

Year 8 Lesson Overview

Gratitude Lessons – 10

Empathy Lessons – 10

Mindfulness Lessons – 10

Emotional Literacy Lessons – 14

Total Lessons – 46

AUS Curriculum Outlines - Year 8

Lesson # Title Theme	1.1 and 1.2 "Famous failures" and "Resilience" Emotional Literacy	2.1 and 2.2 "Strength" and "Appreciation for others" Gratitude	3.1 and 3.2 "Understanding empathy" and "Empathy busters" Empathy
Learning Intention	<ul style="list-style-type: none"> Students will understand the concept of resilience. Students will learn ways in which they can apply this concept to their own life. 	<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 discover what it means to show empathy Students will explore how to respond to people with empathy.
Activities	Lesson 1.1: Activity 1: Famous Failures Activity 2: Being resilient Lesson 1.2 Activity 1: Rock, paper, scissors Activity 2: How Does it feel to lose?	Lesson 2.1: Activity 1: Circles of strength Lesson 2.2: Activity 1: Snowball fight	Lesson 3.1: Activity 1: Empathy definition Lesson 3.2: Activity 2: Feelings upon reflection Lesson 3.2: Activity 3: Empathy busters
AUS. Curriculum	GENERAL CAPABILITIES	GENERAL CAPABILITIES	GENERAL CAPABILITIES
	<u>Personal and social capability</u> Self-awareness <ul style="list-style-type: none"> Recognise personal qualities and achievements - make a realistic assessment of the student's abilities and achievements, and prioritise areas for improvement. Self-management <ul style="list-style-type: none"> Develop self-discipline and set goals - select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals. 	<u>Personal and social capability</u> Social awareness <ul style="list-style-type: none"> Appreciate diverse perspectives - acknowledge the values, opinions and attitudes of different groups within society and compare to the student's own points of view. Social management <ul style="list-style-type: none"> Communicate effectively - analyse enablers of and barriers to effective verbal, nonverbal and digital communication. 	<u>Personal and social capability</u> Self-awareness <ul style="list-style-type: none"> Recognise emotions - examine influences on and consequences of the student's emotional responses in learning, social and work-related contexts. Self-management <ul style="list-style-type: none"> Express emotions appropriately - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour.
		<p style="text-align: center;">LEARNING AREA</p> <u>Health and physical education</u> Contributing to healthy and active communities <ul style="list-style-type: none"> Plan and use health practices and behaviours (expressing gratitude) and resources to enhance the health, safety and wellbeing of the student's communities. 	Social awareness <ul style="list-style-type: none"> Appreciate diverse perspectives - acknowledge the values, opinions and attitudes of different groups within society and compare to the student's own points of view. Social management <ul style="list-style-type: none"> Communicate effectively - analyse enablers of and barriers to effective verbal, non-verbal and digital communication. <u>Intercultural understanding</u> Interacting and empathising with others

AUS Curriculum Outlines - Year 8

			<ul style="list-style-type: none"> ○ Consider and develop multiple perspectives - assess diverse perspectives and the assumptions on which they are based. ○ Empathise with others - imagine and describe the feelings and motivations of people in challenging situations.
			LEARNING AREA
			<p><u>Health and physical education</u> <i>Communicating and interacting for health and wellbeing</i></p> <ul style="list-style-type: none"> ○ Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity. ○ Investigate the benefits of relationships and examine their impact on the student's own and others' health and wellbeing.

