



Victorian Curriculum Connections

Levels 5 & 6

Play Is The Way Curriculum Connections: Levels 5 & 6



Known as 'The Golden Rule', the Life Raft activities and games attached to 'Treat others as you would like them to treat you' develop ethical and respectful behaviour and provide context to the curriculum content below. Through activities that encourage students to look beyond themselves and consider the impact of their actions on others, teachers can provide genuine practise and discussion points to facilitate the explicit teaching of these content descriptions from English, Health and Physical Education, Personal and Social Capability, Ethical Capability, and Intercultural Capability.

English: Speaking & Listening	Health & PE	Personal & Social Capability	Ethical Capability	Intercultural Capability
<p align="center">Language for Interaction</p> <p>Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships(VCELA334)</p> <p>Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (VCELA335)</p> <p>Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (VCELA363)</p> <p>Understand the uses of objective and subjective language and bias (VCELA364)</p> <p align="center">Interacting With Others</p> <p>Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences, and present and justify a point of view or recount an experience using interaction skills(VCELY337)</p> <p>Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience (VCELY366)</p>	<p align="center">Being Healthy, Safe and Active</p> <p>Explore how identities are influenced by people and places (VCHPEP105)</p> <p align="center">Communicating & Interacting for Health & Wellbeing</p> <p>Practise skills to establish and manage relationships(VCHPEP109)</p> <p>Examine the influence of emotional responses on behaviour, relationships and health and wellbeing(VCHPEP110)</p> <p align="center">Contributing to Healthy & Active Communities</p> <p>Investigate how celebrating similarities and differences can strengthen communities (VCHPEP114)</p> <p align="center">Learning Through Movement</p> <p>Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (VCHPEM120)</p> <p>Demonstrate ethical behaviour and fair play that aligns with the rules when participating in a range of physical activities (VCHPEM122)</p>	<p align="center">Relationships and Diversity</p> <p>Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences(VCPSCSO029)</p> <p>Define and recognise examples of stereotypes, discrimination and prejudice and discuss how they impact on the individual (VCPSCSO030)</p> <p>Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved (VCPSCSO031)</p> <p align="center">Collaboration</p> <p>Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and describe both their own and their team's performance when undertaking various roles(VCPSCSO032)</p> <p>Describe the various causes of conflict and evaluate possible strategies to address conflict (VCPSCSO033)</p>	<p align="center">Understanding Concepts</p> <p>Examine the contested meaning of concepts including truth and happiness and the extent to which these concepts are and should be valued (VCECU009)</p> <p>Discuss how ethical principles can be used as the basis for action, considering the influence of cultural norms, religion, world views and philosophical thought on these principles (VCECU010)</p> <p>Examine how problems may contain more than one ethical issue (VCECU011)</p> <p align="center">Decision Making & Actions</p> <p>Explore the significance of 'means versus ends' by considering two ways to act when presented with a problem: one that privileges means and one ends(VCECD012)</p> <p>Discuss the role and significance of conscience and reasoning in ethical decision-making (VCECD013)</p>	<p align="center">Cultural Practices</p> <p>Analyse how aspects of their own and others lifestyle, behaviour, attitudes and beliefs can be culturally influenced (VICCCB009)</p> <p>Explain how intercultural experiences can influence beliefs and behaviours, including developing a critical perspective on and respect for their own and others cultures (VICCCB010)</p> <p align="center">Cultural Diversity</p> <p>Identify barriers to and means of reaching understandings within and between culturally diverse groups (VICCCD011)</p> <p>Examine and discuss the variety of ways in which people understand and appreciate differing cultural values and perspectives, and the things which promote or inhibit effective engagement with diverse cultural groups (VICCCD012)</p>

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Courage, persistence and resilience are the cornerstones of life and learning. The Life Raft activities and games attached to ‘Be brave – participate to progress’ provide context to the curriculum content below. Through activities that challenge students physically, mentally, emotionally and socially, teachers can provide genuine practise and discussion points to facilitate the explicit teaching of these content descriptions from English, Health and Physical Education, Personal and Social Capability, Ethical Capability, and Intercultural Capability.

