



# Victorian Curriculum Connections

## Levels F, 1 & 2

**Play Is The Way Curriculum Connections: Levels F, 1 & 2**



*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"><b>Language for Interaction</b></p> <p>Explore how language is used differently at home and school depending on the relationships between people(<a href="#">VCELA165</a>)</p> <p>Understand that language can be used to explore ways of expressing needs, likes and dislikes(<a href="#">VCELA166</a>)</p> <p>Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (<a href="#">VCELA201</a>)</p> <p>Identify language that can be used for appreciating texts and the qualities of people and things(<a href="#">VCELA236</a>)</p> <p align="center"><b>Interacting With Others</b></p> <p>Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak (<a href="#">VCELY174</a>)</p> <p>Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (<a href="#">VCELY210</a>)</p> <p>Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner (<a href="#">VCELY244</a>)</p>	<p align="center"><b>Communicating &amp; Interacting for Health &amp; Wellbeing</b></p> <p>Practise personal and social skills to interact with others (<a href="#">VCHPEP060</a>)</p> <p>Identify and describe emotional responses people may experience in different situations (<a href="#">VCHPEP061</a>)</p> <p>Describe ways to include others to make them feel that they belong (<a href="#">VCHPEP075</a>)</p> <p>Identify and practise emotional responses that account for own and others' feelings (<a href="#">VCHPEP076</a>)</p> <p align="center"><b>Contributing to Healthy &amp; Active Communities</b></p> <p>Identify actions that promote health, safety and wellbeing (<a href="#">VCHPEP062</a>)</p> <p>Explore actions that help make the classroom a healthy, safe and active place (<a href="#">VCHPEP078</a>)</p> <p align="center"><b>Learning Through Movement</b></p> <p>Cooperate with others when participating in physical activities (<a href="#">VCHPEM068</a>)</p> <p>Follow rules when participating in physical activities(<a href="#">VCHPEM070</a>)</p> <p>Use strategies to work in group situations when participating in physical activities (<a href="#">VCHPEM085</a>)</p> <p>Identify rules and fair play when creating and participating in physical activities (<a href="#">VCHPEM087</a>)</p>	<p align="center"><b>Relationships and Diversity</b></p> <p>Identify a range of groups to which they, their family and members of their class belong (<a href="#">VCPSCSO004</a>)</p> <p>Practise the skills required to include others and make friends with peers, teachers and other adults(<a href="#">VCPSCSO005</a>)</p> <p>Identify how families can have a range of relationships(<a href="#">VCPSCSO011</a>)</p> <p>Listen to others' ideas, and recognise that others may see things differently (<a href="#">VCPSCSO012</a>)</p> <p>Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour(<a href="#">VCPSCSO013</a>)</p> <p align="center"><b>Collaboration</b></p> <p>Name and practise basic skills required to work collaboratively with peers (<a href="#">VCPSCSO006</a>)</p> <p>Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict (<a href="#">VCPSCSO007</a>)</p> <p>Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (<a href="#">VCPSCSO014</a>)</p> <p>Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict (<a href="#">VCPSCSO015</a>)</p>	<p align="center"><b>Understanding Concepts</b></p> <p>Explore the meaning of right and wrong, good and bad, as concepts concerned with the outcomes of acts(<a href="#">VCECU001</a>)</p> <p align="center"><b>Decision Making &amp; Actions</b></p> <p>Explore the type of acts often considered right and those often considered wrong and the reasons why they are considered so (<a href="#">VCECD002</a>)</p> <p>Explore the effects that personal feelings can have on how people behave in situations where ethical issues are involved (<a href="#">VCECD003</a>)</p>	<p align="center"><b>Cultural Practices</b></p> <p>Identify what is familiar and what is different in the ways culturally diverse individuals and families live(<a href="#">VICICCB001</a>)</p> <p align="center"><b>Cultural Diversity</b></p> <p>Identify and discuss cultural diversity in the school and/or community (<a href="#">VICICCD003</a>)</p> <p>Imagine and explain what their responses might be if they were placed in a different cultural situation or setting (<a href="#">VICICCD004</a>)</p>

