



## Year 8 Australian Curriculum Mapping

Lesson # Title Theme	1.1 and 1.2 “Famous failures” and “Resilience” Emotional Literacy	2.1 and 2.2 “Strength” and “Appreciation for others” Gratitude	3.1 and 3.2 “Understanding empathy” and “Empathy busters” Empathy
Learning Intention	<ul style="list-style-type: none"> <li>Students will understand the concept of resilience.</li> <li>Students will learn ways in which they can apply this concept to their own life.</li> </ul>	<ul style="list-style-type: none"> <li>Students will recognise the people around them who provide great support.</li> <li>Students will be recognised and appreciated within the class.</li> </ul>	<ul style="list-style-type: none"> <li>Students will discover what it means to show empathy</li> <li>Students will explore how to respond to people with empathy.</li> </ul>
Activities	Lesson 1.1: Activity 1: Famous Failures Activity 2: Being resilient Lesson 1.2 Activity 1: Rock, paper, scissors Activity 2: How Does it feel to lose?	Lesson 2.1: Activity 1: Circles of strength Lesson 2.2: Activity 1: Snowball fight	Lesson 3.1: Activity 1: Empathy definition Lesson 3.2: Activity 2: Feelings upon reflection Lesson 3.2: Activity 3: Empathy busters
AUS. Curriculum	<p><b>GENERAL CAPABILITIES</b>  <u>Personal and social capability</u>  <u>Self awareness</u>  <u>Personal awareness</u></p> <ul style="list-style-type: none"> <li>evaluate strategies for developing personal qualities and describe how they assist achieving growth</li> </ul> <p><u>Self management</u>  <u>Goal setting</u></p> <ul style="list-style-type: none"> <li>use and refine strategies that contribute to regulating behaviour and achieving learning goals</li> </ul> <p><b>CROSS CURRICULA PRIORITY: ABORIGINAL &amp; TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b>  <u>Country/Place</u>  <u>A TSICP1</u>            First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and</p>	<p><b>GENERAL CAPABILITIES</b>  <u>Personal and social capability</u>  <u>Social awareness</u>  <u>Empathy</u></p> <ul style="list-style-type: none"> <li>acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own</li> </ul> <p><u>Social management</u>  <u>Communication</u></p> <ul style="list-style-type: none"> <li>demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non verbal communication</li> </ul> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b>  <b>Personal, social and community health</b>  <u>Making healthy and safe choices</u>  <u>AC9HP8P08</u></p> <ul style="list-style-type: none"> <li>refine protective behaviours and evaluate community resources to seek help for</li> </ul>	<p><b>GENERAL CAPABILITIES</b>  <u>Personal and social capability</u>  <u>Self awareness</u>  <u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>evaluate how emotional responses influence behaviour and consider the consequences of these responses</li> </ul> <p><u>Self management</u>  <u>Emotional regulation</u></p> <ul style="list-style-type: none"> <li>manage emotional responses, designing strategies to self-manage in a range of contexts</li> </ul> <p><u>Social awareness</u>  <u>Empathy</u></p> <ul style="list-style-type: none"> <li>acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own</li> </ul> <p><u>Social management</u>  <u>Communication</u></p>

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	<p>have holistic values and belief systems that are connected to the land, sea, sky and waterways.  <a href="#">A_TSICP3</a>          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><b>Culture</b>  <a href="#">A_TSIC1</a>          First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs.  <a href="#">A_TSIC2</a>          First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.</p> <p><b>People</b>  <a href="#">A_TSIP3</a>          The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.</p>	<p>themselves and others  <a href="#">AC9HP8P10</a></p> <ul style="list-style-type: none"> <li>plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non verbal communication</li> </ul> <p><b><u>Intercultural understanding</u></b>  <u>Engaging with cultural and linguistic diversity</u>          Develop multiple perspectives</p> <ul style="list-style-type: none"> <li>consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices</li> </ul> <p><u>Develop empathy</u></p> <ul style="list-style-type: none"> <li>use perspective-taking, mutual understanding and respect to sustain interactions in diverse intercultural experiences</li> </ul> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b>  <b>Personal, social and community health</b>  <u>Making healthy and safe choices</u>  <a href="#">AC9HP8P08</a></p> <ul style="list-style-type: none"> <li>refine protective behaviours and evaluate community resources to seek help for themselves and others</li> </ul> <p><a href="#">AC9HP8P10</a></p> <ul style="list-style-type: none"> <li>plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing</li> </ul>
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Lesson # Title Theme	4.1 and 4.2 “Introduction to mindfulness” and “Practicing mindfulness” Mindfulness	5.1 and 5.2 “Identifying emotions” and “Articulating emotions” Emotional Literacy	6.1 and 6.2 “Recognising emotions” and “Emotional literacy” Emotional Literacy
Learning Intention	<ul style="list-style-type: none"> <li>Students will be introduced to the concept of mindfulness.</li> <li>Students will experience a time of flow and mindfulness.</li> </ul>	<ul style="list-style-type: none"> <li>Students will identify emotions.</li> <li>Students will identify a time when they have felt these emotions.</li> </ul>	<ul style="list-style-type: none"> <li>Students will recognise, identify and label emotion through a variety of forms.</li> <li>Students will explain where different emotions are felt, what thoughts they have with these emotions and how these emotions make them feel.</li> </ul>
Activities	Lesson 4.1: Activity 1: Check in and Student Journal activity Activity 2: The raisin exercise Lesson 4.2: Activity 1: Flow video Activity 2: Experiencing flow	Lesson 5.1: Activity 1: Labelling emotions Lesson 5.2: Activity 1: When have I felt Activity 2: What makes you feel	Lesson 6.1: Activity 1: Guess that emotion Activity 2: What are they feeling? Lesson 6.2: Activity 1: Feel, think, act Activity 2: Share
AUS. Curriculum	<p><b>GENERAL CAPABILITIES</b>  <b><u>Personal and social capability</u></b>  <u>Self awareness</u>  <u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>evaluate how emotional responses influence behaviour and consider the consequences of these responses</li> </ul> <p><u>Self management</u>  <u>Emotional regulation</u></p> <ul style="list-style-type: none"> <li>manage emotional responses, designing strategies to self-manage in a range of contexts</li> </ul> <p><u>Goal setting</u></p> <ul style="list-style-type: none"> <li>use and refine strategies that contribute to regulating behaviour and achieving learning goals</li> </ul>	<p><b>GENERAL CAPABILITIES</b>  <b><u>Personal and social capability</u></b>  <u>Self awareness</u>  <u>Personal awareness</u></p> <ul style="list-style-type: none"> <li>evaluate strategies for developing personal qualities and describe how they assist achieving growth</li> </ul> <p><u>Self management</u>  <u>Emotional regulation</u></p> <ul style="list-style-type: none"> <li>manage emotional responses, designing strategies to self-manage in a range of contexts</li> </ul> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b>  <b>Personal, social and community health</b>  <u>Interacting with others</u>  <a href="#">AC9HP8P06</a></p>	<p><b>GENERAL CAPABILITIES</b>  <b><u>Personal and social capability</u></b>  <u>Self awareness</u>  <u>Personal awareness</u></p> <ul style="list-style-type: none"> <li>evaluate strategies for developing personal qualities and describe how they assist achieving growth</li> </ul> <p><u>Self management</u>  <u>Emotional regulation</u></p> <ul style="list-style-type: none"> <li>manage emotional responses, designing strategies to self-manage in a range of contexts</li> </ul> <p><b>CROSS CURRICULA PRIORITY: ABORIGINAL &amp; TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b>  <b>Culture</b>  <a href="#">A.TSIC1</a></p>