AUS Curriculum Outlines - Year 8

Lesson # Title Theme	4.1 and 4.2 "Introduction to mindfulness" and "Practicing mindfulness" Mindfulness	5.1 and 5.2 "Identifying emotions" and "Articulating emotions" Emotional Literacy	6.1 and 6.2 "Recognising emotions" and "Emotional literacy" Emotional Literacy
Learning Intention	<ul style="list-style-type: none"> Students will be introduced the concept of mindfulness. Students will experience a time of flow and mindfulness. 	<ul style="list-style-type: none"> Students will identify emotions. Students will identify a time when they have felt these emotions. 	<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.
Activities	Lesson 4.1: Activity 1: Check in and Student Journal activity Activity 2: The raisin exercise Lesson 4.2: Activity 1: Flow video Activity 2: Experiencing flow	Lesson 5.1: Activity 1: Labelling emotions Lesson 5.2: Activity 1: When have I felt Activity 2: What makes you feel	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
AUS. Curriculum	GENERAL CAPABILITIES	GENERAL CAPABILITIES	GENERAL CAPABILITIES
	<u>Personal and social capability</u> Self-awareness <ul style="list-style-type: none"> Recognise emotions - examine influences on and consequences of the student's emotional responses in learning, social and work-related contexts. Self-management <ul style="list-style-type: none"> Express emotions appropriately - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour. Develop self-discipline and set goals - select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals. 	<u>Personal and social capability</u> Self-awareness <ul style="list-style-type: none"> Recognise personal qualities and achievements - make a realistic assessment of the student's abilities and achievements, and prioritise areas for improvement. Self-management <ul style="list-style-type: none"> Express emotions appropriately - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour. 	<u>Personal and social capability</u> Self-awareness <ul style="list-style-type: none"> Recognise personal qualities and achievements - make a realistic assessment of the student's abilities and achievements, and prioritise areas for improvement. Self-management <ul style="list-style-type: none"> Express emotions appropriately - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour.
	LEARNING AREA	LEARNING AREA	LEARNING AREA
	<u>Health and physical education</u> Being healthy, safe and active <ul style="list-style-type: none"> Evaluate strategies to manage personal, physical and social changes that occur as the student's grow older. Practice and apply strategies to seek help for themselves or others. Investigate and select strategies to promote health, safety and wellbeing. 	<u>Health and physical education</u> Communicating and interacting for health and wellbeing <ul style="list-style-type: none"> Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity. 	<u>Health and physical education</u> Communicating and interacting for health and wellbeing <ul style="list-style-type: none"> Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity.

AUS Curriculum Outlines - Year 8

Lesson # Title Theme	7.1 and 7.2 “Gratitude and values” and “What is important to you?” Gratitude	8.1 and 8.2 “The world in perspective” and “Privilege” Gratitude	9.1 and 9.2 “Understanding perspective” and “Different perspectives” Empathy
Learning Intention	<ul style="list-style-type: none"> Students will consider what is most important to them and create a sense of gratitude for the things they have. Students will consider what is most important to them and understand what influences these decisions. 	<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. 	<ul style="list-style-type: none"> Students will describe different perspectives and how these perspectives impact an individual’s point of view. Students will develop empathy by looking at a situation from different perspectives.
Activities	Lesson 7.1: Activity 1: Values continuum Activity 2: Values continuum debrief Lesson 7.2: Activity 1: What’s important to you? Activity 2: Influences on value	Lesson 8.1: Activity 1: Miniature world Activity 2: Introducing privilege Lesson 8.2: Activity 1: Privilege walk	Lesson 9.1: Activity 1: Where do perspectives come from? Activity 2: Reflections on perspective Lesson 9.2: Activity 1: Looking from a different perspective.
AUS. Curriculum	GENERAL CAPABILITIES	GENERAL CAPABILITIES	GENERAL CAPABILITIES
	<u>Personal and social capability</u> Social awareness <ul style="list-style-type: none"> Appreciate diverse perspectives - acknowledge the values, opinions and attitudes of different groups within society and compare to the student’s own points of view. Social management <ul style="list-style-type: none"> Communicate effectively - analyse enablers of and barriers to effective verbal, nonverbal and digital communication. 	<u>Personal and social capability</u> Social awareness <ul style="list-style-type: none"> Appreciate diverse perspectives - acknowledge the values, opinions and attitudes of different groups within society and compare to the student’s own points of view. <u>Intercultural understanding</u> Interacting and empathising with others <ul style="list-style-type: none"> Consider and develop multiple perspectives - assess diverse perspectives and the assumptions on which they are based. Empathise with others - imagine and describe the feelings and motivations of people in challenging situations. 	<u>Personal and social capability</u> Self-awareness <ul style="list-style-type: none"> Recognise emotions - examine influences on and consequences of the student’s emotional responses in learning, social and work-related contexts. Self-management <ul style="list-style-type: none"> Express emotions appropriately - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour. Social awareness <ul style="list-style-type: none"> Appreciate diverse perspectives - acknowledge the values, opinions and attitudes of different groups within society and compare to the student’s own points of view. Social management <ul style="list-style-type: none"> Communicate effectively - analyse enablers of and barriers to effective verbal, non-verbal and digital communication.
	LEARNING AREA	LEARNING AREA	
<u>Health and physical education</u> Contributing to healthy and active communities <ul style="list-style-type: none"> Plan and use health practices and behaviours (expressing gratitude) and resources to enhance the health, safety and wellbeing of the student’s communities. 	<u>Health and physical education</u> Contributing to healthy and active communities <ul style="list-style-type: none"> Plan and use health practices and behaviours (expressing gratitude) and resources to enhance the health, safety and wellbeing of the student’s communities. 		