English: Speaking & Listening	Health & PE	Personal & Social Capability	Ethical Capability	Intercultural Capability
<p align="center">Language for Interaction</p> <p>Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (VCELA335)</p> <p>Understand the uses of objective and subjective language and bias (VCELA364)</p> <p align="center">Interacting With Others</p> <p>Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students’ own experiences, and present and justify a point of view or recount an experience using interaction skills(VCELY337)</p> <p>Participate in informal debates and plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (VCELY338)</p> <p>Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience (VCELY366)</p> <p>Participate in formal and informal debates and plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis(VCELY367)</p>	<p align="center">Being Healthy, Safe and Active</p> <p>Plan and practise strategies to promote health, safety and wellbeing (VCHPEP108)</p> <p align="center">Communicating & Interacting for Health & Wellbeing</p> <p>Practise skills to establish and manage relationships(VCHPEP109)</p> <p align="center">Contributing to Healthy & Active Communities</p> <p>Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (VCHPEP112)</p> <p>Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (VCHPEP113)</p> <p align="center">Understanding Movement</p> <p>Participate in physical activities designed to enhance fitness, and discuss the impact of regular participation on health and wellbeing (VCHPEM118)</p> <p align="center">Learning Through Movement</p> <p>Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges (VCHPEM121)</p>	<p align="center">Development of Resilience</p> <p>Reflect on how personal strengths have assisted in achieving success at home, at school or in the community (VCPCSE026)</p> <p>Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations(VCPCSE027)</p> <p>Identify the skills for working independently and describe their performance when undertaking independent tasks (VCPCSE028)</p>	<p align="center">Decision Making & Actions</p> <p>Explore the significance of ‘means versus ends’ by considering two ways to act when presented with a problem: one that privileges means and one ends(VCECD012)</p>	<p align="center">Cultural Practices</p> <p>Explain how intercultural experiences can influence beliefs and behaviours, including developing a critical perspective on and respect for their own and others cultures (VICCB010)</p> <p align="center">Cultural Diversity</p> <p>Examine and discuss the variety of ways in which people understand and appreciate differing cultural values and perspectives, and the things which promote or inhibit effective engagement with diverse cultural groups (VICCD012)</p>

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Creating a climate where students are focussed on progress and development, rather than being better than others, transforms classrooms into communities of learners. The Life Raft activities and games attached to 'Pursue your personal best no matter who you work with' provide context to the curriculum content below.

Through activities that require students to work cooperatively and collaboratively with all members of their class, teachers can provide genuine practise and discussion points to facilitate the explicit teaching of these content descriptions from English, Health and Physical Education, Personal and Social Capability, Ethical Capability, and Intercultural Capability.

English: Speaking & Listening	Health & PE	Personal & Social Capability	Ethical Capability	Intercultural Capability
<p align="center">Language for Interaction</p> <p>Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships(VCELA334)</p> <p>Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (VCELA363)</p> <p align="center">Interacting With Others</p> <p>Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences, and present and justify a point of view or recount an experience using interaction skills(VCELY337)</p> <p>Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience (VCELY366)</p>	<p align="center">Being Healthy, Safe and Active</p> <p>Explore how identities are influenced by people and places (VCHPEP105)</p> <p align="center">Communicating & Interacting for Health & Wellbeing</p> <p>Practise skills to establish and manage relationships(VCHPEP109)</p> <p align="center">Contributing to Healthy & Active Communities</p> <p>Investigate how celebrating similarities and differences can strengthen communities (VCHPEP114)</p> <p align="center">Learning Through Movement</p> <p>Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (VCHPEM120)</p>	<p align="center">Development of Resilience</p> <p>Reflect on how personal strengths have assisted in achieving success at home, at school or in the community (VCPSCSE026)</p> <p>Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations(VCPSCSE027)</p> <p align="center">Relationships and Diversity</p> <p>Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences(VCPSCSO029)</p> <p>Define and recognise examples of stereotypes, discrimination and prejudice and discuss how they impact on the individual (VCPSCSO030)</p> <p>Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved (VCPSCSO031)</p> <p align="center">Collaboration</p> <p>Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and describe both their own and their team's performance when undertaking various roles(VCPSCSO032)</p> <p>Describe the various causes of conflict and evaluate possible strategies to address conflict (VCPSCSO033)</p>	<p align="center">Understanding Concepts</p> <p>Discuss how ethical principles can be used as the basis for action, considering the influence of cultural norms, religion, world views and philosophical thought on these principles (VCECU010)</p> <p align="center">Decision Making & Actions</p> <p>Discuss the role and significance of conscience and reasoning in ethical decision-making (VCECD013)</p>	<p align="center">Cultural Practices</p> <p>Analyse how aspects of their own and others lifestyle, behaviour, attitudes and beliefs can be culturally influenced (VICCCB009)</p> <p>Explain how intercultural experiences can influence beliefs and behaviours, including developing a critical perspective on and respect for their own and others cultures (VICCCB010)</p> <p align="center">Cultural Diversity</p> <p>Identify barriers to and means of reaching understandings within and between culturally diverse groups (VICCCD011)</p> <p>Examine and discuss the variety of ways in which people understand and appreciate differing cultural values and perspectives, and the things which promote or inhibit effective engagement with diverse cultural groups (VICCCD012)</p>

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Self-awareness is the stepping-stone towards self-management and, in turn rational and responsible behaviour. The Life Raft activities and games attached to 'Have reasons for the things you say and do' provide context to the curriculum content below. Through activities that assist students to identify their feelings and understand how these influence their words and actions, teachers can provide genuine practise and discussion points to facilitate the explicit teaching of these content descriptions from English, Health and Physical Education, Personal and Social Capability, Ethical Capability, and Intercultural Capability.

