



## GEM Year 7 Australian Curriculum Mapping

Lesson # Title Theme	1.1 and 1.2 “Emotion vocabulary” and “Identifying emotions” Emotional Literacy	2.1 and 2.2 “Prioritising emotions” and “Labelling emotions” Emotional Literacy	3.1 and 3.2 “Understanding gratitude” and “Expressing gratitude” Gratitude
Learning Intention	<ul style="list-style-type: none"> <li>Students will expand vocabulary around emotion.</li> <li>Students will learn to identify emotions felt by other individuals.</li> </ul>	<ul style="list-style-type: none"> <li>Students will expand their language around emotion.</li> <li>Students will begin to articulate feelings and emotions and provide examples from their own lives.</li> </ul>	<ul style="list-style-type: none"> <li>Students will begin to understand the concept of gratitude.</li> <li>Students will practise expressing gratitude.</li> </ul>
Activities	Lesson 1.1: Activity 1: Celebrity Heads Activity 2: Celebrity Heads Debrief Lesson 1.2 Activity 1: Emotion Check In Activity 2: X Factor/BCT Inspiring and emotional auctions clip Activity 3: Have You Ever? Activity 4: Emotion Check OUT	Lesson 2.1: Activity 1: Emotional hierarchy Activity 2: Emotional hierarchy debrief Lesson 2.2: Activity 1: Where do we feel emotions? Activity 3: Where do we feel emotions? - Journal reflection	Lesson 3.1: Activity 1: What does gratitude mean? Activity 2: Thank you from Kid President Lesson 3.2: Activity 1: Gratitude photo board Activity 4: Gratitude practice
AUS. Curriculum	<p><b>GENERAL CAPABILITIES</b></p> <p><u>Self awareness</u> Emotional awareness</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> Emotional regulation</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></p> <p><u>Country/Place</u></p>	<p><b>GENERAL CAPABILITIES</b></p> <p><u>Personal and social capability</u> <u>Self awareness</u> Emotional awareness</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> Emotional regulation</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></p> <p><b>Personal, social and community health</b></p> <p><u>Interacting with others</u></p>	<p><b>GENERAL CAPABILITIES</b></p> <p><u>Personal and social capability</u> <u>Self awareness</u> Emotional awareness</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> Emotional regulation</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>

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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><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> 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="#">AC9HP8P05</a></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><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>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_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> 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>
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	<ul style="list-style-type: none"> <li>investigate strategies that influence how communities value diversity and propose actions they can take to promote inclusion in their communities</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></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> <p>plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing</p>		<ul style="list-style-type: none"> <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></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> <p>plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing</p>
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## GEM Year 7 Australian Curriculum Mapping

Lesson # Title Theme	4.1 and 4.2 “An introduction to mindfulness” and “Mindfulness” Mindfulness	5.1 and 5.2 “Growth mindsets” and “Fixed mindsets” Emotional Literacy	6.1 and 6.2 “Reflecting on gratitude” and “Gratitude chain” Gratitude
<b>Learning Intention</b>	<ul style="list-style-type: none"> <li>Students will begin to understand the concept of mindfulness and to practise experiencing it.</li> <li>Students will begin to appreciate the little things in everyday life.</li> </ul>	<ul style="list-style-type: none"> <li>Students will learn about fixed and growth mindsets and how these relate to our emotions.</li> <li>Students will practise developing a growth mindset.</li> </ul>	<ul style="list-style-type: none"> <li>Students will express appreciation for the people in the class.</li> <li>Students will consider the things that are most important to them.</li> </ul>
<b>Activities</b>	Lesson 5.1: Activity 1: Check IN and Student Journal Activity Activity 2: Benefits of mindfulness. Lesson 5.2: Activity 1: Mindfulness treasure hunt Activity 2: Mindful treasure hunt reflection	Lesson 6.1: Activity 1: Growth mindset video clip Activity 2: Growth mindset – Student Journal Lesson 6.2: Activity 1: Fixed mindset – Student Journal activity	Lesson 8.1: Activity 1: Gratitude Ball Activity 2: Reflecting on gratitude Lesson 8.2: Activity 1: Gratitude paper chains
<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>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>Personal and social capability</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><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>  <b>Personal and social capability</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>

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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.  <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>          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>Identities and change</u>  <a href="#">AC9HP8P02</a></p>	<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.  <a href="#">A_TSIC3</a>          The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. 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## GEM Year 7 Australian Curriculum Mapping

	<p>analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes</p> <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><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>resources, to enhance their own and others' health, safety, relationships and wellbeing</p>
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## GEM Year 7 Australian Curriculum Mapping