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	<p><b>CROSS CURRICULA PRIORITY: ABORIGINAL &amp; TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b></p> <p><b>Country/Place</b>  <a href="#">A_TSICP1</a>          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 href="#">A_TSICP3</a>          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><b>Culture</b>  <a href="#">A_TSIC1</a>          First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs.  <a href="#">A_TSIC2</a>          First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.</p> <p><b>People</b>  <a href="#">A_TSIP3</a>          The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.</p> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b>  <u>Identities and change</u>  <a href="#">AC9HP8P02</a>  <ul style="list-style-type: none"> <li>o analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes</li> </ul> <b>Personal, social and community health</b>  <u>Making healthy and safe choices</u>  <a href="#">AC9HP8P08</a>  <ul style="list-style-type: none"> <li>• refine protective behaviours and evaluate community resources to seek help for themselves and others</li> </ul> </p>	<ul style="list-style-type: none"> <li>• analyse factors that influence emotional responses and devise strategies to self-manage emotions</li> </ul>	<p>First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs.  <a href="#">A_TSIC2</a>          First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.</p> <p><b>People</b>  <a href="#">A_TSIP3</a>          The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.</p> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b>  <b>Personal, social and community health</b>  <u>Interacting with others</u>  <a href="#">AC9HP8P06</a>  <ul style="list-style-type: none"> <li>• analyse factors that influence emotional responses and devise strategies to self-manage emotions</li> </ul> </p>
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	<p><a href="#">AC9HP8P10</a></p> <ul style="list-style-type: none"><li>• plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing</li></ul>		
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Lesson # Title Theme	7.1 and 7.2 “Gratitude and values” and “What is important to you?” Gratitude	8.1 and 8.2 “The world in perspective” and “Privilege” Gratitude	9.1 and 9.2 “Understanding perspective” and “Different perspectives” Empathy
Learning Intention	<ul style="list-style-type: none"> <li>Students will consider what is most important to them and create a sense of gratitude for the things they have.</li> <li>Students will consider what is most important to them and understand what influences these decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Students will develop gratitude and appreciation for things in their life that they may take for granted.</li> <li>Students will reflect upon what type of privileges are important to them and appreciate the privileges they may have taken for granted.</li> </ul>	<ul style="list-style-type: none"> <li>Students will describe different perspectives and how these perspectives impact an individual’s point of view.</li> <li>Students will develop empathy by looking at a situation from different perspectives.</li> </ul>
Activities	Lesson 7.1: Activity 1: Values continuum Activity 2: Values continuum debrief Lesson 7.2: Activity 1: What’s important to you? Activity 2: Influences on value	Lesson 8.1: Activity 1: Miniature world Activity 2: Introducing privilege Lesson 8.2: Activity 1: Privilege walk	Lesson 9.1: Activity 1: Where do perspectives come from? Activity 2: Reflections on perspective Lesson 9.2: Activity 1: Looking from a different perspective.
AUS. Curriculum	<p><b>GENERAL CAPABILITIES</b>  <u>Personal and social capability</u>  <u>Social awareness</u>  <u>Empathy</u></p> <ul style="list-style-type: none"> <li>acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own</li> </ul> <p><u>Social management</u>  <u>Communication</u></p> <ul style="list-style-type: none"> <li>demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non verbal communication</li> </ul> <p><b>CROSS CURRICULA PRIORITY: ABORIGINAL &amp; TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b>  <u>Country/Place</u></p>	<p><b>GENERAL CAPABILITIES</b>  <u>Personal and social capability</u>  <u>Social awareness</u>  <u>Empathy</u></p> <ul style="list-style-type: none"> <li>acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own</li> </ul> <p><u>Intercultural understanding</u>  <u>Engaging with cultural and linguistic diversity</u></p> <p>Develop multiple perspectives</p> <ul style="list-style-type: none"> <li>consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices</li> </ul> <p><u>Develop empathy</u></p>	<p><b>GENERAL CAPABILITIES</b>  <u>Personal and social capability</u>  <u>Self awareness</u>  <u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>evaluate how emotional responses influence behaviour and consider the consequences of these responses</li> </ul> <p><u>Self management</u>  <u>Emotional regulation</u></p> <ul style="list-style-type: none"> <li>manage emotional responses, designing strategies to self-manage in a range of contexts</li> </ul> <p><u>Social awareness</u>  <u>Empathy</u></p> <ul style="list-style-type: none"> <li>acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own</li> </ul> <p><u>Social management</u></p>

