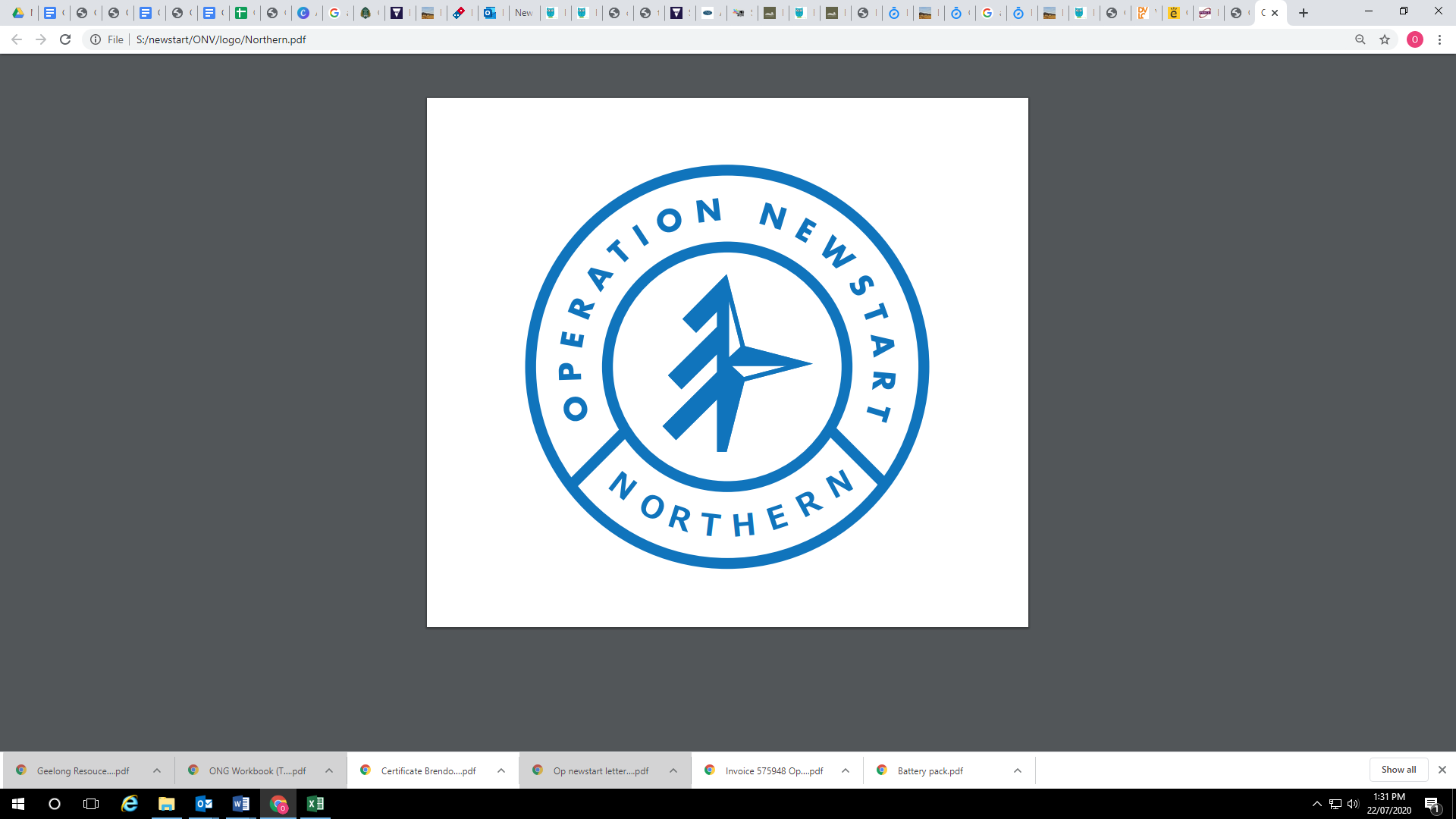


**Operation Newstart Northern**

**Victorian Curriculum Mapping by Assessment Strands**

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| **ME** | 📚Letter to Brendon or Jess |  |
| 📚Group values and reflection - CAT 1 |  |
| 📚Character strength survey and reflection - CAT 2 |  |
| 📓Operation Newstart goals - success plan - CAT 3 |  |
| 📌 Hike camp reflection - Resilience and growth mindsets - CAT 4 |  |
| 📚First aid and surf rescue - CAT 5 |  |
| 📌 Surf camp reflection - Practice Resilience - CAT 6 |  |
| **WE** | 📌 Caving reflection - Communication, Leadership, Managing Stress - CAT 7 |  |
| 📌 Expedition camp reflection - CAT 8 |  |
| 📚 Respectful relationships- CAT 9 |  |
| **US** | 📚 My community- CAT 10 |  |
| 📌Community project reflection - CAT 11 |  |
| **SUCCESS** | 📚 Gratitude letter - CAT 12 |  |
| 📚 Program achievements and presentation - CAT 13 |  |
| 📚 Graduation speech - CAT 14 |  |



