



Victorian Curriculum Connections

Levels 3 & 4

Play Is The Way Curriculum Connections: Levels 3 & 4



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 successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations (VCELA271)</p> <p>Examine how evaluative language can be varied to be more or less forceful (VCELA272)</p> <p>Understand that social interactions influence the way people engage with ideas and respond to others(VCELA304)</p> <p>Understand differences between the language of opinion and feeling and the language of factual reporting or recording (VCELA305)</p> <p align="center">Interacting With Others</p> <p>Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications (VCELY275)</p> <p>Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills (VCELY307)</p>	<p align="center">Communicating & Interacting for Health & Wellbeing</p> <p>Describe factors that can positively influence relationships and personal wellbeing (VCHPEP092)</p> <p>Investigate how emotional responses vary in family situations and in friendship groups (VCHPEP093)</p> <p align="center">Contributing to Healthy & Active Communities</p> <p>Describe strategies to make the classroom and playground healthy, safe and active spaces(VCHPEP095)</p> <p align="center">Learning Through Movement</p> <p>Adopt inclusive practices when participating in physical activities (VCHPEM102)</p> <p>Apply basic rules and scoring systems, and demonstrate fair play when participating(VCHPEM104)</p>	<p align="center">Recognition and Expression of Emotions</p> <p>Identify and explore the expression of emotions in social situations and the impact on self and others(VCPSCSE016)</p> <p align="center">Relationships and Diversity</p> <p>Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion(VCPSCSO020)</p> <p>Describe the ways in which similarities and differences can affect relationships (VCPSCSO021)</p> <p>Identify the importance of including others in activities, groups and games (VCPSCSO022)</p> <p align="center">Collaboration</p> <p>Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate(VCPSCSO023)</p> <p>Identify conflicts that may occur in peer groups and suggest possible causes and resolutions(VCPSCSO024)</p>	<p align="center">Understanding Concepts</p> <p>Explore the contested meaning of concepts including fairness and harm and how they can seem to differ in different situations (VCECU004)</p> <p>Explore the extent to which particular acts might be regarded by different people as good or bad, right or wrong, better or worse, and explain why (VCECU005)</p> <p>Discuss the ways to identify ethical considerations in a range of problems (VCECU006)</p> <p align="center">Decision Making & Actions</p> <p>Explore how apparently wrong actions can sometimes lead to good outcomes and the reverse (VCECD007)</p> <p>Discuss the role of personal values and dispositions in ethical decision-making and actions (VCECD008)</p>	<p align="center">Cultural Practices</p> <p>Compare their own and others cultural practices, showing how these may influence the ways people relate to each other (VCICCB005)</p> <p>Describe what they have learnt about themselves and others from intercultural experiences including a critical perspective on and respect for their own and others cultures (VCICCB006)</p> <p align="center">Cultural Diversity</p> <p>Explain the role of cultural traditions in the development of personal, group and national identities(VCICCD007)</p> <p>Identify how understandings between culturally diverse groups can be encouraged and achieved(VCICCD008)</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>Interacting With Others</p> <p>Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations and use interaction skills, including active listening and clear, coherent communications (VCELY275)</p> <p>Plan and deliver short presentations, providing some key details in logical sequence, using appropriate tone, pace, pitch and volume (VCELY276)</p> <p>Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and use interaction skills (VCELY307)</p> <p>Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular audiences and purposes such as informative, persuasive and imaginative, including multimodal elements (VCELY308)</p>	<p>Being Healthy, Safe and Active</p> <p>Examine how success, challenge and failure strengthen personal identities (VCHPEP088)</p> <p>Explore strategies to manage physical, social and emotional change (VCHPEP089)</p> <p>Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (VCHPEP090)</p> <p style="text-align: center;">Communicating & Interacting for Health & Wellbeing</p> <p>Describe factors that can positively influence relationships and personal wellbeing (VCHPEP092)</p> <p style="text-align: center;">Contributing to Healthy & Active Communities</p> <p>Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing (VCHPEP096)</p> <p style="text-align: center;">Learning Through Movement</p> <p>Apply innovative and creative thinking in solving movement challenges (VCHPEM103)</p>	<p>Development of Resilience</p> <p>Identify personal strengths and select personal qualities that could be further developed(VCPSCSE017)</p> <p>Identify how persistence and adaptability can be used when faced with challenging situations and change(VCPSCSE018)</p> <p>Name and describe the skills required to work independently (VCPCSE019)</p> <p style="text-align: center;">Collaboration</p> <p>Demonstrate skills for effective participation in group tasks and use criteria provided to reflect on the effectiveness of the teams in which they participate(VCPSCSO023)</p> <p>Identify conflicts that may occur in peer groups and suggest possible causes and resolutions(VCPSCSO024)</p>	<p>Decision Making & Actions</p> <p>Explore how apparently wrong actions can sometimes lead to good outcomes and the reverse (VCECD007)</p> <p>Discuss the role of personal values and dispositions in ethical decision-making and actions (VCECD008)</p>	<p>Cultural Practices</p> <p>Describe what they have learnt about themselves and others from intercultural