

GEM Year 9 Australian Curriculum Mapping

Lesson # Title Theme	1.1 and 1.2 "All about resilience" and "Resilience" Emotional Literacy	2.1 and 2.2 "Mindfulness" and "Body awareness" Mindfulness	3.1 and 3.2 "Finding gratitude" and "Singing praise" Gratitude
Learning Intention	<ul style="list-style-type: none"> Students will develop their understanding of resilience through identifying their skills and coping strategies and exploring how these skills can assist them to overcome future challenges they may face online. Students will experience a situation where they need to be resilient. 	<ul style="list-style-type: none"> Students will understand the purpose of mindfulness and begin to practise it. Students will understand that mindfulness practice can help in emotional regulation, being aware of what is going on in our system, being aware of our surroundings and managing stress. 	<ul style="list-style-type: none"> Students will be able to identify what they are grateful for. Students will sing praise for someone that has influenced their lives in a positive way.
Activities	Lesson 1.1: Activity 1: Rating resilience Activity 2: Resilience group discussion Lesson 1.2: Activity 1: Tower of paper cups Activity 2: Tower of paper cups debrief	Lesson 4.1: Activity 1: Mindfulness and basketball Activity 2: Mindful breathing exercise Activity 3: Mindfulness reflection Lesson 4.2: Activity 1: Where's your head at? Activity 2: Everyday mindful	Lesson 7.1: Activity 1: Gratitude scavenger hunt Lesson 7.2 Activity 1: Acrostic poem
AUS. Curriculum	<p>GENERAL CAPABILITIES Personal and social capability <u>Self awareness</u> Emotional awareness</p> <ul style="list-style-type: none"> reflect on their emotional responses to different situations <p><u>Reflective practice</u></p> <ul style="list-style-type: none"> evaluate goals set for their own personal, social and cognitive development, reflecting on feedback <p>CROSS CURRICULA PRIORITY: ABORIGINAL & TORRES STRAIT ISLANDER HISTORIES AND CULTURES <u>Country/Place</u> A TSICP1</p>	<p>GENERAL CURRICULUM Personal and social capability <u>Self awareness</u> Emotional awareness</p> <ul style="list-style-type: none"> reflect on their emotional responses to different situations <p><u>Reflective practice</u></p> <ul style="list-style-type: none"> evaluate goals set for their own personal, social and cognitive development, reflecting on feedback <p>CROSS CURRICULA PRIORITY: ABORIGINAL & TORRES STRAIT ISLANDER HISTORIES AND CULTURES <u>Country/Place</u> A TSICP1</p>	<p>GENERAL CAPABILITIES Personal and social capability <u>Self awareness</u> Emotional awareness</p> <ul style="list-style-type: none"> reflect on their emotional responses to different situations <p><u>Reflective practice</u></p> <ul style="list-style-type: none"> evaluate goals set for their own personal, social and cognitive development, reflecting on feedback <p><u>Self management</u> <u>Emotional regulation</u> regulate emotions in a range of contexts, evaluating and refining their own self-management strategies</p> <p><u>Social awareness</u> <u>Relational awareness</u></p>

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	<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. A TSICP2</p> <p>The occupation and colonisation of Australia were experienced by First Nations Australians as an invasion that denied their occupation of, and connection to, Country/Place. 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>. Culture A TSIC1</p> <p>First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. A TSIC2</p> <p>First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing. A TSIC3</p> <p>First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures. People A TSIP1</p> <p>Australia has 2 distinct First Nations Peoples; each encompasses a diversity of nations across Australia. A TSIP3</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. A TSICP2</p> <p>The occupation and colonisation of Australia were experienced by First Nations Australians as an invasion that denied their occupation of, and connection to, Country/Place. 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>. Culture A TSIC1</p> <p>First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. A TSIC2</p> <p>First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing. A TSIC3</p> <p>First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures. People A TSIP1</p> <p>Australia has 2 distinct First Nations Peoples; each encompasses a diversity of nations across Australia. A TSIP3</p>	<ul style="list-style-type: none"> evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships <p>CROSS CURRICULA PRIORITY: ABORIGINAL & TORRES STRAIT ISLANDER HISTORIES AND CULTURES Country/Place 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. A TSICP2</p> <p>The occupation and colonisation of Australia were experienced by First Nations Australians as an invasion that denied their occupation of, and connection to, Country/Place. 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>. Culture A TSIC1</p> <p>First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. A TSIC2</p> <p>First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing. A TSIC3</p> <p>First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the</p>
