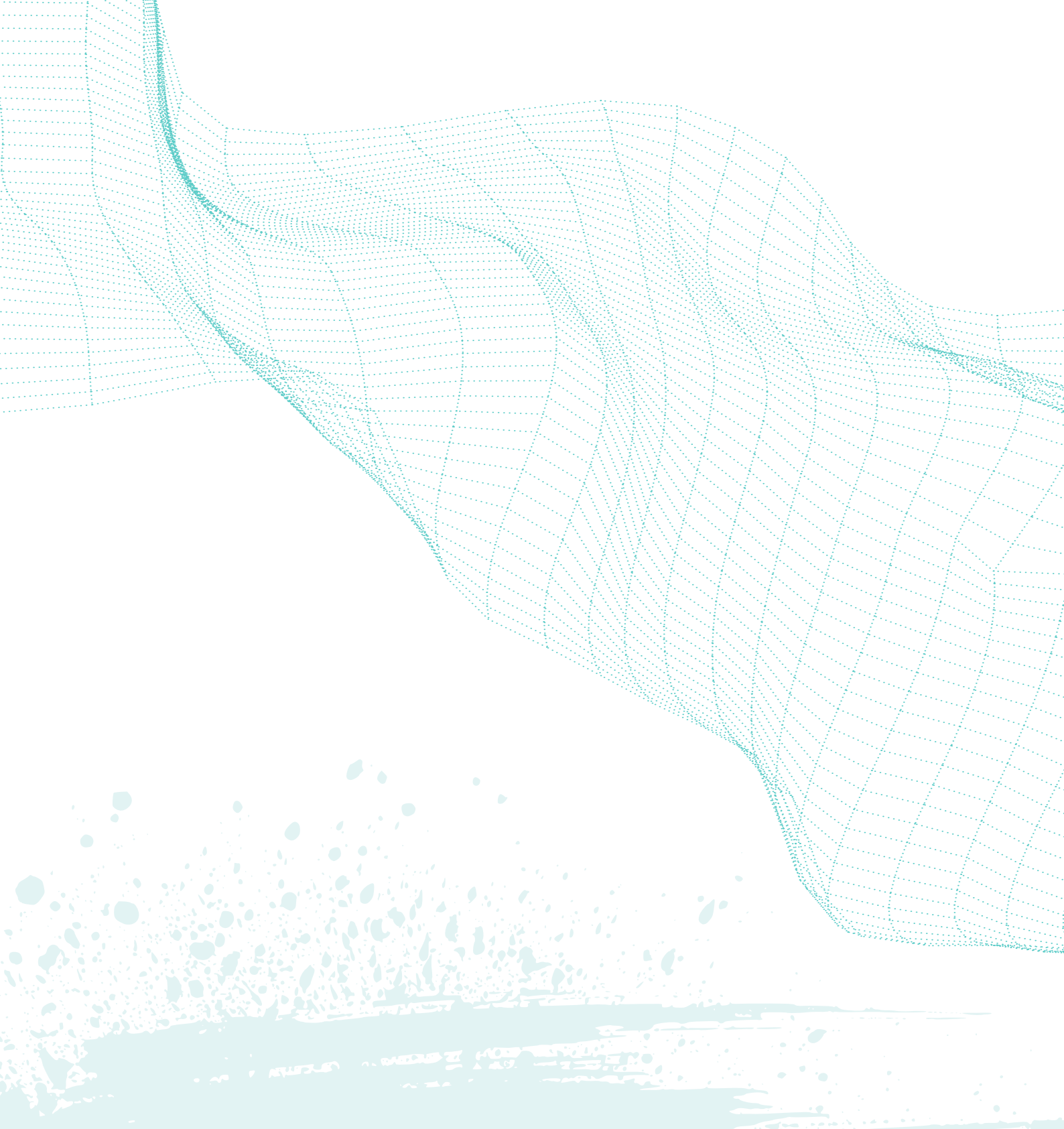


EDUCATOR GUIDE





Acknowledgements

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CONTENTS

Welcome	4
The YeS Project Framework	5
How to use this guide	6
Do I have to be a tech or media expert to teach The YeS Project?	6
The Educator Guide and Workshop Handbook	6
Understanding young people's digital cultures	7
Links to the Australian curriculum	9
Health and Physical Education	9
Personal and Social Capability and Ethical Understanding	10
Other learning areas and capabilities	10
Links to other programs	11
The YeS Project and other education programs	11
Fitting The YeS Project into your school	11
Planning and facilitation guidance	12
Setting up a safe space	12
Organising activities	13
Facilitating group discussions	13
References and resources	14
Appendices	15
Appendix A – Planning template: 10 week Health classroom unit	15
Appendix B – Planning template: 2 day intensive leadership program	15
Appendix C – Planning template: Embedding activities within existing Respectful Relationships classroom program	15
Appendix D – Table 1: Health and Physical Education Years 9 and 10 Content Descriptions by Theme/Workshop/Activities	16
Appendix E – Table 2: Personal and Social Capability Years 9 and 10 Learning Continuum by Theme/Workshop/Activities	18
Appendix F – Table 3: Ethical Understanding Years 9 and 10 Learning Continuum by Theme/Workshop/Activities	22

COMMISSIONER'S WELCOME

Guiding young people to positively shape their digital practices has never been more important. In an increasingly tech-driven world, young people find it challenging to make the distinction between their online and offline worlds. Whether it's for school, socialising, or entertainment, almost everything teens do is enabled through an internet-connected device.

While this exposure to digital technology can create diverse and rich experiences, our research shows that young people also encounter a number of negative experiences online, such as being left out by others, having mean things posted about them or experiencing image-based abuse through digital devices or social media.

