

GEM Year 8 Australian Curriculum Mapping

Lesson # Title Theme	1.1 and 1.2 “Strength” and “Appreciation for others” Gratitude	2.1 and 2.2 “Recognising emotions” and “Emotional literacy” Emotional Literacy	3.1 and 3.2 “The world in perspective” and “Privilege” Gratitude
Learning Intention	<ul style="list-style-type: none"> Students will recognise the people around them who provide great support. Students will be recognised and appreciated within the class. 	<ul style="list-style-type: none"> Students will recognise, identify and label emotion through a variety of forms. Students will explain where different emotions are felt, what thoughts they have with these emotions and how these emotions make them feel. 	<ul style="list-style-type: none"> Students will develop gratitude and appreciation for things in their life that they may take for granted. Students will reflect upon what type of privileges are important to them and appreciate the privileges they may have taken for granted.
Activities	Lesson 2.1: Activity 1: Circles of strength Lesson 2.2: Activity 1: Snowball fight	Lesson 6.1: Activity 1: Guess that emotion Activity 2: What are they feeling? Lesson 6.2: Activity 1: Feel, think, act Activity 2: Share	Lesson 8.1: Activity 1: Miniature world Activity 2: Introducing privilege Lesson 8.2: Activity 1: Privilege walk
AUS. Curriculum	<p>GENERAL CAPABILITIES <u>Personal and social capability</u> <u>Social awareness</u> <u>Empathy</u></p> <ul style="list-style-type: none"> acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own <p><u>Social management</u> <u>Communication</u></p> <ul style="list-style-type: none"> demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non verbal communication <p>HEALTH & PHYSICAL EDUCATION Personal, social and community health <u>Making healthy and safe choices</u> <u>AC9HP8P08</u></p> <ul style="list-style-type: none"> refine protective behaviours and evaluate community resources to seek help for themselves and others 	<p>GENERAL CAPABILITIES <u>Personal and social capability</u> <u>Self awareness</u> <u>Personal awareness</u></p> <ul style="list-style-type: none"> evaluate strategies for developing personal qualities and describe how they assist achieving growth <p><u>Self management</u> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> manage emotional responses, designing strategies to self-manage in a range of contexts <p>CROSS CURRICULA PRIORITY: ABORIGINAL & TORRES STRAIT ISLANDER HISTORIES AND CULTURES <u>Culture</u> <u>A TSIC1</u></p> <p>First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs.</p>	<p>GENERAL CAPABILITIES <u>Personal and social capability</u> <u>Social awareness</u> <u>Empathy</u></p> <ul style="list-style-type: none"> acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own <p><u>Intercultural understanding</u> <u>Engaging with cultural and linguistic diversity</u></p> <p>Develop multiple perspectives</p> <ul style="list-style-type: none"> consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices <p><u>Develop empathy</u></p> <ul style="list-style-type: none"> use perspective-taking, mutual understanding and respect to sustain interactions in diverse intercultural experiences

GEM Year 8 Australian Curriculum Mapping

	<p>AC9HP8P10</p> <ul style="list-style-type: none"> plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing 	<p>A_TSIC2 First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.</p> <p>People</p> <p>A_TSIP3 The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.</p> <p>HEALTH & PHYSICAL EDUCATION Personal, social and community health</p> <p><u>Interacting with others</u></p> <p>AC9HP8P06</p> <ul style="list-style-type: none"> analyse factors that influence emotional responses and devise strategies to self-manage emotions 	<p>HEALTH & PHYSICAL EDUCATION Personal, social and community health</p> <p><u>Making healthy and safe choices</u></p> <p>AC9HP8P08</p> <ul style="list-style-type: none"> refine protective behaviours and evaluate community resources to seek help for themselves and others <p>AC9HP8P10</p> <ul style="list-style-type: none"> plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing
--	--	---	---

