaboration</p> <p>Perform in a variety of team roles and accept responsibility as a team member and team leader, assessing how well they support other members of the team (VCPSCSO041)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health</p>

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	<p>Communicating and interacting for health and wellbeing</p> <p>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128)</p> <p>Contributing to healthy and active communities</p> <p>Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130)</p> <p>Being healthy, safe and active</p> <p>Investigate and select strategies to promote health, safety and wellbeing (VCHPEP126)</p>	<p>Communicating and interacting for health and wellbeing</p> <p>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128)</p> <p>Contributing to healthy and active communities</p> <p>Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130)</p> <p>Being healthy, safe and active</p> <p>Investigate and select strategies to promote health, safety and wellbeing (VCHPEP126)</p>	<p>Communicating and interacting for health and wellbeing</p> <p>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128)</p> <p>Contributing to healthy and active communities</p> <p>Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130)</p> <p>Being healthy, safe and active</p> <p>Investigate and select strategies to promote health, safety and wellbeing (VCHPEP126)</p>
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Lesson # Title Theme	Inquiry Unit 2 "Screenagers"	Inquiry Unit 2 "Screenagers"
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	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!
VIC. Curriculum	<p>PERSONAL AND SOCIAL CAPABILITY Social Awareness and Social Management Collaboration</p> <p>Perform in a variety of team roles and accept responsibility as a team member and team leader, assessing how well they support other members of the team (VCPSCSO041)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Communicating and interacting for health and wellbeing</p> <p>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128)</p>	<p>PERSONAL AND SOCIAL CAPABILITY Social Awareness and Social Management Collaboration</p> <p>Perform in a variety of team roles and accept responsibility as a team member and team leader, assessing how well they support other members of the team (VCPSCSO041)</p> <p>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Communicating and interacting for health and wellbeing</p> <p>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128)</p>

Year 7 Victorian Curriculum Mapping

	<p>Contributing to healthy and active communities</p> <p>Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130)</p> <p>Being healthy, safe and active</p> <p>Investigate and select strategies to promote health, safety and wellbeing (VCHPEP126)</p>	<p>Contributing to healthy and active communities</p> <p>Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130)</p> <p>Being healthy, safe and active</p> <p>Investigate and select strategies to promote health, safety and wellbeing (VCHPEP126)</p>
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