AUS Curriculum Outlines - Year 8

			<p>Intercultural understanding <i>Interacting and empathising with others</i></p> <ul style="list-style-type: none"> ○ Consider and develop multiple perspectives - assess diverse perspectives and the assumptions on which they are based. ○ Empathise with others - imagine and describe the feelings and motivations of people in challenging situations. <hr/> <p>LEARNING AREA</p> <p>Health and physical education <i>Communicating and interacting for health and wellbeing</i></p> <ul style="list-style-type: none"> ○ Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity. ○ Investigate the benefits of relationships and examine their impact on the student's own and others health and wellbeing.
--	--	--	--

AUS Curriculum Outlines - Year 8

Lesson # Title Theme	10.1 and 10.2 “Exploring empathy through creative writing” and “Thinking, feeling, seeing empathy” Empathy	11.1 and 11.2 “Improving focus” and “Noticing detail” Mindfulness	12.1 and 12.2 “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	GENERAL CAPABILITIES		GENERAL CAPABILITIES	
	<u>Personal and social capability</u> Self-awareness <ul style="list-style-type: none"> Recognise emotions - examine influences on and consequences of the student’s emotional responses in learning, social and work-related contexts. Self-management <ul style="list-style-type: none"> Express emotions appropriately - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour. Social awareness <ul style="list-style-type: none"> Appreciate diverse perspectives - acknowledge the values, opinions and attitudes of different groups within society and compare to the student’s own points of view. 	<u>Personal and social capability</u> Self-awareness <ul style="list-style-type: none"> Recognise emotions - examine influences on and consequences of the student’s emotional responses in learning, social and work-related contexts. Self-management <ul style="list-style-type: none"> Express emotions appropriately - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour. <ul style="list-style-type: none"> Develop self-discipline and set goals - select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals. 	<u>Personal and social capability</u> Self-awareness <ul style="list-style-type: none"> Recognise emotions - examine influences on and consequences of the student’s emotional responses in learning, social and work-related contexts. Self-management <ul style="list-style-type: none"> Express emotions appropriately - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour. Develop self-discipline and set goals - select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals. 	
	<u>Intercultural understanding</u> Interacting and empathising with others <ul style="list-style-type: none"> Consider and develop multiple perspectives - assess diverse perspectives and the assumptions on which they are based. Empathise with others - imagine and describe the feelings and motivations of people in challenging situations. 	LEARNING AREA		<u>Health and physical education</u> Being healthy, safe and active <ul style="list-style-type: none"> Practice and apply strategies to seek help for themselves or others. Investigate and select strategies to promote health, safety and wellbeing.
	LEARNING AREA		<u>Health and physical education</u> Being healthy, safe and active <ul style="list-style-type: none"> Practice and apply strategies to seek help for themselves or others. Investigate and select strategies to promote health, safety and wellbeing. 	

AUS Curriculum Outlines - Year 8

	<p>Health and physical education <i>Communicating and interacting for health and wellbeing</i></p> <ul style="list-style-type: none"> ○ Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity. ○ Investigate the benefits of relationships and examine their impact on the student's own and others' health and wellbeing. 		
--	---	--	--

