



Education  
Services  
Australia

## **SeeMe Media Literacy Project Research and Scoping Study Report**

Prepared for the Queen Victoria Women's Centre Trust by Education Services Australia Ltd

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## 1.0 Introduction

The proposal from the Queen Victoria Women's Centre Trust to develop an interactive, online media literacy curriculum resource that addresses young people's concerns about body image and raises their critical awareness of the media's unrealistic portrayals of body image and gender stereotypes is both timely and important.

The proposed *SeeMe* media literacy resource complements other recent initiatives in this area that have grown out of recommendations from the National Advisory Group on Body Image to the Australian government's Office for Youth, and contained in the report *A Proposed National Strategy on Body Image*, Commonwealth of Australia (2009).

These initiatives include:

- *Conversation Starters* on positive body image for School leaders, Parents and Student Leaders developed by Education Services Australia (forthcoming).
- *Positive Body Image – A Body Image Curriculum Resource* developed by The Butterfly Foundation (forthcoming).
- *RESPECT EVERY BODY* – Poster for all Australian schools developed by Education Services Australia (forthcoming).

The need to address issues of body image with young people in Australia has been underscored by the latest research findings from Mission Australia's *National Survey of Young Australians* (2010). These findings indicate that of the young participants interviewed (50,000+ 11–25 year olds), 1 in 3 reported that body image:

*...was a major concern, with the proportion concerned about it increasing with age, from 28.1% of 11 to 14 year olds to 40.3% of 20 to 24 year olds. Over a quarter (27.3%) of respondents identified coping with stress as a major issue, well above the 2009 figure of 18.7%. One in five 11 to 14 year olds increasing to 44.8% of 20 to 24 year olds indicated it was a major concern (p.5).*

## 2.0 Aim of the Scoping Study

The aim of this Scoping Study is to conduct research in order to scope the field and identify and document gaps and opportunities for creating an online resource that has relevance for the Victorian and Australian curricula.

It explores the potential context for the specific objectives of the SeeMe media literacy project which are to:

- strengthen the media literacy skills of school-aged young women and men
- raise awareness of the prevalence of digital image manipulation and use of narrow stereotypes across the media
- reduce the internalisation of unrealistic media notions of the 'body ideal', 'beauty' and narrow gender stereotypes of young women and men participating in the pilot phase of the project
- reduce the 'body dissatisfaction' of young women and men participating in the pilot phase of the project.

## 3.0 Methodology

The methodology employed to meet the aims of the Scoping Study comprises three interrelated research methods.

### 3.1 Review of relevant literature

The review of relevant literature will provide a brief overview of the concerns facing young women and men in terms of body image and gender stereotyping; provide essential context for the curriculum mapping and environmental scan; and assist in identifying, from evidence-based studies in education, those pedagogical approaches which support the development of students' media literacy and positive body image.

The review focuses in the main on positive body image/media literacy within the context of education. This is done for several reasons. First, it is beyond the parameters of this study to provide a review of literature relevant to the psychological and social factors impacting on young people's body image. Second, comprehensive overviews of this literature are already available – for example, Grogan (2010) presents a broad-ranging overview of positive body image research from the perspective of psychological and social factors, and the Positive Body Image in Schools report (Ricciardelli et al., 2010) presents meta-analyses of international research which evaluates the outcomes of positive body image programs (citing Levine & Smolak, 2006; Stice & Shaw, 2004; Stice, Shaw & Marti, 2007; Holt & Ricciardelli, 2008; The National Eating Disorder Collaboration, 2010 and others).

Both of these reviews identify media literacy as an important educational approach to address young people's internalisation of beauty and body ideals and gender stereotypes.

### 3.2 Curriculum mapping

The mapping of curriculum will consist of a content analysis of the Victorian Essential Learning Standards (VELS, Victorian Curriculum and Assessment Authority) and the relevant areas of the Australian Curriculum, (ACARA, Australian Assessment and Reporting Authority) in relation to the years of schooling identified as significant to the focus of the SeeMe media literacy resource, viz. lower levels of the secondary school. It

will map positive body image, gender stereotyping and media literacy learning objectives against the VELs curriculum and, where appropriate, those areas of the Australian Curriculum developed to date, including general capabilities for students. It will identify relevant pedagogies which could be incorporated into the SeeMe online resource and identify potential topics/themes for the resource.

### **3.3 Environmental Scan**

The environmental scan will consist of an audit of key existing educational programs and resources within Australia and overseas which showcase effective pedagogical approaches to positive body image and media literacy in general. It will include materials published between 2000 and 2011 and limited to the lower levels of secondary schooling. The environmental scan will highlight models and principles of good practice and assessment; identify innovative ways to deliver key learnings in media literacy and positive body image/gender roles education programs for young people, and identify and document potential gaps in these resources and programs.

## 4.0 Review of the Literature

### **The concerns of young people in relation to body image**

In her review of the contemporary issues facing young females and young males in relation to body image and of future directions for promoting positive body image, Grogan (2010) outlines research that focuses on the sociocultural, psychological, behavioural and demographic factors which relate to body image. From a synthesis of theories and research perspectives, Grogan highlights a range of studies that have shown that factors such as higher self-esteem, less internalisation of thin/muscular body ideals, and fewer social comparisons all predict greater positive body image in women and men. Grogan adds, however, that the role of internalisation in adolescents is not clear from the research at the present time. Grogan concludes that social identity and gender are important determinants of body satisfaction and points to media literacy programs as a popular approach to help people “resist internalization of body ideals” (p. 760).

### **Developing positive body image in schools**

The *Positive Body Image in Schools* report (Ricciardelli et al., 2010) details the evidence-base informing education programs in Australia, USA and Canada and presents an audit of those programs produced between the years of 2000 and 2010. In working from the evaluation studies of 40 intervention programs designed to improve body image in schools (implemented between 2000 and 2010), Ricciardelli and her colleagues highlight that nine of these studies demonstrated significant evidence of improvement in body image or body satisfaction. Three of these studies were conducted in Australian secondary schools. Two programs identified as having the potential for impact are *Happy Being Me* (Richardson & Paxton, 2010) and *MediaSmart* (Wilksch & Wade, 2009), both of which were implemented with students in the lower years of secondary school. The review of available programs to support positive body image highlights that the majority of these are aimed towards adolescents (lower secondary to senior secondary) and young females.

The researchers, therefore, assert that there is an urgent need for these programs to target young males as well as young females. They note the importance of providing teachers with background information about cultural variations in the development of positive body image and point to the importance of peer approaches to promoting positive body image.

Recommendations from this research for education programs supporting positive body image are summarised here:

<b>Essential Elements of a Body Image Curriculum</b>
Body image activities that meet the needs of males and females, and a variety of cultural backgrounds.
Activities that promote students' self identity and self esteem.
Media literacy education that assists students in becoming more critical consumers of the media.
Evidence-based programs that develop positive body image. Evidence-based programs that develop positive body image and target high-risk students.
Body Image friendly language that is used between teachers and students and between peers.

<b>Approaches NOT Recommended for Teaching about Body Image</b>
Using guest speakers, books, videos of those who have suffered/recovered from eating disorders.
Using pictures of 'ideal' bodies without proper media literacy education as an introduction.
Exploring body types using 'ectomorph', 'endomorph' and 'mesomorph'.
Asking students to record food intake.
Allowing students to complete research assignments on body image or eating disorders.
Weighing students or conducting other anthropometric measures.

In addition, The *Positive Body Image in Schools* report (Ricciardelli et al., 2010) presents findings from interviews with teachers in Victorian schools.

This expert group proposes a national framework for action and advocates a whole school approach to address this issue.



## Links to other education frameworks

A link exists between the perceived need for a whole school approach to support positive body image and other education frameworks in Australia that focus on integrating personal and social learning in schools in terms of curriculum, school ethos and environment, and community partnerships. Three national education frameworks with clear links are: the Health Promoting Schools Framework, the Student Wellbeing Framework (with links to the National Safe Schools Framework) and the Values Education Framework.

The Health Promoting Schools Framework (see the Australian Health Promoting Schools Association) builds on the World Health Organisation's Global School Health Initiative (1995) which defines a Health Promoting School as one which:

- Fosters health and learning with all the measures at its disposal.
- Engages health and education officials, teachers, teachers' unions, students, parents, health providers and community leaders in efforts to make the school a healthy place.
- Strives to provide a healthy environment, school health education, and school health services along with school/community projects and outreach, health promotion programmes for staff, nutrition and food safety programmes, opportunities for physical education and recreation, and programmes for counselling, social support and mental health promotion.
- Implements policies and practices that respect an individual's wellbeing and dignity, provide multiple opportunities for success, and acknowledge good efforts and intentions as well as personal achievements.
- Strives to improve the health of school personnel, families and community members as well as pupils; and works with community leaders to help them understand how the community contributes to, or undermines, health and education.

[http://www.who.int/school\\_youth\\_health/gshi/hps/en/index.html](http://www.who.int/school_youth_health/gshi/hps/en/index.html)

The Australian guidelines for *Achieving Health Promoting Schools* (2008) assert that “health education in a school is a communication activity and involves learning and teaching pertaining to knowledge, beliefs, attitudes, values, skills and competencies” (p. 2). Suggested age-appropriate curriculum foci include: Mental and Emotional Health, Substance Use and Misuse, Hygiene, Sexual Health and Relationships, Healthy Eating and Nutrition and Physical Activity.