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	<p>The significant and ongoing contributions of First Nations Australians and their histories and cultures are acknowledged locally, nationally and globally.</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 <u>Making healthy and safe choices</u> AC9HP10P08</p> <ul style="list-style-type: none"> plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk <p>AC9HP10P10</p> <ul style="list-style-type: none"> plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing 	<p>past, present and future manifestations of their cultures.</p> <p>People A TSIP1</p> <p>Australia has 2 distinct First Nations Peoples; each encompasses a diversity of nations across Australia.</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 <u>Making healthy and safe choices</u> AC9HP10P08</p> <ul style="list-style-type: none"> plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk <p>AC9HP10P10</p> <ul style="list-style-type: none"> plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing
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Lesson # Title Theme	4.1 and 4.2 "Identifying gratitude" and "Expressing gratitude" Gratitude	5.1 and 5.2 "Awareness" and "Pets" Mindfulness	6.1 and 6.2 "Mindful eating" and "Mindful eating at school" Mindfulness
Learning Intention	<ul style="list-style-type: none"> Students will list a number of things they are grateful for. Students will feel and express gratitude about their classmates. 	<ul style="list-style-type: none"> Students will understand the positive impact of being aware and present. Students will understand the impact of mindfulness through the observation of an animal. 	<ul style="list-style-type: none"> Students will practise mindful eating by using senses to explore food. Students will brainstorm solutions that support mindful eating at school.
Activities	Lesson 8.1: Activity 1: Toilet paper and gratitude Lesson 8.2: Activity 1: Expressions of gratitude	Lesson 9.1: Activity 1: Awareness test Activity 2: Word it out Lesson 9.2: Activity 3: Meditating with animals	Lesson 10.1: Activity 1: Mystery food Lesson 10.2: Activity 1: Barriers and solutions to mindful eating Activity 2: Barriers and solutions to mindful eating debrief
AUS. Curriculum	<p>GENERAL CAPABILITIES Personal and social capability</p> <p><u>Self awareness</u> Emotional awareness</p> <ul style="list-style-type: none"> reflect on their emotional responses to different situations <p><u>Reflective practice</u></p> <ul style="list-style-type: none"> evaluate goals set for their own personal, social and cognitive development, reflecting on feedback <p><u>Self management</u> Emotional regulation regulate emotions in a range of contexts, evaluating and refining their own self-management strategies</p> <p><u>Social awareness</u> Relational awareness</p> <ul style="list-style-type: none"> evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships <p><u>Social management</u> Communication</p>	<p>GENERAL CAPABILITIES Personal and social capability</p> <p><u>Self awareness</u> Emotional awareness</p> <ul style="list-style-type: none"> reflect on their emotional responses to different situations <p><u>Reflective practice</u></p> <ul style="list-style-type: none"> evaluate goals set for their own personal, social and cognitive development, reflecting on feedback <p>CROSS CURRICULA PRIORITY: ABORIGINAL & TORRES STRAIT ISLANDER HISTORIES AND CULTURES Country/Place <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 TSICP2</u></p>	<p>GENERAL CAPABILITIES Personal and social capability</p> <p><u>Self awareness</u> Emotional awareness</p> <ul style="list-style-type: none"> reflect on their emotional responses to different situations <p><u>Reflective practice</u></p> <ul style="list-style-type: none"> evaluate goals set for their own personal, social and cognitive development, reflecting on feedback <p>CROSS CURRICULA PRIORITY: ABORIGINAL & TORRES STRAIT ISLANDER HISTORIES AND CULTURES Country/Place <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.</p>