AUS Curriculum Outlines - Year 8

Lesson # Title Theme	13.1 and 13.2 "Valuing strengths" and "Character strengths" Emotional Literacy	14.1 and 14.2 "Emotional responses" and "Emotion scenarios" Emotional Literacy	15.1 and 15.2 "I Wish I had" and "Thank you arms and legs" Gratitude
Learning Intention	<ul style="list-style-type: none"> Students will explore the importance of different character strengths depending on the scenario. Students will understand the concept of character strengths. 	<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 develop an appreciation for things in their life that they may take for granted. Students will see how other people have an attitude of gratitude despite the hardships they face.
Activities	Lesson 13.1: Activity 1: Valuing strengths Activity 2: Fish bone Lesson 13.2 Activity 1: Character strengths role-play	Lesson 14.1: Activity 1: Name that emotion Activity 2: Emotion Scenarios Lesson 14.2: Activity 1: Working through scenarios	Lesson 15.1: Activity 1: How lucky are you? Activity 2: I wish I had... Lesson 15.2: Activity 1: Gratitude for arms and legs
AUS. Curriculum	GENERAL CAPABILITIES	GENERAL CAPABILITIES	GENERAL CAPABILITIES
	<u>Personal and social capability</u> Self-awareness <ul style="list-style-type: none"> Recognise personal qualities and achievements - make a realistic assessment of the student's abilities and achievements, and prioritise areas for improvement. Self-management <ul style="list-style-type: none"> Develop self-discipline and set goals - select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals. 	<u>Personal and social capability</u> Self-awareness <ul style="list-style-type: none"> Recognise personal qualities and achievements - make a realistic assessment of the student's abilities and achievements, and prioritise areas for improvement. Self-management <ul style="list-style-type: none"> Express emotions appropriately - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour. 	<u>Personal and social capability</u> Social awareness <ul style="list-style-type: none"> Appreciate diverse perspectives - acknowledge the values, opinions and attitudes of different groups within society and compare to the student's own points of view. Social management <ul style="list-style-type: none"> Communicate effectively - analyse enablers of and barriers to effective verbal, nonverbal and digital communication.
	LEARNING AREA	LEARNING AREA	LEARNING AREA
		<u>Health and physical education</u> Communicating and interacting for health and wellbeing <ul style="list-style-type: none"> Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity. Investigate the benefits of relationships and examine their impact on the student's own and others' health and wellbeing. 	<u>Health and physical education</u> Contributing to healthy and active communities <ul style="list-style-type: none"> Plan and use health practices and behaviours (expressing gratitude) and resources to enhance the health, safety and wellbeing of the student's communities.

AUS Curriculum Outlines - Year 8

Lesson # Title Theme	16.1 and 16.2 "Thank you" and "Gratitude for others" Gratitude	17.1 and 17.2 "Cultural awareness" and "cultural traditions" Empathy	18.1 and 18.2 "Refugees" and "Refugee stories" Empathy
Learning Intention	<ul style="list-style-type: none"> Students will reflect and express gratitude to a range of things in their lives. Students will express gratitude to someone that is important to them. 	<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 understand what daily life is like for those less fortunate. Students will understand the perspective of a refugee/asylum seeker.
Activities	Lesson 16.1: Activity 1: Say thank you Activity 2: Things I am grateful for Lesson 16.2: Activity 1: Letter of thanks	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 18.1: Activity 1: Refugees Activity 2: A father and son Activity 3: I take for granted Lesson 18.1: Activity 1: Learning through the experience of others
AUS. Curriculum	GENERAL CAPABILITIES	GENERAL CAPABILITIES	GENERAL CAPABILITIES
	<u>Personal and social capability</u> Social awareness <ul style="list-style-type: none"> Appreciate diverse perspectives - acknowledge the values, opinions and attitudes of different groups within society and compare to the student's own points of view. Social management <ul style="list-style-type: none"> Communicate effectively - analyse enablers of and barriers to effective verbal, nonverbal and digital communication. 	<u>Personal and social capability</u> Self-awareness <ul style="list-style-type: none"> Recognise emotions - examine influences on and consequences of the student's emotional responses in learning, social and work-related contexts. Self-management <ul style="list-style-type: none"> Express emotions appropriately - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour. 	<u>Personal and social capability</u> Self-awareness <ul style="list-style-type: none"> Recognise emotions - examine influences on and consequences of the student's emotional responses in learning, social and work-related contexts. Self-management <ul style="list-style-type: none"> Express emotions appropriately - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour.
	LEARNING AREA <u>Health and physical education</u> Contributing to healthy and active communities <ul style="list-style-type: none"> Plan and use health practices and behaviours (expressing gratitude) and resources to enhance the health, safety and wellbeing of the student's communities. 	Social awareness <ul style="list-style-type: none"> Appreciate diverse perspectives - acknowledge the values, opinions and attitudes of different groups within society and compare to the student's own points of view. Intercultural understanding Recognising culture and developing respect <ul style="list-style-type: none"> Explore and compare cultural knowledge beliefs and practices - analyse the dynamic nature of cultural knowledge, beliefs and practices in a range of personal, social and historical contexts. Interacting and empathising with others <ul style="list-style-type: none"> Consider and develop multiple perspectives - assess diverse perspectives and the assumptions on which they are based. 	Social awareness <ul style="list-style-type: none"> Appreciate diverse perspectives - acknowledge the values, opinions and attitudes of different groups within society and compare to the student's own points of view. Intercultural understanding Interacting and empathising with others <ul style="list-style-type: none"> Consider and develop multiple perspectives - assess diverse perspectives and the assumptions on which they are based. Empathise with others - imagine and describe the feelings and motivations of people in challenging situations.

