



## GEM Year 7 Victorian Curriculum Mapping

Lesson # Title Theme	1.1 and 1.2 “Emotion vocabulary” and “Identifying emotions” Emotional Literacy	2.1 and 2.2 “Prioritising emotions” and “Labelling emotions” Emotional Literacy	3.1 and 3.2 “Understanding gratitude” and “Expressing gratitude” Gratitude
Learning Intention	<ul style="list-style-type: none"> <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
VIC. Curriculum	<b>PERSONAL AND SOCIAL CAPABILITY</b> <b>Self-Awareness and Self-Management</b> <b>Recognition and expression of emotions</b> Describe how and why emotional responses may change in different contexts (VCPCSE034) <b>Development of resilience</b> Assess personal strengths using feedback from peers, teachers and others and prioritise areas for improvement (VCPCSE035)	<b>PERSONAL AND SOCIAL CAPABILITY</b> <b>Self-Awareness and Self-Management</b> <b>Recognition and expression of emotions</b> Describe how and why emotional responses may change in different contexts (VCPCSE034) <b>Social Awareness and Social Management</b> <b>Relationships and diversity</b> Explore their personal values and beliefs and analyse how these values and beliefs might be different or similar to those of others (VCPCSO038)	<b>PERSONAL AND SOCIAL CAPABILITY</b> <b>Self-Awareness and Self-Management</b> <b>Recognition and expression of emotions</b> Describe how and why emotional responses may change in different contexts (VCPCSE034) <b>Development of resilience</b> Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals (VCPCSE037)

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	<p>Discuss the range of strategies that could be used to cope with difficult tasks or changing situations (<a href="#">VCPSCSE036</a>)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b></p> <p><a href="#">Geography</a></p> <p>The spiritual, economic, cultural and aesthetic value of water for people, including Aboriginal and Torres Strait Islander peoples and peoples of the Asia region, that influence the significance of places (<a href="#">VCGGK109</a>)</p> <p>Spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples, that influence the significance of places, and ways of protecting significant landscapes (<a href="#">VCGGK120</a>)</p> <p><a href="#">History</a></p> <p>The importance of conserving the remains of the ancient past, including the heritage, culture and artefacts of Aboriginal and Torres Strait Islander peoples (<a href="#">VCHHK108</a>)</p> <p>The significant beliefs, values and practices of Aboriginal and Torres Strait Islander peoples and cultures (<a href="#">VCHHK106</a>)</p> <p>How physical or geographical features influenced the development of Aboriginal and Torres Strait Islander peoples' communities, foundational stories and land management practices (<a href="#">VCHHK105</a>)</p>	<p><b>HEALTH AND PHYSICAL EDUCATION</b></p> <p><b>Personal, Social and Community Health</b></p> <p><a href="#">Communicating and interacting for health and wellbeing</a></p> <p>Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (<a href="#">VCHPEP127</a>)</p> <p>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (<a href="#">VCHPEP128</a>)</p> <p><a href="#">Contributing to healthy and active communities</a></p> <p>Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (<a href="#">VCHPEP130</a>)</p> <p>Develop skills to evaluate health information and express health concerns (<a href="#">VCHPEP129</a>)</p>	<p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b></p> <p><a href="#">Geography</a></p> <p>The spiritual, economic, cultural and aesthetic value of water for people, including Aboriginal and Torres Strait Islander peoples and peoples of the Asia region, that influence the significance of places (<a href="#">VCGGK109</a>)</p> <p>Spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples, that influence the significance of places, and ways of protecting significant landscapes (<a href="#">VCGGK120</a>)</p> <p><a href="#">History</a></p> <p>The importance of conserving the remains of the ancient past, including the heritage, culture and artefacts of Aboriginal and Torres Strait Islander peoples (<a href="#">VCHHK108</a>)</p> <p>The significant beliefs, values and practices of Aboriginal and Torres Strait Islander peoples and cultures (<a href="#">VCHHK106</a>)</p> <p>How physical or geographical features influenced the development of Aboriginal and Torres Strait Islander peoples' communities, foundational stories and land management practices (<a href="#">VCHHK105</a>)</p> <p>The nature of sources of evidence about ancient Australia and what they reveal about Australia's ancient past, such as the use of resources (<a href="#">VCHHK107</a>)</p> <p><a href="#">Civics and Citizenship</a></p>
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<p>The nature of sources of evidence about ancient Australia and what they reveal about Australia's ancient past, such as the use of resources (<a href="#">VCHHK107</a>)</p> <p><b>Civics and Citizenship</b></p> <p>Examine how national identity can shape a sense of belonging and examine different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander peoples' perspectives (<a href="#">VCCCC027</a>)</p> <p>Describe the process of constitutional change through a referendum (<a href="#">VCCCG021</a>)</p> <p>Explain how groups express their identities, including religious and cultural identity, and how this expression can influence their perceptions of others and others' perception of them (<a href="#">VCCCC026</a>)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <b>Communicating and interacting for health and wellbeing</b></p> <p>Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (<a href="#">VCHPEP127</a>)</p> <p>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (<a href="#">VCHPEP128</a>)</p> <p>Develop skills to evaluate health information and express health concerns (<a href="#">VCHPEP129</a>)</p>		<p>Examine how national identity can shape a sense of belonging and examine different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander peoples' perspectives (<a href="#">VCCCC027</a>)</p> <p>Describe the process of constitutional change through a referendum (<a href="#">VCCCG021</a>)</p> <p>Explain how groups express their identities, including religious and cultural identity, and how this expression can influence their perceptions of others and others' perception of them (<a href="#">VCCCC026</a>)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <b>Communicating and interacting for health and wellbeing</b></p> <p>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (<a href="#">VCHPEP128</a>)</p> <p><b>Contributing to healthy and active communities</b></p> <p>Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (<a href="#">VCHPEP130</a>)</p>
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	<p><b>Contributing to healthy and active communities</b></p> <p>Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130)</p> <p>Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (VCHPEP131)</p>		
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Lesson # Title Theme	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
Learning Intention	<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>
Activities	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
VIC. Curriculum	<b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <a href="#">Geography</a> The spiritual, economic, cultural and aesthetic value of water for people, including Aboriginal and Torres Strait Islander peoples and peoples of the Asia region, that influence the significance of places ( <a href="#">VCGGK109</a> ) Spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples, that influence the significance of places, and	<b>PERSONAL AND SOCIAL CAPABILITY</b> <b>Self-Awareness and Self-Management</b> <a href="#">Recognition and expression of emotions</a> Describe how and why emotional responses may change in different contexts ( <a href="#">VCPSCSE034</a> ) <a href="#">Development of resilience</a> Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals ( <a href="#">VCPSCSE037</a> )	<b>PERSONAL AND SOCIAL CAPABILITY</b> <b>Self-Awareness and Self-Management</b> <a href="#">Recognition and expression of emotions</a> Describe how and why emotional responses may change in different contexts ( <a href="#">VCPSCSE034</a> ) <a href="#">Development of resilience</a> Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals ( <a href="#">VCPSCSE037</a> ) <b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b>