**Play Is The Way Curriculum Connections: Levels F, 1 & 2**



*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"><b>Interacting With Others</b></p> <p>Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak (<a href="#">VCELY174</a>)</p> <p>Deliver short oral presentations to peers, using appropriate voice levels, articulation, body language, gestures and eye contact (<a href="#">VCELY175</a>)</p> <p>Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (<a href="#">VCELY210</a>)</p> <p>Make short presentations, speaking clearly and using appropriate voice and pace, and using some introduced text structures and language (<a href="#">VCELY211</a>)</p> <p>Listen for specific purposes and information, including instructions, and extend students’ own and others’ ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner (<a href="#">VCELY244</a>)</p> <p>Rehearse and deliver short presentations on familiar and new topics, speaking clearly and varying tone, volume and pace appropriately, and using supportive props (<a href="#">VCELY245</a>)</p>	<p align="center"><b>Being Healthy, Safe and Active</b></p> <p>Practise strategies they can use when they need help with a task, problem or situation at home and/or at school (<a href="#">VCHPEP073</a>)</p> <p>Recognise situations and opportunities to promote their own health, safety and wellbeing (<a href="#">VCHPEP074</a>)</p> <p align="center"><b>Communicating &amp; Interacting for Health &amp; Wellbeing</b></p> <p>Practise personal and social skills to interact with others (<a href="#">VCHPEP060</a>)</p> <p>Describe ways to include others to make them feel that they belong (<a href="#">VCHPEP075</a>)</p> <p align="center"><b>Contributing to Healthy &amp; Active Communities</b></p> <p>Participate in play that promotes engagement with outdoor settings including aquatic and the natural environment (<a href="#">VCHPEP063</a>)</p> <p>Identify and explore natural and built environments in the local community where physical activity can take place (<a href="#">VCHPEP079</a>)</p> <p align="center"><b>Learning Through Movement</b></p> <p>Use trial and error to test solutions to movement challenges (<a href="#">VCHPEM069</a>)</p> <p>Propose a range of alternatives and test their effectiveness when solving movement challenges(<a href="#">VCHPEM086</a>)</p>	<p align="center"><b>Development of Resilience</b></p> <p>Identify their likes and dislikes, needs and wants, abilities and strengths (<a href="#">VCPSCSE002</a>)</p> <p>Recognise that problems or challenges are a normal part of life and that there are actions that can be undertaken to manage problems (<a href="#">VCPSCSE003</a>)</p> <p>Identify personal strengths and describe how these strengths are useful in school or family life(<a href="#">VCPSCSE009</a>)</p> <p>Explain how being prepared to try new things can help identify strategies when faced with unfamiliar or challenging situations (<a href="#">VCPSCSE010</a>)</p> <p align="center"><b>Collaboration</b></p> <p>Name and practise basic skills required to work collaboratively with peers (<a href="#">VCPSCSO006</a>)</p> <p>Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict (<a href="#">VCPSCSO007</a>)</p> <p>Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (<a href="#">VCPSCSO014</a>)</p> <p>Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict (<a href="#">VCPSCSO015</a>)</p>	<p align="center"><b>Decision Making &amp; Actions</b></p> <p>Explore the effects that personal feelings can have on how people behave in situations where ethical issues are involved (<a href="#">VCECD003</a>)</p>	<p align="center"><b>Cultural Practices</b></p> <p>Identify what is familiar