



# GEM Year 10 Australian Curriculum Mapping

Lesson # Title Theme	1.1 and 1.2 “Vocabulary around emotion” and “Varying intensities of emotion” Emotional Literacy	2.1 and 2.2 “Look up” and “Impact of technology” Mindfulness	3.1 and 3.2 “Character strengths” and “Using strengths” Emotional Literacy
Learning Intention	<ul style="list-style-type: none"> <li>Students will learn about the eight basic emotions and how they blend together.</li> <li>Students will identify specific examples for each of the eight emotions and their varying levels of intensity.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be more mindful and notice what is going on around them.</li> <li>Students will explore the impact technology has on their ability to be mindful.</li> </ul>	<ul style="list-style-type: none"> <li>Students will identify and explore character strengths in others.</li> <li>Students will reflect on how their character strengths has had a significant impact on their life.</li> </ul>
Activities	Lesson 1.1: Activity 1: Robert Putchik Wheel of Emotions puzzle Lesson 1.2: Activity 1: Exploring the wheel	Lesson 4.1: Activity 1: Can I get a selfie? Lesson 4.2: Activity 1: Class debate	Lesson 6.1: Activity 1: VIA Character Survey Lesson 6.2: Activity 1: Turia – an example of resilience Activity 2: Using strengths
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>Personal awareness</u></b></p> <ul style="list-style-type: none"> <li>devise personally appropriate strategies to achieve growth</li> </ul> <p><b><u>Emotional awareness</u></b></p> <ul style="list-style-type: none"> <li>reflect on their emotional responses to different situations</li> </ul> <p><b><u>Reflective practice</u></b></p> <ul style="list-style-type: none"> <li>evaluate goals set for their own personal, social and cognitive development, reflecting on feedback</li> </ul> <p><b><u>Self management</u></b> <b><u>Emotional regulation</u></b> regulate emotions in a range of contexts, evaluating and refining their own self-management strategies</p> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b> <b><u>Interacting with others</u></b> <a href="#">AC9HP10P04</a></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>reflect on their emotional responses to different situations</li> </ul> <p><b><u>Reflective practice</u></b></p> <ul style="list-style-type: none"> <li>evaluate goals set for their own personal, social and cognitive development, reflecting on feedback</li> </ul> <p><b><u>Self management</u></b> <b><u>Emotional regulation</u></b></p> <ul style="list-style-type: none"> <li>regulate emotions in a range of contexts, evaluating and refining their own self-management strategies</li> </ul> <p><b>CROSS CURRICULA PRIORITY: ABORIGINAL &amp; TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b><u>Country/Place</u></b> <a href="#">A_TSICP1</a></p>	<p><b>GENERAL CAPABILITIES</b> <b><u>Personal and social capability</u></b></p> <p><b><u>Self awareness</u></b> <b><u>Personal awareness</u></b></p> <ul style="list-style-type: none"> <li>devise personally appropriate strategies to achieve growth</li> </ul> <p><b><u>Emotional awareness</u></b></p> <ul style="list-style-type: none"> <li>reflect on their emotional responses to different situations</li> </ul> <p><b><u>Reflective practice</u></b></p> <ul style="list-style-type: none"> <li>evaluate goals set for their own personal, social and cognitive development, reflecting on feedback</li> </ul> <p><b><u>Self management</u></b> <b><u>Emotional regulation</u></b></p> <ul style="list-style-type: none"> <li>regulate emotions in a range of contexts, evaluating and refining their own self-management strategies</li> </ul>

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	<ul style="list-style-type: none"> <li>evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships</li> </ul> <p><a href="#">AC9HP10P06</a></p> <ul style="list-style-type: none"> <li>evaluate emotional responses in different situations to refine strategies for managing emotions</li> </ul>	<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 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>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></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></p> <p><u>Interacting with others</u></p> <p><a href="#">AC9HP10P06</a></p>	<p><b>CROSS CURRICULA PRIORITY: ABORIGINAL &amp; TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b></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>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></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></p> <p><u>Interacting with others</u></p> <p><a href="#">AC9HP10P04</a></p> <ul style="list-style-type: none"> <li>evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships</li> </ul> <p><a href="#">AC9HP10P06</a></p> <ul style="list-style-type: none"> <li>evaluate emotional responses in different situations to refine strategies for managing emotions</li> </ul>
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		<ul style="list-style-type: none"> <li>• evaluate emotional responses in different situations to refine strategies for managing emotions <u>Making healthy and safe choices</u> <a href="#">AC9HP10P08</a></li> <li>• plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk <a href="#">AC9HP10P09</a></li> <li>• critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on individual attitudes and actions <a href="#">AC9HP10P10</a></li> <li>• plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing</li> </ul>	
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# GEM Year 10 Australian Curriculum Mapping