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

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	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <b>Communicating and interacting for health and wellbeing</b></p> <p>Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (VCHPEP127)</p> <p>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128)</p> <p><b>Contributing to healthy and active communities</b></p> <p>Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130)</p> <p>Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (VCHPEP131)</p>	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <b>Communicating and interacting for health and wellbeing</b></p> <p>Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (VCHPEP127)</p> <p>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128)</p> <p><b>Contributing to healthy and active communities</b></p> <p>Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130)</p> <p>Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (VCHPEP131)</p>	<p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <b>Communicating and interacting for health and wellbeing</b></p> <p>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128)</p> <p><b>Contributing to healthy and active communities</b></p> <p>Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130)</p>
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Lesson # Title Theme	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
VIC. Curriculum	<b>PERSONAL AND SOCIAL CAPABILITY</b> <b>Self-Awareness and Self-Management</b> <b>Recognition and expression of emotions</b> Describe how and why emotional responses may change in different contexts (VCPSCSE034) <b>Development of resilience</b> Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals (VCPSCSE037)	<b>PERSONAL AND SOCIAL CAPABILITY</b> <b>Self-Awareness and Self-Management</b> <b>Development of resilience</b> Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals (VCPSCSE037)  <b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b>	<b>PERSONAL AND SOCIAL CAPABILITY</b> <b>Self-Awareness and Self-Management</b> <b>Development of resilience</b> Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals (VCPSCSE037)  <b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b>

