

# GEM Year 8 Victorian Curriculum Mapping



Curriculum Area	Strand/Element	Lesson Number													
		<a href="#">1.1</a> <a href="#">1.2</a>	<a href="#">2.1</a> <a href="#">2.2</a>	<a href="#">3.1</a> <a href="#">3.2</a>	<a href="#">4.1</a> <a href="#">4.2</a>	<a href="#">5.1</a> <a href="#">5.2</a>	<a href="#">6.1</a> <a href="#">6.2</a>	<a href="#">7.1</a> <a href="#">7.2</a>	<a href="#">8.1</a> <a href="#">8.2</a>	<a href="#">9.1</a> <a href="#">9.2</a>	<a href="#">10.1</a> <a href="#">10.2</a>	<a href="#">11.1</a> <a href="#">11.2</a>	<a href="#">12.1</a> <a href="#">12.2</a>	<a href="#">13.1</a> <a href="#">13.2</a>	<a href="#">INQ</a>
Personal & Social Capabilities	Self-Awareness and Self-Management	■	■	■		■	■	■		■	■			■	
	Social Awareness and Social Management				■	■			■			■	■		■
Aboriginal & Torres Strait Islander Histories & Cultures	Geography				■				■	■		■			
	History				■		■		■	■	■				
	Civics and Citizenship				■		■		■	■	■				
Health & Physical Education	Personal, Social & Community Health		■	■	■	■	■	■	■	■		■	■	■	

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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"> <li>Students will recognise the people around them who provide great support.</li> <li>Students will be recognised and appreciated within the class.</li> </ul>	<ul style="list-style-type: none"> <li>Students will recognise, identify and label emotion through a variety of forms.</li> <li>Students will explain where different emotions are felt, what thoughts they have with these emotions and how these emotions make them feel.</li> </ul>	<ul style="list-style-type: none"> <li>Students will develop gratitude and appreciation for things in their life that they may take for granted.</li> <li>Students will reflect upon what type of privileges are important to them and appreciate the privileges they may have taken for granted.</li> </ul>
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
VIC. Curriculum	<p><b>PERSONAL AND SOCIAL CAPABILITY</b> <b>Social Awareness and Social Management</b> <b>Relationships and diversity</b></p> <p>Explore their personal values and beliefs and analyse how these values and beliefs might be different or similar to those of others (VCPSCSO038)</p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b> <b>Self-awareness and Management</b> <b>Recognition and expression of emotions</b></p> <p>Describe how and why emotional responses may change in different contexts (VCPSCSE034)</p> <p><b>Development of resilience</b></p> <p>Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals (VCPSCSE037)</p> <p><b>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health</b> <b>HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health</b></p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b> <b>Social Awareness and Social Management</b> <b>Relationships and diversity</b></p> <p>Explore their personal values and beliefs and analyse how these values and beliefs might be different or similar to those of others (VCPSCSO038)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b> <b>Personal, Social and Community Health</b> <b>Contributing to healthy and active communities</b></p>

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		<p><b>Contributing to healthy and active communities</b></p> <p>Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity (<a href="#">VCHPEP132</a>)</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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<b>Lesson # Title Theme</b>	<b>4.1 and 4.2</b> <b>“Exploring empathy through creative writing” and “Thinking, feeling, seeing empathy”</b> <b>Empathy</b>	<b>5.1 and 5.2</b> <b>“Improving focus” and “Noticing detail”</b> <b>Mindfulness</b>	<b>6.1 and 6.2</b> <b>“Partner balancing” and “Body presence”</b>
<b>Learning Intention</b>	<ul style="list-style-type: none"> <li>Students will recognise emotion in others and empathise.</li> <li>Students will be observant and understanding of others.</li> </ul>	<ul style="list-style-type: none"> <li>Students will explore how mind and body are connected</li> <li>Students will investigate how exercise impacts mood</li> <li>Students will work collaboratively to create a health education campaign for their school community.</li> </ul>	<ul style="list-style-type: none"> <li>Students will work cooperatively together and be mindful and aware of one another in physical activities.</li> </ul>
<b>Activities</b>	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
<b>VIC. Curriculum</b>	<b>PERSONAL AND SOCIAL CAPABILITY</b> <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 <a href="#">(VCPSCSO038)</a>  <b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <a href="#">Geography</a>	<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 <a href="#">(VCPSCSE037)</a> <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 <a href="#">(VCPSCSO038)</a>	<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 <a href="#">(VCPSCSE034)</a> <b>Development of resilience</b> Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals <a href="#">(VCPSCSE037)</a>