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	<ul style="list-style-type: none"> • devise strategies that apply effective verbal and non verbal communication in response to feedback <p>CROSS CURRICULA PRIORITY: ABORIGINAL & TORRES STRAIT ISLANDER HISTORIES AND CULTURES</p> <p><u>Country/Place</u> A TSICP1 First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways. A TSICP2 The occupation and colonisation of Australia were experienced by First Nations Australians as an invasion that denied their occupation of, and connection to, Country/Place. A TSICP3 The First Peoples of Australia are the traditional owners of Country/Place, protected in Australian Law by the <i>Native Title Act 1993</i>. Culture A TSIC1 First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. A TSIC2 First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing. A TSIC3 First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the</p>	<p>The occupation and colonisation of Australia were experienced by First Nations Australians as an invasion that denied their occupation of, and connection to, Country/Place. A TSICP3 The First Peoples of Australia are the traditional owners of Country/Place, protected in Australian Law by the <i>Native Title Act 1993</i>. Culture A TSIC1 First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. A TSIC2 First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing. A TSIC3 First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures. People A TSIP1 Australia has 2 distinct First Nations Peoples; each encompasses a diversity of nations across Australia. 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 <u>Interacting with others</u> AC9HP10P04</p>	<p>A TSICP2 The occupation and colonisation of Australia were experienced by First Nations Australians as an invasion that denied their occupation of, and connection to, Country/Place. A TSICP3 The First Peoples of Australia are the traditional owners of Country/Place, protected in Australian Law by the <i>Native Title Act 1993</i>. Culture A TSIC1 First Nations Australian societies are diverse and have distinct cultural expressions such as language, customs and beliefs. A TSIC2 First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing. A TSIC3 First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the past, present and future manifestations of their cultures. People A TSIP1 Australia has 2 distinct First Nations Peoples; each encompasses a diversity of nations across Australia. 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 <u>Interacting with others</u> AC9HP10P04</p>
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	<p>past, present and future manifestations of their cultures.</p> <p>People A_TSIP1 Australia has 2 distinct First Nations Peoples; each encompasses a diversity of nations across Australia. 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 <u>Making healthy and safe choices</u> AC9HP10P08 <ul style="list-style-type: none"> plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk AC9HP10P10 <ul style="list-style-type: none"> plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing </p>	<ul style="list-style-type: none"> evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships <p>AC9HP10P06 <ul style="list-style-type: none"> evaluate emotional responses in different situations to refine strategies for managing emotions <u>Making healthy and safe choices</u> AC9HP10P10 <ul style="list-style-type: none"> plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing </p>	<ul style="list-style-type: none"> evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships <p>AC9HP10P06 <ul style="list-style-type: none"> evaluate emotional responses in different situations to refine strategies for managing emotions <u>Making healthy and safe choices</u> AC9HP10P10 <ul style="list-style-type: none"> plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing </p>
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Lesson # Title Theme	7.1 and 7.2 “Mood-changers” and “Self-care” Emotional Literacy	8.1 and 8.2 “Restrictions to our gratefulness” and “Expressing gratitude” Gratitude	9.1 and 9.2 “Responding to others” and “Acts of kindness” Empathy
Learning Intention	<ul style="list-style-type: none"> Students will investigate ways to influence their mood. Students will develop knowledge of good self-care and how self-care impacts their moods. 	<ul style="list-style-type: none"> Students will understand how the online profile of someone on social media can impact our ability to not be grateful. Students will write a letter to someone at school expressing their gratitude to them. 	<ul style="list-style-type: none"> Students will be able to respond to others in a positive way. Students will reflect on how acts of kindness can positively impact another person.