English: Speaking & Listening	Health & PE	Personal & Social Capability	Ethical Capability	Intercultural Capability
<p align="center">Language for Interaction</p> <p>Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships(VCELA334)</p> <p>Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (VCELA335)</p> <p>Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (VCELA363)</p> <p>Understand the uses of objective and subjective language and bias (VCELA364)</p> <p align="center">Interacting With Others</p> <p>Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences, and present and justify a point of view or recount an experience using interaction skills(VCELY337)</p> <p>Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience (VCELY366)</p>	<p align="center">Being Healthy, Safe and Active</p> <p>Explore how identities are influenced by people and places (VCHPEP105)</p> <p>Investigate resources to manage changes and transitions associated with puberty (VCHPEP106)</p> <p>Plan and practise strategies to promote health, safety and wellbeing (VCHPEP108)</p> <p align="center">Communicating & Interacting for Health & Wellbeing</p> <p>Examine the influence of emotional responses on behaviour, relationships and health and wellbeing(VCHPEP110)</p> <p>Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (VCHPEP111)</p> <p align="center">Contributing to Healthy & Active Communities</p> <p>Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (VCHPEP113)</p> <p align="center">Learning Through Movement</p> <p>Demonstrate ethical behaviour and fair play that aligns with the rules when participating in a range of physical activities (VCHPEM122)</p>	<p align="center">Recognition and Expression of Emotions</p> <p>Explore the links between their emotions and their behaviour (VCPSCSE025)</p> <p align="center">Relationships and Diversity</p> <p>Explore and discuss behaviours that demonstrate sensitivity to individual, social and cultural differences(VCPSCSO029)</p> <p>Define and recognise examples of stereotypes, discrimination and prejudice and discuss how they impact on the individual (VCPSCSO030)</p> <p>Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved (VCPSCSO031)</p> <p align="center">Collaboration</p> <p>Describe the various causes of conflict and evaluate possible strategies to address conflict (VCPSCSO033)</p>	<p align="center">Understanding Concepts</p> <p>Discuss how ethical principles can be used as the basis for action, considering the influence of cultural norms, religion, world views and philosophical thought on these principles (VCECU010)</p> <p align="center">Decision Making & Actions</p> <p>Explore the significance of 'means versus ends' by considering two ways to act when presented with a problem: one that privileges means and one ends(VCECD012)</p> <p>Discuss the role and significance of conscience and reasoning in ethical decision-making (VCECD013)</p>	<p align="center">Cultural Practices</p> <p>Analyse how aspects of their own and others lifestyle, behaviour, attitudes and beliefs can be culturally influenced (VICCCB009)</p> <p>Explain how intercultural experiences can influence beliefs and behaviours, including developing a critical perspective on and respect for their own and others cultures (VICCCB010)</p>

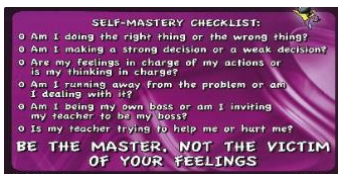
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As with physical strength, social, emotional and moral strength develops with training and practise over time. The Life Raft activities and games attached to 'It takes great strength to be sensible' provide context to the curriculum content below. Through activities that assist students to practise self-management and self-control, teachers can provide genuine practise and discussion points to facilitate the explicit teaching of these content descriptions from English, Health and Physical Education, Personal and Social Capability, Ethical Capability, and Intercultural Capability.