GEM Year 8 Australian Curriculum Mapping

Lesson # Title Theme	4.1 and 4.2 “Exploring empathy through creative writing” and “Thinking, feeling, seeing empathy” Empathy	5.1 and 5.2 “Improving focus” and “Noticing detail” Mindfulness	6.1 and 6.2 “Partner balancing” and “Body presence”
Learning Intention	<ul style="list-style-type: none"> Students will recognise emotion in others and empathise. Students will be observant and understanding of others. 	<ul style="list-style-type: none"> Students will explore how mind and body are connected Students will investigate how exercise impacts mood Students will work collaboratively to create a health education campaign for their school community. 	<ul style="list-style-type: none"> Students will work cooperatively together and be mindful and aware of one another in physical activities.
Activities	Lesson 10.1: Activity 1: Walking in someone else’s shoes Lesson 10.2: Activity 2: What are they feeling? Activity 2: Empathy Scenarios	Lesson 11.1: Activity 1: Check in and student journal activity Activity 2: What’s missing? Lesson 11.2: Activity 1: What do you see?	Lesson 12.1: Activity 1: Balancing act Activity 2: Balancing act debrief Lesson 12.2: Activity 1: Body scan Activity 2: Body scan debrief
AUS. Curriculum	<p>GENERAL CAPABILITIES <u>Personal and social capability</u></p> <p><u>Self awareness</u> <u>Emotional awareness</u></p> <ul style="list-style-type: none"> evaluate how emotional responses influence behaviour and consider the consequences of these responses <p><u>Self management</u> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> manage emotional responses, designing strategies to self-manage in a range of contexts <p><u>Social awareness</u> <u>Empathy</u></p> <ul style="list-style-type: none"> acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own 	<p>GENERAL CAPABILITIES <u>Personal and social capability</u></p> <p><u>Self awareness</u> <u>Emotional awareness</u></p> <ul style="list-style-type: none"> evaluate how emotional responses influence behaviour and consider the consequences of these responses <p><u>Self management</u> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> manage emotional responses, designing strategies to self-manage in a range of contexts <p><u>Goal setting</u></p> <ul style="list-style-type: none"> use and refine strategies that contribute to regulating behaviour and achieving learning goals <p>HEALTH & PHYSICAL EDUCATION Personal, social and community health</p>	<p>GENERAL CAPABILITIES <u>Personal and social capability</u></p> <p><u>Self awareness</u> <u>Emotional awareness</u></p> <ul style="list-style-type: none"> evaluate how emotional responses influence behaviour and consider the consequences of these responses <p><u>Self management</u> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> manage emotional responses, designing strategies to self-manage in a range of contexts <p><u>Goal setting</u></p> <ul style="list-style-type: none"> use and refine strategies that contribute to regulating behaviour and achieving learning goals

GEM Year 8 Australian Curriculum Mapping

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

GEM Year 8 Australian Curriculum Mapping

Lesson # Title Theme	7.1 and 7.2 “Emotional responses” and “Emotion scenarios” Emotional Literacy	8.1 and 8.2 “Cultural awareness” and “cultural traditions” Empathy	9.1 and 9.2 “Negative bias” and “Mindfulness and self-talk” Mindfulness
Learning Intention	<ul style="list-style-type: none"> Students will recognise and express a wide variety of emotions. Students will describe the emotions felt in a range of different scenarios. 	<ul style="list-style-type: none"> Students will learn how the greeting ‘hello’ is spoken in other countries around the world. Students will learn about cultural traditions and customs around the world to develop understanding. 	<ul style="list-style-type: none"> Students will become aware of negative bias and how this impacts individuals on a day to day basis. Students will become aware of negative self-talk and show their vulnerability by talking about it.
Activities	Lesson 14.1: Activity 1: Name that emotion Activity 2: Emotion Scenarios Lesson 14.2: Activity 1: Working through scenarios	Lesson 17.1: Activity 1: Hello from around the world Activity 2: Hello is still hello Lesson 17.2: Activity 1: Introduction to culture traditions Activity 2: My traditions	Lesson 19.1 Activity 1: Celebrities Activity 2: Negativity bias Lesson 19.2: Activity 1: Self-talk
AUS. Curriculum	<p>GENERAL CAPABILITIES Personal and social capability</p> <p><u>Self awareness</u> <u>Personal awareness</u></p> <ul style="list-style-type: none"> evaluate strategies for developing personal qualities and describe how they assist achieving growth <p><u>Self management</u> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> manage emotional responses, designing strategies to self-manage in a range of contexts <p>HEALTH & PHYSICAL EDUCATION Personal, social and community health</p> <p><u>Interacting with others</u> <u>AC9HP8P04</u></p> <ul style="list-style-type: none"> examine the roles of respect, empathy, power and coercion in developing respectful relationships 	<p>GENERAL CAPABILITIES Personal and social capability</p> <p><u>Self awareness</u> <u>Emotional awareness</u></p> <ul style="list-style-type: none"> evaluate how emotional responses influence behaviour and consider the consequences of these responses <p><u>Self management</u> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> manage emotional responses, designing strategies to self-manage in a range of contexts <p><u>Social awareness</u> <u>Empathy</u></p> <ul style="list-style-type: none"> acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own <p><u>Intercultural understanding</u> <u>Reflecting on cultural diversity</u></p>	<p>GENERAL CAPABILITIES Personal and social capability</p> <p><u>Self awareness</u> <u>Emotional awareness</u></p> <ul style="list-style-type: none"> evaluate how emotional responses influence behaviour and consider the consequences of these responses <p><u>Self management</u> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> manage emotional responses, designing strategies to self-manage in a range of contexts <p><u>Goal setting</u></p> <ul style="list-style-type: none"> use and refine strategies that contribute to regulating behaviour and achieving learning goals <p>CROSS CURRICULA PRIORITY: ABORIGINAL & TORRES STRAIT ISLANDER HISTORIES AND CULTURES</p>