While these negative experiences can be hurtful and damaging, we know through our research and day to day contact with young people, teens can recognise the positive outcomes that arise from these incidents. Whether it's realising who their "true friends" are, being able to identify and effectively manage online risks or helping a friend through online strife, teens do feel more empowered as they develop digital resilience. By definition, resilience is the process of bouncing back in the face of adversity, and enabling teens to develop this skill is increasingly important.

We also know that during tough times young people often turn to their peers. I firmly believe that for young people to share these experiences and strategies, having the right eSafety information to share with friends is an important way for young people to positively shape their digital communities, and get the support that they need. This is where The YeS Project will help.

The YeS Project focuses on improving digital culture and bolstering young people's support networks. It encourages teachers and students to explore the pros and cons of various digital practices, communities and values, sparking important conversations and problem solving in the classroom.

Additionally, it provides teachers with authentic insight into students' digital experiences so they too can be empowered to encourage the right help-seeking behaviours. By facilitating these interactive workshops, guided by The YeS Project modules, young people will better understand the complexity of their digital world and the implications for their everyday lives.

We look forward to The YeS Project empowering teachers and contributing to the development of a new generation of young positive online influencers, as we encourage them to shift the conversation and shape the world.



Julie Inman Grant
eSafety Commissioner

THE YES PROJECT FRAMEWORK

The YeS Project is a workshop-based social and digital health program that encourages young people to act as positive leaders and supportive friends in all their social spaces, especially online. The YeS Project aims to enable students to learn about their digital communities, and to transform them.

It moves through three themes which build on one another. Firstly, young people reflect on their own digital and social practices—ME, they then focus on their interactions and support with friends and peers—YOU, and, finally, explore and plan for change in their schools and communities—WE. This mirrors other health and education programs that use an ethics framework to support young people caring for themselves, their peers and their worlds (see Carmody & Ovenden, 2013, for example). Although this is a resource about digital education it also encourages young people to develop their ethical, personal and social capabilities.

THEME 1

ME: How do I fit in the digital world?

This theme aims to:

- Introduce students to The YeS Project and invite them to take stock of their online cultures to identify how they could be improved.
- Ignite the potential for students to make positive change in their schools and communities with activities and discussions focusing on investigating the status quo.
- Explore students' social and digital worlds including the challenges they encounter through investigating media practices, digital legal problems and media literacy.

THEME 2

YOU: How do I support and connect with others?

This theme aims to:

- Introduce students to, or review, relevant resources to safely address social and digital challenges including online and mediated harassment and image-based abuse in Australia.
- Skill-up students to lead, influence, mentor and support peers.
- Invite students to consider how to connect with others to better shape their own digital cultures and communities.

THEME 3

WE: How can we make change?

This theme aims to:

- Investigate how individuals, groups and communities have inspired change in their digital cultures and communities.
- Evaluate the opportunities and limitations of using technology, digital tools or social media to inspire and enact social change.
- Consider the most significant or prevalent problems or issues in students' digital lives and commit to making changes to address these issues.
- Identify what influences and contributes to these problems and challenges.
- Develop and enact a project plan to make social change that takes into account learning from previous workshops.
- Reflect on students' knowledge, attitudes and practices during, and after, The YeS Project.

HOW TO USE THIS GUIDE

Do I have to be a tech or media expert to teach The YeS Project?

No. This resource is a roadmap to help you explore ways to teach about the challenges and opportunities of digital life. In preparing yourself to teach this program, read through the 12 workshop plans in the Workshop Handbook. Of course, pick and choose activities that both fit your students' needs and your professional learning goals.

As with all teaching, we start where we are at. We (teachers) must also allow ourselves to be learners in the digital age.

The Educator Guide and Workshop Handbook

This YeS Project Educator Guide provides supporting material to explain the research that underpins the Project. It includes:

- An overview of research that aims to understand young people's digital cultures
- Advice on how the Project links with Australian Curriculum and programs for Years 9 and 10, including tables of how each workshop and activity relates to the Health and Physical Education (Appendix D), Personal and Social Capability (Appendix E) and Ethical Understanding (Appendix F) areas of the Australian Curriculum.
- Suggestions on how to fit The YeS Project into your school or setting
- Recommendations for planning and facilitating the Project
- A list of references and resources

This Educator Guide also includes templates for designing a program to best fit your school. There are templates for planning a 10-week classroom-based unit, a 2-day intensive program, or a series of 5 lessons that expand on existing relationships education programs.

This Guide designed to be used alongside The YeS Project Workshop Handbook. The Handbook provides all the theme and workshop activities, as well as the snapshot material to supplement your project facilitation, including:

- An outline of each of the Themes and Workshops
- Workshop activity outlines
- Supporting material for each activity
- Tips and ideas for facilitating activities
- A list of references and resources



UNDERSTANDING YOUNG PEOPLE'S DIGITAL CULTURES

There are different ways to understand digital technology and social media. The YeS Project focuses on digital culture; we are interested in young people's digital practices – that is, what they do and what influences this. Digital culture involves how young people use the internet, online and video gaming, social media, websites, apps and different digital devices (Thumin 2012).