Lesson # Title Theme	4.1 and 4.2 "A walk in my shoes" and "Language choices" Gratitude	5.1 and 5.2 "My life elsewhere" and "Gratitude game" Gratitude	6.1 and 6.2 "Mindfulness and flow" Mindfulness
<b>Learning Intention</b>	<ul style="list-style-type: none"> <li>Students will learn to better appreciate the things they have.</li> <li>Students will practice turning complaints into gratitude statements, and understand that in some situations, they have a choice to replace negative thoughts with more positive and optimistic ones.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to express gratitude for the country we live in and the privileges it awards us.</li> <li>Students will gain perspective on their own experience of gratitude by interviewing an older person about gratitude.</li> </ul>	<ul style="list-style-type: none"> <li>Students will calm the chaos in their minds using mindfulness techniques.</li> <li>Students will experience mindfulness through 'flow'.</li> </ul>
<b>Activities</b>	Lesson 7.1: Activity 1: If money was no object Activity 2: My shoes Lesson 7.2: Activity 1: Turning complaints into gratitude Activity 2: Turning complaints into gratitude Student Journal debrief	Lesson 8.1: Activity 1: My life elsewhere Activity 2: Share Activity 3: Comparing to others reflection Lesson 8.2: Activity 1: Gratitude game Activity 4: My moments of awesome	Lesson 9.1: Activity 1: Quick review Activity 2: Calm the chaos Activity 3: Treasure hunt Lesson 9.2: Activity 4: Colouring Activity 5: Flow
<b>AUS. Curriculum</b>	<p><b>GENERAL CAPABILITIES</b>  <b><u>Personal and social capability</u></b>  <b><u>Self awareness</u></b>  <u>Personal awareness</u></p> <ul style="list-style-type: none"> <li>devise personally appropriate strategies to achieve growth</li> </ul> <p><u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>reflect on their emotional responses to different situations</li> </ul> <p><u>Reflective practice</u></p> <ul style="list-style-type: none"> <li>evaluate goals set for their own personal, social and cognitive development, reflecting on feedback</li> </ul> <p><b><u>Self management</u></b>  <u>Emotional regulation</u>            regulate emotions in a range of contexts, evaluating and refining their own self-management strategies</p>	<p><b>GENERAL CAPABILITIES</b>  <b><u>Personal and social capability</u></b>  <b><u>Self awareness</u></b>  <u>Personal awareness</u></p> <ul style="list-style-type: none"> <li>devise personally appropriate strategies to achieve growth</li> </ul> <p><u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>reflect on their emotional responses to different situations</li> </ul> <p><u>Reflective practice</u></p> <ul style="list-style-type: none"> <li>evaluate goals set for their own personal, social and cognitive development, reflecting on feedback</li> </ul> <p><b><u>Self management</u></b>  <u>Emotional regulation</u>            regulate emotions in a range of contexts, evaluating and refining their own self-management strategies</p>	<p><b>GENERAL CAPABILITIES</b>  <b><u>Personal and social capability</u></b>  <b><u>Self awareness</u></b>  <u>Personal awareness</u></p> <ul style="list-style-type: none"> <li>devise personally appropriate strategies to achieve growth</li> </ul> <p><u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>reflect on their emotional responses to different situations</li> </ul> <p><u>Reflective practice</u></p> <ul style="list-style-type: none"> <li>evaluate goals set for their own personal, social and cognitive development, reflecting on feedback</li> </ul> <p><b>CROSS CURRICULA PRIORITY: ABORIGINAL &amp; TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b>  <b><u>Culture</u></b></p>