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	<p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b></p> <p><b>Geography</b></p> <p>The spiritual, economic, cultural and aesthetic value of water for people, including Aboriginal and Torres Strait Islander peoples and peoples of the Asia region, that influence the significance of places <a href="#">(VCGGK109)</a></p> <p>Spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples, that influence the significance of places, and ways of protecting significant landscapes <a href="#">(VCGGK120)</a></p> <p><b>History</b></p> <p>The importance of conserving the remains of the ancient past, including the heritage, culture and artefacts of Aboriginal and Torres Strait Islander peoples <a href="#">(VCHHK108)</a></p> <p>The significant beliefs, values and practices of Aboriginal and Torres Strait Islander peoples and cultures <a href="#">(VCHHK106)</a></p> <p>How physical or geographical features influenced the development of Aboriginal and Torres Strait Islander peoples' communities, foundational stories and land management practices <a href="#">(VCHHK105)</a></p> <p>The nature of sources of evidence about ancient Australia and what they reveal about Australia's ancient past, such as the use of resources <a href="#">(VCHHK107)</a></p> <p><b>Civics and Citizenship</b></p>	<p>The spiritual, economic, cultural and aesthetic value of water for people, including Aboriginal and Torres Strait Islander peoples and peoples of the Asia region, that influence the significance of places <a href="#">(VCGGK109)</a></p> <p>Spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples, that influence the significance of places, and ways of protecting significant landscapes <a href="#">(VCGGK120)</a></p> <p><b>History</b></p> <p>The importance of conserving the remains of the ancient past, including the heritage, culture and artefacts of Aboriginal and Torres Strait Islander peoples <a href="#">(VCHHK108)</a></p> <p>The significant beliefs, values and practices of Aboriginal and Torres Strait Islander peoples and cultures <a href="#">(VCHHK106)</a></p> <p>How physical or geographical features influenced the development of Aboriginal and Torres Strait Islander peoples' communities, foundational stories and land management practices <a href="#">(VCHHK105)</a></p> <p>The nature of sources of evidence about ancient Australia and what they reveal about Australia's ancient past, such as the use of resources <a href="#">(VCHHK107)</a></p> <p><b>Civics and Citizenship</b></p> <p>Examine how national identity can shape a sense of belonging and examine different perspectives about Australia's national identity,</p>	<p>The spiritual, economic, cultural and aesthetic value of water for people, including Aboriginal and Torres Strait Islander peoples and peoples of the Asia region, that influence the significance of places <a href="#">(VCGGK109)</a></p> <p>Spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples, that influence the significance of places, and ways of protecting significant landscapes <a href="#">(VCGGK120)</a></p> <p><b>History</b></p> <p>The importance of conserving the remains of the ancient past, including the heritage, culture and artefacts of Aboriginal and Torres Strait Islander peoples <a href="#">(VCHHK108)</a></p> <p>The significant beliefs, values and practices of Aboriginal and Torres Strait Islander peoples and cultures <a href="#">(VCHHK106)</a></p> <p>How physical or geographical features influenced the development of Aboriginal and Torres Strait Islander peoples' communities, foundational stories and land management practices <a href="#">(VCHHK105)</a></p> <p>The nature of sources of evidence about ancient Australia and what they reveal about Australia's ancient past, such as the use of resources <a href="#">(VCHHK107)</a></p> <p><b>Civics and Citizenship</b></p> <p>Examine how national identity can shape a sense of belonging and examine different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander peoples' perspectives <a href="#">(VCCCC027)</a></p>
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## GEM Year 7 Victorian Curriculum Mapping