GEM Year 8 Australian Curriculum Mapping

	<p>AC9HP8P06</p> <ul style="list-style-type: none"> analyse factors that influence emotional responses and devise strategies to self-manage emotions <p><u>Making healthy and safe choices</u></p> <p>AC9HP8P08</p> <ul style="list-style-type: none"> refine protective behaviours and evaluate community resources to seek help for themselves and others <p>AC9HP8P10</p> <ul style="list-style-type: none"> plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing 	<p><u>Reflect on the relationship between cultures and identities</u></p> <ul style="list-style-type: none"> identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups <p><u>Engaging with cultural and linguistic diversity</u></p> <p>Develop multiple perspectives</p> <ul style="list-style-type: none"> consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices <p><u>Develop empathy</u></p> <ul style="list-style-type: none"> use perspective-taking, mutual understanding and respect to sustain interactions in diverse intercultural experiences <p>CROSS CURRICULA PRIORITY: ABORIGINAL & TORRES STRAIT ISLANDER HISTORIES AND CULTURES</p> <p><u>Country/Place</u></p> <p>A TSICP1</p> <p>First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.</p> <p>A TSICP3</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>Culture</p> <p>A TSIC1</p> <p>First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs.</p> <p>A TSIC2</p> <p>First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.</p>	<p>Country/Place</p> <p>A TSICP1</p> <p>First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways.</p> <p>A TSICP3</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>Culture</p> <p>A TSIC1</p> <p>First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs.</p> <p>A TSIC2</p> <p>First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.</p> <p>People</p> <p>A TSIP3</p> <p>The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.</p> <p>HEALTH & PHYSICAL EDUCATION</p> <p>Personal, social and community health</p> <p><u>Making healthy and safe choices</u></p> <p>AC9HP8P08</p> <ul style="list-style-type: none"> refine protective behaviours and evaluate community resources to seek help for themselves and others <p>AC9HP8P10</p> <ul style="list-style-type: none"> plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing
--	--	--	---