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<p><b><u>Social awareness</u></b> <b><u>Relational awareness</u></b></p> <ul style="list-style-type: none"> <li>evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships</li> </ul> <p><b>CROSS CURRICULA PRIORITY: ABORIGINAL &amp; TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b></p> <p><b><u>Country/Place</u></b></p> <p><b><u>A TSICP1</u></b> 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><b><u>A TSICP2</u></b> The occupation and colonisation of Australia were experienced by First Nations Australians as an invasion that denied their occupation of, and connection to, Country/Place.</p> <p><b><u>A TSICP3</u></b> 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><u>Culture</u></b></p> <p><b><u>A TSIC1</u></b> First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs.</p> <p><b><u>A TSIC2</u></b> First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.</p> <p><b><u>A TSIC3</u></b> First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture</p>	<p><b><u>Social awareness</u></b> <b><u>Relational awareness</u></b></p> <ul style="list-style-type: none"> <li>evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships</li> </ul> <p><b>CROSS CURRICULA PRIORITY: ABORIGINAL &amp; TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b></p> <p><b><u>Country/Place</u></b></p> <p><b><u>A TSICP1</u></b> 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><b><u>A TSICP2</u></b> The occupation and colonisation of Australia were experienced by First Nations Australians as an invasion that denied their occupation of, and connection to, Country/Place.</p> <p><b><u>A TSICP3</u></b> 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><u>Culture</u></b></p> <p><b><u>A TSIC1</u></b> First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs.</p> <p><b><u>A TSIC2</u></b> First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.</p> <p><b><u>A TSIC3</u></b> First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of</p>	<p><b><u>A TSIC1</u></b> First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs.</p> <p><b><u>A TSIC2</u></b> First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.</p> <p><b><u>A TSIC3</u></b> 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><u>People</u></b></p> <p><b><u>A TSIP3</u></b> 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></p> <p><b><u>Making healthy and safe choices</u></b></p> <p><b><u>AC9HP10P08</u></b></p> <ul style="list-style-type: none"> <li>plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk</li> </ul> <p><b><u>AC9HP10P10</u></b></p> <ul style="list-style-type: none"> <li>plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing</li> </ul>
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## GEM Year 10 Australian Curriculum Mapping

	<p>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>  <u>Making healthy and safe choices</u>  <a href="#">AC9HP10P10</a></p> <ul style="list-style-type: none"> <li>plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing</li> </ul>	<p>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>  <u>Making healthy and safe choices</u>  <a href="#">AC9HP10P10</a>          plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing</p>	
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Lesson # Title Theme	7.1 and 7.2 “Gratitude at its core” and “The way I see it” Gratitude	Lesson 8.1 and 8.2 “Active constructing responding” and “Scenarios” Empathy	Lesson 9.1 and 9.2 “Empathy and compassion” and “Learning about others” Empathy
Learning Intention	<ul style="list-style-type: none"> <li>Students will understand how we can rewire our brains to focus on what is great and positive in our lives.</li> <li>Student’s will reflect on someone else’s adversity and can be grateful for what they have.</li> </ul>	<ul style="list-style-type: none"> <li>Students will understand the four different types of listening and the impact active listening has on those around them.</li> <li>Students will respond to scenarios with the different listening techniques, emphasising the importance of active listening.</li> </ul>	<ul style="list-style-type: none"> <li>Students will understand how our actions lead to showing compassion.</li> <li>Students will discuss the complicated intersections of privileges in a less confrontational and more reflective way.</li> </ul>
Activities	Lesson 12.1: Activity 1: Reticular activation system Activity 2: Gratitude stone Activity 3: What could make today better? Lesson 12.2: Activity 1: Overcoming adversity	Lesson 13.1: Activity 1: The big bang theory Activity 2: The active construction model Lesson 13.2: Activity 1: Scenarios	Lesson 14.1: Activity 1: Compassion Activity 2: Another person’s shoes Lesson 14.2: Activity 1: Walk the line Activity 2: Walk the line debrief
AUS. Curriculum	<p><b>GENERAL CAPABILITIES</b>  <b>Personal and social capability</b></p> <p><u>Self awareness</u>  <u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>reflect on their emotional responses to different situations</li> </ul> <p><u>Reflective practice</u></p> <ul style="list-style-type: none"> <li>evaluate goals set for their own personal, social and cognitive development, reflecting on feedback</li> </ul> <p><u>Self management</u>  <u>Emotional regulation</u></p> <ul style="list-style-type: none"> <li>regulate emotions in a range of contexts, evaluating and refining their own self-management strategies</li> </ul>	<p><b>GENERAL CAPABILITIES</b>  <b>Personal and social capability</b></p> <p><u>Self awareness</u>  <u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>reflect on their emotional responses to different situations</li> </ul> <p><u>Reflective practice</u></p> <ul style="list-style-type: none"> <li>evaluate goals set for their own personal, social and cognitive development, reflecting on feedback</li> </ul> <p><u>Self management</u>  <u>Emotional regulation</u></p> <ul style="list-style-type: none"> <li>regulate emotions in a range of contexts, evaluating and refining their own self-management strategies</li> </ul>	<p><b>GENERAL CAPABILITIES</b>  <b>Personal and social capability</b></p> <p><u>Self awareness</u>  <u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>reflect on their emotional responses to different situations</li> </ul> <p><u>Reflective practice</u></p> <ul style="list-style-type: none"> <li>evaluate goals set for their own personal, social and cognitive development, reflecting on feedback</li> </ul> <p><u>Self management</u>  <u>Emotional regulation</u></p> <ul style="list-style-type: none"> <li>regulate emotions in a range of contexts, evaluating and refining their own self-management strategies</li> </ul>