Digital culture:

Social norms, values, ideas and practices that relate to the internet, social media and technology

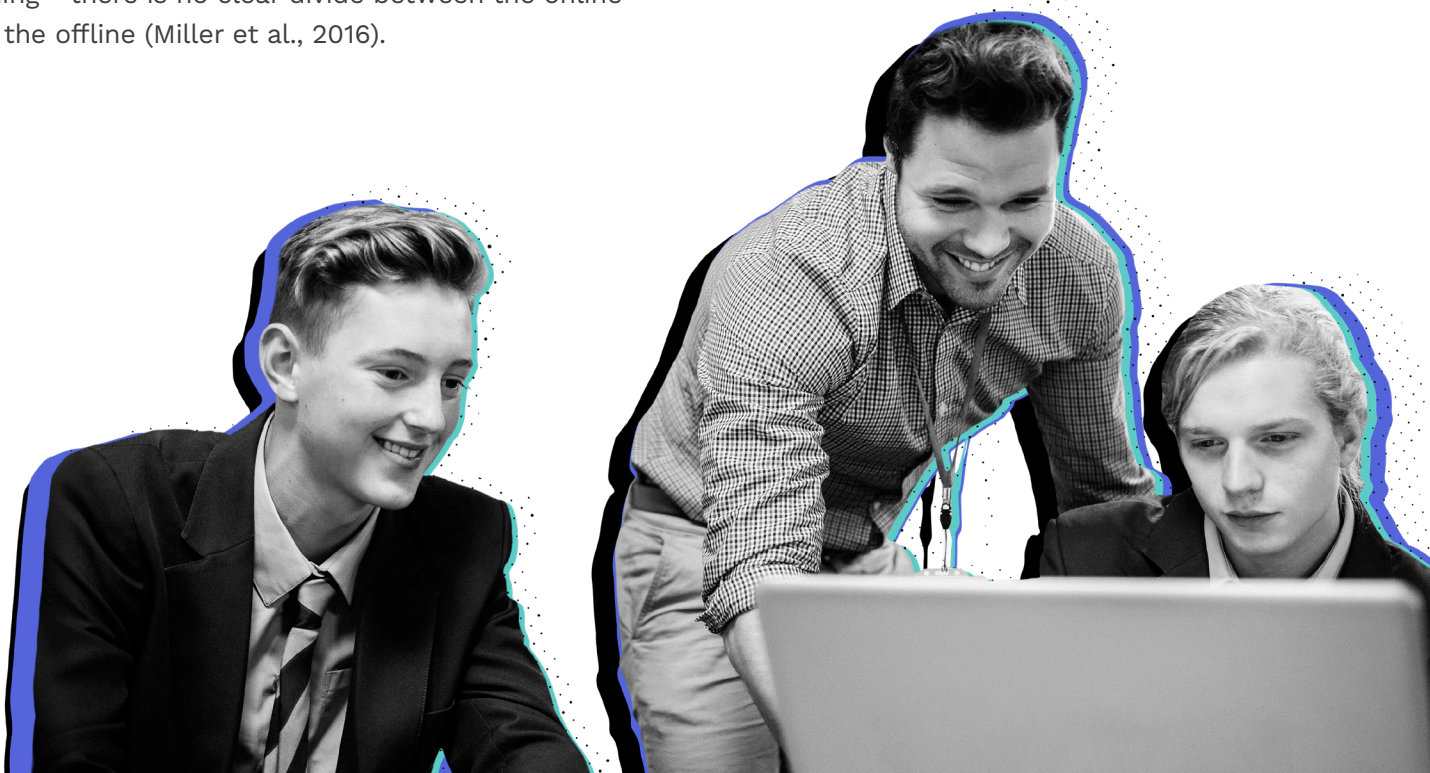
Digital practices:

The everyday habits, routines, behaviours and actions that people do using digital devices or in digital spaces

Of course, digital practices are not separated from what happens in the physical. Our smartphones help us wake up when their annoying alarms go off, a remark someone says to us online can deeply hurt our feelings, the patterns of exclusion and inclusion at school are often replicated on social media and in gaming – there is no clear divide between the online and the offline (Miller et al., 2016).

Different researchers define social media in different ways; you might recall earlier terms such as online communities or social networking sites that invited people to “socialise with their friends and acquaintances, to share information with interested others, and to see and be seen” (boyd 2010, p39). We use “social media platforms” to capture the way that sites such as Facebook, YouTube, Twitter or Google have become more than communities of profiles and newsfeeds; they shape how people interact through algorithms and interfaces, act as marketplaces to buy and sell things, and contribute to economies, politics and our social worlds (van Dijck, Poell & de Waal, 2018).

Social media platforms and other digital technologies shape the potential for what young people can do online. These affordances encourage users to do things, e.g. Liking content on their Facebook feeds, clicking a button to share a video on YouTube or Vimeo. They also constrain what users can do, e.g. A tweet may only contain 280 characters (Bucher & Helmond, 2016).



UNDERSTANDING YOUNG PEOPLE'S DIGITAL CULTURES

Affordances:

What social media platforms and digital technologies allow people to do

What does this mean for young people? Different platforms have different affordances. This shapes the different things young people do. For example, Snapchat affords quick, in-the-moment “silly” images shared with small groups of close friends, whereas Instagram images might be carefully curated as the images stay visible for Followers to scroll through (Schreiber, 20117).

Young people’s digital practices are diverse; what is typical for one young person online might not be typical for another. Young people share that they use social media to keep connected with family and friends, to entertain themselves, keep up to date with what is going on and help plan their social life, and as a form of self-expression (OeSC, 2018). Taking and uploading selfies, as one example, might be about recording an important event with friends or sharing a joke with family through a silly face, just as much as a selfie might be a personal image taken to record how a young person is feeling over time (Senft, 2015).

Research by the Office of the eSafety Commissioner (2018) shows that young people in Australia experience many different issues online including being left out of things by other people, having mean things said or posted about them and experiencing different types of bullying via digital technologies or social media.