	<p>Examine how national identity can shape a sense of belonging and examine different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander peoples' perspectives (<a href="#">VCCCC027</a>)</p> <p>Describe the process of constitutional change through a referendum (<a href="#">VCCCCG021</a>)</p> <p>Explain how groups express their identities, including religious and cultural identity, and how this expression can influence their perceptions of others and others' perception of them (<a href="#">VCCCC026</a>)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <b>Communicating and interacting for health and wellbeing</b></p> <p>Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (<a href="#">VCHPEP127</a>)</p> <p>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (<a href="#">VCHPEP128</a>)</p> <p><b>Contributing to healthy and active communities</b></p> <p>Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (<a href="#">VCHPEP130</a>)</p> <p>Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (<a href="#">VCHPEP131</a>)</p>	<p>including Aboriginal and Torres Strait Islander peoples' perspectives (<a href="#">VCCCC027</a>)</p> <p>Describe the process of constitutional change through a referendum (<a href="#">VCCCCG021</a>)</p> <p>Explain how groups express their identities, including religious and cultural identity, and how this expression can influence their perceptions of others and others' perception of them (<a href="#">VCCCC026</a>)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <b>Being healthy, safe and active</b></p> <p>Evaluate strategies to manage personal, physical and social changes that occur as they grow older (<a href="#">VCHPEP124</a>)</p> <p>Examine barriers to seeking support and evaluate strategies to overcome these (<a href="#">VCHPEP125</a>)</p> <p>Investigate and select strategies to promote health, safety and wellbeing (<a href="#">VCHPEP126</a>)</p>	<p>Describe the process of constitutional change through a referendum (<a href="#">VCCCCG021</a>)</p> <p>Explain how groups express their identities, including religious and cultural identity, and how this expression can influence their perceptions of others and others' perception of them (<a href="#">VCCCC026</a>)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <b>Being healthy, safe and active</b></p> <p>Evaluate strategies to manage personal, physical and social changes that occur as they grow older (<a href="#">VCHPEP124</a>)</p> <p>Examine barriers to seeking support and evaluate strategies to overcome these (<a href="#">VCHPEP125</a>)</p> <p>Investigate and select strategies to promote health, safety and wellbeing (<a href="#">VCHPEP126</a>)</p>
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## GEM Year 7 Victorian 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
VIC. Curriculum	<b>PERSONAL AND SOCIAL CAPABILITY</b> <b>Self-Awareness and Self-Management</b> <b>Recognition and expression of emotions</b> Describe how and why emotional responses may change in different contexts (VCPSCSE034)  <b>HEALTH AND PHYSICAL EDUCATION</b> <b>Personal, Social and Community Health</b> <b>Communicating and interacting for health and wellbeing</b>	<b>PERSONAL AND SOCIAL CAPABILITY</b> <b>Social Awareness and Social Management</b> <b>Collaboration</b> Perform in a variety of team roles and accept responsibility as a team member and team leader, assessing how well they support other members of the team (VCPSCSO041)  <b>HEALTH AND PHYSICAL EDUCATION</b> <b>Personal, Social and Community Health</b>	<b>PERSONAL AND SOCIAL CAPABILITY</b> <b>Social Awareness and Social Management</b> <b>Collaboration</b> Perform in a variety of team roles and accept responsibility as a team member and team leader, assessing how well they support other members of the team (VCPSCSO041)  <b>HEALTH AND PHYSICAL EDUCATION</b> <b>Personal, Social and Community Health</b>

## GEM Year 7 Victorian Curriculum Mapping

	<p>Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (VCHPEP127)</p> <p>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128)</p> <p><b>Contributing to healthy and active communities</b></p> <p>Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130)</p> <p>Develop skills to evaluate health information and express health concerns (VCHPEP129)</p>	<p><b>Communicating and interacting for health and wellbeing</b></p> <p>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128)</p> <p><b>Contributing to healthy and active communities</b></p> <p>Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130)</p> <p><b>Being healthy, safe and active</b></p> <p>Investigate and select strategies to promote health, safety and wellbeing (VCHPEP126)</p>	<p><b>Communicating and interacting for health and wellbeing</b></p> <p>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128)</p> <p><b>Contributing to healthy and active communities</b></p> <p>Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130)</p> <p><b>Being healthy, safe and active</b></p> <p>Investigate and select strategies to promote health, safety and wellbeing (VCHPEP126)</p>
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## GEM Year 7 Victorian 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>VIC. Curriculum</b>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Social Awareness and Social Management</b>  <b>Collaboration</b></p> <p>Perform in a variety of team roles and accept responsibility as a team member and team leader, assessing how well they support other members of the team (<a href="#">VCPSCSO041</a>)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <b>Communicating and interacting for health and wellbeing</b></p> <p>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (<a href="#">VCHPEP128</a>)</p> <p><b>Contributing to healthy and active communities</b></p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b>  <b>Social Awareness and Social Management</b>  <b>Collaboration</b></p> <p>Perform in a variety of team roles and accept responsibility as a team member and team leader, assessing how well they support other members of the team (<a href="#">VCPSCSO041</a>)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <b>Communicating and interacting for health and wellbeing</b></p> <p>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (<a href="#">VCHPEP128</a>)</p> <p><b>Contributing to healthy and active communities</b></p>



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