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## GEM Year 10 Australian Curriculum Mapping

	<p>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> <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>  <u>Making healthy and safe choices</u>  <a href="#">AC9HP10P10</a></p> <p>plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing</p>		
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# GEM Year 10 Australian Curriculum Mapping

Lesson # Title Theme	10.1 and 10.2 “Catastrophising” and “Signs of catastrophising” Mindfulness	11.1 and 11.2 “Experiencing success” and “Success stories” Emotional Literacy	Lesson 12.1 and 12.2 “Social interaction” and “The power of words” Empathy
<b>Learning Intention</b>	<ul style="list-style-type: none"> <li>Students will examine the concept of ‘catastrophising’.</li> <li>Students will be able to acknowledge negative thoughts and begin to develop perspective.</li> </ul>	<ul style="list-style-type: none"> <li>Students will persevere at a challenge and be self-reflective about success and excuses.</li> <li>Students will experience positive emotion through success.</li> </ul>	<ul style="list-style-type: none"> <li>Students will learn the right and wrong reasons to give feedback and how to give constructive feedback.</li> <li>Students will learn to apply what they have learnt about constructive feedback to specific scenarios.</li> </ul>
<b>Activities</b>	Lesson 15.1: Activity 1: Disasters Activity 2: Notice the signs Lesson 15.2: Activity 1: Beating catastrophes Activity 2: Hands metaphor	Lesson 18.1: Activity 1: The challenge Activity 2: The challenge debrief Lesson 18.2: Activity 1: Oprah’s 5 minutes for 50 years	Lesson 19.1: Activity 1: Constructive criticism Activity 2: How to give feedback Lesson 19.2: Activity 1: Another person’s behaviour  Activity 2: Assertive response
<b>AUS. Curriculum</b>	<p><b>GENERAL CAPABILITIES</b>  <b>Personal and social capability</b>  <u>Self awareness</u>  <u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>reflect on their emotional responses to different situations</li> </ul> <p><u>Reflective practice</u></p> <ul style="list-style-type: none"> <li>evaluate goals set for their own personal, social and cognitive development, reflecting on feedback</li> </ul> <p><b>CROSS CURRICULA PRIORITY: ABORIGINAL &amp; TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b>  <b>Culture</b>  <u>A TSIC1</u>            First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs.  <u>A TSIC2</u></p>	<p><b>GENERAL CAPABILITIES</b>  <b>Personal and social capability</b>  <u>Self awareness</u>  <u>Personal awareness</u></p> <ul style="list-style-type: none"> <li>devise personally appropriate strategies to achieve growth</li> </ul> <p><u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>reflect on their emotional responses to different situations</li> </ul> <p><u>Reflective practice</u></p> <ul style="list-style-type: none"> <li>evaluate goals set for their own personal, social and cognitive development, reflecting on feedback</li> </ul> <p><u>Self management</u>  <u>Emotional regulation</u>            regulate emotions in a range of contexts, evaluating and refining their own self-management strategies</p> <p><u>Social management</u>  <u>Communication</u></p>	<p><b>GENERAL CAPABILITIES</b>  <b>Personal and social capability</b>  <u>Self awareness</u>  <u>Emotional awareness</u></p> <ul style="list-style-type: none"> <li>reflect on their emotional responses to different situations</li> </ul> <p><u>Reflective practice</u></p> <ul style="list-style-type: none"> <li>evaluate goals set for their own personal, social and cognitive development, reflecting on feedback</li> </ul> <p><u>Self management</u>  <u>Emotional regulation</u></p> <ul style="list-style-type: none"> <li>regulate emotions in a range of contexts, evaluating and refining their own self-management strategies</li> </ul>