Operation Newstart Workbook Common Assessment Tasks Requirements

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| Learning Topic | **📚Group Values and Reflection - CAT 1** |
| Topic Description | The group watch 2 YouTube clips that show kind acts to allow conversations around what values the students have formed. A PowerPoint on values defines what they are and how an individual uses them. The group form program values together which they will use to define their journey throughout the term. |
| Students Learning Area | **Capability - Personal and Social Capabilities** |
| Strand | **Self-Awareness and Management** |
| Sub Strand | **Relationships and Diversity** |
| Content descriptor *and Relevant achievement standard* | 7/8 Explore their personal values and beliefs and analyse how these values and beliefs might be different or similar to those of others [(VCPSCSO038)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO038)  *They indicate what values they have and why they are important to them*  9/10 Analyse how divergent values and beliefs contribute to different perspectives on social issues [(VCPSCSO047)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO047)  *They distinguish how different values can lead to a different understanding of a particular social issue* |
| Students Learning Area | **Ethical Capabilities** |
| Strand | **Understanding Concepts** |
| Sub Strand |  |
| Content descriptor *and Relevant achievement standard* | 7/8Explore the contested meaning of concepts including freedom, justice, and rights and responsibilities, and the extent they are and should be valued by different individuals and groups [(VCECU014)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCECU014)  *They can discuss the meanings of concepts and hold a view based on their beliefs and values while understandings alternative ones.*  9/10 Investigate the connections and distinctions between and the relative value of concepts including fairness and equality, and respect and tolerance [(VCECU019)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCECU019)  *They can discuss these themes in relation to setting group values* |
| Learning Topic | **📚Character Strength Survey and Reflection - CAT 2** |
| Topic Description | Doing VIA survey finding out their own character strengths and spotting strengths in others. Learning how to be your best possible self. Developing character strength goals for the term |
| Students Learning Area | **Capability - Personal and Social Capabilities** |
| Strand | **Self-Awareness and Management** |
| Sub Strand | **Recognition of Expression of Emotions** |
| Content descriptor *and Relevant achievement standard* | Reflect on how personal strengths have assisted in achieving success at home, at school or in the community [(VCPSCSE026)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE026)  5/6 *They describe the influence that personal qualities and strengths have on achieving success*  7/8 Assess personal strengths using feedback from peers, teachers and others and prioritise areas for improvement [(VCPSCSE035)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE035)  *They use feedback to identify their achievements and prioritise areas for improvement*  9/10 Develop criteria to appraise personal qualities and use these to design strategies to plan for the future or address a challenge [VCPSCSE044)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE044)  *They evaluate personal characteristics, strategies and sources of support used to cope with stressful situations/life* |

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| Learning Topic | **📓Operation Newstart Goals - Success Plan - CAT 3** |
| Topic Description | Students complete a Success Plan or ILP which will entail school and personal goals that will be reviewed throughout the term |
| Curriculum Area | **Personal and Social Capabilities** |
| Strand | **Self-Awareness and Management** |
| Sub Strand | **Development of Resilience** |
| Content descriptor *and Relevant achievement standard* | 7/8 Assess personal strengths using feedback from peers, teachers and others and prioritise areas for improvement VCPSCSE026  *They use feedback to identify their achievements and prioritise areas for improvement*  7/8 Discuss the range of strategies that could be used to cope with difficult tasks or changing situations [(VCPSCSE036)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE036)  *They identify strategies that will assist them reaching their goals*  7/8 Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals [(VCPSCSE037)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE037)  *They are able to discuss ways in which they have demonstrated these abilities in the goal reviews*  9/10 Develop criteria to appraise personal qualities and use these to design strategies to plan for the future or address a challenge (VCPSCSE044)  *They evaluate personal characteristics, strategies and sources of support used to cope with stressful situations/life*  9/10 Analyse the significance of independence and individual responsibility in the completion of challenging tasks [(VCPSCSE045](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE045)  *They identify link between responsibility and motivation to complete task*  9/10 Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection [(VCPSCSE046)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE046)  *They identify factors that lead to improves confidence adaptability and self-reflection* |

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| Learning Topic | **📌 Hike Camp Reflection - Resilience and Growth Mindsets - CAT 4** |
| Topic Description | Students explore the interplay between thoughts feelings and actions by practising high resilience responses that can be used to alter the way you look at challenging situations Powerpoint on resilience and coping strategies. |
| Students Learning Area | **Capability - Personal and Social Capabilities** |
| Strand | **Self-Awareness and Management** |
| Sub Strand | **Recognition of expression of emotions** |
| Content descriptor *and Relevant achievement standard* | 7/8 Describe how and why emotional responses may change in different contexts [(VCPSCSE034)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE034)  *They are able to identify different outcomes using high resilience responses*  9/10 Evaluate emotional responses and the management of emotions in a range of contexts [(VCPSCSE043)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE043)  *They can demonstrate the use of high resilient responses in different challenging situations that illicit a positive emotional response or outcome.* |
| Students Learning Area | **Capability - Personal and Social Capabilities** |
| Strand | **Self-Awareness and Management** |
| Sub Strand | **Development of resilience** |
| Content descriptor *and Relevant achievement standard* | 7/8 Discuss the range of strategies that could be used to cope with difficult tasks or changing situations [(VCPSCSE036)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE036)  *They use high resilience responses as a strategy to overcome challenging tasks*  9/10 Analyse the significance of independence and individual responsibility in the completion of challenging tasks [(VCPSCSE045)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE045)  They understand the practical use of high resilience responses and reflect on its effectiveness in a challenging task |