Lesson # Title Theme	7.1 and 7.2 “Post-traumatic growth” and “Hardships” Empathy	8.1 and 8.2 “Building connections” and “Empathy web” Empathy	9.1 and 9.2 “Needs and wants” and “Focusing on the do haves” Gratitude
<b>Learning Intention</b>	<ul style="list-style-type: none"> <li>Students will understand the deeper impact of negative words and language when used regularly.</li> <li>Students will begin to understand the impact of their actions on others.</li> </ul>	<ul style="list-style-type: none"> <li>Students will create compassion and understanding within the group by finding common emotions and experiences.</li> <li>Students will verbalise their feelings around these common emotions and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Students will begin to explore the difference between needs and wants and to categorise these into levels of importance.</li> <li>Students will begin to look for the things they do have, rather than the things they don't have.</li> </ul>
<b>Activities</b>	Lesson 11.1: Activity 1: Hearts – Hurt Feelings Activity 2: Hears Healing Activity 3: Power of words debrief Lesson 11.2: Activity 1: Getting through Activity 2: Post-traumatic growth reflection	Lesson 12.1: Activity 1: Step to the line Activity 2: Learning about each other Lesson 12.2: Activity 1: Empathy web Activity 2: Empathy journal reflection	Lesson 17.1: Activity 1: Needs and wants Activity 2: Categorising needs and wants Lesson 17.2: Activity 1: Consequences chart Activity 2: Needs and wants reflection
<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>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>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>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>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></p>



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<p><b><u>Social management</u></b> <b><u>Communication</u></b></p> <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><u>Intercultural understanding</u></b> <b><u>Engaging with cultural and linguistic diversity</u></b></p> <p><b><u>Develop multiple perspectives</u></b></p> <ul style="list-style-type: none"> <li>o 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><u>Develop empathy</u></b></p> <ul style="list-style-type: none"> <li>o 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> <b><u>Interacting with others</u></b> <b><u>AC9HP8P04</u></b> examine the roles of respect, empathy, power and coercion in developing respectful relationships</p>	<p><b><u>Social management</u></b> <b><u>Communication</u></b></p> <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> <b><u>Interacting with others</u></b> <b><u>AC9HP8P04</u></b></p> <ul style="list-style-type: none"> <li>• examine the roles of respect, empathy, power and coercion in developing respectful relationships</li> </ul> <p><b><u>AC9HP8P05</u></b></p> <ul style="list-style-type: none"> <li>• investigate strategies that influence how communities value diversity and propose actions they can take to promote inclusion in their communities</li> </ul> <p><b><u>AC9HP8P06</u></b></p> <ul style="list-style-type: none"> <li>• analyse factors that influence emotional responses and devise strategies to self-manage emotions</li> </ul> <p><b><u>Making healthy and safe choices</u></b> <b><u>AC9HP8P08</u></b></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><b><u>AC9HP8P10</u></b></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>Personal, social and community health</b> <b><u>Interacting with others</u></b> <b><u>AC9HP8P04</u></b></p> <ul style="list-style-type: none"> <li>• examine the roles of respect, empathy, power and coercion in developing respectful relationships</li> </ul> <p><b><u>Making healthy and safe choices</u></b> <b><u>AC9HP8P08</u></b></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><b><u>AC9HP8P10</u></b></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	10.1 and 10.2 “Applying empathy” and “Empathy circle” Empathy	11.1 and 11.2 “Noticing the little things in life” and “Using our senses” Mindfulness	12.1 and 12.2 “Digital mindfulness” and “Mindfulness in nature” Mindfulness
Learning Intention	<ul style="list-style-type: none"> <li>Students will create and act out a scenario based on the concept of empathy.</li> <li>Students will have a chance to practice empathy in a practical setting.</li> </ul>	<ul style="list-style-type: none"> <li>Students will start to recognise and appreciate the ‘little things’ in life.</li> <li>Students will understand the importance of mindfulness activities and the impact of these activities on daily life.</li> </ul>	<ul style="list-style-type: none"> <li>Students will explore the impact of screen time on their brain.</li> <li>Students will look for the small details and take time to find them in an environment that they would normally take for granted.</li> </ul>
Activities	Lesson 19.1: Activity 1: Video Activity 2: Empathy bingo Activity 3: Discussion Lesson 19.2: Activity 1: Empathy/kindness reflection Activity 2: Circle time	Lesson 20.1: Activity 1: See Activity 2: Hear Activity 3: Debrief Lesson 20.2: Activity 1: Touch Activity 2: Smell Activity 3: Debrief	Lesson 21.1: Activity 1: Mindful moment Activity 2: Screen time and your brain Lesson 21.2: Activity 1: Mindfulness walk Activity 2: Mindfulness reflection
AUS. Curriculum	<b>GENERAL CAPABILITIES</b> <u>Personal and social capability</u> <u>Self awareness</u> <u>Emotional awareness</u> <ul style="list-style-type: none"> <li>evaluate how emotional responses influence behaviour and consider the consequences of these responses</li> </ul> <u>Self management</u> <u>Emotional regulation</u> <ul style="list-style-type: none"> <li>manage emotional responses, designing strategies to self-manage in a range of contexts</li> </ul> <u>Social awareness</u> <u>Empathy</u>	<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>evaluate how emotional responses influence behaviour and consider the consequences of these responses</li> </ul> <u>Self management</u> <u>Emotional regulation</u> <ul style="list-style-type: none"> <li>manage emotional responses, designing strategies to self-manage in a range of contexts</li> </ul> <u>Goal setting</u> <ul style="list-style-type: none"> <li>use and refine strategies that contribute to regulating behaviour and achieving learning goals</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>evaluate how emotional responses influence behaviour and consider the consequences of these responses</li> </ul> <u>Self management</u> <u>Emotional regulation</u> <ul style="list-style-type: none"> <li>manage emotional responses, designing strategies to self-manage in a range of contexts</li> </ul> <u>Goal setting</u> <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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<ul style="list-style-type: none"> <li>o acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own</li> </ul> <p><b><u>Social management</u></b></p> <p><b><u>Communication</u></b></p> <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><u>Intercultural understanding</u></b></p> <p><b><u>Engaging with cultural and linguistic diversity</u></b></p> <p><b><u>Develop multiple perspectives</u></b></p> <ul style="list-style-type: none"> <li>o 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><u>Develop empathy</u></b></p> <ul style="list-style-type: none"> <li>o 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><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 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> 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>HEALTH &amp; PHYSICAL EDUCATION</b></p> <p><b>Personal, social and community health</b></p> <p><b><u>Identities and change</u></b></p> <p><b><u>AC9HP8P02</u></b></p> <ul style="list-style-type: none"> <li>• analyse the impact of changes and transitions, and devise strategies to support themselves</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 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> The First Peoples of Australia (Aboriginal Peoples) belong to the world's oldest continuous cultures. 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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>HEALTH &amp; PHYSICAL EDUCATION</b></p> <p><b>Personal, social and community health</b></p> <p><b><u>Identities and change</u></b></p> <p><b><u>AC9HP8P02</u></b></p> <ul style="list-style-type: none"> <li>• analyse the impact of changes and transitions, and devise strategies to support themselves and others through these changes</li> </ul>
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## GEM Year 7 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><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></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> <a href="#">AC9HP8P04</a> examine the roles of respect, empathy, power and coercion in developing respectful relationships</p>	<p>and others through these changes</p> <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>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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## GEM Year 7 Australian Curriculum Mapping