and what is different in the ways culturally diverse individuals and families live(<a href="#">VCICCB001</a>)</p> <p align="center"><b>Cultural Diversity</b></p> <p>Identify and discuss cultural diversity in the school and/or community (<a href="#">VCICCD003</a>)</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"><b>Language for Interaction</b></p> <p>Explore how language is used differently at home and school depending on the relationships between people(<a href="#">VCELA165</a>)</p> <p>Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (<a href="#">VCELA201</a>)</p> <p>Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (<a href="#">VCELA235</a>)</p> <p align="center"><b>Interacting With Others</b></p> <p>Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak (<a href="#">VCELY174</a>)</p> <p>Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (<a href="#">VCELY210</a>)</p> <p>Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner (<a href="#">VCELY244</a>)</p>	<p align="center"><b>Being Healthy, Safe and Active</b></p> <p>Identify personal strengths (<a href="#">VCHPEP057</a>)</p> <p>Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (<a href="#">VCHPEP071</a>)</p> <p align="center"><b>Communicating &amp; Interacting for Health &amp; Wellbeing</b></p> <p>Practise personal and social skills to interact with others (<a href="#">VCHPEP060</a>)</p> <p>Describe ways to include others to make them feel that they belong (<a href="#">VCHPEP075</a>)</p> <p align="center"><b>Contributing to Healthy &amp; Active Communities</b></p> <p>Identify actions that promote health, safety and wellbeing (<a href="#">VCHPEP062</a>)</p> <p>Explore actions that help make the classroom a healthy, safe and active place (<a href="#">VCHPEP078</a>)</p> <p align="center"><b>Learning Through Movement</b></p> <p>Cooperate with others when participating in physical activities (<a href="#">VCHPEM068</a>)</p> <p>Use strategies to work in group situations when participating in physical activities (<a href="#">VCHPEM085</a>)</p>	<p align="center"><b>Relationships and Diversity</b></p> <p>Identify a range of groups to which they, their family and members of their class belong (<a href="#">VCPSCSO004</a>)</p> <p>Practise the skills required to include others and make friends with peers, teachers and other adults(<a href="#">VCPSCSO005</a>)</p> <p>Listen to others' ideas, and recognise that others may see things differently (<a href="#">VCPSCSO012</a>)</p> <p>Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour(<a href="#">VCPSCSO013</a>)</p> <p align="center"><b>Development of Resilience</b></p> <p>Identify their likes and dislikes, needs and wants, abilities and strengths (<a href="#">VCPSCSE002</a>)</p> <p>Identify personal strengths and describe how these strengths are useful in school or family life(<a href="#">VCPSCSE009</a>)</p> <p align="center"><b>Collaboration</b></p> <p>Name and practise basic skills required to work collaboratively with peers (<a href="#">VCPSCSO006</a>)</p> <p>Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (<a href="#">VCPSCSO014</a>)</p>	<p align="center"><b>Decision Making &amp; Actions</b></p> <p>Explore the effects that personal feelings can have on how people behave in situations where ethical issues are involved (<a href="#">VCECD003</a>)</p>	<p align="center"><b>Cultural Practices</b></p> <p>Identify what is familiar and what is different in the ways culturally diverse individuals and families live(<a href="#">VICCCB001</a>)</p> <p align="center"><b>Cultural Diversity</b></p> <p>Identify and discuss cultural diversity in the school and/or community (<a href="#">VICCCD003</a>)</p>