A proposed national framework on student wellbeing has emerged from a large study commissioned by the Australian government, titled *Scoping Study into Approaches to Student Wellbeing* (Noble, Wyatt et al., 2008). In consultation with key education stakeholders, Noble, Wyatt and colleagues define student wellbeing as:

*strongly linked to learning. A student's level of wellbeing at school is indicated by their satisfaction with life at school, their engagement with learning and their social-emotional behaviour. It is enhanced when evidence-informed practices are adopted by schools in partnership with families and community. Optimal student wellbeing is a sustainable state characterised by predominantly positive feelings and attitude, positive relationships at school, resilience, self-optimisation and a high level of satisfaction with learning experiences (p. 30).*

The focus on student wellbeing in Australian primary and secondary schools has fostered various approaches to support students' mental and emotional health, responsible life choices, resilience, satisfaction with self, and positive relationships and experiences. Seven pathways to student wellbeing have been identified by Noble, Wyatt and colleagues. These are:

<b>Pathway for Teaching/Supporting Student Wellbeing</b>	<b>Fostered by</b>
1. A supportive and caring school community	A community that fosters school connectedness, positive teacher-student relationships, positive peer relationships and parental involvement
2. Pro-social values	Direct teaching, indirect encouragement of values such as respect, honesty, compassion, acceptance of difference, fairness and responsibility
3. Physical and emotional safety	Anti-bullying and anti-violence strategies, policies, procedures and programs
4. Social and emotional learning	Coping skills, self-awareness, emotional regulation skills, empathy, goal achievement skills, relationship skills
5. A strengths-based approach	Schools focusing on identifying and developing students' intellectual strengths (e.g. using a multiple intelligences model) and character strengths
6. A sense of meaning and purpose	Through one or more of: spirituality, community service, participation in school
7. A healthy lifestyle	Good nutrition, exercise, avoidance of illegal drugs and alcohol

Values education has been actively promoted in Australian primary and secondary schools since the release of the *National Framework for Values Education in Australian Schools* (2004). Values education is defined as:

*Any explicit and/or implicit school-based activity which promotes student understanding and knowledge of values, and which develops the skills and dispositions of students so they can enact particular values as individuals and as members of the wider community (p.8).*

The national framework was enhanced by three stages of funding for school-based research projects which supported hundreds of schools to articulate and disseminate good practice in values education and to report on whole school initiatives underpinned by a whole school approach to values education.

The first report, *Implementing the National Framework for Values Education in Australian Schools*, 2006, asserted somewhat tentative good practice principles for Values Education. The second report, *At the Heart of What We Do: Values Education at the Centre of Schooling* (Bereznicki et al., 2008), distilled ten principles of good practice from the school-based data:

- Establish and consistently use a common and shared values language across the school.
- Use pedagogies that are values-focused and student-centred within all curriculum.
- Develop values education as an integrated curriculum concept, rather than as a program, an event or an addition to the curriculum.
- Explicitly teach values so that students know what values mean and how the values are lived.
- Implicitly model values and explicitly foster the modelling of values.
- Develop relevant and engaging values approaches connected to local and global contexts and which offer real opportunity for student agency.
- Use values education to consciously foster intercultural understanding, social cohesion and social inclusion.
- Provide teachers with informed, sustained and targeted professional learning and foster their professional collaborations.
- Encourage teachers to take risks in their approaches to values education.
- Gather and monitor data for continuous improvement in values education.

The final report on these three stages (*Giving Voice to the Impacts of Values Education*, 2010, Hamston et al., 2010) found that values education led to five key impacts on students' learning:

- Values consciousness
- Wellbeing
- Agency
- Connectedness
- Transformation

In summary, a range of national education approaches advocate a whole school approach to supporting students' personal, social and emotional development and wellbeing, their sense of identity as individuals and as members of different communities, and their capacity for resilience and relationship building. These approaches also attest to the importance of students developing an awareness of personal, social and cultural issues and of their skills to analyse, critique and act on these issues. A focus on transformation and agency is key to these approaches.

Within this context, is a role for media literacy.

### **Media literacy**

Potter (2010) provides a comprehensive review of research and education initiatives that support the development of students' media literacy. His review of related literature also identifies four common themes:

1. The media have the potential to exert a wide range of potentially negative effects on individuals.
2. The purpose of media literacy is to help people to protect themselves from the potentially negative effects.
3. Media literacy must be developed in students and guided/facilitated by teachers.
4. Media literacy is multi-dimensional.

Potter argues that in seeking to define media literacy, it is important to ask three questions: What are the media? What do we mean by the 'literacy' in media literacy? What is the purpose of media literacy?

## **What are the media?**

Potter's review suggests a growing awareness amongst educators that media literacy should be associated with all forms of media. The media landscape is evolving constantly and new forms of media and new forms of literacy have developed accordingly (Hull, 2003; Unsworth, 2008). Adolescents who have grown up in the first decade of 21<sup>st</sup> century have become known as the "constant contact" generation (Clark, 2005 p. 95.), or "screenagers" (Luke & Luke, 2001, p. 131).

Within this context, media literacy is often examined within a framework of new literacies or digital literacies (Gee, 2010; Lankshear & Knobel, 2006; Jewitt, 2008; Leu, 2006). Proponents of new literacies and digital literacies speak of the productive potential of literacy practise in electronic environments (Halverson, 2010; Mills, 2008) and a focus on design of media texts complementing the critical study of media text (O'Brien, Chandler & Unsworth, 2010).

## **What is the 'literacy' in media literacy?**

Different definitions of media literacy are available (see Potter, 2010). Serafini (2011, p. 347) deliberately uses the term 'media literacies' to denote different educational perspectives rather than a single approach. Media literacy can be defined as the ability to critically understand, question, and evaluate how media work and produce meaning (Buckingham, 2009). It also involves the processes by which individuals take up cultural texts differently depending on their interests and positioning in various social and historical contexts and how meaning is created through the interaction between production techniques and content (Gee, 2010). Media literacy is also viewed as a site for peer learning (Mills, 2008).

One definition which captures the trajectory of media literacy in Australia over the last 20 years was provided by Luke and Bishop (1994), who, in their corpus of work on gender and the media, set down a blueprint for the field which still has currency today:

*Media literacy aims to make students critical and selective viewers, able to reflect critically on media message, and to use those critical skills in the production of their own ... (media) texts (1994, p. 109).*

...

*Analytic skills are meant to interrupt students' unreflective acceptance of media's "public pedagogies" and to develop new strategies for thinking about the meanings media transmit, and the meanings viewers construct for themselves (1994, p. 109).*

Within the context of new and digital literacies, media literacy is also defined as the outcome of young people's exploration of new media and their development of media skills by which they can transfer their understanding of how the media work to the digital texts they create (see Ito et al., 2008).

## **What is the purpose of media literacy?**

There are numerous educational purposes of media literacy. Researchers and educators refer to media literacy as part of the repertoire of literacy skills students need to comprehend and act upon the world around them (for example, see VELS: English; Australian Curriculum: English). To this end, students require a visual grammar (Kress & van Leeuwen, 1996), or the capacity to ‘read’ media texts in terms of the interrelationship between visual elements such as photographs and textual elements such as captions, and how this interrelationship positions the viewer. They also require the capacity to understand the intertextual dimension of media texts (Lemke, 1998; 2006), whereby they interpret how media texts ‘borrow’ elements from other texts to create or reinforce a particular meaning. Students require guided pathways through media texts through the use of insightful teacher questioning, such as: *How are society, culture and persons portrayed? What attitudes and values do the images promote? What technical/semiotic features are used to generate meanings (mood, emotions, consumer desire, national and cultural identity?) How might others, reading from different socio-cultural positions, view a certain text and what might it mean to them?* (Luke & Bishop, 1994, p. 109). Students also require a meta-language, or specialised language, with which to critically analyse media texts and how these create meaning (Cope & Kalantzis, 1997).

The purpose of media literacy is also seen as one of agency and transformation, whereby students work from what they learn about the media to improve their lives and the lives of others, transferring their critical awareness of the media to some form of civic action (Hulls, 2003; Thomas, 2007). Examples of this transformation and agency include the Digital Youth Network <http://www.digitalyouthnetwork.org/> and the Center for Digital Storytelling <http://www.storycenter.org/casestudies.html>). In this way, media literacy is linked to deeper understandings of social practices and how people make sense of their everyday lives (Barton & Hamilton, 1998). An important caveat to this view is provided by Hull (2003), who advises educators that literacy projects such as media literacy need to “celebrate youth culture clear-eyed, without romanticising it... while enabling youth to “move well beyond the available stereotypes and formulas” (p. 233).

## **Government policy and initiatives**

Government initiatives at state and national levels also accentuate the significance of media literacy for 21<sup>st</sup> century learning. The Joint Ministerial Statement on Information and Communications Technologies in Australian Education and Training (2008-2011) – agreed to by all Australian ministers of education – identifies the important goal for Australian students to achieve high-quality learning outcomes through the provision and use of technology-enriched learning environments. The Digital Education Revolution (2008-2011) policy identifies pedagogies to enhance student learning (see Baker, 2010, for a comprehensive overview of these initiatives and of pedagogies and digital content in the Australian school sector).

These include:

- School support (for) the development of skills in areas such as social interaction, cross-disciplinary thinking and the use of digital media.
- (Learners who become) active participants in knowledge creation and ... engage with state of the art tools which enable new forms of learning, collaboration, innovation and communication.

In Victoria, the use of technology-enriched learning environments is also supported by the Department of Education and Early Childhood Development through the online teaching and learning platform, FUSE (Find, Use, Share Education). This digital repository and sharing space supports teachers and students to engage with web 2.0 technology and to share good practice and learning outcomes with others.

In summary, and in respect to the focus on positive body image, media literacy supports students' understanding of the significant role of the media in shaping one's understanding of an aesthetically valued body (Chambers & Alexander, 2007, after Brumberg, 2002, p. 491). It provides a valuable site for a deep and informed analysis of the different ways that media texts create meanings (for example, an analysis of beauty 'ideals' using the tools of a visual grammar and the application of a meta-language to describe what meanings are constructed in a text and what this means for the viewer). In addition, media literacy offers students the opportunity, in partnership with peers, to challenge beauty and body ideals and gender stereotypes through the creation of their own media texts and, in so doing, to engage with "technology-rich online learning environments" (Baker, 2010, p. 2).

## 5.0 Curriculum Mapping

The Victorian Essential Learning Standards (VELS) are organised into three connected areas of learning called strands, organised across 6 levels of schooling (Prep-Year 10). These strands are:

Physical, Personal and Social Learning	Discipline-based Learning	Interdisciplinary Learning
Personal Learning Interpersonal Development Health and Physical Education Civics and Citizenship	The Arts English The Humanities The Humanities – Economics The Humanities – Geography The Humanities - History Languages other than English Mathematics Science	Communication Design, Creativity and Technology Information and Communications Technology Thinking Processes

The process of analysing the content of VELS curriculum consisted of:

- (a) an audit of the descriptions of those strands linked to the focus of the curriculum mapping – positive body image, gender stereotyping and media literacy; also, links to other education approaches that focus on personal, emotional and social learning, namely health promotion, student wellbeing and values education, were made
- (b) an analysis of the broad content and rationale of relevant strands of VELS
- (c) an analysis of the learning focus and standards for learning for each of the relevant strands and selected year levels
- (d) a limitation of the mapping exercise to Levels 5-6 of the curriculum (lower levels of the secondary school).