AUS Curriculum Outlines - Year 8

		<ul style="list-style-type: none"> ○ Empathise with others - imagine and describe the feelings and motivations of people in challenging situations. 	<p style="text-align: center;">LEARNING AREA</p>
		<p style="text-align: center;">LEARNING AREA</p>	<p>Health and physical education <i>Communicating and interacting for health and wellbeing</i></p> <ul style="list-style-type: none"> ○ Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity. ○ Investigate the benefits of relationships and examine their impact on the student's own and others' health and wellbeing.
		<p>Health and physical education <i>Communicating and interacting for health and wellbeing</i></p> <ul style="list-style-type: none"> ○ Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity. ○ Investigate the benefits of relationships and examine their impact on the student's own and others' health and wellbeing. 	

AUS Curriculum Outlines - Year 8

Lesson # Title Theme	19.1 and 19.2 “Negative bias” and “Mindfulness and self-talk” Mindfulness	20.1 and 20.2 “Promesse” and Mood changers” Emotional Literacy	21.1 and 21.2 “All emotions matter” and “My future plans” Emotional Literacy
Learning Intention	<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. 	<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 understand the power in acknowledging all types of emotions and extend their emotional vocabulary. Students will recognise the changes that happen in their bodies in response to different emotions.
Activities	Lesson 19.1 Activity 1: Celebrities Activity 2: Negativity bias Lesson 19.2: Activity 1: Self-talk	Lesson 20.1: Activity 1: Promesse Lesson 20.2: Activity 1: What are you looking forward to? Activity 2: Discuss and share	Lesson 21.1: Activity 1: Its ok not to be ok Lesson 21.2: Activity 1: Mood-changers
AUS. Curriculum	GENERAL CAPABILITIES	GENERAL CAPABILITIES	GENERAL CAPABILITIES
	<u>Personal and social capability</u> Self-awareness <ul style="list-style-type: none"> Recognise emotions - examine influences on and consequences of the student’s emotional responses in learning, social and work-related contexts. Self-management <ul style="list-style-type: none"> Express emotions appropriately - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour. Develop self-discipline and set goals - select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals. 	<u>Personal and social capability</u> Self-awareness <ul style="list-style-type: none"> Recognise personal qualities and achievements - make a realistic assessment of the student’s abilities and achievements, and prioritise areas for improvement. Self-management <ul style="list-style-type: none"> Express emotions appropriately - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour. 	<u>Personal and social capability</u> Self-awareness <ul style="list-style-type: none"> Recognise personal qualities and achievements - make a realistic assessment of the student’s abilities and achievements, and prioritise areas for improvement. Self-management <ul style="list-style-type: none"> Express emotions appropriately - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour.
	LEARNING AREA	LEARNING AREA	LEARNING AREA
	<u>Health and physical education</u> Being healthy, safe and active <ul style="list-style-type: none"> Practice and apply strategies to seek help for themselves or others. Investigate and select strategies to promote health, safety and wellbeing. 	<u>Health and physical education</u> Communicating and interacting for health and wellbeing <ul style="list-style-type: none"> Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity. Investigate the benefits of relationships and examine their impact on the student’s own and others’ health and wellbeing. 	<u>Health and physical education</u> Communicating and interacting for health and wellbeing <ul style="list-style-type: none"> Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity. Investigate the benefits of relationships and examine their impact on the student’s own and others’ health and wellbeing.