The study highlights that “While negative experiences can be hurtful, young people also report positive outcomes from these experiences in terms of increased awareness of online risks and ways of dealing with issues when they arise” (OeSC 2018, p5).

Sharing these experiences and skills with peers and schoolmates is an important way for young people to change their digital communities.

The YeS Project gives young people an opportunity to “take stock” of their digital communities and their own values. It aims to help students learn about their digital communities, and to transform them.

The YeS Project encourages teachers and students to explore the similarities and differences of young people’s digital practices and communities.

By understanding their digital cultures, communities and practices young people will be better skilled to act as positive leaders and supportive friends in all their social spaces, especially online.

LINKS TO THE AUSTRALIAN CURRICULUM

The Australian Curriculum

The three-dimensional design of the **Australian Curriculum** outlines curriculum content covering:

- 8 Learning Areas (English, Mathematics, Science, Health and Physical Education, Humanities and Social Sciences, The Arts, Technologies and Languages)
- General Capabilities
- and, Cross-Curriculum Priorities.

The YeS Project aligns with the **Health and Physical Education** (HPE) learning area. Through HPE we develop two General Capabilities: **Personal and Social Capability** (PSC) and **Ethical Understanding** (EU). There are tables at the end of this Teacher Guide that link each workshop activity with relevant content descriptions for HPE, PSC and EU.

Health and Physical Education

The **Health and Physical Education** learning area is underpinned by **5 propositions** that inform The YeS Project:

- Focus on educative purposes
- Take a strengths-based approach
- Value movement
- Develop health literacy
- Include a critical inquiry approach

These propositions shift health education from merely teaching content to developing student skills while acknowledging their strengths and capacities. The YeS Project provides opportunities to reflect on and articulate their experiences, beliefs and feelings, compare their own and others' ideas and strengths, and "critically analyse and critically evaluate contextual factors that influence decision-making, behaviours and actions, and explore inclusiveness, power inequalities, assumptions, diversity and social justice" (ACARA, 2018).

Assessment in HPE

The Achievement Standards for HPE include that:

"By the end of Year 10, students critically analyse contextual factors that influence 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 health situations. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing.

Each of these ideas has been woven into The YeS Project, through activities that address different aspects of young people's digital cultures and practices.

A table of HPE content descriptions and associated workshop activities is provided in Appendix D.

LINKS TO THE AUSTRALIAN CURRICULUM

Personal and Social Capability and Ethical Understanding

Personal and Social Capability in the Australian Curriculum supports students to develop their personal and social skills to understand themselves and others better. This capability “involves students in a range of practices including recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills” (ACARA, 2018).

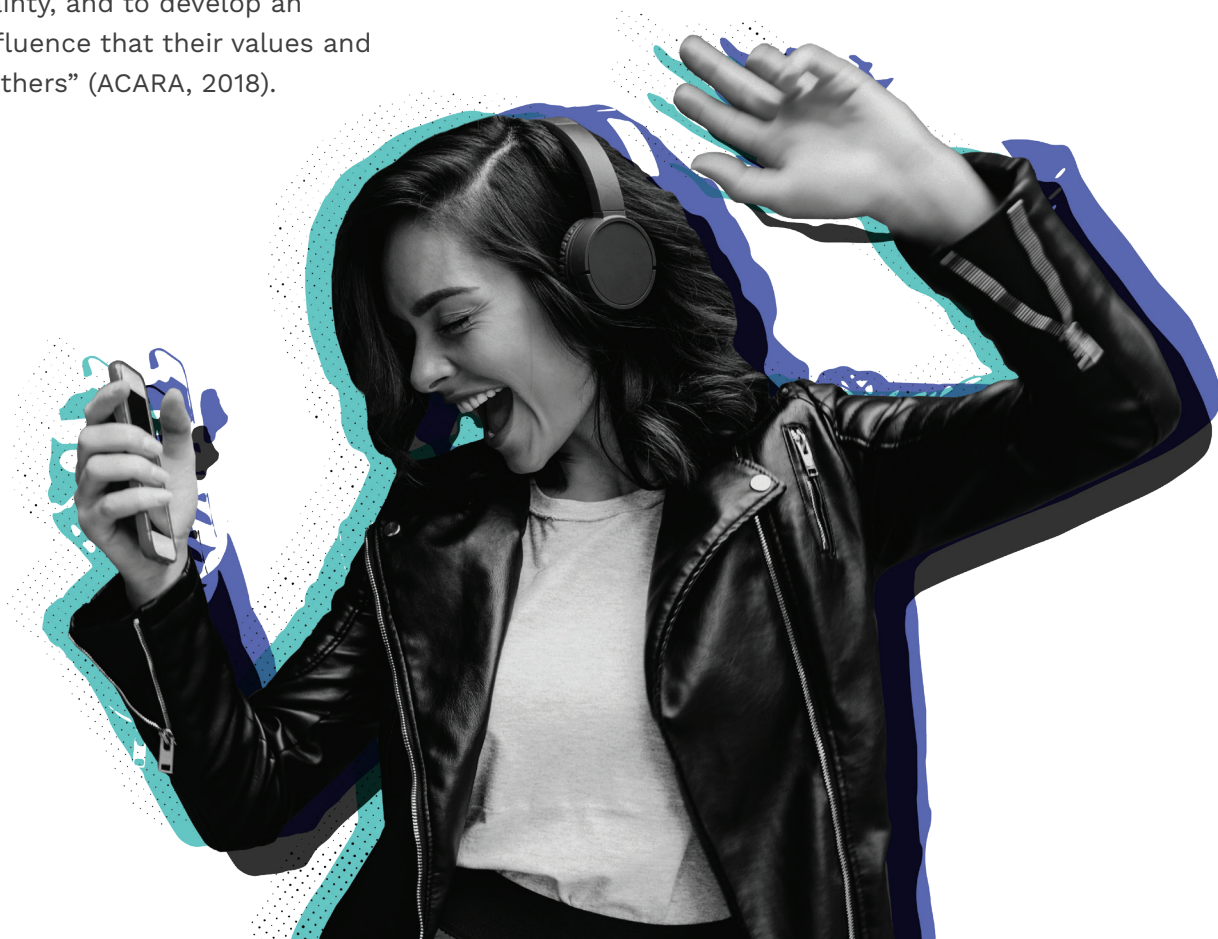
Ethical Understanding in the Australian Curriculum engages students in ethical decision-making processes that build their capacity to engage with changes and uncertainty in their lives, now and in the future. This capability “involves students building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others” (ACARA, 2018).