These following areas of VELs (Levels 5-6) were selected for the content analysis:

<b>Physical, Personal and Social Learning</b>	<b>Discipline-based Learning</b>	<b>Interdisciplinary Learning</b>
Personal Learning  Interpersonal Development  Health and Physical Education  Civics and Citizenship	English	Communication  Information and Communications Technology  Thinking Processes

The Australian Curriculum is divided into Learning Areas, General Capabilities and Cross-Curriculum Perspectives, organised across year levels (Foundation to Year 10).

<b>Learning Area (Developed to date – 2011)</b>	<b>General Capabilities</b>	<b>Cross Curriculum Perspectives</b>
English  Mathematics  Science  History	Literacy  Numeracy  Information and Communication Technology (ICT) Competence  Critical and Creative Thinking  Ethical Behaviour  Personal and Social competence  Intercultural Understanding	Aboriginal and Torres Strait Islander histories and cultures  Asia and Australia's engagement with Asia  Sustainability

The process of analysing the content of the Australian Curriculum consisted of:

- (a) an audit of the content descriptions of the learning areas linked to the focus of the curriculum mapping – positive body image, gender stereotyping and media literacy; also links to other education approaches that focus on personal, emotional and social learning – health promotion, student wellbeing and values education – were made
- (b) an analysis of the broad content and rationale of relevant learning areas
- (c) an analysis of relevant general capabilities and cross-curriculum perspectives
- (d) an analysis of year level descriptions and achievement standards
- (e) a limitation of the mapping exercise to Levels 7-9 of the curriculum (lower levels of the secondary school).

These following areas of the Australian Curriculum (Levels 7-9) were selected for the content analysis:

Learning Area	General Capabilities
English	Literacy  Information and communication technology (ICT) competence  Creative and critical thinking  Ethical behaviour  Personal and social competence  Intercultural understanding

The content analyses for VELs and the Australian Curriculum are included in the following Appendices.

**Appendix 5a** – Broad Content Focus – Relevant strands of VELs linked to Positive Body Image, Gender Stereotypes and related areas of Health Promotion, Student Wellbeing and Values Education.

**Appendix 5b** – Broad Content Focus – Australian Curriculum: General Capabilities linked to Positive Body Image, Gender Stereotypes and related areas of Health Promotion, Student Wellbeing and Values Education.

**Appendix 5c** – Broad Content Focus – Relevant strands of VELS linked to Media Literacy.

**Appendix 5d** – Broad Content Focus – Relevant Learning Areas: Australian Curriculum linked to Media Literacy.

**Appendix 5e** – Broad Content Focus – Relevant General Capabilities: Australian Curriculum linked to Media Literacy.

**Appendix 5f.** – Learning Focus and Standards for Assessment – VELS Levels 5-6 linked to Positive Body Language, Health Promoting Schools, Student Wellbeing and Values Education.

**Appendix 5g.** – Learning Focus and Standards for Assessment linked to Media Literacy, VELS Levels 5-6.

**Appendix 5h.** – English Year Level Descriptions and Achievement Standards linked to Media Literacy, Australian Curriculum: Levels 7-9.

## **5.1 Findings from the Curriculum Mapping**

Two key findings emerge from the content analysis of the VELS (VCAA) and the Australian Curriculum (ACARA) documents.

### **Key Finding 1**

*Extensive opportunities exist in VELS for integrating an interactive online media literacy curriculum resource that addresses young people’s concerns about body image and raises their critical awareness of the media’s unrealistic portrayals of body image and gender stereotypes. These opportunities are most evident in Levels 5 and 6 (Years 7 and 8) although more likely Level 6 (Years 9 and 10) in light of the potentially sensitive and challenging issues raised in the resource.*

The organisation of the VELS into three interconnected strands means that the potential resource could be used by teachers in relevant domains of the Physical, Personal and Social Learning and Discipline-based Learning strands, supported by the key learnings offered in the Interdisciplinary strand.

Of the curriculum domains that form the Personal and Social Learning strand, Health and Physical Education and Interpersonal Learning provide a 'natural fit' for the development of positive image. In these domains, there is strong emphasis on developing students' capacities to develop and maintain physical, mental, social and emotional health, to build effective social relationships and maintain positive, fair, respectful and friendly interactions with others.

Of the curriculum domains that form part of the Discipline-based Learning strand, English provides a 'natural fit' for media literacy. In this domain, there is a strong emphasis on developing students' capacities to understand texts and how they work to construct particular social and cultural views of the world (such as media representations of beauty and gender). In relation to media texts, students learn to analyse the visual and written grammars of these texts to appreciate how meanings are made and how these texts operate to persuade and/or entertain an audience. Students also learn to create media texts as response, with the potential to challenge and transform particular social and cultural views of the world.

Of the curriculum domains that form part of the Interdisciplinary strand, Communications, ICT and Thinking Processes support the development of students' capacities for reasoning, inquiry and critical thinking and their capacity to present information, ideas and opinions in a range of forms (including verbal, written, graphic, multimedia and performance appropriate to context, purpose and audience) across all areas of the curriculum. In this way, for example, students investigating issues associated with positive body image in the domain of Health and Physical Education could engage in critical analysis of media representations of beauty ideals and gender stereotypes and then be encouraged to present their understandings in the form of a media campaign designed to redress these ideals and stereotypes.

## **Key Finding 2**

*To a lesser extent opportunities exist in the Australian Curriculum at present for integrating an interactive online media literacy curriculum resource that addresses young people's concerns about body image and raises their critical awareness of the media's unrealistic portrayals of body image and gender stereotypes. Current opportunities are most evident in English Years 7-10, albeit that students in Year 10 face a broad range of curriculum demands. The most realistic opportunities for the potential resource exist in Years 7-9, and more likely Years 8-9, in light of the potentially sensitive and challenging issues raised in the resource. Opportunities also exist in the general capabilities, which are to be taught within English and all other areas of the curriculum.*

As with the VELS, the Australian Curriculum: English provides a 'natural fit' for media literacy. Here, there is also a strong emphasis on developing students' capacities to understand texts and how they work to construct particular social and cultural views of the world and for students (especially in Levels 7-10) and to develop the skills of critical analysis. Students are likewise expected to analyse the visual and written grammars of media texts to appreciate how meanings are made and how these texts operate to persuade and/or entertain an audience. They learn to create media texts as response, with the potential to challenge and transform particular social and cultural views of the world.

As with the VELS English discipline (Levels 5-6) the Australian Curriculum: English (Years 7-10) places much emphasis on students working through complex issues of personal and social identity and peer pressure. In these contexts, the potential *SeeMe* media literacy resource could be used by English teachers to support students' media literacy and to support their emotional and social wellbeing.

Of the general capabilities to be developed across all areas of the Australian Curriculum, the development of the general capability of Literacy is also a 'natural fit' with the objectives of the *SeeMe* online media resource. This cross-curriculum capability is similar to the Communication domain in the VELS. The aim here is for all students to:

*interpret, analyse, evaluate, respond to and construct increasingly complex texts (Comprehension and composition); understand, use, write and produce different types of texts (Texts); manage and produce grammatical patterns and structures in texts (Grammar); make appropriate word selections and decode and comprehend new (basic, specialised and technical) vocabulary (Vocabulary) and use and produce a range of visual materials to learn and demonstrate learning (Visual information). (Australian Curriculum, General Capability: Literacy.)*

An example of the application of this general capability could be found when students investigating social factors which impact on student wellbeing in the curriculum area of Civics and Citizenship could analyse media internalisations of 'beauty' and gender and develop a response to this in spoken, written, or multimodal forms.

Also evident in the Australian Curriculum are clear links to the general capabilities of Information and Communication Technologies, Critical and Creative Thinking, Ethical Behaviour, Personal and Social Competence and some elements of Intercultural Understanding.

In summary, it is clear that the focus on positive body image and other important issues related to student identity, self esteem and wellbeing have been targeted in national education frameworks and in curriculum design at national and state levels in Australia. Students are thereby encouraged to develop new knowledge about themselves and others and skills and strategies to create and maintain meaningful and purposeful relationships. This new knowledge is transferred into authentic learning experiences

through the processes of creative and critical thinking, the application of different forms of literacy and through ethical behaviours and intercultural understanding.

Likewise, curriculum guidelines in Victoria and at national level support students to develop a deep and systematic analysis of the media and how media texts work to create and challenge particular social and cultural views of the world. Within the current context of 'new or digital literacies', students are encouraged to create digital texts as a means of consolidating their understanding of the media and as a form of active and informed citizenship.

## 6.0 Environmental Scan

The process of conducting the Environmental Scan consisted of:

- (a) a SCIS audit of key existing educational programs within Australian and overseas relevant to effective pedagogical approaches to positive body image and media literacy (published between 2000 and 2011 and limited to the lower levels of secondary schooling)
- (b) an audit of educational programs and resources produced in related areas such as health promoting schools, student wellbeing and values education (published between 2000 and 2011 and limited to the lower levels of secondary schooling).

The Environmental Scan is included in the following Appendices.

**Appendix 6a** – Educational Programs and Resources Relevant to Effective Pedagogical Approaches to Positive Body Image and Media Literacy (limited to the lower levels of secondary schooling).

**Appendix 6b** – Educational Programs and Resources in areas such as Health Promoting Schools, Student Wellbeing and Values Education (limited to the lower levels of secondary schooling).

## 6.1 Findings from the Environmental Scan

The findings from the Environmental Scan highlight the following, with implications for the development of the *SeeMe* online media literacy resource.

### Types of resources available

There is a range of resources available for teachers and students relevant to the focus on positive body image and related areas of wellbeing and self-esteem. These resources vary in format.