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	<p><a href="#">A_TSICP1</a> 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 href="#">A_TSICP3</a> 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><b>Culture</b> <a href="#">A_TSIC1</a> First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs.</p> <p><a href="#">A_TSIC2</a> First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.</p> <p><b>People</b> <a href="#">A_TSIP3</a> The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.</p> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b> <b>Personal, social and community health</b> <u>Making healthy and safe choices</u> <a href="#">AC9HP8P08</a></p> <ul style="list-style-type: none"> <li>refine protective behaviours and evaluate community resources to seek help for themselves and others</li> </ul> <p><a href="#">AC9HP8P10</a></p> <ul style="list-style-type: none"> <li>plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>use perspective-taking, mutual understanding and respect to sustain interactions in diverse intercultural experiences</li> </ul> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b> <b>Personal, social and community health</b> <u>Making healthy and safe choices</u> <a href="#">AC9HP8P08</a></p> <ul style="list-style-type: none"> <li>refine protective behaviours and evaluate community resources to seek help for themselves and others</li> </ul> <p><a href="#">AC9HP8P10</a></p> <ul style="list-style-type: none"> <li>plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing</li> </ul>	<p><u>Communication</u></p> <ul style="list-style-type: none"> <li>demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non verbal communication</li> </ul> <p><b>Intercultural understanding</b> <u>Engaging with cultural and linguistic diversity</u> Develop multiple perspectives</p> <ul style="list-style-type: none"> <li>consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices</li> </ul> <p><u>Develop empathy</u></p> <ul style="list-style-type: none"> <li>use perspective-taking, mutual understanding and respect to sustain interactions in diverse intercultural experiences</li> </ul> <p><b>CROSS CURRICULA PRIORITY: ABORIGINAL &amp; TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <u>Country/Place</u> <a href="#">A_TSICP1</a> 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 href="#">A_TSICP3</a> 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><b>Culture</b> <a href="#">A_TSIC1</a> First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs.</p> <p><a href="#">A_TSIC2</a></p>
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			<p>First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.</p> <p><b>People</b>  <a href="#">A_TSIP3</a>          The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.</p> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b>  <b>Personal, social and community health</b>  <u>Interacting with others</u>  <a href="#">AC9HP8P04</a> <ul style="list-style-type: none"> <li>examine the roles of respect, empathy, power and coercion in developing respectful relationships</li> </ul> <a href="#">AC9HP8P06</a> <ul style="list-style-type: none"> <li>analyse factors that influence emotional responses and devise strategies to self-manage emotions</li> </ul> <u>Making healthy and safe choices</u>  <a href="#">AC9HP8P08</a> <ul style="list-style-type: none"> <li>refine protective behaviours and evaluate community resources to seek help for themselves and others</li> </ul> <a href="#">AC9HP8P10</a> <ul style="list-style-type: none"> <li>plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing</li> </ul> </p>
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Lesson # Title Theme	10.1 and 10.2 “Exploring empathy through creative writing” and “Thinking, feeling, seeing empathy” Empathy	11.1 and 11.2 “Improving focus” and “Noticing detail” Mindfulness	12.1 and 12.2 “Partner balancing” and “Body presence”
Learning Intention	<ul style="list-style-type: none"> <li>Students will recognise emotion in others and empathise.</li> <li>Students will be observant and understanding of others.</li> </ul>	<ul style="list-style-type: none"> <li>Students will explore how mind and body are connected</li> <li>Students will investigate how exercise impacts mood</li> <li>Students will work collaboratively to create a health education campaign for their school community.</li> </ul>	<ul style="list-style-type: none"> <li>Students will work cooperatively together and be mindful and aware of one another in physical activities.</li> </ul>
Activities	Lesson 10.1: Activity 1: Walking in someone else’s shoes  Lesson 10.2: Activity 2: What are they feeling? Activity 2: Empathy Scenarios	Lesson 11.1: Activity 1: Check in and student journal activity Activity 2: What’s missing? Lesson 11.2: Activity 1: What do you see?	Lesson 12.1: Activity 1: Balancing act Activity 2: Balancing act debrief Lesson 12.2: Activity 1: Body scan Activity 2: Body scan debrief
AUS. Curriculum	<p><b>GENERAL CAPABILITIES</b> <b><u>Personal and social capability</u></b></p> <p><b><u>Self awareness</u></b> <b><u>Emotional awareness</u></b></p> <ul style="list-style-type: none"> <li>evaluate how emotional responses influence behaviour and consider the consequences of these responses</li> </ul> <p><b><u>Self management</u></b> <b><u>Emotional regulation</u></b></p> <ul style="list-style-type: none"> <li>manage emotional responses, designing strategies to self-manage in a range of contexts</li> </ul> <p><b><u>Social awareness</u></b> <b><u>Empathy</u></b></p> <ul style="list-style-type: none"> <li>acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own</li> </ul> <p><b><u>Intercultural understanding</u></b></p>	<p><b>GENERAL CAPABILITIES</b> <b><u>Personal and social capability</u></b></p> <p><b><u>Self awareness</u></b> <b><u>Emotional awareness</u></b></p> <ul style="list-style-type: none"> <li>evaluate how emotional responses influence behaviour and consider the consequences of these responses</li> </ul> <p><b><u>Self management</u></b> <b><u>Emotional regulation</u></b></p> <ul style="list-style-type: none"> <li>manage emotional responses, designing strategies to self-manage in a range of contexts</li> </ul> <p><b><u>Goal setting</u></b></p> <ul style="list-style-type: none"> <li>use and refine strategies that contribute to regulating behaviour and achieving learning goals</li> </ul> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b> <b><u>Personal, social and community health</u></b> <b><u>Making healthy and safe choices</u></b></p>	<p><b>GENERAL CAPABILITIES</b> <b><u>Personal and social capability</u></b></p> <p><b><u>Self awareness</u></b> <b><u>Emotional awareness</u></b></p> <ul style="list-style-type: none"> <li>evaluate how emotional responses influence behaviour and consider the consequences of these responses</li> </ul> <p><b><u>Self management</u></b> <b><u>Emotional regulation</u></b></p> <ul style="list-style-type: none"> <li>manage emotional responses, designing strategies to self-manage in a range of contexts</li> </ul> <p><b><u>Goal setting</u></b></p> <ul style="list-style-type: none"> <li>use and refine strategies that contribute to regulating behaviour and achieving learning goals</li> </ul>

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	<p><a href="#">Engaging with cultural and linguistic diversity</a></p> <p>Develop multiple perspectives</p> <ul style="list-style-type: none"> <li>consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices</li> </ul> <p><u>Develop empathy</u></p> <ul style="list-style-type: none"> <li>use perspective-taking, mutual understanding and respect to sustain interactions in diverse intercultural experiences</li> </ul> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b>  <b>Personal, social and community health</b>  <u>Making healthy and safe choices</u></p> <p><a href="#">AC9HP8P08</a></p> <ul style="list-style-type: none"> <li>refine protective behaviours and evaluate community resources to seek help for themselves and others</li> </ul> <p><a href="#">AC9HP8P10</a></p> <ul style="list-style-type: none"> <li>plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing</li> </ul>	<p><a href="#">AC9HP8P08</a></p> <ul style="list-style-type: none"> <li>refine protective behaviours and evaluate community resources to seek help for themselves and others</li> </ul> <p><a href="#">AC9HP8P10</a></p> <ul style="list-style-type: none"> <li>plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing</li> </ul>	<p><b>CROSS CURRICULA PRIORITY: ABORIGINAL &amp; TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b></p> <p><b>Culture</b>  <a href="#">A TSIC1</a>      First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs.  <a href="#">A TSIC2</a>      First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.</p> <p><b>People</b>  <a href="#">A TSIP3</a>      The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.</p> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b>  <b>Personal, social and community health</b>  <u>Making healthy and safe choices</u></p> <p><a href="#">AC9HP8P08</a></p> <ul style="list-style-type: none"> <li>refine protective behaviours and evaluate community resources to seek help for themselves and others</li> </ul> <p><a href="#">AC9HP8P10</a></p> <ul style="list-style-type: none"> <li>plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing</li> </ul>
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## Year 8 Australian Curriculum Mapping

Lesson # Title Theme	13.1 and 13.2 "Valuing strengths" and "Character strengths" Emotional Literacy	14.1 and 14.2 "Emotional responses" and "Emotion scenarios" Emotional Literacy	15.1 and 15.2 "I Wish I had" and "Thank you arms and legs" Gratitude
Learning Intention	<ul style="list-style-type: none"> <li>Students will explore the importance of different character strengths depending on the scenario.</li> <li>Students will understand the concept of character strengths.</li> </ul>	<ul style="list-style-type: none"> <li>Students will recognise and express a wide variety of emotions.</li> <li>Students will describe the emotions felt in a range of different scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>Students will develop an appreciation for things in their life that they may take for granted.</li> <li>Students will see how other people have an attitude of gratitude despite the hardships they face.</li> </ul>
Activities	Lesson 13.1: Activity 1: Valuing strengths Activity 2: Fish bone Lesson 13.2 Activity 1: Character strengths role-play	Lesson 14.1: Activity 1: Name that emotion Activity 2: Emotion Scenarios Lesson 14.2: Activity 1: Working through scenarios	Lesson 15.1: Activity 1: How lucky are you? Activity 2: I wish I had... Lesson 15.2: Activity 1: Gratitude for arms and legs
AUS. Curriculum	<p><b>GENERAL CAPABILITIES</b>  <u>Personal and social capability</u>  <u>Self awareness</u>  <u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>evaluate how emotional responses influence behaviour and consider the consequences of these responses</li> </ul> <p><u>Self management</u>  <u>Emotional regulation</u></p> <ul style="list-style-type: none"> <li>manage emotional responses, designing strategies to self-manage in a range of contexts</li> </ul> <p><u>Goal setting</u></p> <ul style="list-style-type: none"> <li>use and refine strategies that contribute to regulating behaviour and achieving learning goals</li> </ul> <p><b>CROSS CURRICULA PRIORITY: ABORIGINAL &amp; TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b>  <u>Culture</u></p>	<p><b>GENERAL CAPABILITIES</b>  <u>Personal and social capability</u>  <u>Self awareness</u>  <u>Personal awareness</u></p> <ul style="list-style-type: none"> <li>evaluate strategies for developing personal qualities and describe how they assist achieving growth</li> </ul> <p><u>Self management</u>  <u>Emotional regulation</u></p> <ul style="list-style-type: none"> <li>manage emotional responses, designing strategies to self-manage in a range of contexts</li> </ul> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b>  <b>Personal, social and community health</b>  <u>Interacting with others</u>  <a href="#">AC9HP8P04</a></p> <ul style="list-style-type: none"> <li>examine the roles of respect, empathy, power and coercion in developing respectful relationships</li> </ul> <p><a href="#">AC9HP8P06</a></p>	<p><b>GENERAL CAPABILITIES</b>  <u>Personal and social capability</u>  <u>Social awareness</u>  <u>Empathy</u></p> <ul style="list-style-type: none"> <li>acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own</li> </ul> <p><u>Social management</u>  <u>Communication</u></p> <ul style="list-style-type: none"> <li>demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non verbal communication</li> </ul> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b>  <b>Personal, social and community health</b>  <u>Making healthy and safe choices</u>  <a href="#">AC9HP8P08</a></p> <ul style="list-style-type: none"> <li>refine protective behaviours and evaluate community resources to seek help for</li> </ul>