AUS Curriculum Outlines - Year 8

Lesson # Title Theme	22.1 and 22.2 “Inspiring nature” and “Gratitude guide to nature” Gratitude	23.1 and 23.2 “Working together” and “It’s a team effort” Empathy	24.1 and 24.2 “Active listening” Empathy
Learning Intention	<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. 	<ul style="list-style-type: none"> Students will develop empathy and understanding by practising active listening techniques. Students will develop an understanding of how one’s body language can impact active listening.
Activities	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	Lesson 24.1 Activity 1: Active listening Lesson 24.2 Activity 1: What did Amy do well? Activity 2: Practising active listening
AUS. Curriculum	GENERAL CAPABILITIES	GENERAL CAPABILITIES	GENERAL CAPABILITIES
	<u>Personal and social capability</u> Social awareness <ul style="list-style-type: none"> Appreciate diverse perspectives - acknowledge the values, opinions and attitudes of different groups within society and compare to the student’s own points of view. 	<u>Personal and social capability</u> Self-awareness <ul style="list-style-type: none"> Recognise emotions - examine influences on and consequences of the student’s emotional responses in learning, social and work-related contexts. Recognise personal qualities and achievements - make a realistic assessment of the student’s abilities and achievements, and prioritise areas for improvement. Develop reflective practice - predict the outcomes of personal and academic challenges by drawing on previous problem solving and decision making strategies and feedback from peers and teachers. Self-management <ul style="list-style-type: none"> Express emotions appropriately - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour. Social awareness <ul style="list-style-type: none"> Appreciate diverse perspectives - acknowledge the values, opinions and attitudes of different 	<u>Personal and social capability</u> Self-management <ul style="list-style-type: none"> Express emotions appropriately - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour. Social awareness <ul style="list-style-type: none"> Appreciate diverse perspectives - acknowledge the values, opinions and attitudes of different groups within society and compare to the student’s own points of view. Understand relationships - identify indicators of possible problems in relationships in a range of social and work related situations Social management <ul style="list-style-type: none"> Communicate effectively - analyse enablers of and barriers to effective verbal, nonverbal and digital communication.
	LEARNING AREA		

AUS Curriculum Outlines - Year 8

		<p>groups within society and compare to the student's own points of view.</p> <ul style="list-style-type: none"> ○ Understand relationships - identify indicators of possible problems in relationships in a range of social and work related situations. <p>Social management</p> <ul style="list-style-type: none"> ○ Communicate effectively - analyse enablers of and barriers to effective verbal, nonverbal and digital communication. ○ Work collaboratively - assess the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives. <p>Intercultural understanding <i>Interacting and empathising with others</i></p> <ul style="list-style-type: none"> ○ Consider and develop multiple perspectives - assess diverse perspectives and the assumptions on which they are based. 	<ul style="list-style-type: none"> ○ Investigate the benefits of relationships and examine their impact on the student's own and others' health and wellbeing.
--	--	--	---

AUS Curriculum Outlines - Year 8

Lesson # Title Theme	25.1 and 25.2 “Meditative drawing” and “Simple landscape” Mindfulness	Inquiry Unit 1 “Mind Body Connection” Mindfulness	Inquiry Unit 1 “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	GENERAL CAPABILITIES	GENERAL CAPABILITIES	GENERAL CAPABILITIES
	<u>Personal and social capability</u> Self-awareness <ul style="list-style-type: none"> Recognise emotions - examine influences on and consequences of the student’s emotional responses in learning, social and work-related contexts. Self-management <ul style="list-style-type: none"> Express emotions appropriately - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour. Develop self-discipline and set goals - select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals. 	<u>Personal and social capability</u> Self-awareness <ul style="list-style-type: none"> Recognise emotions - examine influences on and consequences of the student’s emotional responses in learning, social and work-related contexts. Self-management <ul style="list-style-type: none"> Express emotions appropriately - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour. Develop self-discipline and set goals - select, use and analyse strategies that assist in regulating behaviour and achieving Social management <ul style="list-style-type: none"> Communicate effectively - analyse enablers of and barriers to effective verbal, non-verbal and digital communication. 	<u>Personal and social capability</u> Self-awareness <ul style="list-style-type: none"> Recognise emotions - examine influences on and consequences of the student’s emotional responses in learning, social and work-related contexts. Self-management <ul style="list-style-type: none"> Express emotions appropriately - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour. Develop self-discipline and set goals - select, use and analyse strategies that assist in regulating behaviour and achieving Social management <ul style="list-style-type: none"> Communicate effectively - analyse enablers of and barriers to effective verbal, non-verbal and digital communication.
	LEARNING AREA	LEARNING AREA	LEARNING AREA
	<u>Health and physical education</u> Being healthy, safe and active <ul style="list-style-type: none"> Practice and apply strategies to seek help for themselves or others. Investigate and select strategies to promote health, safety and wellbeing. 	<u>Health and physical education</u> Communicating and interacting for health and wellbeing <ul style="list-style-type: none"> Analyse factors that influence emotions, and develop strategies to demonstrate empathy and 	<u>Health and physical education</u> Communicating and interacting for health and wellbeing <ul style="list-style-type: none"> Analyse factors that influence emotions, and develop strategies to demonstrate empathy and