GEM Year 8 Australian Curriculum Mapping

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

GEM Year 8 Australian Curriculum Mapping

Lesson # Title Theme	10.1 and 10.2 “Promesse” and Mood changers” Emotional Literacy	11.1 and 11.2 “Inspiring nature” and “Gratitude guide to nature” Gratitude	12.1 and 12.2 “Working together” and “It’s a team effort” Empathy
Learning Intention	<ul style="list-style-type: none"> Students will recognise and express a wide variety of emotions. Students will illustrate their understanding of optimism by reflecting on personal goals. 	<ul style="list-style-type: none"> Students will think about nature all around the world and what makes it so appealing to travellers. Students will think about why they are grateful to nature and the world we live in. 	<ul style="list-style-type: none"> Student will cooperate and learn more about the qualities they possess, and how they deal with cooperation and leadership through games.
Activities	Lesson 20.1: Activity 1: Promesse Lesson 20.2: Activity 1: What are you looking forward to? Activity 2: Discuss and share	Lesson 22.1 Activity 1: Inspiring nature Activity 2: What does nature give us? Lesson 22.2 Activity 1: Poster	Lesson 23.1: Activity 1: Helium stick Activity 2: Cheer/chant Lesson 23.2 Activity 1: Pass the hoop Activity 2: Debrief
AUS. Curriculum	<p>GENERAL CAPABILITIES <u>Personal and social capability</u> <u>Self awareness</u> <u>Personal awareness</u></p> <ul style="list-style-type: none"> evaluate strategies for developing personal qualities and describe how they assist achieving growth <p><u>Self management</u> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> manage emotional responses, designing strategies to self-manage in a range of contexts <p>CROSS CURRICULA PRIORITY: ABORIGINAL & TORRES STRAIT ISLANDER HISTORIES AND CULTURES <u>Culture</u> <u>A TSIC1</u></p>	<p>GENERAL CAPABILITIES <u>Personal and social capability</u> <u>Social awareness</u> <u>Empathy</u></p> <ul style="list-style-type: none"> acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own <p>CROSS CURRICULA PRIORITY: ABORIGINAL & TORRES STRAIT ISLANDER HISTORIES AND CULTURES <u>Country/Place</u> <u>A TSICP1</u> First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways. <u>A TSICP3</u> The First Peoples of Australia are the traditional owners of Country/Place, protected in Australian Law by the <i>Native Title Act 1993</i>.</p>	<p>GENERAL CAPABILITIES <u>Personal and social capability</u> <u>Self awareness</u> <u>Personal awareness</u></p> <ul style="list-style-type: none"> evaluate strategies for developing personal qualities and describe how they assist achieving growth <p><u>Emotional awareness</u></p> <ul style="list-style-type: none"> evaluate how emotional responses influence behaviour and consider the consequences of these responses <p><u>Reflective practice</u></p> <ul style="list-style-type: none"> plan a personal response to a range of contexts using feedback from previous experiences <p><u>Self management</u> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> manage emotional responses, designing strategies to self-manage in a range of contexts <p><u>Social awareness</u></p>

GEM Year 8 Australian Curriculum Mapping

	<p>First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs.</p> <p>A_TSIC2 First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.</p> <p>People A_TSIP3 The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.</p> <p>HEALTH & PHYSICAL EDUCATION Personal, social and community health <u>Interacting with others</u> AC9HP8P04</p> <ul style="list-style-type: none"> examine the roles of respect, empathy, power and coercion in developing respectful relationships <p>AC9HP8P06</p> <ul style="list-style-type: none"> analyse factors that influence emotional responses and devise strategies to self-manage emotions <p><u>Making healthy and safe choices</u> AC9HP8P08</p> <ul style="list-style-type: none"> refine protective behaviours and evaluate community resources to seek help for themselves and others <p>AC9HP8P10</p> <ul style="list-style-type: none"> plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing 	<p>Culture A_TSIC1 First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs.</p> <p>A_TSIC2 First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing.</p> <p>People A_TSIP3 The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.</p>	<p><u>Empathy</u></p> <ul style="list-style-type: none"> acknowledge the emotions, needs, cultures and backgrounds of different groups and compare with their own <u>Relational awareness</u> analyse indicators of healthy and challenging relationships, and how to manage the differences <p>Social management <u>Communicate effectively</u></p> <ul style="list-style-type: none"> analyse enablers of and barriers to effective verbal, non-verbal and digital communication. <p><u>Collaboration</u></p> <ul style="list-style-type: none"> appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs <p>Intercultural understanding <u>Reflecting on cultural diversity</u> <u>Reflect on the relationship between cultures and identities</u></p> <ul style="list-style-type: none"> identify and describe beliefs, values and cultural practices that have changed over time and those that have remained the same, drawing on examples from within, between and across cultural groups <p>Engaging with cultural and linguistic diversity Develop multiple perspectives</p> <ul style="list-style-type: none"> consider multiple perspectives held on unfamiliar topics, identifying commonality and difference, and describe how perspectives may be influenced by cultural beliefs and practices
--	--	--	---