Activities	Lesson 12.1: Activity 1: Shaking a bad mood Lesson 12.2: Activity 1: Self-care	Lesson 14.1: Activity 1: Social media Activity 2: What impacts how grateful I am? Lesson 14.2: Activity 1: Letter	Lesson 15.1: Activity 1: Responding to a friend Lesson 15.2: Activity 1: Generous store
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"> reflect on their emotional responses to different situations <p><u>Reflective practice</u></p> <ul style="list-style-type: none"> evaluate goals set for their own personal, social and cognitive development, reflecting on feedback <p><u>Self management</u> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> regulate emotions in a range of contexts, evaluating and refining their own self-management strategies <p>HEALTH & PHYSICAL EDUCATION <u>Interacting with others</u> AC9HP10P04</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"> reflect on their emotional responses to different situations <p><u>Reflective practice</u></p> <ul style="list-style-type: none"> evaluate goals set for their own personal, social and cognitive development, reflecting on feedback <p><u>Self management</u> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> regulate emotions in a range of contexts, evaluating and refining their own self-management strategies <p><u>Social awareness</u> <u>Relational awareness</u></p> <ul style="list-style-type: none"> evaluate how relationships can differ among groups of people and reflect on the skills 	<p>GENERAL CAPABILITIES <u>Personal and social capability</u> <u>Self awareness</u> <u>Emotional awareness</u></p> <ul style="list-style-type: none"> reflect on their emotional responses to different situations <p><u>Self management</u> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> regulate emotions in a range of contexts, evaluating and refining their own self-management strategies <p><u>Social management</u> <u>Communication</u></p> <ul style="list-style-type: none"> devise strategies that apply effective verbal and nonverbal communication in response to feedback <p><u>Conflict resolution</u></p>

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	<ul style="list-style-type: none"> evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships AC9HP10P06 evaluate emotional responses in different situations to refine strategies for managing emotions 	<p>needed to manage diverse types of relationships</p> <p><u>Social management</u> <u>Communication</u></p> <ul style="list-style-type: none"> devise strategies that apply effective verbal and nonverbal communication in response to feedback <p>HEALTH & PHYSICAL EDUCATION <u>Making healthy and safe choices</u> AC9HP10P08</p> <ul style="list-style-type: none"> plan, rehearse and evaluate strategies for managing situations where their own or others' health, safety or wellbeing may be at risk <p>AC9HP10P10</p> <ul style="list-style-type: none"> plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing 	<ul style="list-style-type: none"> generate, apply and evaluate strategies to prevent and/or resolve interpersonal and intergroup conflicts <p><u>Intercultural understanding</u> <u>Engaging with cultural and linguistic diversity</u> <u>Develop multiple perspectives</u></p> <ul style="list-style-type: none"> analyse unfamiliar topics and develop respectful responses, reconciling different cultural perspectives <p><u>Develop empathy</u></p> <ul style="list-style-type: none"> analyse diverse experiences of intercultural contexts, understanding how these contexts influence their own and others' feelings, motivations and actions <p>CROSS CURRICULA PRIORITY: ABORIGINAL & TORRES STRAIT ISLANDER HISTORIES AND CULTURES <u>Country/Place</u> A TSICP1 First Nations communities of Australia maintain a deep connection to, and responsibility for, Country/Place and have holistic values and belief systems that are connected to the land, sea, sky and waterways. A TSICP2 The occupation and colonisation of Australia were experienced by First Nations Australians as an invasion that denied their occupation of, and connection to, Country/Place. A TSICP3 The First Peoples of Australia are the traditional owners of Country/Place, protected in Australian Law by the <i>Native Title Act 1993</i>. <u>Culture</u> A TSIC1</p>
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Lesson # Title Theme	10.1 and 10.2 “Crossing the line” and “Speak even if your voice shakes” Empathy	11.1 and 11.2 “Fixed and growth mindsets” and “Self-talk” Emotional Literacy	12.1 and 12.2 “Moral Dilemmas” and “Perspective” Empathy
Learning Intention	<ul style="list-style-type: none"> Students will understand the difference between harmless jokes and verbal bullying. Students will use their knowledge to highlight strategies to tackle bullying. 	<ul style="list-style-type: none"> Students will identify fixed and growth mindsets. Students will become more aware of their own self-talk and change their thought processes, in some instances, from a fixed to a growth mindset. 	<ul style="list-style-type: none"> Students will see the one problem from a number of different viewpoints. Students will consider some moral dilemmas and form some opinions and values associated with those dilemmas.
Activities	Lesson 16.1 Activity 1: Definition of bullying Activity 2: Harmful teasing or hurtful language? Lesson 16.2 Activity 1: Speak even if your voice shakes Activity 2: Student voice	Lesson 20.1: Activity 1: What is your mindset? Activity 2: Introduction to the concepts of mindsets Activity 3: Discuss the findings of the quiz Activity 4: Fixed and growth mindset activity Lesson 20.2: Activity 1: Juggling Activity 2: Video Activity 3: Mindset debrief Student Journal reflection	Lesson 21.1: Activity 1: Heinz dilemma Lesson 21.2: Activity 1: Would you rather?