- Stand-alone programs, usually designed by experts outside education such as psychologists, to be delivered by teachers or counsellors in schools (for example, see *Happy Being Me*; *Y's Girls Resource Kit*; *Risky Business*).
- Curriculum materials (non-digital items) designed for or by teachers (for example, see *Absolutely Every Body*; *Supporting Student Wellbeing through Values Education*; *Mind Matters*; *Everybody's Different*).
- Curriculum materials (digital items) (none found in audit).
- Curriculum materials (online) (for example, see completely *GORGEOUS*; *World of Values*).
- Films/documentaries made for an adult/young adult audience (for example, see *Body Beautiful*; *The Naked Truth*).
- Films targeting young students in secondary schools on issues of body image, wellbeing and self-esteem (for example, see *Real Smart about Girls' Body Image*; *Real Smart about Boys' Body Image*; *Body Image (Theme pack)*; *Shredded*; *CyberBullies*; *Like it Is*; *Dove Films*).
- Academic and reference books which could be used by teachers and curriculum developers (for example, see *Body Image (Ojeda)*; *Body Image (Lankford)*; *Body Image (Fitzhugh)*; *Children and Teens Afraid to Eat*; *Expectations for Women: Confronting stereotypes*; *Living with Your Looks*; *Perfect: Young women talk about body image*).
- Reference books targeting students in secondary schools (for example, see *Healthy Body Image*).

There is also a range of resources which connect the media internalisation of 'beauty ideals' and gender stereotyping with the support for positive body image. These resources include:

- Stand-alone programs on media internalisation, usually designed by experts outside education such as psychologists, to be delivered by teachers or counsellors in schools (for example, see *MediaSmart*).
- Curriculum materials (non-digital items) designed for or by teachers (none found in audit).

- Curriculum materials on media internalisation (digital items) (for example, see The Me Generation; Twentieth-century Representation of Women; Gender Representations in the Media).
- Curriculum materials on media internalisation (online) (none found in audit).
- Films/documentaries about media internalisation for an adult/young adult audience (for example, see Killing Us Softly; Slim Hopes; Beautiful?; The Beauty Backlash; Sexualisation in the Media).
- Films targeting young students in secondary schools about media internalisation (none found in audit).
- Academic and reference books which could be used by teachers and curriculum developers (for example, see How Fantasy Becomes Reality; How Does Advertising Impact on Teen Behaviour?; Bodies; Making Perfect Bodies; The Body Snatchers).
- Reference books targeting students in secondary schools (for example, see Does My Bum Look Big in this Ad?; All Made Up; Healthy Body Image; Mixed Messages).

### **Target audience**

The target audience of the materials also varies, as indicated above. Most noteworthy is the evidence that, of the materials created for students in secondary schools on issues relating to positive body image, the majority of these focus on young females.

Stand-alone programs tend to be written by experts outside of education for teachers or welfare co-ordinators. Curriculum materials designed to be used as discrete units of work or to be integrated into the curriculum tend to be written by experts within education. Few online resources target students in the secondary school on issues related to positive body, wellbeing and self-esteem, image or media internalisation.

### **Pedagogy**

It was not always easy to discern the embedded pedagogy in the resources designed for ready use in the secondary classroom. Where a description of a resource included reference to issues of media internalisation of 'beauty ideals' and gender stereotypes, it was not always clear how students' media literacy was being developed in relation to these. In light of this, some assumptions have been made.

In those resources designed by or for teachers to integrate into the curriculum, a set of pedagogic principles was stipulated. These principles encouraged students' critical and creative thinking, inquiry, reflection, their involvement in values clarification and dilemmas, and the application of new knowledge through some form of literacy (speaking, listening, reading, writing, or creating). Some of these resources involved students in working with media texts and in analysing how media texts construct particular social and cultural meanings.



In those resources designed by outside experts for use in schools, topics and issues were largely addressed through a range of activities focusing on key issues. These activities involved discussion, reflection on personal thoughts, feelings and experiences, some values clarification and dilemmas, and interaction with peers. Many of these resources included a focus on the media and instructive examples from the media, but the actual skills and techniques of textual analysis necessary for a critical media awareness were not clearly explicated.

Importantly, of the programs and resources reviewed above, and in Appendix 6a and 6b, the following were not in evidence:

- a focus on new or digital media
- a focus on students creating media as response to their developing critical media awareness
- a focus on the development of a visual grammar and metalanguage fundamental to a critical media literacy.

## 7.0 Key Recommendations

The audit demonstrates that opportunities exist for the creation of an online media resource which targets students in secondary schools and which promotes positive body image through a critical analysis of media internalisation of 'beauty ideals' and gender stereotypes. Currently, there are few resources (if any) which meet this particular need, which also fulfil the learning focus and standards expected in Victorian schools and the evidence-base which points to effective forms of pedagogy.

The Queen Victoria Women's Centre Trust might, therefore, wish to consider two options for the development of the *SeeMe* media literacy resource – options which are not necessarily mutually exclusive.

### 7.1 Option 1

The *SeeMe* media literacy resource could be designed with a specific curriculum area in mind, such as VELS English or Australian Curriculum: English. In this case, there would be a stronger emphasis on media texts as *texts*: how these texts construct meanings relating to 'beauty ideals', body image and gender stereotypes and how other texts could be created to challenge these ideals, myths and stereotypes. There would necessarily be an emphasis on the linguistic tools and strategies (such as a visual grammar and metalanguage) fundamental to critical analysis. There would be a higher expectation on

students crafting an extended response to the texts in the form of speaking, listening, reading, writing and using web 2.0 technology to create media texts which provide alternative messages to young people. The learning emphasis here would be on students developing a deep understanding of media texts in relation to issues of body image and stereotyping. Clear links to VELS learning focus and standards and the Australian Curriculum would need to be provided.

This resource could include a range of media texts for analysis (for example, advertisements, music film clips, YouTube™ clips, blogs, and magazine articles), in addition to ‘talking heads’ interviews with experts in the field to provide students with an informed perspective on media internalisation.

With an emphasis on a systematic inquiry, this option for the resource could include a ‘pathway’ which would enable students to develop a deep and informed analysis of the media text, the context in which this text is situated, and the issues associated with this text. A sample pathway could be:

<b>Text</b>	(Description of the text for students to read)
<b>Context</b>	(An explication of the social, cultural and historical context of the text for teachers to mediate)
<b>Connect to the text</b>	(Activities for students to complete before reading/viewing the text)
<b>Connect to the issue</b>	(Activities for students to complete before reading/viewing the text)
<b>Explore the text</b>	(Activities which support deep engagement with the text and critical analysis of the text)
<b>Explore the issues</b>	(Activities which support deep engagement with the issue and critical analysis of the issue)
<b>Transform the text</b>	(Activities which encourage students to create a text using web 2.0 technologies as a means of challenging the ‘beauty ideals’ and gender stereotypes they have examined)
<b>Transform your thinking and feeling</b>	(Activities which prompt deep reflection on the text and on the issue).

A learning pathway such as this would also provide an important support, or scaffold, for teachers. There will be an understandable range of teachers with experience and confidence to address the issue of media internalisation of body image, ideals and stereotypes in their classrooms. A clear learning pathway provides important assurance to all teachers.

The potential for the *SeeMe* online resource to 'sit within' the English curriculum is significant for a number of reasons. First, English is a compulsory subject in primary and secondary schools in the VELS and Australian curricula and so the potential 'reach' of the resource needs to be noted. Second, English teachers are professionally equipped to deal with media literacy within the curriculum guidelines designed for their subject and can devote the time needed for students to develop a deep and informed understanding of the role of the media in constructing ideals, myths and stereotypes. Third, English teachers have a strong interest in issues of identity and self-perception, and the potential for them to embrace an online resource that focuses students' attention on these issues is also important to note. Fourth, English teachers, as indeed are all teachers, are currently working within an education context that encourages technology-rich learning and they need to have access to quality online resources.

## 7.2 Option 2

The *SeeMe* media literacy resource could be developed as a cross-curricular resource to complement and support studies in student wellbeing, healthy lifestyles and values education in curriculum areas such as Health and Physical Education. In this sense, the focus would be foremost on support for positive body image through a critical, although not deep and systematic, analysis of the media. This resource would be similar in focus to current resources such as the stand-alone programs described above. Clear links to VELS and the Australian Curriculum would need to be provided.

The online program could consist of a range of topics (for example, Advertising and the Ideal of Beauty; Popular Culture and Representations of Gender; Celebrity and Thin/Muscular Ideals...). Some relevant media texts (advertisements, music film clips, YouTube™ clips, blogs and magazine articles) could be used to stimulate students' inquiry, reflection and literacy-based responses to the issues raised in these texts (for example, using web 2.0 technology to write a personal reflection). As with Option 1 above, the resource could use 'talking heads' interviews with experts in the field to provide students with an informed perspective on media internalisation.

This online resource could provide flexible options for teaching and learning. Teachers could choose which activities they see as relevant to their curriculum area, learning focus and standards. Teachers could also choose to 'start small' and begin with those topics they feel confident to work with in their classrooms.

## Style and format

The style of the resource could be influenced by some of those described above and in Appendices 6a and 6b: there could be use of humour to connect with the adolescent audience and there could be (where appropriate) stories from young people (see cautionary advice above from Ricciardelli et al., 2010).

Some of the content for both Options 1 and 2 could include carefully chosen excerpts from the film resources identified above and in Appendices 6a and 6b, with copyright approval sought and granted. Excerpts from academic references cited and in Appendix 6a and 6b above could likewise be used. In both options, opportunities for peer work would be significant (as per advice from Ricciardelli et al., 2010). Safeguards would need to be built in through the expert advice from the Advisory Panel established by the Queen Victoria Centre Women's Trust. Links to relevant support groups would need to be placed on the site.

A carefully crafted set of teacher background materials would also need to accompany the resource. This is important because of the sensitive nature of the issues that students would encounter in analysing the role of the media in constructing ideals, myths and stereotypes. These materials could be modelled from a number of the resources described above and in Appendix 6a and 6b (stand-alone programs and curriculum resources) which highlight the importance of a supportive classroom climate and the need for teachers to have access to support networks should the topics cause concern for any student.