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| Learning Topic | **📌 Surf camp reflection - Practice Resilience - CAT 6** |
| Topic Description | Students complete a reflection on the 3 “P’s” Participation, Perseverance and Patience through their experience on learning to surf |
| Curriculum Area | **Personal and Social Capabilities** |
| Strand | **Self-Awareness and Management** |
| Sub Strand | **Development of Resilience** |
| Content descriptor *and Relevant achievement standard* | 7/8 Assess personal strengths using feedback from peers, teachers and others and prioritise areas for improvement VCPSCSE026  *They use feedback to identify their achievements and prioritise areas for improvement*  7/8 Discuss the range of strategies that could be used to cope with difficult tasks or changing situations [(VCPSCSE036)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE036)  *They identify strategies that will assist them reaching their goals*  7/8 Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals [(VCPSCSE037)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE037)  *They are able to discuss ways in which they have demonstrated these abilities in the goal reviews*  9/10 Develop criteria to appraise personal qualities and use these to design strategies to plan for the future or address a challenge (VCPSCSE044)  *They evaluate personal characteristics, strategies and sources of support used to cope with stressful situations/life*  9/10 Analyse the significance of independence and individual responsibility in the completion of challenging tasks [(VCPSCSE045](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE045)  *They identify link between responsibility and motivation to complete task*  9/10 Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection [(VCPSCSE046)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE046)  *They identify factors that lead to improves confidence adaptability and self-reflection* |
| Curriculum Area | **Health and Physical Education** |
| Strand | **Personal Social and Community Health** |
| Sub Strand | **Being healthy safe and active** |
| Content descriptor *and Relevant achievement standard* | 7/8 Investigate and select strategies to promote health, safety and wellbeing [(VCHPEP126)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP126)  *They understand that by participating in surfing is you can improve health and wellbeing and safety in the water*  9/10 Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others’ health, safety and wellbeing may be at risk [(VCHPEP144)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP144)  *They understand how to respond to signals, inform others and act safely when exposed to risk in surf conditions* |
| Strand | **Movement and Physical Activity** |
| Sub Strand | **Moving the body** |
| Content descriptor *and Relevant achievement standard* | 7/8 Use feedback to improve body control and coordination when performing specialised movement skills [(VCHPEM133)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM133)  *They can take on feedback from surf instructor and improve technique*  7/8 Compose and perform movement sequences for specific purposes in a variety of contexts [(VCHPEM134)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM134)  *They understand the sequence of movement and demonstrate good pop up technique when surfing*  7/8 Practise, apply and transfer movement concepts and strategies [(VCHPEM135)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM135)  *They can develop and refine surf technique with practice and perseverance*  9/10 Perform and refine specialised movement skills in challenging movement situations [(VCHPEM152)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM152)  *They develop surf pop up in surf conditions*  9/10 Evaluate own and others’ movement compositions, and provide and apply feedback in order to enhance performance situations [(VCHPEM153)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM153)  *They can participate in surf debrief and identify areas for improvement*  9/10 Develop, implement and evaluate movement concepts and strategies for successful outcomes [(VCHPEM154)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM154)  *Through perseverance and participation they can show improvement and success in catching and surfing a wave* |
| Sub Strand | **Understanding Movement** |
| Content descriptor *and Relevant achievement standard* | 7/9 Demonstrate and explain how the elements of effort, space, time, objects and people can enhance performance [(VCHPEM137)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM137)  *They can demonstrate and explain the rudiments of standing up on a surf board on land and on a moving wave*  9/10 Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences [(VCHPEM156)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM156)  *They understand the dynamics of the surf technique and how to apply to a moving wave* |