# GEM Year 10 Australian Curriculum Mapping

	<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>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></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></p> <p><u>Interacting with others</u></p> <p><a href="#">AC9HP10P06</a></p> <ul style="list-style-type: none"> <li>evaluate emotional responses in different situations to refine strategies for managing emotions</li> </ul> <p><u>Making healthy and safe choices</u></p> <p><a href="#">AC9HP10P08</a></p> <ul style="list-style-type: none"> <li>plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk</li> </ul> <p><a href="#">AC9HP10P10</a></p> <ul style="list-style-type: none"> <li>plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>devise strategies that apply effective verbal and non verbal communication in response to feedback</li> </ul> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b></p> <p><u>Making healthy and safe choices</u></p> <p><a href="#">AC9HP10P08</a></p> <ul style="list-style-type: none"> <li>plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk</li> </ul> <p><a href="#">AC9HP10P09</a></p> <ul style="list-style-type: none"> <li>critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on individual attitudes and actions</li> </ul> <p><a href="#">AC9HP10P10</a></p> <ul style="list-style-type: none"> <li>plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing</li> </ul>	<p><b>Social awareness</b></p> <p><u>Empathy</u></p> <ul style="list-style-type: none"> <li>evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness</li> </ul> <p><u>Relational awareness</u></p> <ul style="list-style-type: none"> <li>evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships</li> </ul> <p><b>Social management</b></p> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>devise strategies that apply effective verbal and non verbal communication in response to feedback</li> </ul> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b></p> <p><u>Interacting with others</u></p> <p><a href="#">AC9HP10P04</a></p> <ul style="list-style-type: none"> <li>evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships</li> </ul> <p><a href="#">AC9HP10P06</a></p> <ul style="list-style-type: none"> <li>evaluate emotional responses in different situations to refine strategies for managing emotions</li> </ul>
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## GEM Year 10 Australian Curriculum Mapping

Lesson # Title Theme	Lesson 13.1 and 13.2 “Mindfulness writing” and “The rose that grew from concrete” Mindfulness	Inquiry unit “The Freedom Writers” Empathy	Inquiry unit “The Freedom Writers” Empathy
Learning Intention	<ul style="list-style-type: none"> <li>Students will think and reflect on their day so far.</li> <li>Students will learn about perseverance from nature and reflect on their own obstacles in life.</li> </ul>	<ul style="list-style-type: none"> <li>Students will view a film to encourage the development and identification of empathy, as each character in the film is faced with difficult challenges and choices to make.</li> <li>Students will be encouraged to connect with these choices and see things from a different perspective and / or place of understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Students will view a film to encourage the development and identification of empathy, as each character in the film is faced with difficult challenges and choices to make.</li> <li>Students will be encouraged to connect with these choices and see things from a different perspective and / or place of understanding.</li> <li>Students will explore problem-solving strategies used by the characters in the film, and discover strategies to use in their own lives.</li> </ul>
Activities	Lesson 21.1: Activity 1: A detailed account Activity 2: Debrief Lesson 21.2: Activity 1: Tupac Shakur	Lesson 1&2: Activity 1: Watch Freedom Writers	Lesson 3&4 Activity 1: Character emotions Activity 2: The characters choices Activity 3: Tough choices dilemmas Activity 4: Journal Reflection
AUS. Curriculum	<b>GENERAL CAPABILITIES</b> <u>Personal and social capability</u> <u>Self awareness</u> <u>Reflective practice</u> <ul style="list-style-type: none"> <li>evaluate goals set for their own personal, social and cognitive development, reflecting on feedback</li> </ul> <u>Self management</u> <u>Emotional regulation</u> <ul style="list-style-type: none"> <li>regulate emotions in a range of contexts, evaluating and refining their own self-management strategies</li> </ul>	<b>GENERAL CAPABILITIES</b> <u>Personal and social capability</u> <u>Self awareness</u> <u>Emotional awareness</u> <ul style="list-style-type: none"> <li>reflect on their emotional responses to different situations</li> </ul> <u>Self management</u> <u>Emotional regulation</u> regulate emotions in a range of contexts, evaluating and refining their own self-management strategies	<b>GENERAL CAPABILITIES</b> <u>Personal and social capability</u> <u>Self awareness</u> <u>Emotional awareness</u> <ul style="list-style-type: none"> <li>reflect on their emotional responses to different situations</li> </ul> <u>Self management</u> <u>Emotional regulation</u> regulate emotions in a range of contexts, evaluating and refining their own self-management strategies