To conclude, although some very good work has already been done in creating resources that raise students' awareness of the media and/or support students in developing a positive body image and sense of wellbeing, an important opportunity exists for the development of an online resource for this purpose. This resource needs to capitalise on the 'digital revolution' now occurring in Victorian schools, and across Australia more generally, by incorporating new media and learning technologies that assist students to critically analyse media texts and to create their own texts as response. In so doing, this resource would meet the need identified by experts in the field to target the positive body image of both young females and young males through media literacy. It would also meet those educational goals that encourage teachers to work from clear curriculum guidelines to improve student learning, and to do so within the context of 21<sup>st</sup> century imperatives.

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## 8.0 Appendices

### Appendix 5a. Broad Content Focus – Relevant Strands of VELS linked to Positive Body Image, Gender Stereotypes and related areas of Health Promotion, Student Wellbeing and Values Education.

Broad Content Focus	
<b>Personal Learning</b>	The Personal Learning Domain focuses on providing students with the knowledge, skills and behaviours to be successful, positive learners both at school and throughout their lives. They are supported to develop the confidence and ability to be adaptive and take an active role in shaping their own futures in a world of constant change.
<b>Interpersonal Development</b>	<p>Learning in the Interpersonal Development domain supports students to initiate, maintain and manage positive social relationships with a range of people in a range of contexts. It is through the development of positive social relationships that individuals become linked to society, develop a sense of belonging and learn to live and work with others. In a pluralistic, multicultural society such as Australia, with varying interests, values and beliefs, it is essential that individuals learn to participate in groups whose members are from diverse backgrounds. In this domain there is a particular focus on developing students' capacity to work cooperatively as part of a team as this is widely acknowledged as being a core requirement for success in the workplace and the community.</p> <p>Building effective social relationships and relating well to others requires individuals to be empathetic, and to be able to deal effectively with their own emotions and inner moods. It also requires them to be aware of the social conventions and responsibilities that underpin the formation of effective relationships. All social relationships have the potential to create conflict. Students need to develop the skills and strategies to manage and resolve conflict in a sensible, fair and effective manner and not see it as something to avoid or eliminate... Relationships with peers and adults at the school provide students with opportunities for reflection and growth. Adults at the school can reinforce this learning by providing positive role models. Interactions should be positive, fair, respectful and friendly and be supported by a classroom culture which is open, honest and accepting.</p>
<b>Health and Physical Education</b>	The Health and Physical Education domain provides students with knowledge, skills and behaviours to enable them to achieve a degree of autonomy in developing and maintaining their physical, mental, social and emotional health. This domain focuses on the importance of a healthy lifestyle and physical activity in the lives of individuals and groups in our society... (This domain promotes engagement in) physical activity, games, sport and outdoor recreation (which) contributes to a sense of community and social connectedness. These are vital components of improved wellbeing...



	<p>This domain explores the developmental changes that occur throughout the human lifespan. It begins by identifying the health needs necessary to promote and maintain growth and development, followed by discussion of significant transitions across the lifespan including puberty, to gaining an understanding of human sexuality and factors that influence its expression. The exploration of human development also includes a focus on the establishment of personal identity, factors that shape identity and the validity of stereotypes.</p> <p>Students develop an understanding of the right to be safe and explore the concepts of challenge, risk and safety. They identify the harms associated with particular situations and behaviours and how to take action to minimise these harms.</p> <p>Through the provision of health knowledge, this domain develops an understanding of the importance of personal and community actions in promoting health and knowledge about the factors that promote and protect the physical, social, mental and emotional health of individuals, families and communities. Students investigate issues ranging from individual lifestyle choices to provision of health services by both government and non-government bodies. In investigating these issues, they explore differing perspectives and develop informed positions.</p> <p>This domain examines the role of food in meeting dietary needs and the factors that influence food choice. Students progress from learning about the importance to eating a variety of foods to understanding the role of a healthy diet in the prevention of disease.</p> <p>The Health and Physical Education domain provides students with the knowledge, skills and behaviours necessary for the pursuit of lifelong involvement in physical activity, health and wellbeing.</p>
<p><b>Civics and Citizenship</b></p>	<p>...In a world where people, environments and politics are inextricably linked, and where dislocation and change is accelerating, a strong sense of personal identity developed through participation in communities is a sound basis from which to connect with the world. Civics and Citizenship education strengthens understanding and valuing of the self. It teaches why citizens need a sense of personal identity within their own community and how they can contribute to local, national and global communities... In Civics and Citizenship, students... learn about, contest and enact the values that are important to be an engaged citizen within a community. They are provided with opportunities to investigate and participate in activities that support sustainable practices, social justice and underpin the future wellbeing of societies from a local to a global level. Civics and Citizenship provides a vehicle for students to challenge their own and others' views about Australian society and to formally participate in and practise activities and behaviours which involve democratic decision making.</p>

**Appendix 5b. Broad Content Focus – Australian Curriculum: General Capabilities linked to Positive Body Image, Gender Stereotypes and related areas of Health Promotion, Student Wellbeing and Values Education.**

<b>Broad Content Focus (General Capabilities)</b>	
<b>Critical and Creative Thinking</b>	<p>In the Australian Curriculum students develop critical and creative thinking as they learn to generate and evaluate knowledge, ideas and possibilities, and use them when seeking new pathways or solutions. In learning to think broadly and deeply students learn to use reason and imagination to direct their thinking for different purposes. In the context of schooling, critical and creative thinking are integral to activities that require reason, logic, imagination and innovation. As they develop critical and creative thinking students learn to:</p> <ul style="list-style-type: none"> <li>• pose insightful and purposeful questions</li> <li>• apply logic and strategies to uncover meaning and make reasoned judgments</li> <li>• think beyond the immediate situation to consider the 'big picture' before focusing on the detail</li> <li>• suspend judgment about a situation to consider alternative pathways</li> <li>• reflect on thinking, actions and processes</li> <li>• generate and develop ideas and possibilities</li> <li>• analyse information logically and make reasoned judgments</li> <li>• evaluate ideas and create solutions and draw conclusions</li> <li>• assess the feasibility, possible risks and benefits in the implementation of their ideas</li> <li>• transfer their knowledge to new situations.</li> </ul> <p>Critical and creative thinking are fundamental to students developing a habit of effective thinking. Students learn to select from a range of thinking strategies and to adapt and transfer their knowledge to new contexts. Increasingly, they manage their own learning as they become confident and autonomous learners and thinkers.</p> <p>Changes in society have led to the need for what is often described as anywhere, anytime, ubiquitous learning and problem solving. Given that students will face unknown challenges and technologies in the future, they need the skills to think creatively, innovate, solve problems and engage with new disciplines.</p> <p>Twenty-first century learning theories emphasise the importance of authentic and inquiry-based learning which encourage students to plan and organise learning activities with their peers as they tackle big ideas and become technologically</p>

	<p>literate and culturally aware.</p>
<p><b>Ethical Behaviour</b></p>	<p>In the Australian Curriculum students develop ethical behaviour as they learn to understand and act in accordance with ethical principles. This includes understanding the role of ethical principles, values and virtues in human life; acting with moral integrity; acting with regard for others; and having a desire and capacity to work for the common good.</p> <p>As they develop ethical behaviour students learn to:</p> <ul style="list-style-type: none"> <li>• recognise that everyday life involves consideration of competing values, rights, interests and social norms</li> <li>• identify and investigate moral dimensions in issues</li> <li>• develop an increasingly complex understanding of ethical concepts, the status of moral knowledge and accepted values and ethical principles</li> <li>• explore questions such as: <ul style="list-style-type: none"> <li>○ <i>What is the meaning of right and wrong and can I be sure that I am right?</i></li> <li>○ <i>Why should I act morally?</i></li> <li>○ <i>Is it ever morally justifiable to lie?</i></li> <li>○ <i>What role should intuition, reason, emotion, duty or self interest have in ethical decision making?</i></li> </ul> </li> </ul> <p>The examination of ethics through the stages of schooling provides students with the opportunity for engagement with ethical values, principles and concepts that improve moral judgment. This enables them to build a strong ethical outlook when faced with uncertainty and conflicting claims and aims to strengthen their sense of moral purpose and vision.</p> <p>The ethical behaviour capability is based on the assumption that it is possible to map out common paths of development in relation to the capacity to form and make ethical judgments while recognising that each student's pace of development may be influenced by the growth of their life experience, sense of self in the world and cognitive capacities.</p> <p>Ethical behaviour incorporates four interrelated elements:</p> <ul style="list-style-type: none"> <li>• understanding ethical concepts and recognising the moral domain</li> <li>• knowledge of accepted values and ethical principles</li> <li>• engagement in reasoned moral decision making</li> </ul>

	<ul style="list-style-type: none"> <li>• knowledge of common virtues.</li> </ul>
<b>Personal and Social Competence</b>	<p>In the Australian Curriculum students develop personal and social competence as they learn to understand and manage themselves, their relationships, lives, work and learning more effectively. This involves recognising and regulating their emotions, developing concern for and understanding of others, establishing positive relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively.</p> <p>As they develop personal and social competence students learn to:</p> <ul style="list-style-type: none"> <li>• recognise and understand their own emotions, values and strengths, have a realistic assessment of their own abilities and a well-grounded sense of self-esteem and self-confidence (Self-awareness)</li> <li>• manage their emotions and behaviour, persevere in overcoming obstacles, set personal and academic goals, develop self-discipline, resilience, adaptability and initiative (Self-management)</li> <li>• perceive and understand other people's emotions and viewpoints, show understanding and empathy for others, identify the strengths of team members, define and accept individual and group roles and responsibilities, be of service to others (Social awareness)</li> <li>• form positive relationships, manage and influence the emotions and moods of others, cooperate and communicate effectively with others, work in teams, build leadership skills, make decisions, resolve conflict and resist inappropriate social pressure (Social management).</li> </ul> <p>The development of personal and social competence assists students in becoming successful learners, friends and family members who are well-equipped to contribute positively and productively to the workforce and to civic life. For individuals, learning personal and social skills can improve their academic learning and enhance their motivation to cooperate and achieve. On a social level, students who have developed solid social and emotional skills find it easier to manage themselves, relate to others, develop resilience, resolve conflict, and feel positive about themselves and the world around them.</p> <p>To develop their personal and social competence students need regular opportunities within the curriculum to:</p> <ul style="list-style-type: none"> <li>• identify and assess personal strengths, interests and challenges</li> <li>• recognise and respond to the viewpoints and experiences of others</li> <li>• discuss their emotions, reactions and interactions with others</li> <li>• observe modelling of effective personal and social skills</li> <li>• apply and practise their own personal and social skills</li> <li>• receive feedback and support from teachers and peers</li> </ul>