Both of these General Capabilities are developed through The YeS Project. Students engage in individual reflection and group discussions, and are supported to identify, share and analyse their own and others’ feelings and experiences.

Tables for PSC and EU learning continua and associated workshop activities are provided in Appendices E and F, respectively.

Other learning areas and capabilities

The YeS Project relates to other learning areas and capabilities including, for example, **English**, **Technologies**, **History**, **Civics and Citizenship**, **Information and Communication Technology (ICT)**, and **Critical and Creative Thinking**. Individual activities or workshops can be facilitated to supplement these areas of your curriculum without completing the whole Project. The case studies, scenarios or videos used in different activities can be modified to suit aims of these different learning areas.



LINKS TO OTHER PROGRAMS

The YeS Project and other education programs

The YeS Project may also be reworked into other existing and new programs.

School leadership programs often support students to identify problems and issues in their schools and lives, and then develop responses. The YeS Project adopts a digital and technological flavour to developing student leadership. It complements peer support, leadership and digital citizenship programs. The Workshop Handbook notes opportunities for students to work with younger students in cross-age activities to peer support and mentor.

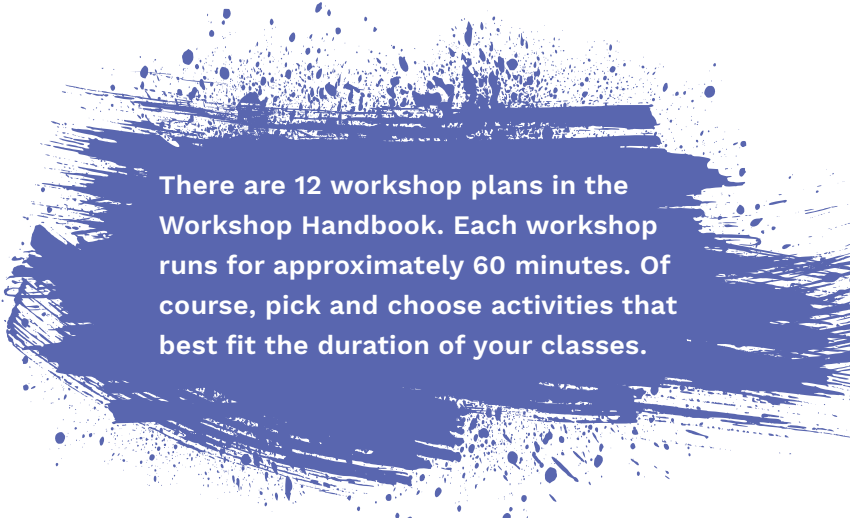
There are a number of workshops and activities that extend Social and Emotional Learning approaches that explore skills such as self-awareness, social awareness and responsible decision-making. These include, for example, the activities '4.2 Crossing the line', '6.2 Friendship stressors' and '7.3 Social and digital challenges scenarios'.

Respectful Relationships education principles align to The YeS Project and the workshops supplement activities to promote positive relationships and build respectful communication, relationships and problem-solving skills. A planning template outlines appropriate activities to extend these programs.

Fitting The YeS Project into your school

The YeS Project is designed to best fit within Health classes however it may also fit in home group, personal development, pastoral care, ICT or life skills classes, depending on your school's curriculum.

Successful health or social education programs must respond to different school contexts and existing programs. Although the program is broken into three themes with multiple workshops, we encourage you to select the workshops and activities that best meet the needs of your school. To do this, take stock of current programs in the school in Health and other subjects, as well as whole school projects and initiatives.



There are 12 workshop plans in the Workshop Handbook. Each workshop runs for approximately 60 minutes. Of course, pick and choose activities that best fit the duration of your classes.

Planning templates are provided to help you map The YeS Project for three different scenarios:

- In existing Year 9 or 10 Health classes
 - 10 week plan, for one 60 min class per week.
- A standalone 2 day intensive leadership program
 - this sets groups of students up to develop their own projects beyond the 2 day program.
- To embed The YeS Project activities within existing Respectful Relationships (RR) classroom programs
 - this template includes suggested activities to supplement RR resources.

PLANNING AND FACILITATION GUIDANCE

The Workshop Handbook includes tips and ideas alongside each activity.

Here are some general ideas to get you started.

