

## Personal and Social Capability

By the end of Level 8, 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 initiate and undertake some tasks independently, within negotiated time frames and use criteria to review their work. They reflect on strategies to cope with difficult situations and can justify their choice

of strategy demonstrating knowledge of resilience and adaptability.

Students explain the impact of valuing diversity and promoting human rights in the community. 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. They explain the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives. They assess the appropriateness of various strategies to avoid or resolve conflict in a range of situations.

Strand	Sub strand	Achievement standard	Content description	Elaborations including suggested program examples
Self-Awareness and Management	Recognition and expression of emotions	Students reflect on the influence of emotions on behaviour, learning and relationships.	Describe how and why emotional responses may change in different contexts. VCPSCSE034	Identifying the range of possible emotions in different scenarios and explore how these may be managed such as: ✓ identifying the range of emotions that might be present in a health emergency and the influences these might have on behaviour, and strategies for remaining calm.
Self-Awareness and Management	Development of resilience	They reflect on strategies to cope with difficult situations and can justify their choice of strategy demonstrating knowledge of resilience and adaptability.	Discuss the range of strategies that could be used to cope with difficult tasks or changing situations. VCPSCSE036	Understanding that people experience situations uniquely, that people may react differently to the same situation therefore: ✓ a range of strategies are required when faced with a health emergency, such as taking 3 deep breaths in through the mouth and out through the nose; call triple zero as the call taker will help you; ask a person nearby to assist you.
Self-Awareness and Management	Collaboration	They explain the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives.	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	Reflecting on the success and possible improvements for various team roles undertaken: ✓ such as the planning, practice and delivery of the team/group presentation of Call Push Shock to their community.  Developing strategies to support others to be successful in pursuit of team goals such as: ✓ providing feedback to team/group members on their presentation/communication style of Call Push Shock to their community.

## Personal and Social Capability

By the end of Level 10, 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.

Students analyse the effects of actions that repress human rights and limit the expression of diverse views. They analyse factors that influence different types of relationships. 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.

They develop and apply criteria to evaluate the outcomes of group tasks and make recommendations for improvements. They generate, apply and evaluate strategies to prevent and resolve conflicts in a range of contexts.

Strand	Sub strand	Achievement standard	Content description	Elaborations including suggested program examples
Self-Awareness	Recognition and expression of emotions	Students reflect critically on their emotional responses to challenging situations in a wide range of contexts.	Evaluate emotional responses and the management of emotions in a range of contexts. VCPSCSE043	Discussing strategies that may be used to control emotional responses in different situations such as: <ul style="list-style-type: none"> <li>responding to a health emergency; delivering Call Push Shock presentation to their community.</li> </ul> Comparing emotions felt and expressed in a range of different scenarios and make recommendations about the preferred response, indicating the reasons for the recommendations such as: <ul style="list-style-type: none"> <li>responding to a health emergency, delivering Call Push Shock presentation to their community.</li> </ul>
Self-Awareness	Development of resilience	They evaluate personal characteristics, strategies and sources of support used to cope with stressful situations/life challenges.	Develop criteria to appraise personal qualities and use these to design strategies to plan for the future or address a challenge. VCPSCSE044	Imagining you are developing a role description for a position, what personal qualities would be required and what criteria would be used to select the most appropriate person such as: <ul style="list-style-type: none"> <li>the position of a Call-Taker and the bystander making the Triple Zero phone call to report the health emergency and the role of the presenter for the Call Push Shock community presentation.</li> </ul>

## Personal and Social Capability continued

Strand	Sub strand	Achievement standard	Content description	Elaborations including suggested program examples
Self-Awareness	Collaboration	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.	<p>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.</p> <p>VCPSCSO050</p>	<p>As part of collaborating in the planning and delivery of the Call Push Shock program in their community, students undertake activities involving:</p> <ul style="list-style-type: none"> <li>✓ Assessing the overall success of completion of a task by a group.</li> <li>✓ Describing and reflecting on the relative contribution of individual group members to the overall completion of a task and provide feedback to peers.</li> <li>✓ Relating group success to the clarity of roles each member has and develop strategies to ensure future role division aligns with the demands of tasks and skill set of group members.</li> <li>✓ Suggesting improvements to the process of working in teams, by reflecting on a specific experience.</li> </ul>

## Learning area: Health and Physical Education

### Strand: Personal, Social and Community Health

By the end of Level 8, students investigate strategies and resources to manage changes and transitions and their impact on identities. Students evaluate the benefits of relationships on wellbeing and respecting diversity.