	<ul style="list-style-type: none"> <li>• monitor and reflect on their personal and social development.</li> </ul>
<p><b>Intercultural Understanding</b></p>	<p>In the Australian Curriculum students develop intercultural understanding as they learn to understand themselves in relation to others. This involves students valuing their own cultures and beliefs and those of others, and engaging with people of diverse cultures in ways that recognise commonalities and differences, create connections and cultivate respect between people.</p> <p>As they develop intercultural understanding students learn to:</p> <ul style="list-style-type: none"> <li>• identify increasingly sophisticated characteristics of their own cultures and the cultures of others</li> <li>• recognise that their own and others' behaviours, attitudes and values are influenced by their languages and cultures</li> <li>• consider what it might be like to 'walk in another's shoes'</li> <li>• compare the experiences of others with their own, looking for commonalities and differences between their lives and seeking to understand these</li> <li>• reflect on how intercultural encounters have affected their thoughts, feelings and actions</li> <li>• accept that there are different ways of seeing the world and live with that diversity</li> <li>• stand between cultures to facilitate understanding</li> <li>• take responsibility for developing and improving relationships between people from different cultures in Australia and in the wider world</li> <li>• contribute to and benefit from reconciliation between Indigenous and non-Indigenous Australians.</li> </ul> <p>The general capability Intercultural understanding responds to the imperative for all young Australians to become responsible local and global citizens, equipped through their education for living and working successfully in the globalised world of the 21st century.</p> <p>Intercultural understanding develops through sustained interaction between people from different cultural groups and their efforts to understand and relate to one another. It focuses on personal and social knowledge, understanding, abilities and skills that students need in learning to live together in a multicultural and multilingual world. At a personal level, intercultural understanding allows students to investigate their own and others' cultures, developing their self-awareness and sense of belonging. They learn to empathise with others and to reflect on their learning as a means of better understanding themselves and people they perceive to be different from themselves. At a social level, intercultural understanding builds students' sense of their own cultural identity and the cultural values that underpin Australian society. They learn to take responsibility for their interactions with others and for developing and improving relationships between</p>

	people from different cultures in Australia and in the wider world.
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**Appendix 5c. Broad Content Focus – Relevant Strands of VELS linked to Media Literacy.**

Broad Content Focus	
<b>English</b>	<p>In the English domain, <i>texts</i> and <i>language</i> constitute the central and essential concepts. The concept of <i>texts</i> focuses equally on creating and analysing texts, understanding and interpreting texts, and moving beyond interpretation to reflection and critical analysis. The concept of <i>language</i> includes the use of language and the development of linguistic competence, and the development of knowledge about language.... The English domain is centred on the conscious and deliberate study of language in the variety of texts and contexts in which it is spoken, read, viewed and written. It is concerned with a wide range of written and spoken texts in print and electronic forms including literary texts such as novels, short stories, poetry, plays and non-fiction; film and other multimodal texts; media texts; information, commercial and workplace texts; everyday texts; and personal writing.</p> <p>The study of English involves students in reading, viewing, listening to, writing, creating, comparing, researching and talking about a range of text types from the simple to the complex, from texts dealing with concrete and straightforward information to those dealing with increasingly complex and abstract issues and ideas. English teachers encourage students to explore the meaning of texts and support students in the development of critical understanding about the ways writers and speakers control language to influence their listeners, readers and viewers.</p> <p>... Students learn <i>terminology or metalanguage</i> to describe and discuss particular structures and features of language produced in a variety of contexts...</p> <p>Understanding texts and recognising how language works within them is necessary for success at school and beyond for an active, informed and fulfilling life in modern Australian society and the global community. By understanding and working with texts, students acquire the <i>knowledge, skills and personal qualities that enable them to read, view and listen critically and to think, speak and write clearly and confidently.</i></p>
<b>Communication</b>	<p>Communication is central to the <i>capacity to construct meaning and to convey information and understanding to others in a range of ways and a variety of settings...</i> The Communication domain focuses on developing students who communicate clearly and confidently in a range of contexts both within and beyond school. It aims to assist students to develop awareness that language and discourse differ across the curriculum and that there is a need to learn <i>literacies</i> involved in each subject they undertake. To communicate successfully, students need to develop</p>

	<p>the knowledge, skills and behaviours that empower them to respond to, make meaning of, and deconstruct a range of communication forms. They also need to develop the knowledge, skills and behaviours to effectively present information, ideas and opinions in a range of forms, including verbal, written, graphic, multimedia and performance, appropriate to their context, purpose and audience.</p>
<p><b>Information and communications technology (ICT)</b></p>	<p>Information and communications technology (ICT) is the hardware and software that enables data to be digitally processed, stored and communicated. ICT can be used to access, process, manage and present information; model and control events; construct new understanding; and communicate with others.</p> <p>ICT, an interdisciplinary domain, focuses on providing students with the tools to transform their learning and to enrich their learning environment. The knowledge, skills and behaviours identified for this domain enable students to:</p> <ul style="list-style-type: none"> <li>• develop new thinking and learning skills that produce creative and innovative insights</li> <li>• develop more productive ways of working and solving problems individually and collaboratively</li> <li>• create information products that demonstrate their understanding of concepts, issues, relationships and processes</li> <li>• express themselves in contemporary and socially relevant ways</li> <li>• communicate locally and globally to solve problems and to share knowledge</li> <li>• understand the implications of the use of ICT and their social and ethical responsibilities as users of ICT.</li> </ul> <p>Learning in this domain enables students to focus on the task to be accomplished rather than on the technology they are using to do the work. Through the selection and application of appropriate equipment, techniques and procedures, they process data and information skilfully to create information products in forms that are meaningful for themselves and their audience. These products effectively demonstrate their knowledge and understanding of the concepts, issues, relationships and processes that are the subject of the task.</p> <p>Students are provided with tools and strategies to monitor learning patterns and problem solving strategies. This provides a sound foundation for transforming personal learning. They gain an understanding of Internet protocols and strategies for exchanging information, which enables them to share and challenge their own and other people's ideas and solutions with a global audience.</p>
<p><b>Thinking Processes</b></p>	<p>Our world and the world of the future demand that all students are supported to become effective and skilful thinkers. Thinking validates existing knowledge and enables individuals to create new knowledge and to build ideas and make connections between them. It entails reasoning and inquiry together with processing and evaluating information. It enables the exploration of perceptions and possibilities. It also involves the capacity to plan, monitor</p>

and evaluate one's thinking, and refine and transform ideas and beliefs.

The Thinking Processes domain encompasses a range of cognitive, affective and metacognitive knowledge, skills and behaviours which are essential for students to function effectively in society, both within and beyond school.

An explicit focus on thinking and the teaching of thinking skills aims to develop students' thinking at a qualitatively higher level. Students need to be supported to move beyond lower-order cognitive skills of recall and comprehension to the development of higher-order processes required for creative problem solving, decision making and conceptualising. In addition, they need to develop the capacity for metacognition – the capacity to reflect on and manage their own thinking. This can only happen if the school and classroom culture values and promotes thinking and if students are provided with sufficient time to think, reflect and engage in sustained discussion, deliberation and inquiry. Students need challenging tasks which stimulate, encourage and support skilful and effective thinking.



**Appendix 5d. Broad Content Focus – Relevant Learning Areas: Australian Curriculum linked to Media Literacy.**

Broad Content Focus	
English	<p>The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate with and build relationships with others and with the world around them. The study of English helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. In this light it is clear that the Australian Curriculum: English plays an important part in developing the understanding, attitudes and capabilities of those who will take responsibility for Australia’s future.</p> <p>Although Australia is a linguistically and culturally diverse country, participation in many aspects of Australian life depends on effective communication in Standard Australian English. In addition, proficiency in English is invaluable globally. The Australian Curriculum: English contributes both to nation-building and to internationalisation.</p> <p>The Australian Curriculum: English also helps students to engage imaginatively and critically with literature to expand the scope of their experience. Aboriginal and Torres Strait Islander peoples have contributed to Australian society and to its contemporary literature and its literary heritage through their distinctive ways of representing and communicating knowledge, traditions and experience. The Australian Curriculum: English values, respects and explores this contribution. It also emphasises Australia’s links to Asia.</p> <p>The Australian Curriculum: English aims to ensure that students:</p> <ul style="list-style-type: none"> <li>• learn to listen to, read, view, speak, write, create and reflect on increasingly complex and sophisticated spoken, written and multimodal texts across a growing range of contexts with accuracy, fluency and purpose</li> <li>• appreciate, enjoy and use the English language in all its variations and develop a sense of its richness and power to evoke feelings, convey information, form ideas, facilitate interaction with others, entertain, persuade and argue</li> <li>• understand how Standard Australian English works in its spoken and written forms and in combination with non-linguistic forms of communication to create meaning</li> <li>• develop interest and skills in inquiring into the aesthetic aspects of texts, and develop an informed appreciation of literature.</li> </ul>

**Appendix 5e. Learning Focus and Standards for Assessment – VELs Levels 5-6 linked to Positive Body Language, Health Promoting Schools, Student Wellbeing and Values Education.**