## Year 8 Australian Curriculum Mapping

	<p><a href="#">A_TSIC1</a> First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs.</p> <p><a href="#">A_TSIC2</a> First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.</p> <p><b>People</b></p> <p><a href="#">A_TSIP3</a> The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.</p> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b> <b>Personal, social and community health</b> <u>Interacting with others</u></p> <p><a href="#">AC9HP8P04</a></p> <ul style="list-style-type: none"> <li>examine the roles of respect, empathy, power and coercion in developing respectful relationships</li> </ul> <p><a href="#">AC9HP8P06</a></p> <ul style="list-style-type: none"> <li>analyse factors that influence emotional responses and devise strategies to self-manage emotions</li> </ul>	<ul style="list-style-type: none"> <li>analyse factors that influence emotional responses and devise strategies to self-manage emotions</li> </ul> <p><u>Making healthy and safe choices</u></p> <p><a href="#">AC9HP8P08</a></p> <ul style="list-style-type: none"> <li>refine protective behaviours and evaluate community resources to seek help for themselves and others</li> </ul> <p><a href="#">AC9HP8P10</a></p> <ul style="list-style-type: none"> <li>plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing</li> </ul>	<p>themselves and others</p> <p><a href="#">AC9HP8P10</a></p> <ul style="list-style-type: none"> <li>plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing</li> </ul>
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## Year 8 Australian Curriculum Mapping

Lesson # Title Theme	16.1 and 16.2 “Thank you” and “Gratitude for others” Gratitude	17.1 and 17.2 “Cultural awareness” and “cultural traditions” Empathy	18.1 and 18.2 “Refugees” and “Refugee stories” Empathy
<b>Learning Intention</b>	<ul style="list-style-type: none"> <li>Students will reflect and express gratitude to a range of things in their lives.</li> <li>Students will express gratitude to someone that is important to them.</li> </ul>	<ul style="list-style-type: none"> <li>Students will learn how the greeting ‘hello’ is spoken in other countries around the world.</li> <li>Students will learn about cultural traditions and customs around the world to develop understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Students will understand what daily life is like for those less fortunate.</li> <li>Students will understand the perspective of a refugee/asylum seeker.</li> </ul>
<b>Activities</b>	Lesson 16.1: Activity 1: Say thank you Activity 2: Things I am grateful for Lesson 16.2: Activity 1: Letter of thanks	Lesson 17.1: Activity 1: Hello from around the world Activity 2: Hello is still hello Lesson 17.2: Activity 1: Introduction to culture traditions Activity 2: My traditions	Lesson 18.1: Activity 1: Refugees Activity 2: A father and son Activity 3: I take for granted Lesson 18.1: Activity 1: Learning through the experience of others
<b>AUS. Curriculum</b>	<p><b>GENERAL CAPABILITIES</b>  <u>Personal and social capability</u>  <u>Social awareness</u>  <u>Empathy</u></p> <ul style="list-style-type: none"> <li>acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own</li> </ul> <p><u>Social management</u>  <u>Communication</u></p> <ul style="list-style-type: none"> <li>demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non verbal communication</li> </ul> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b>  <b>Personal, social and community health</b>  <u>Making healthy and safe choices</u>  <u>AC9HP8P08</u></p> <ul style="list-style-type: none"> <li>refine protective behaviours and evaluate community resources to seek help for</li> </ul>	<p><b>GENERAL CAPABILITIES</b>  <u>Personal and social capability</u>  <u>Self awareness</u>  <u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>evaluate how emotional responses influence behaviour and consider the consequences of these responses</li> </ul> <p><u>Self management</u>  <u>Emotional regulation</u></p> <ul style="list-style-type: none"> <li>manage emotional responses, designing strategies to self-manage in a range of contexts</li> </ul> <p><u>Social awareness</u>  <u>Empathy</u></p> <ul style="list-style-type: none"> <li>acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own</li> </ul> <p><u>Intercultural understanding</u>  <u>Reflecting on cultural diversity</u></p>	<p><b>GENERAL CAPABILITIES</b>  <u>Personal and social capability</u>  <u>Self awareness</u>  <u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>evaluate how emotional responses influence behaviour and consider the consequences of these responses</li> </ul> <p><u>Self management</u>  <u>Emotional regulation</u></p> <ul style="list-style-type: none"> <li>manage emotional responses, designing strategies to self-manage in a range of contexts</li> </ul> <p><u>Social awareness</u>  <u>Empathy</u></p> <ul style="list-style-type: none"> <li>acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own</li> </ul> <p><u>Intercultural understanding</u>  <u>Engaging with cultural and linguistic diversity</u></p>

## Year 8 Australian Curriculum Mapping

	<p>themselves and others</p> <p><a href="#">AC9HP8P10</a></p> <ul style="list-style-type: none"> <li>plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing</li> </ul>	<p><u>Reflect on the relationship between cultures and identities</u></p> <ul style="list-style-type: none"> <li>identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups</li> </ul> <p><u>Engaging with cultural and linguistic diversity</u></p> <p>Develop multiple perspectives</p> <ul style="list-style-type: none"> <li>consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices</li> </ul> <p><u>Develop empathy</u></p> <ul style="list-style-type: none"> <li>use perspective-taking, mutual understanding and respect to sustain interactions in diverse intercultural experiences</li> </ul> <p><b>CROSS CURRICULA PRIORITY: ABORIGINAL &amp; TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b></p> <p><u>Country/Place</u></p> <p><a href="#">A TSICP1</a></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.</p> <p><a href="#">A TSICP3</a></p> <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>.</p> <p><b>Culture</b></p> <p><a href="#">A TSIC1</a></p> <p>First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs.</p> <p><a href="#">A TSIC2</a></p> <p>First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.</p>	<p>Develop multiple perspectives</p> <ul style="list-style-type: none"> <li>consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices</li> </ul> <p><u>Develop empathy</u></p> <ul style="list-style-type: none"> <li>use perspective-taking, mutual understanding and respect to sustain interactions in diverse intercultural experiences</li> </ul> <p><b>CROSS CURRICULA PRIORITY: ABORIGINAL &amp; TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b></p> <p><u>Country/Place</u></p> <p><a href="#">A TSICP1</a></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.</p> <p><a href="#">A TSICP2</a></p> <p>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.</p> <p><a href="#">A TSICP3</a></p> <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>.</p> <p><b>Culture</b></p> <p><a href="#">A TSIC1</a></p> <p>First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs.</p> <p><a href="#">A TSIC2</a></p> <p>First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.</p> <p><a href="#">A TSIC3</a></p> <p>The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. First</p>
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## Year 8 Australian Curriculum Mapping