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| Learning Topic | **📌 Caving reflection - Communication, Leadership, Managing Stress - CAT 7** |
| Topic Description | Students complete a reflection on their caving experience and evaluate their communication and leadership skills. Students also reflect on their response to dealing with stress and how they coped and/or supported others |
| Curriculum Area | **Personal and Social Capabilities** |
| Strand | **Self-Awareness and Management** |
| Sub Strand | **Development of Resilience** |
| Content descriptor *and Relevant achievement standard* | 7/8 Assess personal strengths using feedback from peers, teachers and others and prioritise areas for improvement VCPSCSE026  *They use feedback to identify their achievements and prioritise areas for improvement*  7/8 Discuss the range of strategies that could be used to cope with difficult tasks or changing situations [(VCPSCSE036)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE036)  *They identify strategies that will assist them reaching their goals*  9/10 Develop criteria to appraise personal qualities and use these to design strategies to plan for the future or address a challenge (VCPSCSE044)  *They evaluate personal characteristics, strategies and sources of support used to cope with stressful situations/life*  9/10 Analyse the significance of independence and individual responsibility in the completion of challenging tasks [(VCPSCSE045](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE045)  *They identify link between responsibility and motivation to complete task. They can reflect on safety and support of others when caving*  9/10 Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection [(VCPSCSE046)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE046)  *They identify factors that lead to improves confidence adaptability and self-reflection* |
| Curriculum Area | **Health and Physical Education** |
| Strand | Personal Social and Community Health |
| Sub Strand | *Being healthy safe and active* |
| Content descriptor *and Relevant achievement standard* | 7/8 Examine barriers to seeking support and evaluate strategies to overcome these [(VCHPEP125)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP125)  *They are able to ask others for help and support and can reassure others who may be experiencing hardship when caving.*  9/10 Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others’ health, safety and wellbeing may be at risk [(VCHPEP144)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP144)  *They understand how to respond to directions and inform others to allow safe participation when exposed to risk in challenging environments* |
| Strand | **Personal , Social and Community Health** |
| Sub Strand | *Communicating and Interacting for Health and Wellbeing* |
| Content descriptor *and Relevant achievement standard* | 7/8 Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity [(VCHPEP128)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP128)  *They recognise and interpret emotional responses to stressful situations while caving and can find comparisons to home and at school, proposing strategies for managing these responses*  9/10 Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing [(VCHPEP147)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP147)  *They can utilise strategies for managing emotional responses and resolving stressful situations through the support of others whilst caving* |
| Strand | **Movement and Physical Activity** |
| Sub Strand | Moving the body |
| Content descriptor *and Relevant achievement standard* | 7/8 Use feedback to improve body control and coordination when performing specialised movement skills [(VCHPEM133)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM133)  *They can take on feedback from cave instructor and participate safely.*  7/8 Compose and perform movement sequences for specific purposes in a variety of contexts [(VCHPEM134)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM134)  *They understand the sequence of movement and demonstrate good technique when moving through the cave*  7/8 Practise, apply and transfer movement concepts and strategies [(VCHPEM135)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM135)  *They can develop and refine cave technique with practice and perseverance*  9/10 Perform and refine specialised movement skills in challenging movement situations [(VCHPEM152)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM152)  *They use feedback from a variety of sources to refine specialised movement skills and performances*  9/10 Evaluate own and others’ movement compositions, and provide and apply feedback in order to enhance performance situations [(VCHPEM153)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM153)  They use knowledge of results feedback to support another student and  *They can participate in surf debrief and identify areas for improvement*  9/10 Develop, implement and evaluate movement concepts and strategies for successful outcomes [(VCHPEM154)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM154)  *Through perseverance and participation they can show improvement and success in catching and surfing a wave* |
| Sub Strand | **Understanding Movement** |
| Content descriptor *and Relevant achievement standard* | 7/9 Demonstrate and explain how the elements of effort, space, time, objects and people can enhance performance [(VCHPEM137)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM137)  *They can demonstrate and explain the rudiments of standing up on a surf board on land and on a moving wave*  9/10 Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences [(VCHPEM156)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM156)  *They understand the dynamics of the surf technique and how to apply to a moving wave* |
| Strand | **Movement and Physical Activity** |
| Sub Strand | Learning Through Movement |
| Content descriptor *and Relevant achievement standard* | 7/8 Practise and apply personal and social skills when undertaking a range of roles in physical activities [(VCHPEM139)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM139)  *They can demonstrate that they can work with others to move safely through the cave*  Evaluate and justify reasons for decisions and choices of action when solving movement challenges [(VCHPEM140)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM140)  *They can demonstrate to others the approach taken to solve movement challenges*  9/10 Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams [(VCHPEM158)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM158)  *They evaluate the contribution they make as an individual to teamwork, leadership and enjoyable participation for all*  9/10 Transfer understanding from previous movement experiences to create solutions to movement challenges [(VCHPEM159)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM159)  *They demonstrate motivation, persistence, confidence and commitment when faced with difficult or unfamiliar movement tasks* |