AUS Curriculum Outlines - Year 8

		<p>sensitivity.</p> <p>Contributing to healthy and active communities</p> <ul style="list-style-type: none"> ○ Plan and use health practices and behaviours (expressing gratitude) and resources to enhance the health, safety and wellbeing of the student's communities. <p>Being healthy, safe and active</p> <ul style="list-style-type: none"> ○ Investigate and select strategies to promote health, safety and wellbeing. 	<p>sensitivity.</p> <p>Contributing to healthy and active communities</p> <ul style="list-style-type: none"> ○ Plan and use health practices and behaviours (expressing gratitude) and resources to enhance the health, safety and wellbeing of the student's communities. <p>Being healthy, safe and active</p> <ul style="list-style-type: none"> ○ Investigate and select strategies to promote health, safety and wellbeing.
--	--	--	--

AUS Curriculum Outlines - Year 8

Lesson # Title Theme	Inquiry Unit 1 "Mind Body Connection" Mindfulness	Inquiry Unit 2 "Digital Citizenship" Empathy	Inquiry Unit 2 "Digital Citizenship" Empathy
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 	<ul style="list-style-type: none"> Students will learn about the positive and negative influences of social media. Students will understand the concept of 'social currency' and share their personal experience with this. Students will learn about the psychology behind being 'liked' on social media. 	<ul style="list-style-type: none"> Students will explore and discuss the different reasons people choose to have multiple online accounts. Students will discuss how their online self may not be a true representation of their real self. Students will analyse the benefits and drawbacks of representing different parts of their real self online.
Activities	Lesson 4: Activity 1: Event planning Activity 2: Group work review Activity 3: My movement pledge reflection	Lesson 1: Activity 1: My understanding of social media Activity 2: Is social media hurting your mental health? Activity 3: Social media currency Activity 4: The psychology of being 'liked' on social media	Lesson 2: Activity 1: Digital compass Activity 2: Finstagram and Rinstagram Activity 3: Insta lie? Activity 4: Social media reflection
AUS. Curriculum	GENERAL CAPABILITIES	GENERAL CAPABILITIES	GENERAL CAPABILITIES
	<u>Personal and social capability</u> Self-awareness <ul style="list-style-type: none"> Recognise emotions - examine influences on and consequences of the student's emotional responses in learning, social and work-related contexts. Self-management <ul style="list-style-type: none"> Express emotions appropriately - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour. Develop self-discipline and set goals - select, use and analyse strategies that assist in regulating behaviour and achieving Social management <ul style="list-style-type: none"> Communicate effectively - analyse enablers of and barriers to effective verbal, non-verbal and digital communication. 	<u>Personal and social capability</u> Self-awareness <ul style="list-style-type: none"> Recognise emotions - examine influences on and consequences of the student's emotional responses in learning, social and work-related contexts. Self-management <ul style="list-style-type: none"> Express emotions appropriately - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour. Develop self-discipline and set goals - select, use and analyse strategies that assist in regulating behaviour and achieving Social management <ul style="list-style-type: none"> Communicate effectively - analyse enablers of and barriers to effective verbal, non-verbal and digital communication. 	<u>Personal and social capability</u> Self-awareness <ul style="list-style-type: none"> Recognise emotions - examine influences on and consequences of the student's emotional responses in learning, social and work-related contexts. Self-management <ul style="list-style-type: none"> Express emotions appropriately - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour. Develop self-discipline and set goals - select, use and analyse strategies that assist in regulating behaviour and achieving Social management <ul style="list-style-type: none"> Communicate effectively - analyse enablers of and barriers to effective verbal, non-verbal and digital communication.
	LEARNING AREA	LEARNING AREA	LEARNING AREA
	<u>Health and physical education</u> Communicating and interacting for health and wellbeing <ul style="list-style-type: none"> Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity. Contributing to healthy and active communities	<u>Health and physical education</u> Communicating and interacting for health and wellbeing <ul style="list-style-type: none"> Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity. Contributing to healthy and active communities	<u>Health and physical education</u> Communicating and interacting for health and wellbeing <ul style="list-style-type: none"> Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity. Contributing to healthy and active communities

AUS Curriculum Outlines - Year 8

	<ul style="list-style-type: none"> ○ Plan and use health practices and behaviours (expressing gratitude) and resources to enhance the health, safety and wellbeing of the student's communities. <p><i>Being healthy, safe and active</i></p> <ul style="list-style-type: none"> ○ Investigate and select strategies to promote health, safety and wellbeing. 	<ul style="list-style-type: none"> ○ Plan and use health practices and behaviours (expressing gratitude) and resources to enhance the health, safety and wellbeing of the student's communities. <p><i>Being healthy, safe and active</i></p> <ul style="list-style-type: none"> ○ Investigate and select strategies to promote health, safety and wellbeing. 	<ul style="list-style-type: none"> ○ Plan and use health practices and behaviours (expressing gratitude) and resources to enhance the health, safety and wellbeing of the student's communities. <p><i>Being healthy, safe and active</i></p> <ul style="list-style-type: none"> ○ Investigate and select strategies to promote health, safety and wellbeing.
--	--	--	--