		<p><b>People</b>  <a href="#">A_TSIP3</a>          The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally</p> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b>  <b>Personal, social and community health</b>  <u>Interacting with others</u>  <a href="#">AC9HP8P04</a></p> <ul style="list-style-type: none"> <li>examine the roles of respect, empathy, power and coercion in developing respectful relationships</li> </ul> <p><a href="#">AC9HP8P06</a></p> <ul style="list-style-type: none"> <li>analyse factors that influence emotional responses and devise strategies to self-manage emotions</li> </ul> <p><u>Making healthy and safe choices</u>  <a href="#">AC9HP8P08</a></p> <ul style="list-style-type: none"> <li>refine protective behaviours and evaluate community resources to seek help for themselves and others</li> </ul> <p><a href="#">AC9HP8P10</a></p> <ul style="list-style-type: none"> <li>plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing</li> </ul>	<p>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><b>People</b>  <a href="#">A_TSIP3</a>          The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.</p> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b>  <b>Personal, social and community health</b>  <u>Interacting with others</u>  <a href="#">AC9HP8P04</a></p> <ul style="list-style-type: none"> <li>examine the roles of respect, empathy, power and coercion in developing respectful relationships</li> </ul> <p><a href="#">AC9HP8P06</a></p> <ul style="list-style-type: none"> <li>analyse factors that influence emotional responses and devise strategies to self-manage emotions</li> </ul> <p><u>Making healthy and safe choices</u>  <a href="#">AC9HP8P08</a></p> <ul style="list-style-type: none"> <li>refine protective behaviours and evaluate community resources to seek help for themselves and others</li> </ul> <p><a href="#">AC9HP8P10</a></p> <ul style="list-style-type: none"> <li>plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing</li> </ul>
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## Year 8 Australian Curriculum Mapping

Lesson # Title Theme	19.1 and 19.2 “Negative bias” and “Mindfulness and self-talk” Mindfulness	20.1 and 20.2 “Promesse” and Mood changers” Emotional Literacy	21.1 and 21.2 “All emotions matter” and “My future plans” Emotional Literacy
<b>Learning Intention</b>	<ul style="list-style-type: none"> <li>Students will become aware of negative bias and how this impacts individuals on a day to day basis.</li> <li>Students will become aware of negative self-talk and show their vulnerability by talking about it.</li> </ul>	<ul style="list-style-type: none"> <li>Students will recognise and express a wide variety of emotions.</li> <li>Students will illustrate their understanding of optimism by reflecting on personal goals.</li> </ul>	<ul style="list-style-type: none"> <li>Students will understand the power in acknowledging all types of emotions and extend their emotional vocabulary.</li> <li>Students will recognise the changes that happen in their bodies in response to different emotions.</li> </ul>
<b>Activities</b>	Lesson 19.1 Activity 1: Celebrities Activity 2: Negativity bias Lesson 19.2: Activity 1: Self-talk	Lesson 20.1: Activity 1: Promesse Lesson 20.2: Activity 1: What are you looking forward to? Activity 2: Discuss and share	Lesson 21.1: Activity 1: Its ok not to be ok Lesson 21.2: Activity 1: Mood-changers
<b>AUS. Curriculum</b>	<p><b>GENERAL CAPABILITIES</b>  <u>Personal and social capability</u>  <u>Self awareness</u>  <u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>evaluate how emotional responses influence behaviour and consider the consequences of these responses</li> </ul> <p><u>Self management</u>  <u>Emotional regulation</u></p> <ul style="list-style-type: none"> <li>manage emotional responses, designing strategies to self-manage in a range of contexts</li> </ul> <p><u>Goal setting</u></p> <ul style="list-style-type: none"> <li>use and refine strategies that contribute to regulating behaviour and achieving learning goals</li> </ul> <p><b>CROSS CURRICULA PRIORITY: ABORIGINAL &amp; TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b>  <u>Country/Place</u>  <a href="#">A_TSICP1</a></p>	<p><b>GENERAL CAPABILITIES</b>  <u>Personal and social capability</u>  <u>Self awareness</u>  <u>Personal awareness</u></p> <ul style="list-style-type: none"> <li>evaluate strategies for developing personal qualities and describe how they assist achieving growth</li> </ul> <p><u>Self management</u>  <u>Emotional regulation</u></p> <ul style="list-style-type: none"> <li>manage emotional responses, designing strategies to self-manage in a range of contexts</li> </ul> <p><b>CROSS CURRICULA PRIORITY: ABORIGINAL &amp; TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b>  <u>Culture</u>  <a href="#">A_TSIC1</a>            First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs.</p>	<p><b>GENERAL CAPABILITIES</b>  <u>Personal and social capability</u>  <u>Self awareness</u>  <u>Personal awareness</u></p> <ul style="list-style-type: none"> <li>evaluate strategies for developing personal qualities and describe how they assist achieving growth</li> </ul> <p><u>Self management</u>  <u>Emotional regulation</u></p> <ul style="list-style-type: none"> <li>manage emotional responses, designing strategies to self-manage in a range of contexts</li> </ul> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b>  <b>Personal, social and community health</b>  <u>Interacting with others</u>  <a href="#">AC9HP8P04</a></p> <ul style="list-style-type: none"> <li>examine the roles of respect, empathy, power and coercion in developing respectful relationships</li> </ul> <p><a href="#">AC9HP8P06</a></p>

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	<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.</p> <p><a href="#">A TSICP3</a></p> <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>.</p> <p><b>Culture</b></p> <p><a href="#">A TSIC1</a></p> <p>First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs.</p> <p><a href="#">A TSIC2</a></p> <p>First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.</p> <p><b>People</b></p> <p><a href="#">A TSIP3</a></p> <p>The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.</p> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b>  <b>Personal, social and community health</b>  <u>Making healthy and safe choices</u>  <a href="#">AC9HP8P08</a></p> <ul style="list-style-type: none"> <li>refine protective behaviours and evaluate community resources to seek help for themselves and others</li> </ul> <p><a href="#">AC9HP8P10</a></p> <ul style="list-style-type: none"> <li>plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing</li> </ul>	<p><a href="#">A TSIC2</a></p> <p>First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.</p> <p><b>People</b></p> <p><a href="#">A TSIP3</a></p> <p>The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.</p> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b>  <b>Personal, social and community health</b>  <u>Interacting with others</u>  <a href="#">AC9HP8P04</a></p> <ul style="list-style-type: none"> <li>examine the roles of respect, empathy, power and coercion in developing respectful relationships</li> </ul> <p><a href="#">AC9HP8P06</a></p> <ul style="list-style-type: none"> <li>analyse factors that influence emotional responses and devise strategies to self-manage emotions</li> </ul> <p><u>Making healthy and safe choices</u>  <a href="#">AC9HP8P08</a></p> <ul style="list-style-type: none"> <li>refine protective behaviours and evaluate community resources to seek help for themselves and others</li> </ul> <p><a href="#">AC9HP8P10</a></p> <ul style="list-style-type: none"> <li>plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>analyse factors that influence emotional responses and devise strategies to self-manage emotions</li> </ul> <p><u>Making healthy and safe choices</u>  <a href="#">AC9HP8P08</a></p> <ul style="list-style-type: none"> <li>refine protective behaviours and evaluate community resources to seek help for themselves and others</li> </ul> <p><a href="#">AC9HP8P10</a></p> <ul style="list-style-type: none"> <li>plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing</li> </ul>
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## Year 8 Australian Curriculum Mapping