experiences including a critical perspective on and respect for their own and others cultures (VICCCB006)</p> <p style="text-align: center;">Cultural Diversity</p> <p>Identify how understandings between culturally diverse groups can be encouraged and achieved(VCICCD008)</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>Explore how language is used differently at home and school depending on the relationships between people(VCELA165)</p> <p>Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (VCELA201)</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 (VCELA235)</p> <p align="center">Interacting With Others</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 (VCELY174)</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 (VCELY210)</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 (VCELY244)</p>	<p align="center">Being Healthy, Safe and Active</p> <p>Identify personal strengths (VCHPEP057)</p> <p>Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities (VCHPEP071)</p> <p align="center">Communicating & Interacting for Health & Wellbeing</p> <p>Practise personal and social skills to interact with others (VCHPEP060)</p> <p>Describe ways to include others to make them feel that they belong (VCHPEP075)</p> <p align="center">Contributing to Healthy & Active Communities</p> <p>Identify actions that promote health, safety and wellbeing (VCHPEP062)</p> <p>Explore actions that help make the classroom a healthy, safe and active place (VCHPEP078)</p> <p align="center">Learning Through Movement</p> <p>Cooperate with others when participating in physical activities (VCHPEM068)</p> <p>Use strategies to work in group situations when participating in physical activities (VCHPEM085)</p>	<p align="center">Development of Resilience</p> <p>Identify personal strengths and select personal qualities that could be further developed(VCPSCSE017)</p> <p align="center">Relationships and Diversity</p> <p align="center">Collaboration</p>	<p align="center">Understanding Concepts</p> <p>Explore the extent to which particular acts might be regarded by different people as good or bad, right or wrong, better or worse, and explain why (VCECU005)</p> <p align="center">Decision Making & Actions</p> <p>Discuss the role of personal values and dispositions in ethical decision-making and actions (VCECD008)</p>	<p align="center">Cultural Practices</p> <p>Compare their own and others cultural practices, showing how these may influence the ways people relate to each other (VICCCB005)</p> <p>Describe what they have learnt about themselves and others from intercultural experiences including a critical perspective on and respect for their own and others cultures (VICCCB006)</p> <p align="center">Cultural Diversity</p> <p>Identify how understandings between culturally diverse groups can be encouraged and achieved(VICCCD008)</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>Explore how language is used differently at home and school depending on the relationships between people(VCELA165)</p> <p>Understand that language is used in combination with other means of communication (VCELA199)</p> <p>Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (VCELA201)</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 (VCELA235)</p> <p align="center">Interacting With Others</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 (VCELY174)</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 (VCELY210)</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 (VCELY244)</p>	<p align="center">Communicating & Interacting for Health & Wellbeing</p> <p>Practise personal and social skills to interact with others (VCHPEP060)</p> <p>Identify and describe emotional responses people may experience in different situations (VCHPEP061)</p> <p>Describe ways to include others to make them feel that they belong (VCHPEP075)</p> <p>Identify and practise emotional responses that account for own and others' feelings (VCHPEP076)</p> <p>Examine health messages and how they relate to health decisions and behaviours (VCHPEP077)</p> <p align="center">Contributing to Healthy & Active Communities</p> <p>Identify actions that promote health, safety and wellbeing (VCHPEP062)</p> <p>Explore actions that help make the classroom a healthy, safe and active place (VCHPEP078)</p> <p align="center">Learning Through Movement</p> <p>Cooperate with others when participating in physical activities (VCHPEM068)</p> <p>Follow rules when participating in physical activities(VCHPEM070)</p> <p>Identify rules and fair play when creating and participating in physical activities (VCHPEM087)</p>	<p align="center">Recognition and Expression of Emotions</p> <p>Develop a vocabulary and practise the expression of emotions to describe how they feel in different familiar situations (VCPSCSE001)</p> <p>Extend their vocabulary through which to recognise and describe emotions and when, how and with whom it is appropriate to share emotions (VCPSCSE008)</p> <p align="center">Relationships and Diversity</p> <p>Practise the skills required to include others and make friends with peers, teachers and other adults(VCPSCSO005)</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(VCPSCSO013)</p> <p align="center">Collaboration</p> <p>Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict (VCPSCSO007)</p> <p>Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict (VCPSCSO015)</p>	<p align="center">Understanding Concepts</p> <p>Explore the meaning of right and wrong, good and bad, as concepts concerned with the outcomes of acts(VCECU001)</p> <p align="center">Decision Making & Actions</p> <p>Explore the type of acts often considered right and those often considered wrong and the reasons why they are considered so (VCECD002)</p> <p>Explore the effects that personal feelings can have on how people behave in situations where ethical issues are involved (VCECD003)</p>	<p align="center">Cultural Diversity</p> <p>Imagine and explain what their responses might be if they were placed in a different cultural situation or setting (VICICCD004)</p>