Setting up a safe space

- It is important to ensure that you create a 'safe space' to explore students' issues and concerns. This doesn't mean ignoring challenging or sensitive topics, instead it means creating an environment where each student feels comfortable to share their ideas without feeling there will be a harmful consequence, e.g. teasing, bullying, feeling embarrassed. This is important because each students' experiences and ideas are meaningful – students experience media, technology and their digital cultures in different ways. Addressing the problems and issues of digital cultures must incorporate these differences.
- The Workshop Handbook includes introductory activities '1.2 YeS video and project aims,' '1.3 Group agreement' and '1.4 Project supports' in Workshop 1 to help you establish what the project is about, your students' rights and responsibilities of each other during the Project and to remind them that there are support services and organisations available to them. These activities also remind students of school-based supports such as a school nurses or counsellors, home group teachers, student wellbeing co-ordinators etc.
- Students may disclose experiences or ideas about image-based abuse, cyberbullying or other illegal, harmful or sensitive experiences. It is crucial that these disclosures are taken seriously. Each state or territory education department lists the responsibilities of teachers to report or respond to disclosures of historical, current or potential harm to or by students. Advice is available from the Office of the eSafety Commissioner.
- The YeS Project outlines how students can report or respond to image-based abuse and digital bullying in Workshop 7. Review this workshop for further details about reporting via the **Office of the eSafety Commissioner**.
- If you are unsure about reporting a disclosure or comment from a student, ask your leadership team or state or territory education department for advice.

PLANNING AND FACILITATION GUIDANCE

Organising activities

- Times suggested for each workshop are approximate, variations can depend on interest, student engagement in activities and discussion. It is important to allow time for discussions to continue to be valuable for students.
- Designate someone as a note taker in activities, to record brainstorms or ideas from group work. Notes and records can be used for formative assessment, shared in a group journal, and to facilitate ideas for making change in Theme 3. The note taker or another documentor in the group may like to include photos. Students or teachers taking photos can model good practice by asking for consent to take the photo, with information about how the photo will be used.
- Decide if the shared brainstorms, notes, photos, or journals will be stored in a group cloud document or scribed onto non-digital material, such as butchers paper. If non-digital scribes are used take photos of these and store in a shared digital folder for later reflection.
- Rarely is there any need to have one digital device per person, some workshops suggest one device for each small group. Decide which device would be suitable to use in workshops with respect to school policy and procedure.

Facilitating group discussions

- There are many opportunities for group discussions and debriefing through The YeS Project. These opportunities allow students to share their ideas and, more importantly, hear what their peers think.
- Each workshop includes prompt questions to guide and support discussions. In managing group discussions, describe what you observe or notice, and question patterns. Reflect back student responses, use ‘why do you think...?’ or ‘how...?’ type open ended questions, be curious, clarify words and ideas, or concepts, and value contributions.
- Students might immediately respond to a question and need support to reflect on their answers to better understand their digital communities. For example, comments that “everyone on Instagram is fake,” “no young people are on Facebook” or “only people who can’t socialise play video games” might seem or feel like they are true to some young people, but comments like these may not be supported with evidence. Ask young people to back up their remarks and encourage them to find evidence to support and refute their claims. It is valuable to explore why certain myths, stereotypes or assumptions exist and the implications of this.
- Model curiosity as a response to surprising or challenging ideas such as “I’m curious, what do you mean by...?” “This is different for me/ what we have heard so far, can you tell me more about what you mean?” or “That’s a really interesting way to think about it. What has influenced that position?”

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APPENDICES

APPENDIX A

Planning template: 10 week Health classroom unit

- Week 1: Workshop 1
 - Week 2: Workshop 2
 - Week 3: Workshop 3
 - Week 4: Choose Workshop 4, 5 OR 6
 - Week 5: Workshop 7
 - Week 6: Workshop 8
 - Week 7: Workshop 9
 - Week 8: Workshop 10 (10.2, 10.3, 10.4, 10.5)
 - Week 9: Workshop 11 (11.1) and students work on own projects
 - Week 10: Students work on own projects and Workshop 12 (12.2)
-

APPENDIX B

Planning template: 2 day intensive leadership program

Day 1: Morning (3 hours)

- Workshop 1 (1.1, 1.2, 1.3, 1.4)
- Workshop 2 (2.2 only)
- Workshop 3 (3.2 only)
- Workshop 7 (7.1, 7.2 only)

Afternoon (2 hours)

Group to choose between one of the three workshops:

- Workshop 4 (4.1, 4.2, 4.3)
- Workshop 5 (5.1, 5.2)
- Workshop 6 (6.1, 6.2)
- Workshop 8 (8.1, 8.3 only)

Day 2: Morning (3 hours)

- Workshop (9.2 only)
- Workshop 10 (10.2, 10.3, 10.4, 10.5)
- Students work on projects

Afternoon (2.5 hours)

- Workshop 11 (11.1)
 - Students work on projects
 - Workshop 12 (12.2)
-

APPENDIX C

Planning template: Embedding activities within existing Respectful Relationships classroom program

- Workshop 2: 2.1, 2.2, 2.3
- Workshop 3: 3.1, 3.2
- Workshop 4: 4.1, 4.2, 4.3
- Workshop 6: 6.1, 6.2
- Workshop 7: 7.1, 7.2
- Workshop 9: 9.1, 9.2, 9.3

APPENDIX D

Table 1: Health and Physical Education Years 9 and 10 Content Descriptions by Theme/Workshop/Activities