**Play Is The Way Curriculum Connections: Levels F, 1 & 2**



*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"><b>Language for Interaction</b></p> <p>Explore how language is used differently at home and school depending on the relationships between people(<a href="#">VCELA165</a>)</p> <p>Understand that language is used in combination with other means of communication (<a href="#">VCELA199</a>)</p> <p>Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (<a href="#">VCELA201</a>)</p> <p>Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context (<a href="#">VCELA235</a>)</p> <p align="center"><b>Interacting With Others</b></p> <p>Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak (<a href="#">VCELY174</a>)</p> <p>Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (<a href="#">VCELY210</a>)</p> <p>Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner (<a href="#">VCELY244</a>)</p>	<p align="center"><b>Communicating &amp; Interacting for Health &amp; Wellbeing</b></p> <p>Practise personal and social skills to interact with others (<a href="#">VCHPEP060</a>)</p> <p>Identify and describe emotional responses people may experience in different situations (<a href="#">VCHPEP061</a>)</p> <p>Describe ways to include others to make them feel that they belong (<a href="#">VCHPEP075</a>)</p> <p>Identify and practise emotional responses that account for own and others' feelings (<a href="#">VCHPEP076</a>)</p> <p>Examine health messages and how they relate to health decisions and behaviours (<a href="#">VCHPEP077</a>)</p> <p align="center"><b>Contributing to Healthy &amp; Active Communities</b></p> <p>Identify actions that promote health, safety and wellbeing (<a href="#">VCHPEP062</a>)</p> <p>Explore actions that help make the classroom a healthy, safe and active place (<a href="#">VCHPEP078</a>)</p> <p align="center"><b>Learning Through Movement</b></p> <p>Cooperate with others when participating in physical activities (<a href="#">VCHPEM068</a>)</p> <p>Follow rules when participating in physical activities(<a href="#">VCHPEM070</a>)</p> <p>Identify rules and fair play when creating and participating in physical activities (<a href="#">VCHPEM087</a>)</p>	<p align="center"><b>Recognition and Expression of Emotions</b></p> <p>Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations (<a href="#">VCPSCSE001</a>)</p> <p>Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (<a href="#">VCPSCSE008</a>)</p> <p align="center"><b>Relationships and Diversity</b></p> <p>Practise the skills required to include others and make friends with peers, teachers and other adults(<a href="#">VCPSCSO005</a>)</p> <p>Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour(<a href="#">VCPSCSO013</a>)</p> <p align="center"><b>Collaboration</b></p> <p>Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict (<a href="#">VCPSCSO007</a>)</p> <p>Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict (<a href="#">VCPSCSO015</a>)</p>	<p align="center"><b>Understanding Concepts</b></p> <p>Explore the meaning of right and wrong, good and bad, as concepts concerned with the outcomes of acts(<a href="#">VCECU001</a>)</p> <p align="center"><b>Decision Making &amp; Actions</b></p> <p>Explore the type of acts often considered right and those often considered wrong and the reasons why they are considered so (<a href="#">VCECD002</a>)</p> <p>Explore the effects that personal feelings can have on how people behave in situations where ethical issues are involved (<a href="#">VCECD003</a>)</p>	<p align="center"><b>Cultural Diversity</b></p> <p>Imagine and explain what their responses might be if they were placed in a different cultural situation or setting (<a href="#">VICICCD004</a>)</p>



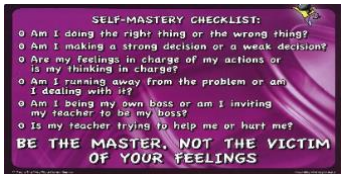
**Play Is The Way Curriculum Connections: Levels F, 1 & 2**