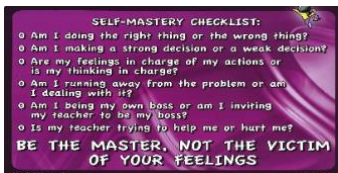
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As with physical strength, social, emotional and moral strength develops with training and practise over time. The Life Raft activities and games attached to 'It takes great strength to be sensible' provide context to the curriculum content below. 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">Interacting With Others</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 (VCELY174)</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 (VCELY210)</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 (VCELY244)</p>	<p align="center">Communicating & Interacting for Health & Wellbeing</p> <p>Practise personal and social skills to interact with others (VCHPEP060)</p> <p>Describe ways to include others to make them feel that they belong (VCHPEP075)</p> <p align="center">Contributing to Healthy & Active Communities</p> <p>Identify actions that promote health, safety and wellbeing (VCHPEP062)</p> <p>Explore actions that help make the classroom a healthy, safe and active place (VCHPEP078)</p> <p align="center">Learning Through Movement</p> <p>Follow rules when participating in physical activities(VCHPEM070)</p> <p>Identify rules and fair play when creating and participating in physical activities (VCHPEM087)</p>	<p align="center">Relationships and Diversity</p> <p>Practise the skills required to include others and make friends with peers, teachers and other adults(VCPSCSO005)</p> <p>Listen to others' ideas, and recognise that others may see things differently (VCPSCSO012)</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(VCPSCSO013)</p> <p align="center">Collaboration</p> <p>Name and practise basic skills required to work collaboratively with peers (VCPSCSO006)</p> <p>Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict (VCPSCSO007)</p> <p>Use basic skills required for participation in group tasks and respond to simple questions about their contribution to group tasks (VCPSCSO014)</p> <p>Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict (VCPSCSO015)</p>	<p align="center">Understanding Concepts</p> <p>Explore the meaning of right and wrong, good and bad, as concepts concerned with the outcomes of acts(VCECU001)</p> <p align="center">Decision Making & Actions</p> <p>Explore the type of acts often considered right and those often considered wrong and the reasons why they are considered so (VCECD002)</p> <p>Explore the effects that personal feelings can have on how people behave in situations where ethical issues are involved (VCECD003)</p>	<p align="center">Cultural Diversity</p> <p>Imagine and explain what their responses might be if they were placed in a different cultural situation or setting (VICCCD004)</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>Explore how language is used differently at home and school depending on the relationships between people(VCELA165)</p> <p>Understand that language can be used to explore ways of expressing needs, likes and dislikes(VCELA166)</p> <p>Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions (VCELA201)</p> <p>Identify language that can be used for appreciating texts and the qualities of people and things(VCELA236)</p>	<p align="center">Communicating & Interacting for Health & Wellbeing</p> <p>Identify and describe emotional responses people may experience in different situations (VCHPEP061)</p> <p>Identify and practise emotional responses that account for own and others' feelings (VCHPEP076)</p> <p align="center">Contributing to Healthy & Active Communities</p> <p>Identify actions that promote health, safety and wellbeing (VCHPEP062)</p> <p>Explore actions that help make the classroom a healthy, safe and active place (VCHPEP078)</p> <p align="center">Learning Through Movement</p> <p>Cooperate with others when participating in physical activities (VCHPEM068)</p> <p>Follow rules when participating in physical activities(VCHPEM070)</p> <p>Use strategies to work in group situations when participating in physical activities (VCHPEM085)</p> <p>Identify rules and fair play when creating and participating in physical activities (VCHPEM087)</p>	<p align="center">Development of Resilience</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 (VCPSCSE003)</p> <p>Explain how being prepared to try new things can help identify strategies when faced with unfamiliar or challenging situations (VCPSCSE010)</p> <p align="center">Relationships and Diversity</p> <p>Practise the skills required to include others and make friends with peers, teachers and other adults(VCPSCSO005)</p> <p>Listen to others' ideas, and recognise that others may see things differently (VCPSCSO012)</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(VCPSCSO013)</p> <p align="center">Collaboration</p> <p>Use appropriate language to describe what happens and how they feel when experiencing positive interactions or conflict (VCPSCSO007)</p> <p>Recognise that conflict occurs and distinguish between appropriate and inappropriate ways to deal with conflict (VCPSCSO015)</p>	<p align="center">Understanding Concepts</p> <p>Explore the meaning of right and wrong, good and bad, as concepts concerned with the outcomes of acts(VCECU001)</p> <p align="center">Decision Making & Actions</p> <p>Explore the type of acts often considered right and those often considered wrong and the reasons why they are considered so (VCECD002)</p> <p>Explore the effects that personal feelings can have on how people behave in situations where ethical issues are involved (VCECD003)</p>	