Health and Physical Education Strand: Personal, Social and Community Health												
Activity	ME: How do I fit in the digital world?											
	WORKSHOP 1: Setting the Scene				WORKSHOP 2: Digital Cultures			WORKSHOP 3: Laws, Tech and Media		WORKSHOP 4: Online images - the good, the bad and the ugly		
	1.1	1.2	1.3	1.4	2.1	2.2	2.3	3.1	3.2	4.1	4.2	4.3
Sub-strand: Being healthy, safe and active												
Evaluate factors that shape identities and critically analyse how individuals impact the identities of others (ACPPS089)	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
Examine the impact of changes and transitions on relationships (ACPPS090)		✓	✓		✓	✓	✓				✓	✓
Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at short or long term risk (ACPPS091)				✓	✓				✓		✓	✓
Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092)		✓				✓	✓			✓	✓	✓
Sub-strand: Communicating and interacting for health and wellbeing												
Investigate how empathy and ethical decision making contribute to respectful relationships (ACPPS093)			✓			✓	✓		✓	✓	✓	✓
Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPS094)					✓					✓	✓	✓
Critically analyse and apply health information from a range of sources to health decisions and situations (ACPPS095)				✓				✓	✓			
Sub-strand: Contributing to healthy and active communities												
Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities (ACPPS096)										✓	✓	✓
Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (ACPPS097)						✓	✓					
Critique behaviours and contextual factors that influence health and wellbeing of diverse communities (ACPPS098)	✓	✓									✓	✓

		YOU: How do I fit in the digital world?						WE: How can we make change?															
		WORKSHOP 7: Resources			WORKSHOP 8: Influencers and Connectors			WORKSHOP 9: Mentoring and supporting			WORKSHOP 10: Change Makers										WORKSHOP 11: Getting It Done	WORKSHOP 12: Shape Your World	
Activity	7.1	7.2	7.3	8.1	8.2	8.3	9.1	9.2	9.3	10.1	10.2	10.3	10.4	10.5	10.6	10.7	10.8	10.9	10.10	10.11	11.1	12.1	12.2
Sub-strand: Being healthy, safe and active																							
Evaluate factors that shape identities and critically analyse how individuals impact the identities of others (ACPPS089)			✓	✓	✓	✓	✓		✓	✓	✓			✓	✓	✓		✓		✓	✓	✓	✓
Examine the impact of changes and transitions on relationships (ACPPS090)			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓
Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at short or long term risk (ACPPS091)			✓																				
Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092)			✓	✓	✓	✓	✓		✓					✓						✓			
Sub-strand: Communicating and interacting for health and wellbeing																							
Investigate how empathy and ethical decision making contribute to respectful relationships (ACPPS093)			✓	✓		✓	✓	✓	✓					✓	✓	✓		✓		✓	✓		
Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPS094)			✓				✓	✓	✓	✓				✓	✓	✓		✓	✓	✓			
Critically analyse and apply health information from a range of sources to health decisions and situations (ACPPS095)	✓	✓	✓				✓		✓		✓			✓	✓			✓					
Sub-strand: Contributing to healthy and active communities																							
Plan, implement and critique strategies to enhance health, safety and wellbeing of their communities (ACPPS096)	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (ACPPS097)				✓	✓	✓				✓	✓		✓										
Critique behaviours and contextual factors that influence health and wellbeing of diverse communities (ACPPS098)	✓	✓	✓	✓			✓				✓	✓				✓							

APPENDIX E

Table 2: Personal and Social Capability Years 9 and 10 Learning Continuum by Theme/Workshop/Activities

Learning Continuum: Personal and Social Capability												
Activity	ME: How do I fit in the digital world?											
	WORKSHOP 1: Setting the Scene				WORKSHOP 2: Digital Cultures			WORKSHOP 3: Laws, Tech and Media		WORKSHOP 4: Online images – the good, the bad and the ugly		
Self-awareness	1.1	1.2	1.3	1.4	2.1	2.2	2.3	3.1	3.2	4.1	4.2	4.3
	5.1	5.2	6.1	6.2								
Recognise emotions reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts	✓	✓					✓			✓	✓	✓
Recognise personal qualities and achievements assess their strengths and challenges and devise personally appropriate strategies to achieve future success						✓	✓			✓	✓	✓
Understand themselves as learners evaluate the effectiveness of commonly used learning strategies and work practices and refine these as required					✓	✓	✓					
Develop reflective practice reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill set that contribute to or limit their personal and social capability					✓	✓	✓	✓		✓	✓	✓
Self-management												
Express emotions appropriately consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices	✓	✓	✓				✓			✓	✓	✓
Develop self-discipline and set goals critically analyse self-discipline strategies and personal goals and consider their application in social and work-related contexts			✓									
Work independently and show initiative establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes						✓	✓				✓	
Become confident resilient and adaptable evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations						✓					✓	✓

		YOU: How do I fit in the digital world?										WE: How can we make change?												
		WORKSHOP 7: Resources			WORKSHOP 8: Influencers and Connectors			WORKSHOP 9: Mentoring and supporting			WORKSHOP 10: Change Makers										WORKSHOP 11: Getting It Done	WORKSHOP 12: Shape Your World		
Activity		7.1	7.2	7.3	8.1	8.2	8.3	9.1	9.2	9.3	10.1	10.2	10.3	10.4	10.5	10.6	10.7	10.8	10.9	10.10	10.11	11.1	12.1	12.2
Self-awareness																								
Recognise emotions reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts			✓	✓	✓			✓	✓	✓	✓				✓	✓			✓	✓				✓
Recognise personal qualities and achievements assess their strengths and challenges and devise personally appropriate strategies to achieve future success				✓			✓	✓		✓			✓	✓		✓		✓	✓		✓	✓		✓
Understand themselves as learners evaluate the effectiveness of commonly used learning strategies and work practices and refine these as required		✓												✓		✓					✓			✓
Develop reflective practice reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill set that contribute to or limit their personal and social capability											✓			✓	✓	✓					✓	✓		✓
Social management																								
Express emotions appropriately consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices			✓	✓	✓			✓	✓	✓	✓				✓				✓	✓				✓
Develop self-discipline and set goals critically analyse self-discipline strategies and personal goals and consider their application in social and work-related contexts																	✓					✓		✓
Work independently and show initiative establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes			✓							✓			✓		✓	✓						✓		✓
Become confident resilient and adaptable evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations			✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓						✓	✓		✓