AUS. Curriculum	<p>GENERAL CAPABILITIES Personal and social capability <u>Self awareness</u> <u>Emotional awareness</u></p> <ul style="list-style-type: none"> reflect on their emotional responses to different situations <p><u>Reflective practice</u></p> <ul style="list-style-type: none"> evaluate goals set for their own personal, social and cognitive development, reflecting on feedback <p><u>Self management</u> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> regulate emotions in a range of contexts, evaluating and refining their own self-management strategies 	<p>GENERAL CAPABILITIES Personal and social capability <u>Self awareness</u> <u>Emotional awareness</u></p> <ul style="list-style-type: none"> reflect on their emotional responses to different situations <p><u>Reflective practice</u></p> <ul style="list-style-type: none"> evaluate goals set for their own personal, social and cognitive development, reflecting on feedback <p><u>Self management</u> <u>Emotional regulation</u></p>	<p>GENERAL CAPABILITIES Personal and social capability <u>Self awareness</u> <u>Emotional awareness</u></p> <ul style="list-style-type: none"> reflect on their emotional responses to different situations <p><u>Self management</u> <u>Emotional regulation</u></p> <ul style="list-style-type: none"> regulate emotions in a range of contexts, evaluating and refining their own self-management strategies <p><u>Social management</u> <u>Decision-making</u></p>

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<p><u>Social awareness</u> <u>Relational awareness</u></p> <ul style="list-style-type: none"> evaluate how relationships can differ among groups of people and reflect on the skills needed to manage diverse types of relationships <p><u>Social management</u> <u>Communication</u></p> <ul style="list-style-type: none"> devise strategies that apply effective verbal and nonverbal communication in response to feedback <p><u>Collaboration</u></p> <ul style="list-style-type: none"> devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members <p><u>Intercultural understanding</u> <u>Engaging with cultural and linguistic diversity</u> <u>Develop empathy</u></p> <ul style="list-style-type: none"> analyse diverse experiences of intercultural contexts, understanding how these contexts influence their own and others' feelings, motivations and actions <p>HEALTH & PHYSICAL EDUCATION <u>Interacting with others</u> <u>AC9HP10P04</u></p> <ul style="list-style-type: none"> evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships to refine strategies for managing emotions <p><u>Making healthy and safe choices</u> <u>AC9HP10P10</u></p> <ul style="list-style-type: none"> plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing 	<ul style="list-style-type: none"> regulate emotions in a range of contexts, evaluating and refining their own self-management strategies <p>HEALTH & PHYSICAL EDUCATION <u>Interacting with others</u> <u>AC9HP10P04</u></p> <ul style="list-style-type: none"> evaluate the influence of respect, empathy, power and coercion on establishing and maintaining respectful relationships <p><u>AC9HP10P06</u></p> <ul style="list-style-type: none"> evaluate emotional responses in different situations to refine strategies for managing emotions <p><u>Making healthy and safe choices</u> <u>AC9HP10P10</u></p> <ul style="list-style-type: none"> plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing 	<ul style="list-style-type: none"> propose, implement and evaluate strategies to address needs at local, regional, national or global levels <p>CROSS CURRICULA PRIORITY: ABORIGINAL & TORRES STRAIT ISLANDER HISTORIES AND CULTURES <u>Country/Place</u> <u>A TSICP1</u></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. <u>A TSICP2</u></p> <p>The occupation and colonisation of Australia were experienced by First Nations Australians as an invasion that denied their occupation of, and connection to, Country/Place. <u>A TSICP3</u></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>. <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. <u>A TSIC2</u></p> <p>First Nations Australians' ways of life reflect unique ways of being, knowing, thinking and doing. <u>A TSIC3</u></p> <p>First Nations Australians demonstrate resilience in the maintenance, practice and revitalisation of culture despite the many historic and enduring impacts of colonisation, and continue to celebrate and share the</p>
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GEM Year 9 Australian Curriculum Mapping

Lesson # Title Theme	13.1 and 13.2 "Web of gratitude" and "The board of gratitude" Gratitude	Inquiry Unit "Mind Body Connection" Mindfulness	Inquiry Unit "Mind Body Connection" Mindfulness
Learning Intention	<ul style="list-style-type: none"> Students will reflect on their year with a sense of appreciation and gratitude. Students will play a game that will enable them to reflect on certain things and people with appreciation and gratitude. 	<ul style="list-style-type: none"> Students will explore the connection between the mind and body and how healthy habits impact our overall happiness. Students will investigate the impact of sleep on their mood. Students will review their own sleep patterns and develop ways to improve sleep. Students will use their knowledge of the importance of sleep to promote and raise awareness in the wider community. 	<ul style="list-style-type: none"> Students will explore the connection between the mind and body and how healthy habits impact our overall happiness. Students will investigate the impact of sleep on their mood. Students will review their own sleep patterns and develop ways to improve sleep. Students will use their knowledge of the importance of sleep to promote and raise awareness in the wider community.
