

Community Matters

fitting in, peer pressure & building a great community

for secondary school



Values for Life Incursions

Values for Life is an educational program that provides student incursion workshops and teaching resources. These enable young people to develop community building values, make wise choices and fulfil their potential.



Incursion Details

- * Sessions are interactive and involve a variety of games, stories, discussion and multi-media to engage and educate
- * Catering for single, half-day or full-day sessions
- * Recommended duration is between 45 and 90 minutes – flexible to your timetable
- * Follow-up lesson plans and resources for teachers are included
- * Parent sessions are also offered on a number of topics
- * Costs are calculated on the number of sessions and location. Call or email us for a quick quote.



Values for Life

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Learning Focus

The **Community Matters** incursion focuses explores issues of peer pressure, friendship, personal character and what healthy community entails. Through a variety of **interactive activities, games, discussion, stories, multi-media, and video** the workshop aims to Increase students' awareness of social isolation and promote the importance of being proactive in seeking healthy friendships and creating a school culture where all people can belong.

The incursion can be tailored to meet the needs of students from year 7 to 12. In addition to this student incursion, a **complimentary teacher resource manual & curriculum** is provided that can be implemented & modified by the school to extend the learning outcomes in the classroom over several weeks.

Rationale

Research suggests that one of the greatest factors in enabling a young person succeed at school and be resilient is their being able to connect with others and feel like they are a valued member of the community. We aim at helping students see that school should be a positive experience to connect with others and how we can benefit together when this is promoted. We focus on ownership of community by the student body and give evidence-based strategies on how to respond, be resilient and actively seek support to create a healthy community.

Key concepts covered in the session:

- ▶ Highlighting the importance of a healthy community and how we contribute to this
- ▶ Exploring the importance of healthy self-worth and self-talk
- ▶ The promotion of empathy and the support we can give to others
- ▶ Key factors that form our self-image including peers, role models and individual values
- ▶ How we develop a healthy character that is others-centred
- ▶ The importance of being yourself and having people you can trust
- ▶ Encouraging students to take initiative and make a positive difference to others
- ▶ Promotion of resilient factors that help us succeed together
- ▶ Encouraging students to include others - particularly isolated students
- ▶ Giving strategies that enable good decision-making, conflict resolution, communication skills and teamwork

Essential Learning Standards

The incursion presents a student learning program that intertwines elements of all strands of the curriculum with the key focus on the following:

- **Building social relationships** (Interpersonal Development),
- **Reflection, evaluation and metacognition** (Thinking Processes)

The table below shows these dimensions addressed and the emphasis provided:

| Strand | Domain | Dimension | Included | Major Focus | Teacher Manual | |
|--------------------------------------|--|--|----------|-------------|----------------|---|
| Physical, Personal & Social Learning | Health & PE | * Movement & physical activity | X | | | |
| | | * Health knowledge & promotion | | X | X | |
| | Interpersonal Development | * Building social relationships | | | X | X |
| | | * Working in teams | | | X | X |
| Personal Learning | Personal Learning | * The individual learner | | X | X | |
| | | * Managing Personal learning | X | | X | |
| Civics & Citizenship | Civics & Citizenship | * Civics knowledge and understanding | | X | X | |
| | | * Community engagement | | X | X | |
| Discipline-based Learning | The Arts, English, Humanities, LOTE, Maths & Science | * Knowledge, understanding & skills gained through the domains | X | | X | |
| Interdisciplinary Learning | Communication | * Listening, viewing & responding | | X | X | |
| | | * Presenting | X | | X | |
| Thinking Processes | Thinking Processes | * Reasoning, processing & inquiry | | X | X | |
| | | * Creativity, reflection & metacognition | | X | X | |