GEM Year 8 Australian Curriculum Mapping

Lesson # Title Theme	13.1 and 13.2 “Meditative drawing” and “Simple landscape” Mindfulness	Inquiry Unit “Mind Body Connection’ Mindfulness	Inquiry Unit “Mind Body Connection” Mindfulness
Learning Intention	<ul style="list-style-type: none"> Students will slow down and relax, and embrace playful creativity. 	<ul style="list-style-type: none"> Students will explore how mind and body are connected Students will investigate how exercise impacts mood Students will work collaboratively to create a health education campaign for their school community. 	<ul style="list-style-type: none"> Students will explore how mind and body are connected Students will investigate how exercise impacts mood Students will work collaboratively to create a health education campaign for their school community
Activities	Lesson 25.1: Activity 1: Drawing your breath Activity 2: Attention and awareness circles Lesson 25.2: Simple shape landscape	Lesson 1: Activity 1: Introduce the Move your Mood Campaign. Activity 2: Revise – how brain and body are connected Activity 3: Benefits of exercise Activity 4: Exercise and mood – mini experiment Activity 5: Student journal exercise self reflection.	Lesson 2&3 Activity 1: Move your mood project Activity 2: Research and flyer/promotional material development Activity 3: Event planning
AUS. Curriculum	<p>GENERAL CAPABILITIES <u>Personal and social capability</u> <u>Self awareness</u> <u>Emotional awareness</u></p> <ul style="list-style-type: none"> evaluate how emotional responses influence behaviour and consider the consequences of these responses <p><u>Self management</u> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> manage emotional responses, designing strategies to self-manage in a range of contexts <p><u>Goal setting</u></p> <ul style="list-style-type: none"> use and refine strategies that contribute to regulating behaviour and achieving learning goals <p>HEALTH & PHYSICAL EDUCATION Personal, social and community health</p>	<p>GENERAL CAPABILITIES <u>Personal and social capability</u> <u>Self awareness</u> <u>Emotional awareness</u></p> <ul style="list-style-type: none"> evaluate how emotional responses influence behaviour and consider the consequences of these responses <p><u>Self management</u> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> manage emotional responses, designing strategies to self-manage in a range of contexts <p><u>Goal setting</u></p> <ul style="list-style-type: none"> use and refine strategies that contribute to regulating behaviour and achieving learning goals <p><u>Social management</u> <u>Communication</u></p>	<p>GENERAL CAPABILITIES <u>Personal and social capability</u> <u>Self awareness</u> <u>Emotional awareness</u></p> <ul style="list-style-type: none"> evaluate how emotional responses influence behaviour and consider the consequences of these responses <p><u>Self management</u> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> manage emotional responses, designing strategies to self-manage in a range of contexts <p><u>Goal setting</u></p> <ul style="list-style-type: none"> use and refine strategies that contribute to regulating behaviour and achieving learning goals <p><u>Social management</u></p>

GEM Year 8 Australian Curriculum Mapping

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

GEM Year 8 Australian Curriculum Mapping

Lesson # Title Theme	Inquiry Unit “Mind Body Connection” Mindfulness
Learning Intention	<ul style="list-style-type: none"> • Students will explore how mind and body are connected • Students will investigate how exercise impacts mood • Students will work collaboratively to create a health education campaign for their school community
Activities	<p>Lesson 4: Activity 1: Event planning Activity 2: Group work review Activity 3: My movement pledge reflection</p>
AUS. Curriculum	<p>GENERAL CAPABILITIES <u>Personal and social capability</u> <u>Self awareness</u> <u>Emotional awareness</u></p> <ul style="list-style-type: none"> o evaluate how emotional responses influence behaviour and consider the consequences of these responses <p><u>Self management</u> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> o manage emotional responses, designing strategies to self-manage in a range of contexts <p><u>Goal setting</u></p> <ul style="list-style-type: none"> o use and refine strategies that contribute to regulating behaviour and achieving learning goals <p><u>Social management</u> <u>Communication</u></p> <ul style="list-style-type: none"> o demonstrate communication skills in a range of contexts, responding to the enablers of, and barriers to, effective verbal and non verbal communication

GEM Year 8 Australian Curriculum Mapping

HEALTH & PHYSICAL EDUCATION

Personal, social and community health

Interacting with others

[AC9HP8P04](#)

- examine the roles of respect, empathy, power and coercion in developing respectful relationships

[AC9HP8P06](#)

- analyse factors that influence emotional responses and devise strategies to self-manage emotions

Making healthy and safe choices

[AC9HP8P08](#)

- refine protective behaviours and evaluate community resources to seek help for themselves and others

[AC9HP8P10](#)

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