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| Learning Topic | **📌 Expedition Camp Reflection**  **- CAT 8** |
| Topic Description | Students complete a self-evaluation on their journey experience and evaluate their character strength development through a reflection. |
| Students Learning Area | **Capability - Personal and Social Capabilities** |
| Strand | **Self-Awareness and Management** |
| Sub Strand | **Recognition of expression of emotions** |
| Content descriptor *and Relevant achievement standard* | 7/8 Describe how and why emotional responses may change in different contexts [(VCPSCSE034)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE034)  *They are able to identify different outcomes using high resilience responses*  9/10 Evaluate emotional responses and the management of emotions in a range of contexts [(VCPSCSE043)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE043)  *They can demonstrate the use of high resilient responses in different challenging situations which illicit a positive emotional response or outcome.* |
| Curriculum Area | **Personal and Social Capabilities** |
| Strand | **Self-Awareness and Management** |
| Sub Strand | **Development of Resilience** |
| Content descriptor *and Relevant achievement standard* | 7/8 Assess personal strengths using feedback from peers, teachers and others and prioritise areas for improvement VCPSCSE026  *They use feedback to identify their achievements and prioritise areas for improvement*  7/8 Discuss the range of strategies that could be used to cope with difficult tasks or changing situations [(VCPSCSE036)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE036)  *They identify strategies that will assist them reaching their goals*  7/8 Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals [(VCPSCSE037)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE037)  *They reflect on strategies to cope with difficult situations and are able to justify their choice of strategy demonstrating knowledge of resilience and adaptability.*  9/10 Develop criteria to appraise personal qualities and use these to design strategies to plan for the future or address a challenge (VCPSCSE044)  *They evaluate personal characteristics, strategies and sources of support used to cope with stressful situations/life*  9/10 Analyse the significance of independence and individual responsibility in the completion of challenging tasks [(VCPSCSE045](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE045)  *They identify link between responsibility and motivation to complete task. They can reflect on safety and support of others when caving*  9/10 Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection [(VCPSCSE046)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE046)  *They identify factors that lead to improves confidence adaptability and self-reflection* |
| Curriculum Area | **Personal and Social Capabilities** |
| Strand | **Self-Awareness and Management** |
| Sub Strand | **Collaboration** |
| Content descriptor *and Relevant achievement standard* | 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)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO041)  *They explain the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives*.  Identify ways to be proactive in initiating strategies to prevent and/or accomplish positive resolutions to conflict [(VCPSCSO042)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO042)  *They assess the appropriateness of various strategies to avoid or resolve conflict in a range of situations.* |
| Curriculum Area | **Health and Physical Education** |
| Strand | Personal Social and Community Health |
| Sub Strand | *Being healthy safe and active* |
| Content descriptor *and Relevant achievement standard* | 7/8 Examine barriers to seeking support and evaluate strategies to overcome these [(VCHPEP125)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP125)  *They are able to ask others for help and support and can reassure others who may be experiencing hardship when caving.*  9/10 Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others’ health, safety and wellbeing may be at risk [(VCHPEP144)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP144)  *They understand how to respond to directions and inform others to allow safe participation when exposed to risk in challenging environments* |
| Strand | **Personal , Social and Community Health** |
| Sub Strand | *Communicating and Interacting for Health and Wellbeing* |
| Content descriptor *and Relevant achievement standard* | 7/8 Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity [(VCHPEP128)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP128)  *They recognise and interpret emotional responses to stressful situations while caving and can find comparisons to home and at school, proposing strategies for managing these responses*  9/10 Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing [(VCHPEP147)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP147)  *They can utilise strategies for managing emotional responses and resolving stressful situations through the support of others whilst caving* |
| Strand | **Movement and Physical Activity** |
| Sub Strand | Moving the body |
| Content descriptor *and Relevant achievement standard* | 7/8 Use feedback to improve body control and coordination when performing specialised movement skills [(VCHPEM133)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM133)  *They can take on feedback from cave instructor and participate safely.*  7/8 Compose and perform movement sequences for specific purposes in a variety of contexts [(VCHPEM134)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM134)  *They understand the sequence of movement and demonstrate good technique when moving through the cave*  7/8 Practise, apply and transfer movement concepts and strategies [(VCHPEM135)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM135)  *They can develop and refine cave technique with practice and perseverance*  9/10 Perform and refine specialised movement skills in challenging movement situations [(VCHPEM152)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM152)  *They use feedback from a variety of sources to refine specialised movement skills and performances*  9/10 Evaluate own and others’ movement compositions, and provide and apply feedback in order to enhance performance situations [(VCHPEM153)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM153)  They use knowledge of results feedback to support another student and  *They can participate in canoeing debrief and identify areas for improvement*  9/10 Develop, implement and evaluate movement concepts and strategies for successful outcomes [(VCHPEM154)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM154)  *Through perseverance and participation they can show improvement and success in paddling through white water.* |
| Sub Strand | **Understanding Movement** |
| Content descriptor *and Relevant achievement standard* | 7/8 Demonstrate and explain how the elements of effort, space, time, objects and people can enhance performance [(VCHPEM137)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM137)  *They can demonstrate and explain the rudiments of standing up on a surf board on land and on a moving wave*  9/10 Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences [(VCHPEM156)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM156)  *They understand the dynamics of the surf technique and how to apply to a moving wave* |
| Strand | **Movement and Physical Activity** |
| Sub Strand | Learning Through Movement |
| Content descriptor *and Relevant achievement standard* | 7/8 Practise and apply personal and social skills when undertaking a range of roles in physical activities [(VCHPEM139)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM139)  *They can demonstrate that they can work with others to move safely through the cave*  7/8 Evaluate and justify reasons for decisions and choices of action when solving movement challenges [(VCHPEM140)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM140)  *They can demonstrate to others the approach taken to solve movement challenges*  9/10 Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams [(VCHPEM158)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM158)  *They evaluate the contribution they make as an individual to teamwork, leadership and enjoyable participation for all*  9/10 Transfer understanding from previous movement experiences to create solutions to movement challenges [(VCHPEM159)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM159)  *They demonstrate motivation, persistence, confidence and commitment when faced with difficult or unfamiliar movement tasks* |

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| **Learning Topic** | **📚 Respectful relationships- CAT 9** |
| **Topic Description** | Students participate in a workshop and complete a set of reflection questions based on gender and sexuality, values in a relationship, emotional regulation and consent. |