Activities	Lesson 25.1: Activity 1: Gratitude web Learning 25.2: Activity 1: Gratitude board game	Lesson 1: Activity 1: Why do we sleep? Activity 2: Introduce social media awareness campaign Activity 3: How much sleep do we need? Activity 4: Healthy Sleep Habits social media campaign Activity 5: Introduce sleep diary	Lesson 2: Activity 1: Review sleep diary Activity 2: Promoting Sleep
AUS. Curriculum	<p>GENERAL CAPABILITIES Personal and social capability <u>Self awareness</u> Emotional awareness</p> <ul style="list-style-type: none"> reflect on their emotional responses to different situations <p><u>Reflective practice</u></p> <ul style="list-style-type: none"> evaluate goals set for their own personal, social and cognitive development, reflecting on feedback <p><u>Self management</u> <u>Goal setting</u></p> <ul style="list-style-type: none"> adapt goals and plans, and apply strategies, evaluating their suitability and effectiveness <p><u>Emotional regulation</u></p>	<p>GENERAL CAPABILITIES Personal and social capability <u>Self-awareness</u> <u>Self awareness</u> <u>Reflective practice</u></p> <ul style="list-style-type: none"> evaluate goals set for their own personal, social and cognitive development, reflecting on feedback <p><u>Social management</u> <u>Communication</u></p> <ul style="list-style-type: none"> devise strategies that apply effective verbal and nonverbal communication in response to feedback <p><u>Collaboration</u></p>	<p>GENERAL CAPABILITIES Personal and social capability <u>Self awareness</u> <u>Reflective practice</u></p> <ul style="list-style-type: none"> evaluate goals set for their own personal, social and cognitive development, reflecting on feedback <p><u>Social management</u> <u>Communication</u></p> <ul style="list-style-type: none"> devise strategies that apply effective verbal and nonverbal communication in response to feedback <p><u>Collaboration</u></p> <ul style="list-style-type: none"> devise strategies for collaborative work and outputs in a range of contexts, building on the

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	<ul style="list-style-type: none"> regulate emotions in a range of contexts, evaluating and refining their own self-management strategies 	<ul style="list-style-type: none"> devise strategies for collaborative work and outputs in a range of contexts, building on the perspectives, experiences and capabilities of group members <p><u>Leadership</u></p> <ul style="list-style-type: none"> propose, implement and evaluate strategies to address needs at local, regional, national or global levels <p>HEALTH & PHYSICAL EDUCATION <u>Making healthy and safe choices</u> AC9HP10P10</p> <ul style="list-style-type: none"> plan, justify and critique strategies to enhance their own and others' health, safety, relationships and wellbeing 	<p>perspectives, experiences and capabilities of group members</p> <p><u>Leadership</u></p> <ul style="list-style-type: none"> propose, implement and evaluate strategies to address needs at local, regional, national or global levels <p>HEALTH & PHYSICAL EDUCATION <i>Contributing to healthy and active communities</i> Plan, implement and critique strategies to enhance the health, safety and wellbeing of the student's communities.</p>
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