They analyse factors that influence emotional responses. They gather and analyse health information. They investigate strategies that enhance their own and others' health, safety and wellbeing.

They investigate and apply movement concepts and strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

Students explain personal and social skills required to establish and maintain respectful relationships and promote fair play and inclusivity.

They justify actions that promote their own and others' health, safety and wellbeing at home, at school and in the community. Students demonstrate control and accuracy when performing specialised movement skills. They apply and refine movement concepts and strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.

Strand	Sub strand	Achievement standard	Content description	Elaborations including suggested program examples
Personal, Social and Community Health	Being healthy, safe and active	They justify actions that promote their own and others' health, safety and wellbeing at home, at school and in the community.	Examine barriers to seeking support and evaluate strategies to overcome these. VCHPEP125	<p>Examining scenarios to highlight how emotions, dispositions and decision making can affect help-seeking outcomes.</p> <p>Collaborating with peers to suggest strategies they could use in emergencies, at home, at school or in the community e.g. examining strategies for safe practices in different environments:</p> <ul style="list-style-type: none"> <li>✓ Looking after each other: Check for 'D'-Dangers.</li> <li>✓ Recognising a health emergency.</li> <li>✓ Calling 000 for help.</li> <li>✓ Collaborating with peers to suggest strategies they could use in emergencies such as sending for help and calling 000 to work in partnership with the Call-Taker.</li> <li>✓ Such as developing various communication techniques for delivering the program to community.</li> <li>✓ Understanding the importance of communication techniques when communicating with a person suffering a health emergency.</li> <li>✓ Understanding the importance of calm communication techniques when speaking with the Call-Taker.</li> </ul> <p>Demonstrating basic first-aid principles and strategies:</p> <ul style="list-style-type: none"> <li>✓ Performing first aid.</li> </ul>

Learning area: **Health and Physical Education**Strand: **Personal, Social and Community Health** continued

Strand	Sub strand	Achievement standard	Content description	Elaborations including suggested program examples
<b>Personal, Social and Community Health</b>	<b>Contributing to healthy and active communities</b>	They investigate strategies that enhance their own and others' health, safety and wellbeing.	Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities.	<p>Investigating preventative health practices relevant to young people, and designing and implementing health promotion activities targeting practices:</p> <ul style="list-style-type: none"> <li>✓ Installation and registration of AEDs.</li> <li>✓ CPR and AED awareness.</li> <li>✓ Encouraging registration with the GoodSAM App.</li> </ul>

## Learning area: Health and Physical Education

### Strand: Personal, Social and Community Health

By the end of Level 10, students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours. They analyse the impact of attitudes and beliefs about diversity on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations.

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.

Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.

Students identify and analyse factors that contribute to respectful relationships. They explain the importance of cooperation, leadership and fair play across a range of health and movement contexts. They compare and contrast

a range of actions that could be undertaken to enhance their own and others' health, safety and wellbeing.

They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

Strand	Sub strand	Achievement standard	Content description	Elaborations including suggested program examples
Personal, Social and Community Health	Being healthy, safe and active	They compare and contrast a range of actions that could be undertaken to enhance their own and others' health, safety and wellbeing.	Plan, rehearse and evaluate options (including first aid and CPR) for managing situations where their own or others' health wellbeing and/or safety may be at risk.  VCHPEP144	Planning and practising responses to emergencies where they may be required to administer first aid to a friend, including:  ✓ CPR recovery position, administering CPR and defibrillation use.
Personal, Social and Community Health	Contributing to healthy and active communities	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.	Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities.  VCHPEP149	Preparing, delivering and critiquing a class presentation to the community:  ✓ Students educating friends, family and community members critical skills to save a life e.g. CPR and AED awareness.