Lesson # Title Theme	13.1 and 13.2 “How full is your bucket?” and “Creating positive classrooms” Emotional Literacy	Inquiry Unit “Screenagers”	Inquiry Unit “Screenagers”
Learning Intention	<ul style="list-style-type: none"> <li>Students will understand the importance of saying nice things.</li> <li>Students will practice saying nice things about someone.</li> <li>Students will connect emotionally with the topic of kindness.</li> </ul>	<ul style="list-style-type: none"> <li>Students will break down and define the word ‘Screenagers’.</li> <li>Students will describe how they feel after having TOO much screen time.</li> <li>Students will identify a way of recording their screen time.</li> </ul>	<ul style="list-style-type: none"> <li>Students will explore the effects on children who are exposed to TOO much screen time.</li> <li>Students will use research skills to find information as a collaborative group.</li> </ul>
Activities	Lesson 22.1: Activity 1: How full is your bucket? Activity 2: Bucket filler for someone special Lesson 22.2 Activity 1: Why it’s important discussion? Activity 2: Things we should say more often	Lesson 1: Activity 1: ‘Screenagers’ discussion Activity 2: Screenagers documentary Activity 3: Measuring screen time	Lesson 2: Activity 1: Screen time check in Activity 2: Negative effects of screen time
AUS. Curriculum	<p><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><b>HEALTH &amp; PHYSICAL EDUCATION</b>  <b>Personal, social and community health</b>  <u>Interacting with others</u>  <a href="#">AC9HP8P04</a></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>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>	<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><u>Social management</u></p>

## GEM Year 7 Australian Curriculum Mapping

	<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="#">AC9HP8P05</a></p> <ul style="list-style-type: none"> <li>investigate strategies that influence how communities value diversity and propose actions they can take to promote inclusion in their communities</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><u>Communicate effectively</u></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>HEALTH &amp; PHYSICAL EDUCATION</b> <b>Personal, social and community health</b></p> <p><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><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> <p>plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing</p>	<p><u>Communicate effectively</u></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>HEALTH &amp; PHYSICAL EDUCATION</b> <b>Personal, social and community health</b></p> <p><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><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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## GEM Year 7 Australian Curriculum Mapping

Lesson # Title Theme	Inquiry Unit 2 "Screenagers"	Inquiry Unit 2 "Screenagers"
<b>Learning Intention</b>	<ul style="list-style-type: none"> <li>Students will present information to the grade.</li> <li>Students will explore strategies to reduce screen use.</li> <li>Students will implement one strategy into their own life.</li> </ul>	<ul style="list-style-type: none"> <li>Students will work collaboratively to create change on a whole grade, whole school or whole community level.</li> </ul>
<b>Activities</b>	Lesson 3: Activity 1: 'Presentation Activity 2: Formulating strategies to reduce current screen time	Lesson 4: Activity 1: What is an initiative? Activity 2: What needs to be changed? Activity 3: Let's make a change!
<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>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>Communicate effectively</u></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>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>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>Communicate effectively</u></p> <ul style="list-style-type: none"> <li>analyse enablers of and barriers to effective verbal, non-verbal and digital communication.</li> </ul>

## GEM Year 7 Australian Curriculum Mapping

	<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><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>  plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing</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><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>  <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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