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| **Curriculum Area** | **Personal and Social Capabilities** |
| **Strand** | **Self-Awareness and Management** |
| **Sub Strand** | **Recognition and expression of emotions** |
| Content descriptor and Relevant achievement standard | * Describe how and why emotional responses may change in different contexts [(VCPSCSE034)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE034)   Levels 7 and 8 Achievement Standard: students reflect on the influence of emotions on behaviour, learning and relationships.   * Evaluate emotional responses and the management of emotions in a range of contexts [(VCPSCSE043)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE043)   Levels 9 and 10 Achievement Standard:  students reflect critically on their emotional responses to challenging situations in a wide range of contexts |
| **Strand** | **Social Awareness and Management** |
| **Sub Strand** | **Relationships and diversity** |
| Content descriptor and Relevant achievement standard | * Explore their personal values and beliefs and analyse how these values and beliefs might be different or similar to those of others [(VCPSCSO038)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO038) * Recognise the impact of personal boundaries, intimacy, distribution of power and social and cultural norms and mores on the ways relationships are expressed [(VCPSCSO040)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO040)   Levels 7 and 8 Achievement Standard:  They explore the values and beliefs of different groups in society. They identify indicators of respectful relationships in a range of social and work-related situations   * Analyse how divergent values and beliefs contribute to different perspectives on social issues [(VCPSCSO047)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO047) * Investigate personal, social and cultural factors that influence the ability to experience positive and respectful relationships and explore the rights and responsibilities of individuals in relationships [(VCPSCSO049)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO049)   Levels 9 and 10 Achievement Standard:  They analyse factors that influence different types of relationships. They generate, apply and evaluate strategies to prevent and resolve conflicts in a range of contexts. |
| **Sub Stand** | **Collaboration** |
| Content descriptor and Relevant achievement standard | * Identify ways to be proactive in initiating strategies to prevent and/or accomplish positive resolutions to conflict [(VCPSCSO042)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO042)   Levels 7 and 8 Achievement Standard:  They assess the appropriateness of various strategies to avoid or resolve conflict in a range of situations. |
| **Curriculum Area** | **Health and Physical Education** |
| **Strand** | **Personal Social and Community Health** |
| **Sub Strand** | **Being healthy, safe and active.** |
| Content descriptor and Relevant achievement standard | * Examine the impact of changes and transitions on relationships [(VCHPEP143)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP143)   Levels 9 and 10 Achievement Standard:  Students analyse the impact of attitudes and beliefs about diversity on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. |
| **Sub Strand** | **Communicating and interacting for health and wellbeing** |
| Content descriptor and Relevant achievement standard | * Investigate the benefits of relationships and examine their impact on their own and others’ health and wellbeing [(VCHPEP127)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP127) * Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity [(VCHPEP128)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP128)   Levels 7 and 8 Achievement Standard:  Students evaluate the benefits of relationships on wellbeing and respecting diversity. They analyse factors that influence emotional responses.   * Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing [(VCHPEP147)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP147)   Levels 9 and 10 Achievement Standard:  Students identify and analyse factors that contribute to respectful relationships. |
| **Curriculum Area** | **Critical and Creative Thinking** |
| **Strand** | **Questions and Possibilities** |
|  | * Suspend judgements temporarily and consider how preconceptions may limit ideas and alternatives [(VCCCTQ033)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTQ033)   Levels 7 and 8 Achievement Standard:  Students demonstrate flexibility in thinking by using a range of techniques in order to repurpose existing ideas or solutions to meet needs in new contexts.   * Suspend judgements to allow new possibilities to emerge and investigate how this can broaden ideas and solutions [(VCCCTQ044)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCCCTQ044)   Levels 9 and 10 Achievement Standard:   They demonstrate a willingness to shift their perspective when generating ideas, resulting in new ways of perceiving solutions. |