# GEM Year 10 Australian Curriculum Mapping

	<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.</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>          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>          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>Making healthy and safe choices</u>  <a href="#">AC9HP10P08</a></p> <ul style="list-style-type: none"> <li>plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk</li> </ul> <p><a href="#">AC9HP10P10</a></p> <ul style="list-style-type: none"> <li>plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing</li> </ul>	<p><b>Social awareness</b>  <u>Empathy</u></p> <ul style="list-style-type: none"> <li>evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness</li> </ul> <p><u>Relational awareness</u></p> <ul style="list-style-type: none"> <li>evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships</li> </ul> <p><b>Social management</b>  <u>Communication</u></p> <ul style="list-style-type: none"> <li>devise strategies that apply effective verbal and non verbal communication in response to feedback</li> </ul> <p><u>Decision-making</u></p> <ul style="list-style-type: none"> <li>propose, implement and evaluate strategies to address needs at local, regional, national or global levels</li> </ul> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b>  <u>Identities and change</u>  <a href="#">AC9HP10P01</a></p> <ul style="list-style-type: none"> <li>analyse factors that shape identities and evaluate how individuals influence the identities of others</li> </ul> <p><u>Interacting with others</u>  <a href="#">AC9HP10P04</a></p> <ul style="list-style-type: none"> <li>evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships</li> </ul> <p><a href="#">AC9HP10P06</a></p> <ul style="list-style-type: none"> <li>evaluate emotional responses in different situations to refine strategies for managing emotions</li> </ul> <p><u>Making healthy and safe choices</u>  <a href="#">AC9HP10P09</a></p> <ul style="list-style-type: none"> <li>critique health information, services and media messaging about relationships, lifestyle choices,</li> </ul>	<p><b>Social awareness</b>  <u>Empathy</u></p> <ul style="list-style-type: none"> <li>evaluate the effect of people's actions towards others' needs, emotions, cultures and backgrounds, acknowledging the influence empathy has on developing social awareness</li> </ul> <p><u>Relational awareness</u></p> <ul style="list-style-type: none"> <li>evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships</li> </ul> <p><b>Social management</b>  <u>Communication</u></p> <ul style="list-style-type: none"> <li>devise strategies that apply effective verbal and non verbal communication in response to feedback</li> </ul> <p><u>Decision-making</u></p> <ul style="list-style-type: none"> <li>propose, implement and evaluate strategies to address needs at local, regional, national or global levels</li> </ul> <p><b>HEALTH &amp; PHYSICAL EDUCATION</b>  <u>Interacting with others</u>  <a href="#">AC9HP10P06</a></p> <ul style="list-style-type: none"> <li>evaluate emotional responses in different situations to refine strategies for managing emotions</li> </ul> <p><u>Making healthy and safe choices</u>  <a href="#">AC9HP10P08</a></p> <ul style="list-style-type: none"> <li>plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk</li> </ul> <p><a href="#">AC9HP10P09</a></p> <ul style="list-style-type: none"> <li>critique health information, services and media messaging about relationships, lifestyle choices, health decisions and behaviours to evaluate their influence on individual attitudes and actions</li> </ul> <p><a href="#">AC9HP10P10</a></p> <ul style="list-style-type: none"> <li>plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing</li> </ul>
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## GEM Year 10 Australian Curriculum Mapping

		<p>health decisions and behaviours to evaluate their influence on individual attitudes and actions</p> <p><a href="#">AC9HP10P10</a></p> <ul style="list-style-type: none"> <li>plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing</li> </ul>	
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