VELs Level	Learning Focus	Standards
<p><b>Personal Learning</b></p> <p><b>Level 5</b></p>	<p>As students work towards the achievement of Level 5 standards in Personal Learning, they explore a range of preferred and non-preferred learning strategies. They take greater responsibility for their own learning, making choices and decisions about their learning and considering their strengths and weaknesses.</p> <p>Students understand, appreciate and monitor the impact of differing emotions on their learning. They manage impulsive behaviour by considering alternative courses of action in response to an idea or problem and possible consequences. They develop their understanding of the value of persistence, by exploring the relationship between effort and performance, using both their own experiences and those of others including their peers and people who have made significant contributions to society. They identify and employ strategies for maintaining a positive attitude.</p> <p>Students reflect on the ethical aspects of dealing with others such as being honest and encouraging freedom of choice, and the advantages of acting responsibly in social and learning situations. They develop their skills in learning with and from their peers. They begin to take responsibility for the development and maintenance of a positive learning environment within and outside the classroom, recognising that individuals have different needs, opinions and goals and that compromises must be reached in determining acceptable group behaviours.</p>	<p><b>The individual learner</b></p> <p>At Level 5, students monitor and describe their progress as learners, identifying their strengths and weaknesses and taking actions to address their weaknesses. They seek and respond to feedback from peers, teachers and other adults and explain how their ideas have changed to develop and refine their content knowledge and understanding.</p> <p>Students demonstrate an awareness of different cultural and societal beliefs, values and practices, identifying and discussing the effect of ethical issues on learning and working with others. With support, students determine learning improvement goals, justifying their decisions and making appropriate modifications as necessary. They consider both their own and others' needs when making decisions about suitable learning processes and the creation of positive learning environments within and outside the classroom.</p>
<p><b>Interpersonal</b></p>	<p>As students work towards the achievement of Level 5 standards in Interpersonal Development, they develop positive</p>	<p><b>Building social relationships</b></p>

<p><b>Development</b></p> <p><b>Level 5</b></p>	<p>relationships through understanding and respecting others. They participate in activities which enable them to identify the differing values and beliefs held by individuals in local, national and global contexts, and reflect on the impact these may have on relationships.</p> <p>They learn how to manage their emotions and behaviour in their relationships, especially with peers. They consider the needs of others and ways of responding with appropriate sensitivity, learning to adapt their behaviour and language to suit different settings. Exploring appropriate scenarios, students learn that while they need to value friendship and respect confidentiality, in certain circumstances confidentiality may need to be breached. They manage their impulses to encourage harmonious collaborations and relationships.</p> <p>In a variety of forums, students investigate various forms of bullying and the consequences for the bully and the victim. They also explore other forms of conflict in both local and broader contexts. Through experience and reflection, students come to understand the need for empathy for others. They develop and practise appropriate skills in conflict resolution. Students explore how peers may influence the way they respond to others. They continue to identify strategies to build and maintain positive social relationships; for example, by acknowledging and celebrating the diversity of individuals, recognising peer influence on their own behaviour, showing sensitivity to cultural diversity, recognising and accommodating others' strengths and weaknesses and acknowledging the existence and possible implications of different values and beliefs.</p>	<p>At Level 5, students demonstrate respect for the individuality of others and empathise with others in local, national and global contexts, acknowledging the diversity of individuals. They recognise and describe peer influence on their behaviour. Students select and use appropriate strategies to effectively manage individual conflict and assist others in resolution processes.</p> <p><b>Working in teams</b></p> <p>At Level 5, students accept responsibility as a team member and support other members to share information, explore the ideas of others, and work cooperatively to achieve a shared purpose within a realistic timeframe. They reflect on individual and team outcomes and act to improve their own and the team's performance.</p>
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<p><b>Health and Physical Education</b></p> <p><b>Level 5</b></p>	<p>As students work towards the achievement of Level 5 standards in Health and Physical Education, they develop and refine a range of movement and manipulative skills. They participate in a variety of team and individual games and activities, using and building on skills and strategies from other sports as well as continuing to develop new, sport-specific, skills.</p> <p>Students explore views about fitness and suggest what fitness might mean to various groups in society. They develop their understanding of the physical, mental, social and emotional benefits of participation in physical activity, and examine factors which influence such participation. They consider the relationship between physical activity, fitness and health, and explore ways to measure their own fitness and physical activity levels. They explore the relationship between their physical activity and nutrition in order to understand how they can maintain physical health. They investigate and address positive and negative motivational factors that influence the value they place on participating in physical activity. They are introduced to the components of performance-related fitness, and learn how to analyse and evaluate sports and activities from this perspective.</p> <p>Students continue their study of the changes associated with adolescence by identifying what changes have already occurred and what changes (physical, social and emotional) they can expect to experience. They describe the influence of the family on shaping personal identity and values. They explain how community attitudes and laws influence the sense of right and wrong.</p> <p>In developing strategies to minimise harm and to protect their own and others' health, students consider health resources, products and services, and the influences of the law, public health programs, their conscience, community attitudes, and religious beliefs. They begin to clarify a cohesive set of</p>	<p><b>Movement and physical activity</b></p> <p>At Level 5, students proficiently perform complex movement and manipulative skills. Students measure their own fitness and physical activity levels and identify factors that influence motivation to be physically active. They maintain regular participation in moderate to vigorous physical activity and analyse and evaluate their level of involvement in physical activity.</p> <p><b>Health knowledge and promotion</b></p> <p>At Level 5, students describe the physical, emotional and social changes that occur as a result of the adolescent stage of the lifespan and the factors that influence their own development. They describe the effect of family and community expectations on the development of personal identity and values. They identify outcomes of risk-taking behaviours and evaluate harm-minimisation strategies. They identify the health concerns of young people and the strategies that are designed to improve their health. They describe the health resources, products and services available for young people and consider how they could be used to improve health. They analyse a range of influences on personal and family food selection, and identify major nutritional needs for growth and activity.</p>
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personal values and how they could be used to improve their health.

Students describe the health interests and needs of young people as a group, including those related to sexual health (for example, safe sex, contraception, abstinence and prevention and cure of sexually transmitted infections) and drug issues (for example, tobacco, alcohol, cannabis use). They explore actions at personal, family and societal levels that help to meet these needs, and identify the influences of individuals and groups. They explore ways of dealing with change, especially the social and emotional aspects of transition from primary to secondary school. They learn how to access reliable information about health issues affecting them and to identify barriers and enablers to accessing health services.

Students reflect on the range of influences on personal food intake: peers, advertising, mass media, mood, convenience, habit, cultural beliefs and values, and access to food products and services. They explore topical issues related to eating, and identify personal and community factors that influence their own food selection. Students consider the nutritional requirements for growth and activity at different stages of life, and learn to set nutritional goals using food-selection models. They learn how to analyse nutritional information provided in advertising and product labels, and to make decisions about how this information can be used by, or influence, individuals in their food choices.

<p><b>Civics and Citizenship</b></p> <p><b>Level 5</b></p>	<p>Through historical and contemporary examples, including those from Australia, students are introduced to the values and qualities of leadership. Students are provided with opportunities to take on a variety of leadership roles. They develop skills required for active and informed citizenship and use these in class and community contexts. For example, they use cooperative decision making to design and evaluate a group project, seek a variety of opinions and use a voting method to determine the majority view about an issue.</p> <p>Students interact with a variety of groups and organisations in civic and community events. With assistance, they seek opportunities to actively engage in school, local and community events. They research issues and events of importance to the community, recognise a range of perspectives, and propose possible solutions and actions. These issues may be related to matters such as environmental sustainability, social justice and human rights and may have local, national and global significance.</p>	<p><b>Civic knowledge and understanding</b></p> <p>They identify and discuss the qualities of leadership through historical and contemporary examples.</p> <p><b>Community engagement</b></p> <p>At Level 5, students present points of view on contemporary issues and events using appropriate supporting evidence. They explain the different perspectives on some contemporary issues and propose possible solutions to problems.</p> <p>They participate in school and community events and participate in activities to contribute to environmental sustainability or action on other community issues.</p>
<p><b>Personal Learning</b></p> <p><b>Level 6</b></p>	<p>Using an ethical framework, students address ambiguous and hypothetical situations and gain insights and skills for exploring conflicts and dilemmas. They control their emotions, understanding the negative impact of mood swings and impulsive behaviour on learning and behaviour. They participate in activities that require them to make informed and responsible choices, considering the impact on themselves and others.</p>	<p><b>The individual learner</b></p> <p>Students identify the ethical frameworks that underpin their own and others' beliefs and values and describe how the conflicts and dilemmas they identify may affect learning. They determine, monitor and modify learning improvement goals, taking into account current and future learning needs. They determine the factors that contribute to the creation of positive learning environments and establish, follow and monitor protocols for a variety of learning situations.</p>

<p><b>Interpersonal Development</b></p> <p><b>Level 6</b></p>	<p>As students work towards the achievement of Level 6 standards in Interpersonal Development, they develop their knowledge of local and global values and beliefs and consider the idea of values as social constructs and principles. They explore barriers to achieving positive relationships, especially between groups with differing values and beliefs, and discuss the importance of empathy. They explore strategies that they and others could use to overcome these barriers, and practise using such strategies and reflecting on their effectiveness.</p> <p>They learn to consider feelings and behaviour in a broader context that is influenced by social conventions and cultures. They understand individual and group behaviour in the context of motivating factors when students participate in activities, including role-plays, which allow them to explore the impact of peers on relationships. They explore strategies to manage peer influence and to develop positive relationships with a wide range of peers, gaining confidence in stating clearly their own views and opinions, and the rationale for these. They develop specific skills and a variety of strategies to prevent or resolve conflict, and explore the nature of conflict resolution in a range of contexts.</p>	<p><b>Building social relationships</b></p> <p>At Level 6, students demonstrate awareness of complex social conventions, behaving appropriately when interacting with others. They describe how local and global values and beliefs determine their own and others' social relationships. They evaluate their own behaviour in relationships, identify potential conflict and employ strategies to avoid and/or resolve it.</p> <p><b>Working in teams</b></p> <p>At Level 6, students work collaboratively, negotiate roles and delegate tasks to complete complex tasks in teams.</p> <p>Students describe how they respect and build on the ideas and opinions of team members and clearly articulate or record their reflections on the effectiveness of learning in a team.</p>
<p><b>Health and Physical Education</b></p> <p><b>Level 6</b></p>	<p>As students work towards the achievement of Level 6 standards in Health and Physical Education, they develop proficiency in a range of high-level movement and manipulative skills. They may be introduced to new sports, games or activities which will require them to learn new skills or adapt previously learnt skills in a new context.</p> <p>They investigate different components of fitness, how these vary between activities and how they contribute to the wellbeing of people at different stages of their lives.</p>	<p><b>Movement and physical activity</b></p> <p>At Level 6, students demonstrate proficiency in the execution of manipulative and movement skills during complex activities. They demonstrate advanced skills in selected physical activities.</p> <p><b>Health knowledge and promotion</b></p>