AUS Curriculum Outlines - Year 8

Lesson # Title Theme	Inquiry Unit 2 "Digital Citizenship" Empathy	Inquiry Unit 2 "Digital Citizenship" Empathy	Inquiry Unit 2 "Digital Citizenship" Empathy
Learning Intention	<ul style="list-style-type: none"> Students will focus on the positives of social media and understand the impacts of social media trends. Students will identify the difference between active and passive use of social media. Students will create a social change campaign. 	<ul style="list-style-type: none"> Students will learn about podcasts. Students will work collaboratively in small groups. 	<ul style="list-style-type: none"> Students will use current technology and software to create a podcast.
Activities	Lesson 3: Activity 1: Positive social media Activity 2: Creating social change	Lesson 4: Activity 1: What is a podcast? Activity 2: Podcast challenge? Activity 3: Planning the story	Lesson 5: Activity 1: Write your script Activity 2: Recording and editing Activity 3: Listening to each other's podcasts
AUS. Curriculum	GENERAL CAPABILITIES	GENERAL CAPABILITIES	GENERAL CAPABILITIES
	<u>Personal and social capability</u> Self-awareness <ul style="list-style-type: none"> Recognise emotions - examine influences on and consequences of the student's emotional responses in learning, social and work-related contexts. Self-management <ul style="list-style-type: none"> Express emotions appropriately - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour. Develop self-discipline and set goals - select, use and analyse strategies that assist in regulating behaviour and achieving Social management <ul style="list-style-type: none"> Communicate effectively - analyse enablers of and barriers to effective verbal, non-verbal and digital communication. 	<u>Personal and social capability</u> Self-awareness <ul style="list-style-type: none"> Recognise emotions - examine influences on and consequences of the student's emotional responses in learning, social and work-related contexts. Self-management <ul style="list-style-type: none"> Express emotions appropriately - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour. Develop self-discipline and set goals - select, use and analyse strategies that assist in regulating behaviour and achieving Social management <ul style="list-style-type: none"> Communicate effectively - analyse enablers of and barriers to effective verbal, non-verbal and digital communication. 	<u>Personal and social capability</u> Self-awareness <ul style="list-style-type: none"> Recognise emotions - examine influences on and consequences of the student's emotional responses in learning, social and work-related contexts. Self-management <ul style="list-style-type: none"> Express emotions appropriately - forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour. Develop self-discipline and set goals - select, use and analyse strategies that assist in regulating behaviour and achieving Social management <ul style="list-style-type: none"> Communicate effectively - analyse enablers of and barriers to effective verbal, non-verbal and digital communication.
	LEARNING AREA	LEARNING AREA	LEARNING AREA
	<u>Health and physical education</u> Communicating and interacting for health and wellbeing <ul style="list-style-type: none"> Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity. Contributing to healthy and active communities <ul style="list-style-type: none"> Plan and use health practices and behaviours 	<u>Health and physical education</u> Communicating and interacting for health and wellbeing <ul style="list-style-type: none"> Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity. Contributing to healthy and active communities <ul style="list-style-type: none"> Plan and use health practices and behaviours 	<u>Health and physical education</u> Communicating and interacting for health and wellbeing <ul style="list-style-type: none"> Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity. Contributing to healthy and active communities <ul style="list-style-type: none"> Plan and use health practices and behaviours

AUS Curriculum Outlines - Year 8

	<p>(expressing gratitude) and resources to enhance the health, safety and wellbeing of the student's communities.</p> <p>Being healthy, safe and active</p> <ul style="list-style-type: none"> ○ Investigate and select strategies to promote health, safety and wellbeing. 	<p>(expressing gratitude) and resources to enhance the health, safety and wellbeing of the student's communities.</p> <p>Being healthy, safe and active</p> <ul style="list-style-type: none"> ○ Investigate and select strategies to promote health, safety and wellbeing. 	<p>(expressing gratitude) and resources to enhance the health, safety and wellbeing of the student's communities.</p> <p>Being healthy, safe and active</p> <ul style="list-style-type: none"> ○ Investigate and select strategies to promote health, safety and wellbeing.
--	---	---	---