

Man Up

discovering true masculinity



values for life

Learning Focus

Examines the cultural messages that young men get about what it means to be a real man in Australia today. The seminar discusses issues such as character, role models, rites of passage and various other mixed messages students are receiving through the media, peers and family. It also explores the need for students to focus on their character rather than just their skills and status.

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 session is designed to provide a safe and fun environment where young men (generally years 8-10) can start to question and explore what it means to be a man today in the western culture. It provides healthy alternative messages and values to what most of them are being exposed to through media and their peers. We want students to leave understanding how to investigate questions such as: "Who am I? What influences me? Where am I going in life? What is important to me? What difference will I make?"

Key concepts covered in the session:

- Exploring the qualities of being a man and asking students to think - what should they be?
- Highlighting the importance of healthy self-worth including setting priorities and values. Looking at key factors in formation including peers, role models and individual values
- Defining what a real hero is with the focus on character rather than perception
- Exploring rites of passage for young men and highlighting healthy ways in which we develop our character
- Developing students to become great leaders that make a difference in their school and community. Good decision-making enables us to communicate well, work effectively together and make a difference to others
- Promotion of resilient factors and encouraging students to be a good role model to others - particularly younger students

Essential Learning Standards

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

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

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	✓ ✓	✓	✓	✓

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

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secondary level