*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"><b>Interacting With Others</b></p> <p>Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations using interaction skills, including listening, while others speak (<a href="#">VCELY174</a>)</p> <p>Engage in conversations and discussions, using active listening, showing interest, and contributing ideas, information and questions, taking turns and recognising the contributions of others (<a href="#">VCELY210</a>)</p> <p>Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions through initiating topics, making positive statements, and voicing disagreement in an appropriate manner (<a href="#">VCELY244</a>)</p>	<p align="center"><b>Communicating &amp; Interacting for Health &amp; Wellbeing</b></p> <p>Practise personal and social skills to interact with others (<a href="#">VCHPEP060</a>)</p> <p>Describe ways to include others to make them feel that they belong (<a href="#">VCHPEP075</a>)</p> <p align="center"><b>Contributing to Healthy &amp; Active Communities</b></p> <p>Identify actions that promote health, safety and wellbeing (<a href="#">VCHPEP062</a>)</p> <p>Explore actions that help make the classroom a healthy, safe and active place (<a href="#">VCHPEP078</a>)</p> <p align="center"><b>Learning Through Movement</b></p> <p>Follow rules when participating in physical activities(<a href="#">VCHPEM070</a>)</p> <p>Identify rules and fair play when creating and participating in physical activities (<a href="#">VCHPEM087</a>)</p>	<p align="center"><b>Relationships and Diversity</b></p> <p>Practise the skills required to include others and make friends with peers, teachers and other adults(<a href="#">VCPSCSO005</a>)</p> <p>Listen to others' ideas, and recognise that others may see things differently (<a href="#">VCPSCSO012</a>)</p> <p>Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour(<a href="#">VCPSCSO013</a>)</p> <p align="center"><b>Collaboration</b></p> <p>Name and practise basic skills required to work collaboratively with peers (<a href="#">VCPSCSO006</a>)</p> <p>Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict (<a href="#">VCPSCSO007</a>)</p> <p>Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (<a href="#">VCPSCSO014</a>)</p> <p>Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict (<a href="#">VCPSCSO015</a>)</p>	<p align="center"><b>Understanding Concepts</b></p> <p>Explore the meaning of right and wrong, good and bad, as concepts concerned with the outcomes of acts(<a href="#">VCECU001</a>)</p> <p align="center"><b>Decision Making &amp; Actions</b></p> <p>Explore the type of acts often considered right and those often considered wrong and the reasons why they are considered so (<a href="#">VCECD002</a>)</p> <p>Explore the effects that personal feelings can have on how people behave in situations where ethical issues are involved (<a href="#">VCECD003</a>)</p>	<p align="center"><b>Cultural Diversity</b></p> <p>Imagine and explain what their responses might be if they were placed in a different cultural situation or setting (<a href="#">VICCCD004</a>)</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"><b>Language for Interaction</b></p> <p>Explore how language is used differently at home and school depending on the relationships between people(<a href="#">VCELA165</a>)</p> <p>Understand that language can be used to explore ways of expressing needs, likes and dislikes(<a href="#">VCELA166</a>)</p> <p>Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (<a href="#">VCELA201</a>)</p> <p>Identify language that can be used for appreciating texts and the qualities of people and things(<a href="#">VCELA236</a>)</p>	<p align="center"><b>Communicating &amp; Interacting for Health &amp; Wellbeing</b></p> <p>Identify and describe emotional responses people may experience in different situations (<a href="#">VCHPEP061</a>)</p> <p>Identify and practise emotional responses that account for own and others' feelings (<a href="#">VCHPEP076</a>)</p> <p align="center"><b>Contributing to Healthy &amp; Active Communities</b></p> <p>Identify actions that promote health, safety and wellbeing (<a href="#">VCHPEP062</a>)</p> <p>Explore actions that help make the classroom a healthy, safe and active place (<a href="#">VCHPEP078</a>)</p> <p align="center"><b>Learning Through Movement</b></p> <p>Cooperate with others when participating in physical activities (<a href="#">VCHPEM068</a>)</p> <p>Follow rules when participating in physical activities(<a href="#">VCHPEM070</a>)</p> <p>Use strategies to work in group situations when participating in physical activities (<a href="#">VCHPEM085</a>)</p> <p>Identify rules and fair play when creating and participating in physical activities (<a href="#">VCHPEM087</a>)</p>	<p align="center"><b>Development of Resilience</b></p> <p>Recognise that problems or challenges are a normal part of life and that there are actions that can be undertaken to manage problems (<a href="#">VCPSCSE003</a>)</p> <p>Explain how being prepared to try new things can help identify strategies when faced with unfamiliar or challenging situations (<a href="#">VCPSCSE010</a>)</p> <p align="center"><b>Relationships and Diversity</b></p> <p>Practise the skills required to include others and make friends with peers, teachers and other adults(<a href="#">VCPSCSO005</a>)</p> <p>Listen to others' ideas, and recognise that others may see things differently (<a href="#">VCPSCSO012</a>)</p> <p>Describe ways of making and keeping friends, including how actions and words can help or hurt others, and the effects of modifying their behaviour(<a href="#">VCPSCSO013</a>)</p> <p align="center"><b>Collaboration</b></p> <p>Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict (<a href="#">VCPSCSO007</a>)</p> <p>Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict (<a href="#">VCPSCSO015</a>)</p>	<p align="center"><b>Understanding Concepts</b></p> <p>Explore the meaning of right and wrong, good and bad, as concepts concerned with the outcomes of acts(<a href="#">VCECU001</a>)</p> <p align="center"><b>Decision Making &amp; Actions</b></p> <p>Explore the type of acts often considered right and those often considered wrong and the reasons why they are considered so (<a href="#">VCECD002</a>)</p> <p>Explore the effects that personal feelings can have on how people behave in situations where ethical issues are involved (<a href="#">VCECD003</a>)</p>	