Lesson # Title Theme	22.1 and 22.2 “Inspiring nature” and “Gratitude guide to nature” Gratitude	23.1 and 23.2 “Working together” and “It’s a team effort” Empathy	24.1 and 24.2 “Active listening” Empathy
Learning Intention	<ul style="list-style-type: none"> <li>Students will think about nature all around the world and what makes it so appealing to travellers.</li> <li>Students will think about why they are grateful to nature and the world we live in.</li> </ul>	<ul style="list-style-type: none"> <li>Student will cooperate and learn more about the qualities they possess, and how they deal with cooperation and leadership through games.</li> </ul>	<ul style="list-style-type: none"> <li>Students will develop empathy and understanding by practising active listening techniques.</li> <li>Students will develop an understanding of how one’s body language can impact active listening.</li> </ul>
Activities	Lesson 22.1 Activity 1: Inspiring nature Activity 2: What does nature give us? Lesson 22.2 Activity 1: Poster	Lesson 23.1: Activity 1: Helium stick Activity 2: Cheer/chant Lesson 23.2 Activity 1: Pass the hoop Activity 2: Debrief	Lesson 24.1 Activity 1: Active listening Lesson 24.2 Activity 1: What did Amy do well? Activity 2: Practising active listening
AUS. Curriculum	<p><b>GENERAL CAPABILITIES</b>  <u>Personal and social capability</u>  <u>Social awareness</u>  <u>Empathy</u></p> <ul style="list-style-type: none"> <li>acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own</li> </ul> <p><b>CROSS CURRICULA PRIORITY: ABORIGINAL &amp; TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b>  <u>Country/Place</u>  <u>A_TSICP1</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_TSICP3</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><b>GENERAL CAPABILITIES</b>  <u>Personal and social capability</u>  <u>Self awareness</u>  <u>Personal awareness</u></p> <ul style="list-style-type: none"> <li>evaluate strategies for developing personal qualities and describe how they assist achieving growth</li> </ul> <p><u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>evaluate how emotional responses influence behaviour and consider the consequences of these responses</li> </ul> <p><u>Reflective practice</u></p> <ul style="list-style-type: none"> <li>plan a personal response to a range of contexts using feedback from previous experiences</li> </ul> <p><u>Self management</u>  <u>Emotional regulation</u></p> <ul style="list-style-type: none"> <li>manage emotional responses, designing strategies to self-manage in a range of contexts</li> </ul> <p><u>Social awareness</u></p>	<p><b>GENERAL CAPABILITIES</b>  <u>Personal and social capability</u>  <u>Self management</u>  <u>Emotional regulation</u></p> <ul style="list-style-type: none"> <li>manage emotional responses, designing strategies to self-manage in a range of contexts</li> </ul> <p><u>Social awareness</u>  <u>Empathy</u></p> <ul style="list-style-type: none"> <li>acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own</li> <li><u>Relational awareness</u></li> <li>analyse indicators of healthy and challenging relationships, and how to manage the differences</li> </ul> <p><u>Social management</u></p>

## Year 8 Australian Curriculum Mapping

	<p><b>Culture</b>  <a href="#">A TSIC1</a>          First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs.</p> <p><a href="#">A TSIC2</a>          First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.</p> <p><b>People</b>  <a href="#">A TSIP3</a>          The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.</p>	<p><b>Empathy</b></p> <ul style="list-style-type: none"> <li>acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own</li> <li><a href="#">Relational awareness</a></li> <li>analyse indicators of healthy and challenging relationships, and how to manage the differences</li> </ul> <p><b>Social management</b></p> <p><b>Communicate effectively</b></p> <ul style="list-style-type: none"> <li>analyse enablers of and barriers to effective verbal, non-verbal and digital communication.</li> </ul> <p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs</li> </ul> <p><b>Intercultural understanding</b></p> <p><a href="#">Reflecting on cultural diversity</a>          Reflect on the relationship between cultures and identities</p> <ul style="list-style-type: none"> <li>identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups</li> </ul> <p><a href="#">Engaging with cultural and linguistic diversity</a>          Develop multiple perspectives</p> <ul style="list-style-type: none"> <li>consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices</li> </ul>	<p><b>Communicate effectively</b></p> <ul style="list-style-type: none"> <li>analyse enablers of and barriers to effective verbal, non-verbal and digital communication.</li> </ul> <p><b>CROSS CURRICULA PRIORITY: ABORIGINAL &amp; TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b></p> <p><b>Country/Place</b>  <a href="#">A TSICP1</a>          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 href="#">A TSICP2</a>          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.</p> <p><a href="#">A TSICP3</a>          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><b>Culture</b>  <a href="#">A TSIC1</a>          First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs.</p> <p><a href="#">A TSIC2</a>          First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.</p> <p><a href="#">A TSIC3</a>          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><b>People</b>  <a href="#">A TSIP3</a></p>
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## Year 8 Australian Curriculum Mapping

			<p>The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.</p> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b>  <b>Personal, social and community health</b>  <u>Making healthy and safe choices</u></p> <p><a href="#">AC9HP8P08</a></p> <ul style="list-style-type: none"> <li>refine protective behaviours and evaluate community resources to seek help for themselves and others</li> </ul> <p><a href="#">AC9HP8P10</a></p> <ul style="list-style-type: none"> <li>plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing</li> </ul>
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## Year 8 Australian Curriculum Mapping

Lesson # Title Theme	25.1 and 25.2 “Meditative drawing” and “Simple landscape” Mindfulness	Inquiry Unit 1 “Mind Body Connection’ Mindfulness	Inquiry Unit 1 “Mind Body Connection” Mindfulness
<b>Learning Intention</b>	<ul style="list-style-type: none"> <li>Students will slow down and relax, and embrace playful creativity.</li> </ul>	<ul style="list-style-type: none"> <li>Students will explore how mind and body are connected</li> <li>Students will investigate how exercise impacts mood</li> <li>Students will work collaboratively to create a health education campaign for their school community.</li> </ul>	<ul style="list-style-type: none"> <li>Students will explore how mind and body are connected</li> <li>Students will investigate how exercise impacts mood</li> <li>Students will work collaboratively to create a health education campaign for their school community</li> </ul>
<b>Activities</b>	Lesson 25.1: Activity 1: Drawing your breath Activity 2: Attention and awareness circles Lesson 25.2: Simple shape landscape	Lesson 1: Activity 1: Introduce the Move your Mood Campaign. Activity 2: Revise – how brain and body are connected Activity 3: Benefits of exercise Activity 4: Exercise and mood – mini experiment Activity 5: Student journal exercise self reflection.	Lesson 2&3 Activity 1: Move your mood project Activity 2: Research and flyer/promotional material development Activity 3: Event planning
<b>AUS. Curriculum</b>	<p><b>GENERAL CAPABILITIES</b>  <b><u>Personal and social capability</u></b>  <u>Self awareness</u>  <u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>evaluate how emotional responses influence behaviour and consider the consequences of these responses</li> </ul> <p><u>Self management</u>  <u>Emotional regulation</u></p> <ul style="list-style-type: none"> <li>manage emotional responses, designing strategies to self-manage in a range of contexts</li> </ul> <p><u>Goal setting</u></p> <ul style="list-style-type: none"> <li>use and refine strategies that contribute to regulating behaviour and achieving learning goals</li> </ul> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b>  <b>Personal, social and community health</b></p>	<p><b>GENERAL CAPABILITIES</b>  <b><u>Personal and social capability</u></b>  <u>Self awareness</u>  <u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>evaluate how emotional responses influence behaviour and consider the consequences of these responses</li> </ul> <p><u>Self management</u>  <u>Emotional regulation</u></p> <ul style="list-style-type: none"> <li>manage emotional responses, designing strategies to self-manage in a range of contexts</li> </ul> <p><u>Goal setting</u></p> <ul style="list-style-type: none"> <li>use and refine strategies that contribute to regulating behaviour and achieving learning goals</li> </ul> <p><u>Social management</u>  <u>Communication</u></p>	<p><b>GENERAL CAPABILITIES</b>  <b><u>Personal and social capability</u></b>  <u>Self awareness</u>  <u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>evaluate how emotional responses influence behaviour and consider the consequences of these responses</li> </ul> <p><u>Self management</u>  <u>Emotional regulation</u></p> <ul style="list-style-type: none"> <li>manage emotional responses, designing strategies to self-manage in a range of contexts</li> </ul> <p><u>Goal setting</u></p> <ul style="list-style-type: none"> <li>use and refine strategies that contribute to regulating behaviour and achieving learning goals</li> </ul> <p><u>Social management</u></p>