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| Learning Topic | **📚 My Community- CAT 10** |
| Topic Description | Students visit a variety of support agencies in their community to find out about their service and how they assist young people. The assessment task requires students to answer questions about each visit. |
| Curriculum Area | **Health and Physical Education** |
| Strand | Personal Social and Community Health |
| Sub Strand | *Being healthy safe and active* |
| Content descriptor *and Relevant achievement standard* | 7/8 Examine barriers to seeking support and evaluate strategies to overcome these [(VCHPEP125)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP125)  *They are able to ask others for help and support and can reassure others who may be experiencing hardship when caving.*  7/8 Investigate and select strategies to promote health, safety and wellbeing [(VCHPEP126)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP126)  *They investigate strategies that enhance their own and others’ health, safety and wellbeing*  9/10 Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others’ health, safety and wellbeing may be at risk [(VCHPEP144)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP144)  *Students access, synthesise and apply health information from credible sources to propose and justify responses to situations in the home, in the school and the community*  9/10 Identify and critique the accessibility and effectiveness of support services based in the community that impact on the ability to make healthy and safe choices [(VCHPEP145)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP145)  *Students access, synthesise and apply health information from credible sources to propose and justify responses to situations in the home, in the school and the community* |
| Strand | **Personal , Social and Community Health** |
| Sub Strand | *Communicating and Interacting for Health and Wellbeing* |
| Content descriptor *and Relevant achievement standard* | 7/8 Develop skills to evaluate health information and express health concerns [(VCHPEP129)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP129)  *They recognise and interpret emotional responses to stressful situations while caving and can find comparisons to home and at school, proposing strategies for managing these responses*  9/10 Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing [(VCHPEP147)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP147)  *They can utilise strategies for managing emotional relevant went considering possible outcomes to health and wellbeing.*  Evaluate health information from a range of sources and apply to health decisions and situations [(VCHPEP148)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP148)  *Students access, synthesise and apply health information from credible sources to propose and justify responses to situations in the home, in the school and the community.* |
| Strand | **Personal , Social and Community Health** |
| Sub Strand | **Contributing to healthy and active communities** |
| Content descriptor *and Relevant achievement standard* | 7/8 Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities [(VCHPEP130)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP130)  *They can outline agencies that can help support their health, safety and wellbeing in the community*.  7/8 Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities [(VCHPEP131)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP131)  *They can actively engage in community programs designed to promote health and wellbeing*  7/8 Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity [(VCHPEP132)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP132)  *They can outline the benefits of inclusive and diverse communities.*  9/10 Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities [(VCHPEP149)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP149)  *They can take steps to improve health, safety and wellbeing in their community*  9/10 Plan and evaluate new and creative interventions that promote their own and others’ connection to community and natural and built environments [(VCHPEP150)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP150)  *They participate in a range of interventions that improve connections to their natural and built community environments* |
| Strand | **Movement and Physical Activity** |
| Sub Strand | Moving the body |
| Content descriptor *and Relevant achievement standard* | 7/8 Use feedback to improve body control and coordination when performing specialised movement skills [(VCHPEM133)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM133)  *They can take on feedback from activity instructor and participate safely.*  7/8 Compose and perform movement sequences for specific purposes in a variety of contexts [(VCHPEM134)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM134)  *They understand the sequence of movement and demonstrate good technique when participating in fitness activity*  7/8 Practise, apply and transfer movement concepts and strategies [(VCHPEM135)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM135)  *They can develop and activity technique with practice and perseverance*  9/10 Perform and refine specialised movement skills in challenging movement situations [(VCHPEM152)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM152)  *They use feedback from a variety of sources to refine specialised movement skills and performances*  9/10 Evaluate own and others’ movement compositions, and provide and apply feedback in order to enhance performance situations [(VCHPEM153)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM153)  *They can participate in activity debrief and identify areas for improvement*  9/10 Develop, implement and evaluate movement concepts and strategies for successful outcomes [(VCHPEM154)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM154)  *Through perseverance and participation, they can show improvement and success in fitness activity.* |
| Strand | **Movement and Physical Activity** |
| Sub Strand | **Understanding Movement** |
| Content descriptor *and Relevant achievement standard* | 7/8 Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans [(VCHPEM136)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM136)  *They can write and follow a fitness training program to improve health.*  7/8 Demonstrate and explain how the elements of effort, space, time, objects and people can enhance performance [(VCHPEM137)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM137)  *They can demonstrate and explain the importance of good techniques and consistency in training*  9/10 Design, implement and evaluate personalised plans for improving or maintaining their own and others’ physical activity and fitness levels [(VCHPEM155)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM155)  *They can follow fitness plan and understand overload principle for training effect.*  9/10 Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences [(VCHPEM156)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM156)  *They understand the dynamics of the good technique and how to apply to when training* |
| Strand | **Movement and Physical Activity** |
| Sub Strand | **Learning Through Movement** |
| Content descriptor *and Relevant achievement standard* | 7/8 Evaluate and justify reasons for decisions and choices of action when solving movement challenges [(VCHPEM140)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM140)  *They can demonstrate to others the approach taken to solve movement challenges*  9/10 Transfer understanding from previous movement experiences to create solutions to movement challenges [(VCHPEM159)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEM159)  *They demonstrate motivation, persistence, confidence and commitment when faced with difficult or unfamiliar movement tasks* |

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| Learning Topic | **📌Community Project Reflection - CAT 11** |
| Topic Description | Students work in the community by volunteering and assisting an organisation such as the Collingwood/ Edendale Farm or in the bike donation project. |
| Curriculum Area | **Health and Physical Education** |
| Strand | **Personal , Social and Community Health** |
| Sub Strand | *Contributing to healthy and active communities* |
| Content descriptor *and Relevant achievement standard* | 7/8 Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities [(VCHPEP130)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP130)  *They can outline agencies that can help support their health, safety and wellbeing in the community*.  7/8 Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities [(VCHPEP131)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP131)  *They can actively engage in community programs designed to promote health and wellbeing*  7/8 Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity [(VCHPEP132)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP132)  *They can outline the benefits of inclusive and diverse communities.*  9/10 Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities [(VCHPEP149)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP149)  *They can take steps to improve health, safety and wellbeing in their community*  9/10 Plan and evaluate new and creative interventions that promote their own and others’ connection to community and natural and built environments [(VCHPEP150)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP150)  *They participate in a range of interventions that improve connections to their natural and built community environments* |

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| **Learning Topic** | **📚 Gratitude Letter - CAT 12** |
| **Topic Description** | Students write and gift a gratitude letter to someone they are grateful for. They then reflect on this process and on the concept of gratitude. |

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| **Curriculum Area** | **Health and Physical Education** |
| **Strand** | **Personal Social and Community Health** |
| **Sub Strand** | **Being healthy safe and active** |
| Content descriptor and Relevant achievement standard | * Evaluate factors that shape identities, and analyse how individuals impact the identities of others [(VCHPEP142)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP142)   **Levels 9 and 10 Achievement Standard**  *students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours* |
| **Sub Strand** | **Communicating and interacting for health and wellbeing** |
| Content descriptor and Relevant achievement standard | * Investigate the benefits of relationships and examine their impact on their own and others’ health and wellbeing [(VCHPEP127)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP127) * Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity [(VCHPEP128)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP128)   **Levels 7 and 8 Achievement Standard**  *Students evaluate the benefits of relationships on wellbeing and respecting diversity. They analyse factors that influence emotional responses.*   * Investigate how empathy and ethical decision-making contribute to respectful relationships [(VCHPEP146)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCHPEP146)   **Levels 9 and 10 Achievement Standard**  *Students identify and analyse factors that contribute to respectful relationships*. |

