

Skin Deep

discovering true femininity



values for life

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

We aim to engage, impact and empower primary and secondary school students, providing learning outcomes that engender pro-social values, empathy and resilience. We are committed to working with the school to identify the most effective program that suits the needs of the school community and recognise that prevention programs are highly successful when part of a community effort.



Values for Life is associated with Concern Australia

Values for Life

P: (03) 9416 1104

F: (03) 9416 2794

E: v4lss@concernaustralia.org.au

W: www.valuesforlife.net

Learning Focus

Examines the cultural messages that girls get about what it means to be a woman in Australia today. The seminar discusses issues such as body image and various mixed messages girls are receiving. It also explores the need for students to focus on their character rather than the external.

In addition to this student seminar, 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

This module looks at the predominant messages on women that are focused in media, marketing and within peer groups. The seminar addresses issues such as unattainable body image, unhelpful and inaccurate information about sex and society's obsession with image. Students are encouraged to consider the consequences of the messages in media in relation to women, particularly self-image, asking questions such as "who says, why and where is that derived?" We introduce students to the idea of creating filters for data against unreasonable pressures. We also encourage students to investigate issues of character and priorities.

Key concepts covered in the session:

- Highlights the importance of a healthy self-worth
- Promotion of individual priorities and values
- Investigating the real qualities of a woman and what should they be. The importance of character
- Exploring and challenging what determines the value of a woman?
- Looking at key factors in formation, including individual world view, peers and role models
- Develops ways in which we can better connect within our family, friends, and community
- Promotion of being a role model and the impact we make on others

Essential Learning Standards

The Values for Life program presents a student learning program that intertwines elements of all three strands of VELS with the key focus on the following dimensions:

- **Building social relationships** (Interpersonal Development domain), plus
- **Reflection, evaluation and metacognition** (Thinking Processes domain, in the Interdisciplinary Learning strand)

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

| Strand | Domain | Dimension | Included | Focus | Major Focus | Teacher Manual |
|--|---|---|--|-------|-------------|----------------|
| Physical, Personal and Social Learning | Health and Physical Education | Movement and physical activity Health knowledge and promotion | ✓ | ✓ | | ✓ |
| | Interpersonal Development | Building social relationships Working in teams | ✓ ✓ | ✓ | ✓ | ✓ |
| | Personal Learning | The individual learner Managing personal learning | ✓ ✓ | | | ✓ |
| | Civics and Citizenship | Civics knowledge and understanding Community engagement | ✓ | ✓ | ✓ | ✓ |
| Discipline-based Learning | The Arts, English, Humanities, LOTE, Mathematics, Science | Knowledge, understanding and skills gained through the various domains | This seminar will relate to a number of these discipline-based VELS domains depending on the duration and focus. | | | |
| Interdisciplinary Learning | Communication | Listening, viewing and responding Presenting | ✓ ✓ | | | |
| | Thinking Processes | Reasoning, processing and inquiry Creativity Reflection, evaluation and metacognition | ✓ ✓ | ✓ | ✓ | ✓ |

secondary level