## Year 8 Australian Curriculum Mapping

	<p><u>Making healthy and safe choices</u> <a href="#">AC9HP8P08</a></p> <ul style="list-style-type: none"> <li>refine protective behaviours and evaluate community resources to seek help for themselves and others</li> </ul> <p><a href="#">AC9HP8P10</a></p> <ul style="list-style-type: none"> <li>plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non verbal communication</li> </ul> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b></p> <p><b>Personal, social and community health</b></p> <p><u>Interacting with others</u> <a href="#">AC9HP8P04</a></p> <ul style="list-style-type: none"> <li>examine the roles of respect, empathy, power and coercion in developing respectful relationships</li> </ul> <p><a href="#">AC9HP8P06</a></p> <ul style="list-style-type: none"> <li>analyse factors that influence emotional responses and devise strategies to self-manage emotions</li> </ul> <p><u>Making healthy and safe choices</u> <a href="#">AC9HP8P08</a></p> <ul style="list-style-type: none"> <li>refine protective behaviours and evaluate community resources to seek help for themselves and others</li> </ul> <p><a href="#">AC9HP8P10</a></p> <ul style="list-style-type: none"> <li>plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing</li> </ul>	<p><u>Communication</u></p> <ul style="list-style-type: none"> <li>demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non verbal communication</li> </ul> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b></p> <p><b>Personal, social and community health</b></p> <p><u>Interacting with others</u> <a href="#">AC9HP8P04</a></p> <ul style="list-style-type: none"> <li>examine the roles of respect, empathy, power and coercion in developing respectful relationships</li> </ul> <p><a href="#">AC9HP8P06</a></p> <ul style="list-style-type: none"> <li>analyse factors that influence emotional responses and devise strategies to self-manage emotions</li> </ul> <p><u>Making healthy and safe choices</u> <a href="#">AC9HP8P08</a></p> <ul style="list-style-type: none"> <li>refine protective behaviours and evaluate community resources to seek help for themselves and others</li> </ul> <p><a href="#">AC9HP8P10</a></p> <ul style="list-style-type: none"> <li>plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing</li> </ul>
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## Year 8 Australian Curriculum Mapping

Lesson # Title Theme	Inquiry Unit 1 "Mind Body Connection" Mindfulness	Inquiry Unit 2 "Digital Citizenship" Empathy	Inquiry Unit 2 "Digital Citizenship" Empathy
<b>Learning Intention</b>	<ul style="list-style-type: none"> <li>Students will explore how mind and body are connected</li> <li>Students will investigate how exercise impacts mood</li> <li>Students will work collaboratively to create a health education campaign for their school community</li> </ul>	<ul style="list-style-type: none"> <li>Students will learn about the positive and negative influences of social media.</li> <li>Students will understand the concept of 'social currency' and share their personal experience with this.</li> <li>Students will learn about the psychology behind being 'liked' on social media.</li> </ul>	<ul style="list-style-type: none"> <li>Students will explore and discuss the different reasons people choose to have multiple online accounts.</li> <li>Students will discuss how their online self may not be a true representation of their real self.</li> <li>Students will analyse the benefits and drawbacks of representing different parts of their real self online.</li> </ul>
<b>Activities</b>	Lesson 4: Activity 1: Event planning Activity 2: Group work review Activity 3: My movement pledge reflection	Lesson 1: Activity 1: My understanding of social media Activity 2: Is social media hurting your mental health? Activity 3: Social media currency Activity 4: The psychology of being 'liked' on social media	Lesson 2: Activity 1: Digital compass Activity 2: Finstagram and Rinstagram Activity 3: Insta lie? Activity 4: Social media reflection
<b>AUS. Curriculum</b>	<p><b>GENERAL CAPABILITIES</b>  <b><u>Personal and social capability</u></b>  <b><u>Self awareness</u></b>  <u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>evaluate how emotional responses influence behaviour and consider the consequences of these responses</li> </ul> <p><b><u>Self management</u></b>  <u>Emotional regulation</u></p> <ul style="list-style-type: none"> <li>manage emotional responses, designing strategies to self-manage in a range of contexts</li> </ul> <p><b><u>Goal setting</u></b></p> <ul style="list-style-type: none"> <li>use and refine strategies that contribute to regulating behaviour and achieving learning goals</li> </ul> <p><b><u>Social management</u></b>  <u>Communication</u></p> <ul style="list-style-type: none"> <li>demonstrate communication skills in a range of contexts, responding to the enablers of, and</li> </ul>	<p><b>GENERAL CAPABILITIES</b>  <b><u>Personal and social capability</u></b>  <b><u>Self awareness</u></b>  <u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>evaluate how emotional responses influence behaviour and consider the consequences of these responses</li> </ul> <p><b><u>Self management</u></b>  <u>Emotional regulation</u></p> <ul style="list-style-type: none"> <li>manage emotional responses, designing strategies to self-manage in a range of contexts</li> </ul> <p><b><u>Goal setting</u></b></p> <ul style="list-style-type: none"> <li>use and refine strategies that contribute to regulating behaviour and achieving learning goals</li> </ul> <p><b><u>Social management</u></b>  <u>Communication</u></p> <ul style="list-style-type: none"> <li>demonstrate communication skills in a range of contexts, responding to the enablers of, and</li> </ul>	<p><b>GENERAL CAPABILITIES</b>  <b><u>Personal and social capability</u></b>  <b><u>Self awareness</u></b>  <u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>evaluate how emotional responses influence behaviour and consider the consequences of these responses</li> </ul> <p><b><u>Self management</u></b>  <u>Emotional regulation</u></p> <ul style="list-style-type: none"> <li>manage emotional responses, designing strategies to self-manage in a range of contexts</li> </ul> <p><b><u>Goal setting</u></b></p> <ul style="list-style-type: none"> <li>use and refine strategies that contribute to regulating behaviour and achieving learning goals</li> </ul> <p><b><u>Social management</u></b>  <u>Communication</u></p>