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| **Learning Topic** | **📚 Program Achievements and Presentation - CAT 13** |
| **Topic Description** | Students reflect on their eight weeks on the program and present on what they have achieved, found challenging, feedback they have received and strengths/skills they have developed. |

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| ***Curriculum Area*** | ***Personal and Social Capabilities*** |
| **Strand** | **Self-Awareness and Management** |
| **Sub Strand** | **Recognition and expression of emotions** |
| Content descriptor and Relevant achievement standard | * Evaluate emotional responses and the management of emotions in a range of contexts [(VCPSCSE043)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE043)   Levels 9 and 10 Achievement Standard:  Students reflect critically on their emotional responses to challenging situations in a wide range of contexts. They demonstrate persistence, motivation, initiative and decision-making through completion of challenging tasks. They evaluate personal characteristics, strategies and sources of support used to cope with stressful situations/life challenges. |
| **Sub Strand** | **Development of Resilience** |
| Content descriptor and Relevant achievement standard | * Assess personal strengths using feedback from peers, teachers and others and prioritise areas for improvement [(VCPSCSE035)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE035) * Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals [(VCPSCSE037)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE037)   Levels 7 and 8 Achievement Standard:  Students reflect on the influence of emotions on behaviour, learning and relationships. They use feedback to identify their achievements and prioritise areas for improvement. They reflect on strategies to cope with difficult situations and are able to justify their choice of strategy demonstrating knowledge of resilience and adaptability.   * Analyse the significance of independence and individual responsibility in the completion of challenging tasks [(VCPSCSE045)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE045) * Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection [(VCPSCSE046)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE046)   Levels 9 and 10 Achievement Standard:  Students evaluate personal characteristics, strategies and sources of support used to cope with stressful situations/life challenges. |
| **Strand** | **Social Awareness and Management** |
| **Sub Strand** | **Relationships and diversity** |
| Content descriptor and Relevant achievement standard | * Recognise the impact of personal boundaries, intimacy, distribution of power and social and cultural norms and mores on the ways relationships are expressed [(VCPSCSO040)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO040)   Levels 7 and 8 Achievement Standard:  Students explore the values and beliefs of different groups in society. They identify indicators of respectful relationships in a range of social and work-related situations. They explain the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives. |
| **Sub Stand** | **Collaboration** |
| Content descriptor and Relevant achievement standard | * Evaluate own and others contribution to group tasks, critiquing roles including leadership and provide useful feedback to peers, evaluate task achievement and make recommendations for improvements in relation to team goals [(VCPSCSO050)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO050)   Levels 9 and 10 Achievement Standard:  They critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks. |

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| **Learning Topic** | **📚 Graduation speech - CAT 14** |
| **Topic Description** | Students reflect and then write a 2 -5 minute speech on a chosen character strength and activity on the program. They reflection on the activity, challenges they faced, skills and achievements they’ve gained, people who have supported them along the way and how they can take what they’ve learnt back into school and life. |

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| **Curriculum Area** | **Personal and Social Capabilities** |
| **Strand** | **Self-Awareness and Management** |
| **Sub Strand** | **Recognition and expression of emotions** |
| Content descriptor and Relevant achievement standard | * Evaluate emotional responses and the management of emotions in a range of contexts [(VCPSCSE043)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE043)   Levels 9 and 10 Achievement Standard:  Students reflect critically on their emotional responses to challenging situations in a wide range of contexts. |
| **Sub Strand** | **Development of Resilience** |
| Content descriptor and Relevant achievement standard | * Assess personal strengths using feedback from peers, teachers and others and prioritise areas for improvement (VCPSCSE035) * Discuss the range of strategies that could be used to cope with difficult tasks or changing situations [(VCPSCSE036)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE036)   Levels 7 and 8 Achievement Standard:  Students reflect on the influence of emotions on behaviour, learning and relationships. They reflect on strategies to cope with difficult situations and are able to justify their choice of strategy demonstrating knowledge of resilience and adaptability.   * Develop criteria to appraise personal qualities and use these to design strategies to plan for the future or address a challenge [(VCPSCSE044)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE044) * Analyse the significance of independence and individual responsibility in the completion of challenging tasks [(VCPSCSE045)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE045) * Evaluate behaviours and protective factors that contribute to the development of confidence, adaptability and self-reflection [(VCPSCSE046)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSE046)   Levels 9 and 10 Achievement Standard:  Students reflect critically on their emotional responses to challenging situations in a wide range of contexts. They demonstrate persistence, motivation, initiative and decision-making through completion of challenging tasks. They evaluate personal characteristics, strategies and sources of support used to cope with stressful situations/life challenges. |
| **Sub Stand** | **Collaboration** |
| Content descriptor and Relevant achievement standard | * 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)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO041)   Levels 7 and 8 Achievement Standard:  *Students explain the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives.*   * Evaluate own and others contribution to group tasks, critiquing roles including leadership and provide useful feedback to peers, evaluate task achievement and make recommendations for improvements in relation to team goals [(VCPSCSO050)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCPSCSO050)   Levels 9 and 10 Achievement Standard:  They develop and apply criteria to evaluate the outcomes of group tasks and make recommendations for improvements. |