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	<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</p>	<p><b>HEALTH AND PHYSICAL EDUCATION</b> <b>Personal, Social and Community Health</b></p> <p><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><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>
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	<p>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>HEALTH AND PHYSICAL EDUCATION</b>  <b>Personal, Social and Community Health</b>  <b>Being healthy, safe and active</b></p> <p>Investigate the impact of transition and change on identities (<a href="#">VCHPEP123</a>)</p>
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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
<b>Learning Intention</b>	<ul style="list-style-type: none"> <li>Students will recognise and express a wide variety of emotions.</li> <li>Students will describe the emotions felt in a range of different scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>Students will learn how the greeting ‘hello’ is spoken in other countries around the world.</li> <li>Students will learn about cultural traditions and customs around the world to develop understanding.</li> </ul>	<ul style="list-style-type: none"> <li>Students will become aware of negative bias and how this impacts individuals on a day to day basis.</li> <li>Students will become aware of negative self-talk and show their vulnerability by talking about it.</li> </ul>
<b>Activities</b>	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
<b>VIC. Curriculum</b>	<p><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)</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><b>PERSONAL AND SOCIAL CAPABILITY</b>  <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 (VCPSCSO038)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b>  <b>Geography</b>            The spiritual, economic, cultural and aesthetic value of water for people, including Aboriginal and Torres Strait Islander peoples and peoples</p>	<p><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)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b>  <b>Geography</b></p>

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	<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>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> <p>Describe the process of constitutional change through a referendum (<a href="#">VCCCG021</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><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</p>
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		<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>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>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><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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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
<b>Learning Intention</b>	<ul style="list-style-type: none"> <li>Students will recognise and express a wide variety of emotions.</li> <li>Students will illustrate their understanding of optimism by reflecting on personal goals.</li> </ul>	<ul style="list-style-type: none"> <li>Students will think about nature all around the world and what makes it so appealing to travellers.</li> <li>Students will think about why they are grateful to nature and the world we live in.</li> </ul>	<ul style="list-style-type: none"> <li>Students will cooperate and learn more about the qualities they possess, and how they deal with cooperation and leadership through games.</li> </ul>
<b>Activities</b>	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
<b>VIC. Curriculum</b>	<p><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 (<a href="#">VCPSCSE034</a>) <b>Development of resilience</b> Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals (<a href="#">VCPSCSE037</a>)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>History</b></p>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b> <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 (<a href="#">VCPSCSO038</a>)</p> <p><b>ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES</b> <b>Geography</b> 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><b>PERSONAL AND SOCIAL CAPABILITY</b> <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 (<a href="#">VCPSCSO038</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> Investigate the benefits of relationships and examine their impact on their own and others’ health and wellbeing (<a href="#">VCHPEP127</a>)</p>

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	<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><a href="#">Civics and Citizenship</a></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></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><a href="#">History</a></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><a href="#">Civics and Citizenship</a></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>Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (<a href="#">VCHPEP128</a>)</p>
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	<p><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>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>	
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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
<b>Learning Intention</b>	Students will slow down and relax, and embrace playful creativity.	<ul style="list-style-type: none"> <li>Students will explore how mind and body are connected.</li> <li>Students will investigate how exercise impacts mood.</li> <li>Students will work collaboratively to create a health education campaign for their school community.</li> </ul>	<ul style="list-style-type: none"> <li>Students will explore how mind and body are connected</li> <li>Students will investigate how exercise impacts mood</li> <li>Students will work collaboratively to create a health education campaign for their school community</li> </ul>
<b>Activities</b>	Lesson 25.1: Activity 1: Drawing your breath Activity 2: Attention and awareness circles Lesson 25.2: Simple shape landscape	Lesson 1: Activity 1: Introduce the Move your Mood Campaign. Activity 2: Revise – how brain and body are connected? Activity 3: Benefits of exercise Activity 4: Exercise and mood – mini experiment Activity 5: Student journal exercise self reflection.	Lesson 2&3 Activity 1: Move your mood project Activity 2: Research and flyer/promotional material development Activity 3: Event planning
<b>VIC. Curriculum</b>	<p><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)</p>	<p><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)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b> <b>Personal, Social and Community Health</b></p>	<p><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)</p> <p><b>HEALTH AND PHYSICAL EDUCATION</b> <b>Personal, Social and Community Health</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>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>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>Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity (VCHPEP132)</p> <p><b>Being healthy, safe and active</b></p> <p>Investigate the impact of transition and change on identities (VCHPEP123)</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>Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity (VCHPEP132)</p> <p><b>Being healthy, safe and active</b></p> <p>Investigate the impact of transition and change on identities (VCHPEP123)</p>
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## GEM Year 8 Victorian Curriculum Mapping

<b>Lesson #</b> <b>Title</b> <b>Theme</b>	<b>Inquiry Unit</b> <b>“Mind Body Connection”</b> <b>Mindfulness</b>
<b>Learning Intention</b>	<ul style="list-style-type: none"> <li>● Students will explore how mind and body are connected.</li> <li>● Students will investigate how exercise impacts mood.</li> <li>● Students will work collaboratively to create a health education campaign for their school community.</li> </ul>
<b>Activities</b>	<p>Lesson 4:</p> <p>Activity 1: Event planning</p> <p>Activity 2: Group work review</p> <p>Activity 3: My movement pledge reflection</p>
<b>VIC. Curriculum</b>	<p><b>PERSONAL AND SOCIAL CAPABILITY</b></p> <p><b>Social Awareness and Social Management</b></p> <p><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></p> <p><b>Personal, Social and Community Health</b></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 (<a href="#">VCHPEP128</a>)</p>

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	<p><b>Contributing to healthy and active communities</b></p> <p>Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity (<a href="#">VCHPEP132</a>)</p> <p><b>Being healthy, safe and active</b></p> <p>Investigate the impact of transition and change on identities (<a href="#">VCHPEP123</a>)</p>
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