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	<p>barriers to, effective verbal and non verbal communication</p> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b>  <b>Personal, social and community health</b>  <u>Interacting with others</u>  <a href="#">AC9HP8P04</a></p> <ul style="list-style-type: none"> <li>examine the roles of respect, empathy, power and coercion in developing respectful relationships</li> </ul> <p><a href="#">AC9HP8P06</a></p> <ul style="list-style-type: none"> <li>analyse factors that influence emotional responses and devise strategies to self-manage emotions</li> </ul> <p><u>Making healthy and safe choices</u>  <a href="#">AC9HP8P08</a></p> <ul style="list-style-type: none"> <li>refine protective behaviours and evaluate community resources to seek help for themselves and others</li> </ul> <p><a href="#">AC9HP8P10</a></p> <ul style="list-style-type: none"> <li>plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing</li> </ul>	<p>barriers to, effective verbal and non verbal communication</p> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b>  <b>Personal, social and community health</b>  <u>Interacting with others</u>  <a href="#">AC9HP8P04</a></p> <ul style="list-style-type: none"> <li>examine the roles of respect, empathy, power and coercion in developing respectful relationships</li> </ul> <p><a href="#">AC9HP8P06</a></p> <ul style="list-style-type: none"> <li>analyse factors that influence emotional responses and devise strategies to self-manage emotions</li> </ul> <p><u>Making healthy and safe choices</u>  <a href="#">AC9HP8P08</a></p> <ul style="list-style-type: none"> <li>refine protective behaviours and evaluate community resources to seek help for themselves and others</li> </ul> <p><a href="#">AC9HP8P10</a></p> <ul style="list-style-type: none"> <li>plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non verbal communication</li> </ul> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b>  <b>Personal, social and community health</b>  <u>Interacting with others</u>  <a href="#">AC9HP8P04</a></p> <ul style="list-style-type: none"> <li>examine the roles of respect, empathy, power and coercion in developing respectful relationships</li> </ul> <p><a href="#">AC9HP8P06</a></p> <ul style="list-style-type: none"> <li>analyse factors that influence emotional responses and devise strategies to self-manage emotions</li> </ul> <p><u>Making healthy and safe choices</u>  <a href="#">AC9HP8P08</a></p> <ul style="list-style-type: none"> <li>refine protective behaviours and evaluate community resources to seek help for themselves and others</li> </ul> <p><a href="#">AC9HP8P10</a></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 8 Australian Curriculum Mapping

Lesson # Title Theme	Inquiry Unit 2 "Digital Citizenship" Empathy	Inquiry Unit 2 "Digital Citizenship" Empathy	Inquiry Unit 2 "Digital Citizenship" Empathy
<b>Learning Intention</b>	<ul style="list-style-type: none"> <li>Students will focus on the positives of social media and understand the impacts of social media trends.</li> <li>Students will identify the difference between active and passive use of social media.</li> <li>Students will create a social change campaign.</li> </ul>	<ul style="list-style-type: none"> <li>Students will learn about podcasts.</li> <li>Students will work collaboratively in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>Students will use current technology and software to create a podcast.</li> </ul>
<b>Activities</b>	Lesson 3: Activity 1: Positive social media Activity 2: Creating social change	Lesson 4: Activity 1: What is a podcast? Activity 2: Podcast challenge? Activity 3: Planning the story	Lesson 5: Activity 1: Write your script Activity 2: Recording and editing Activity 3: Listening to each other's podcasts
<b>AUS. Curriculum</b>	<p><b>GENERAL CAPABILITIES</b>  <b><u>Personal and social capability</u></b>  <u>Self awareness</u>  <u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>evaluate how emotional responses influence behaviour and consider the consequences of these responses</li> </ul> <p><u>Self management</u>  <u>Emotional regulation</u></p> <ul style="list-style-type: none"> <li>manage emotional responses, designing strategies to self-manage in a range of contexts</li> </ul> <p><u>Goal setting</u></p> <ul style="list-style-type: none"> <li>use and refine strategies that contribute to regulating behaviour and achieving learning goals</li> </ul> <p><u>Social management</u>  <u>Communication</u></p>	<p><b>GENERAL CAPABILITIES</b>  <b><u>Personal and social capability</u></b>  <u>Self awareness</u>  <u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>evaluate how emotional responses influence behaviour and consider the consequences of these responses</li> </ul> <p><u>Self management</u>  <u>Emotional regulation</u></p> <ul style="list-style-type: none"> <li>manage emotional responses, designing strategies to self-manage in a range of contexts</li> </ul> <p><u>Goal setting</u></p> <ul style="list-style-type: none"> <li>use and refine strategies that contribute to regulating behaviour and achieving learning goals</li> </ul> <p><u>Social management</u>  <u>Communication</u></p> <ul style="list-style-type: none"> <li>demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non verbal communication</li> </ul>	<p><b>GENERAL CAPABILITIES</b>  <b><u>Personal and social capability</u></b>  <u>Self awareness</u>  <u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>evaluate how emotional responses influence behaviour and consider the consequences of these responses</li> </ul> <p><u>Self management</u>  <u>Emotional regulation</u></p> <ul style="list-style-type: none"> <li>manage emotional responses, designing strategies to self-manage in a range of contexts</li> </ul> <p><u>Goal setting</u></p> <ul style="list-style-type: none"> <li>use and refine strategies that contribute to regulating behaviour and achieving learning goals</li> </ul> <p><u>Social management</u>  <u>Communication</u></p> <ul style="list-style-type: none"> <li>demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non verbal communication</li> </ul>

## Year 8 Australian Curriculum Mapping

	<ul style="list-style-type: none"> <li>o demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non verbal communication.</li> </ul> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b>  <b>Personal, social and community health</b>  <u>Interacting with others</u>  <a href="#">AC9HP8P04</a></p> <ul style="list-style-type: none"> <li>● examine the roles of respect, empathy, power and coercion in developing respectful relationships</li> </ul> <p><a href="#">AC9HP8P06</a></p> <ul style="list-style-type: none"> <li>● analyse factors that influence emotional responses and devise strategies to self-manage emotions</li> </ul> <p><u>Making healthy and safe choices</u>  <a href="#">AC9HP8P08</a></p> <ul style="list-style-type: none"> <li>● refine protective behaviours and evaluate community resources to seek help for themselves and others</li> </ul> <p><a href="#">AC9HP8P10</a></p> <ul style="list-style-type: none"> <li>● plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing</li> </ul>	<p><b>HEALTH &amp; PHYSICAL EDUCATION</b>  <b>Personal, social and community health</b>  <u>Interacting with others</u>  <a href="#">AC9HP8P04</a></p> <ul style="list-style-type: none"> <li>● examine the roles of respect, empathy, power and coercion in developing respectful relationships</li> </ul> <p><a href="#">AC9HP8P06</a></p> <ul style="list-style-type: none"> <li>● analyse factors that influence emotional responses and devise strategies to self-manage emotions</li> </ul> <p><u>Making healthy and safe choices</u>  <a href="#">AC9HP8P08</a></p> <ul style="list-style-type: none"> <li>● refine protective behaviours and evaluate community resources to seek help for themselves and others</li> </ul> <p><a href="#">AC9HP8P10</a></p> <ul style="list-style-type: none"> <li>● plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing</li> </ul>	<p><b>HEALTH &amp; PHYSICAL EDUCATION</b>  <b>Personal, social and community health</b>  <u>Interacting with others</u>  <a href="#">AC9HP8P04</a></p> <ul style="list-style-type: none"> <li>● examine the roles of respect, empathy, power and coercion in developing respectful relationships</li> </ul> <p><a href="#">AC9HP8P06</a></p> <ul style="list-style-type: none"> <li>● analyse factors that influence emotional responses and devise strategies to self-manage emotions</li> </ul> <p><u>Making healthy and safe choices</u>  <a href="#">AC9HP8P08</a></p> <ul style="list-style-type: none"> <li>● refine protective behaviours and evaluate community resources to seek help for themselves and others</li> </ul> <p><a href="#">AC9HP8P10</a></p> <ul style="list-style-type: none"> <li>● plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing</li> </ul>
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