	YOU: How do I fit in the digital world?										WE: How can we make change?												
	WORKSHOP 7: Resources			WORKSHOP 8: Influencers and Connectors			WORKSHOP 9: Mentoring and supporting			WORKSHOP 10: Change Makers										WORKSHOP 11: Getting It Done	WORKSHOP 12: Shape Your World		
Activity	7.1	7.2	7.3	8.1	8.2	8.3	9.1	9.2	9.3	10.1	10.2	10.3	10.4	10.5	10.6	10.7	10.8	10.9	10.10	10.11	11.1	12.1	12.2
Social awareness																							
Appreciate diverse perspectives articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views		✓	✓	✓	✓		✓	✓		✓	✓		✓	✓				✓			✓	✓	
Contribute to civil society plan, implement and evaluate ways of contributing to civil society at local, national regional and global levels	✓	✓	✓	✓						✓	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓	✓
Understand relationships explain how relationships differ between peers, parents, teachers and other adults, and identify the skills needed to manage different types of relationships		✓		✓	✓	✓	✓	✓	✓	✓	✓			✓	✓					✓			
Self-management																							
Communicate effectively formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks	✓	✓	✓	✓		✓	✓	✓	✓			✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓
Work collaboratively 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	✓		✓		✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓			✓	✓	
Make decisions develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making		✓	✓					✓	✓	✓				✓				✓	✓		✓	✓	✓
Negotiate and resolve conflict generate, apply and evaluate strategies such as active listening, mediation and negotiation to prevent and resolve interpersonal problems and conflicts		✓	✓				✓	✓	✓					✓						✓			
Develop leadership skills propose, implement and monitor strategies to address needs prioritised at local, national, regional and global levels, and communicate these widely	✓					✓							✓	✓	✓	✓					✓	✓	

APPENDIX F

Table 3: Ethical Understanding Years 9 and 10 Learning Continuum by Theme/Workshop/Activities

Learning Continuum: Ethical Understanding Capability												
Activity	ME: How do I fit in the digital world?											
	WORKSHOP 1: Setting the Scene				WORKSHOP 2: Digital Cultures			WORKSHOP 3: Laws, Tech and Media		WORKSHOP 4: Online images - the good, the bad and the ugly		
	1.1	1.2	1.3	1.4	2.1	2.2	2.3	3.1	3.2	4.1	4.2	4.3
Understanding ethical concepts and issues												
Recognise ethical concepts critique generalised statements about ethical concepts		✓					✓	✓		✓	✓	✓
Explore ethical concepts in context distinguish between the ethical and non-ethical dimensions of complex issues					✓							✓
Reasoning in decision making and actions												
Reason and make ethical decisions investigate reasons for clashes of beliefs in issues of personal, social and global importance						✓	✓		✓	✓	✓	✓
Consider consequences analyse the objectivity or subjectivity behind decision making where there are many possible consequences		✓			✓	✓		✓	✓	✓	✓	✓
Reflect on ethical action evaluate diverse perceptions and ethical bases of action in complex contexts		✓			✓				✓	✓	✓	✓
Exploring values, rights and responsibilities												
Examine values analyse and explain the interplay of values in national and international forums and policy making		✓	✓		✓	✓	✓		✓	✓	✓	✓
Explore rights and responsibilities evaluate the merits of conflicting rights and responsibilities in global contexts					✓	✓		✓	✓	✓	✓	✓
Consider points of view use reasoning skills to prioritise the relative merits of points of view about complex ethical dilemmas	✓	✓				✓				✓	✓	✓

	YOU: How do I fit in the digital world?												WE: How can we make change?											
	WORKSHOP 7: Resources			WORKSHOP 8: Influencers and Connectors			WORKSHOP 9: Mentoring and supporting			WORKSHOP 10: Change Makers									WORKSHOP 11: Getting It Done	WORKSHOP 12: Shape Your World				
Activity	7.1	7.2	7.3	8.1	8.2	8.3	9.1	9.2	9.3	10.1	10.2	10.3	10.4	10.5	10.6	10.7	10.8	10.9	10.10	10.11	11.1	12.1	12.2	
Understanding ethical concepts and issues																								
Recognise ethical concepts critique generalised statements about ethical concepts		✓	✓	✓				✓	✓		✓			✓										
Explore ethical concepts in context distinguish between the ethical and non-ethical dimensions of complex issues			✓	✓				✓	✓		✓					✓								
Reasoning in decision making and actions																								
Reason and make ethical decisions investigate reasons for clashes of beliefs in issues of personal, social and global importance	✓		✓	✓				✓	✓		✓	✓		✓					✓	✓	✓	✓		
Consider consequences analyse the objectivity or subjectivity behind decision making where there are many possible consequences			✓	✓				✓	✓		✓			✓						✓	✓	✓		
Reflect on ethical action evaluate diverse perceptions and ethical bases of action in complex contexts		✓	✓								✓				✓					✓	✓	✓	✓	
Exploring values, rights and responsibilities																								
Examine values analyse and explain the interplay of values in national and international forums and policy making	✓													✓										
Explore rights and responsibilities evaluate the merits of conflicting rights and responsibilities in global contexts	✓		✓											✓										
Consider points of view use reasoning skills to prioritise the relative merits of points of view about complex ethical dilemmas			✓	✓	✓	✓	✓	✓	✓		✓	✓		✓			✓	✓	✓	✓	✓	✓	✓	
Learning Continuum: Personal and Social Capability																								