English: Speaking & Listening	Health & PE	Personal & Social Capability	Ethical Capability	Intercultural Capability
<p align="center">Language for Interaction</p> <p>Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (VCELA335)</p> <p>Understand the uses of objective and subjective language and bias (VCELA364)</p> <p align="center">Interacting With Others</p> <p>Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences, and present and justify a point of view or recount an experience using interaction skills(VCELY337)</p> <p>Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience (VCELY366)</p>	<p align="center">Being Healthy, Safe and Active</p> <p>Investigate resources to manage changes and transitions associated with puberty (VCHPEP106)</p> <p>Plan and practise strategies to promote health, safety and wellbeing (VCHPEP108)</p> <p align="center">Communicating & Interacting for Health & Wellbeing</p> <p>Examine the influence of emotional responses on behaviour, relationships and health and wellbeing(VCHPEP110)</p> <p>Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (VCHPEP111)</p> <p align="center">Contributing to Healthy & Active Communities</p> <p>Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (VCHPEP112)</p> <p align="center">Learning Through Movement</p> <p>Demonstrate ethical behaviour and fair play that aligns with the rules when participating in a range of physical activities (VCHPEM122)</p>	<p align="center">Recognition and Expression of Emotions</p> <p>Explore the links between their emotions and their behaviour (VCPCSE025)</p> <p align="center">Relationships and Diversity</p> <p>Identify the skills for working independently and describe their performance when undertaking independent tasks (VCPCSE028)</p> <p align="center">Collaboration</p> <p>Identify the characteristics of an effective team and develop descriptions for particular roles including leadership, and describe both their own and their team's performance when undertaking various roles(VCPCSO032)</p> <p>Describe the various causes of conflict and evaluate possible strategies to address conflict (VCPCSO033)</p>	<p align="center">Decision Making & Actions</p> <p>Explore the significance of 'means versus ends' by considering two ways to act when presented with a problem: one that privileges means and one ends(VCECD012)</p> <p>Discuss the role and significance of conscience and reasoning in ethical decision-making (VCECD013)</p>	<p align="center">Cultural Practices</p> <p>Analyse how aspects of their own and others lifestyle, behaviour, attitudes and beliefs can be culturally influenced (VICCCB009)</p>

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Self-evaluation and positive and calming self-talk are the tools of resilience and self-mastery. The Self-mastery Checklist provides context to the curriculum content below.
Through generating opportunities for students to check, adjust and reflect on their own behaviour, teachers can provide genuine practise and discussion points to facilitate the explicit teaching of these content descriptions from English, Health and Physical Education, Personal and Social Capability, Ethical Capability, and Intercultural Capability.

English: Speaking & Listening	Health & PE	Personal & Social Capability	Ethical Capability	Intercultural Capability
<p align="center">Language for Interaction</p> <p>Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships(VCELA334)</p> <p>Understand how to move beyond making bare assertions and take account of differing perspectives and points of view (VCELA335)</p> <p>Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (VCELA363)</p> <p>Understand the uses of objective and subjective language and bias (VCELA364)</p>	<p align="center">Being Healthy, Safe and Active</p> <p>Investigate resources to manage changes and transitions associated with puberty (VCHPEP106)</p> <p>Investigate community resources and strategies to seek help about health, safety and wellbeing(VCHPEP107)</p> <p>Plan and practise strategies to promote health, safety and wellbeing (VCHPEP108)</p> <p align="center">Communicating & Interacting for Health & Wellbeing</p> <p>Practise skills to establish and manage relationships(VCHPEP109)</p> <p>Examine the influence of emotional responses on behaviour, relationships and health and wellbeing(VCHPEP110)</p> <p align="center">Contributing to Healthy & Active Communities</p> <p>Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (VCHPEP112)</p> <p align="center">Learning Through Movement</p> <p>Demonstrate ethical behaviour and fair play that aligns with the rules when participating in a range of physical activities (VCHPEM122)</p>	<p align="center">Recognition and Expression of Emotions</p> <p>Explore the links between their emotions and their behaviour (VCPSCSE025)</p> <p align="center">Development of Resilience</p> <p>Reflect on how personal strengths have assisted in achieving success at home, at school or in the community (VCPSCSE026)</p> <p>Describe what it means to be confident, adaptable and persistent and why these attributes are important in dealing with new or challenging situations(VCPSCSE027)</p> <p>Identify the skills for working independently and describe their performance when undertaking independent tasks (VCPSCSE028)</p> <p align="center">Relationships and Diversity</p> <p>Describe the characteristics of respectful relationships and suggest ways that respectful relationships can be achieved (VCPSCSO031)</p> <p align="center">Collaboration</p> <p>Describe the various causes of conflict and evaluate possible strategies to address conflict (VCPSCSO033)</p>	<p align="center">Understanding Concepts</p> <p>Examine the contested meaning of concepts including truth and happiness and the extent to which these concepts are and should be valued (VCECU009)</p> <p>Discuss how ethical principles can be used as the basis for action, considering the influence of cultural norms, religion, world views and philosophical thought on these principles (VCECU010)</p> <p>Examine how problems may contain more than one ethical issue (VCECU011)</p> <p align="center">Decision Making & Actions</p> <p>Discuss the role and significance of conscience and reasoning in ethical decision-making (VCECD013)</p>	<p align="center">Cultural Practices</p> <p>Analyse how aspects of their own and others lifestyle, behaviour, attitudes and beliefs can be culturally influenced (VICCBB009)</p> <p>Explain how intercultural experiences can influence beliefs and behaviours, including developing a critical perspective on and respect for their own and others cultures (VICCBB010)</p>