	<p>Students extend their learning about the major tasks in establishing personal identity. They describe social and cultural factors, such as family, the media, community expectations influencing the development of personal identity, including the development of identity as it relates to gender. They discuss ways to express independence and the rights and responsibilities associated with the development of increasing independence. They rehearse strategies for being assertive when protecting their own and others' health.</p> <p>Students discuss relationships and how the different aspects of relationships vary between people and over time. They consider how the different roles and responsibilities in sexual relationships can affect their health and wellbeing. They explore a range of issues related to sexuality and sexual health such as safe sex practices, sexual negotiation, same sex attraction and the impact of alcohol on sexual and personal safety. Students explore assumptions, community attitudes and stereotypes about young people and sexuality. They learn strategies for supporting themselves and other young people experiencing difficulties in relationships or with their sexuality, and learn about the community services available to assist. Students investigate and evaluate the policies and practices in their school in relation to sexual and racial harassment, homophobia and/or discrimination, and consider their rights and responsibilities in these areas.</p> <p>Students examine mental health issues relevant to young people and consider the importance of family and friends in supporting their mental health and emotional health needs. They consider the stigma of mental illness as well as the challenges for those with a mental illness and for those caring for them.</p> <p>Students examine perceptions of challenge, risk and safety in a variety of settings such as in the home, school, the workplace and the community. They contrast risks that promote personal and social growth with those that endanger health. They discuss ways to balance risk and safety, and</p>	<p>At Level 6, students identify and describe a range of social and cultural factors that influence the development of personal identity and values. They identify and explain the rights and responsibilities associated with developing greater independence, including those related to sexual matters and sexual relationships. They describe mental health issues relevant to young people. They compare and evaluate perceptions of challenge, risk and safety. They demonstrate understanding of appropriate assertiveness and resilience strategies. They analyse the positive and negative health outcomes of a range of personal behaviours and community actions. They identify the health services and products provided by government and non-government bodies and analyse how these can be used to support the health needs of young people. They identify and describe strategies that address current trends in the nutritional status of Australians. They analyse and evaluate the factors that affect food consumption in Australia.</p>
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	<p>refine and evaluate harm-minimisation strategies.</p> <p>Students explore assertiveness and resilience strategies that could be used in a range of situations. Using techniques such as role-play or simulation games, students are provided with opportunities to practise and reflect on the usefulness of these strategies.</p> <p>Students learn to use simple health data to identify the major causes of illness, injury and death in Australia. They investigate personal behaviours and community actions that may contribute to the health of specific groups.</p> <p>Students examine the relationship between nutrition and stages of growth and development, and the eating practices associated with different stages in life. They learn to analyse the links between diet and current community health issues, and consider special dietary needs, and ways of improving their own diet. They research patterns of food consumption in Australia and investigate factors that influence food choice, such as changes in family life.</p>	
<p><b>Civics and Citizenship</b></p> <p><b>Level 6</b></p>	<p>Students explore Australia’s multicultural society. They learn about the past and present policies of government in relation to ATSI people and immigration, and the values and beliefs which support a harmonious multicultural society.</p> <p>Students explore what it means to be a leader, considering different leadership styles and learn how they can lead by example. Students are provided with opportunities to participate in leadership activities and projects that contribute to the wellbeing of others and which may have a local, national or global focus.</p>	<p><b>Civic knowledge and understanding</b></p> <p>They explain the development of a multicultural society and the values necessary to sustain it.</p> <p><b>Community engagement</b></p> <p>At Level 6, students draw on a range of resources, including the mass media to articulate and defend their own opinions about political, social and environmental issues in national and global contexts. They contest, where appropriate, the opinions of others. They develop an action plan which demonstrates their knowledge of a social or environmental issue and suggest strategies to raise community awareness of it. They participate in a range of citizenship activities including those with a national or global perspective, at school and in the local</p>

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**Appendix 5f. Broad Content Focus – Australian Curriculum: General Capabilities linked to Media Literacy.**

<b>Broad Content Focus (General Capabilities)</b>	
<b>Literacy</b>	<p>In the Australian Curriculum students become literate as they develop the skills to learn and communicate confidently at school and to become effective individuals, community members, workers and citizens. These skills include listening, reading, viewing, writing, speaking and creating print, visual and digital materials accurately and purposefully within and across all learning areas.</p> <p>Literacy involves students engaging with the language and literacy demands of each learning area.</p> <p>As they become literate students learn to:</p> <ul style="list-style-type: none"><li>• interpret, analyse, evaluate, respond to and construct increasingly complex texts (<i>Comprehension and composition</i>)</li><li>• understand, use, write and produce different types of text (<i>Texts</i>)</li><li>• manage and produce grammatical patterns and structures in texts (<i>Grammar</i>)</li><li>• make appropriate word selections and decode and comprehend new (basic, specialised and technical) vocabulary (<i>Vocabulary</i>)</li><li>• use and produce a range of visual materials to learn and demonstrate learning (<i>Visual information</i>).</li></ul> <p>Literacy is central to all learning in school and the ways that students demonstrate their learning. Students need to draw on increasingly complex and sophisticated literacy knowledge and skills to understand and engage with content across the curriculum.</p> <p>Some aspects of literacy are most often encountered within a particular learning area. This means that:</p> <ul style="list-style-type: none"><li>• teachers need a clear understanding of and vocabulary for the literacy demands specific to their learning area</li><li>• students need explicit and systematic literacy teaching in that learning area.</li></ul>

	<p>The progressive development of literacy knowledge and skills is essential for success in all learning areas and is the responsibility of all teachers. It is important that teachers across all years of schooling and learning areas develop student understanding of the specific language and literacy demands of the various learning areas.</p>
<p><b>Information and communication technology (ICT) competence</b></p>	<p>In the Australian Curriculum students develop ICT competence as they learn to use ICT effectively and appropriately when investigating, creating and communicating ideas and information at school, at home, at work and in their communities.</p> <p>Students develop ICT competence when they learn to:</p> <ul style="list-style-type: none"> <li>• <i>Investigate</i> with ICT: using ICT to plan and refine information searches; to locate and access different types of data and information and to verify the integrity of data when investigating questions, topics or problems</li> <li>• <i>Create</i> with ICT: using ICT to generate ideas, plans, processes and products to create solutions to challenges or learning area tasks</li> <li>• <i>Communicate</i> with ICT: using ICT to communicate ideas and information with others adhering to social protocols appropriate to the communicative context (purpose, audience and technology)</li> <li>• <i>Operate ICT</i>: applying technical knowledge and skills to use ICT efficiently and to manage data and information when and as needed</li> <li>• <i>Apply</i> appropriate social and ethical protocols and practices to operate and manage ICT.</li> </ul> <p>Increasingly, ICT permeates every area of our society and lives. Students need to be equipped with the necessary knowledge and skills to use ICT to support contemporary learning and living. ICT affords the opportunities to personalise learning and to learn both within and out of school.</p> <p>An important outcome of schooling is the competence students develop in using ICT for tasks associated with information access and management, problem-solving, decision-making, communicating, creative expression, and empirical reasoning. ICT provides tools for transforming the way students think and learn as they support risk-taking and knowledge sharing; they are fast and automated, are interactive and multimodal and they also allow students to control how and when they learn. Equally important is the manner in which ICT is used, based upon an understanding of the limitations of the technology and the impact of technology on individuals, groups, communities and organisations.</p> <p>Specific ICT capability requirements change according to the needs of individuals to find solutions to problems (or</p>

	<p>to complete tasks). The requirements are also dynamic and evolving because of the rapidly changing nature of ICT. It is essential that students develop perceptions and conceptions that are based on knowledge, skills and understanding of the fundamental logic and conventions that underpin ICT use and are consequently transferable from one ICT environment to another (such as from school to community to workplace).</p>
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**Appendix 5g. Learning Focus and Standards for Assessment linked to Media Literacy, VELS Levels 5-6.**

VELS Level	Learning Focus	Standards
<p><b>English</b></p> <p><b>Level 5</b></p>	<p>As students work towards the achievement of Level 5 standards in English, they consolidate and expand their knowledge and understanding of a range of texts and appreciate how to use formal language to construct texts for school purposes, and for purposes relevant to their lives beyond school.</p> <p>Students begin to respond in more detached and critical ways to a wide range of print, visual, electronic and multimodal texts that explore familiar and more challenging themes and issues. They include literary texts such as novels, short stories, plays and poetry, and informative and persuasive texts including everyday texts and media texts. Students discuss texts analytically and develop confidence in the use of metalanguage to describe and discuss particular structures and features of language. They explore the power of language and the ways it can influence roles and relationships and represent ideas, information and concepts. They learn that texts can be created for multiple purposes.</p> <p>Students read and interpret texts that present some challenging issues. They compare texts that explore similar themes and ideas, and recognise that writers can express views and values other than their own. They develop a critical understanding about the ways that writers and producers of texts try to position readers to accept particular views of people, characters, events, ideas and information. They discuss the ways in which persuasive texts present opinions and evidence, justify positions and persuade.</p> <p>Students learn to use formal language to construct spoken</p>	<p>Students read and view imaginative, informative and persuasive texts that explore ideas and information related to challenging topics, themes and issues. They identify the ideas, themes and issues explored in these texts, and provide supporting evidence to justify their interpretations. They produce personal responses, for example, interpretive pieces and character profiles. They infer meanings and messages in texts, analyse how social values or attitudes are conveyed, compare the presentation of information and ideas in different texts, and identify cause and effect in informative texts.</p> <p>Students produce, in print and electronic forms, texts for a variety of purposes, including speculating, hypothesising, persuading and reflecting. They write extended narratives or scripts with attention to characterisation, consistency of viewpoint and development of a resolution. They write arguments that state and justify a personal viewpoint; reports incorporating challenging themes and issues; personal reflections on, or evaluations of, texts presenting challenging themes and issues.</p> <p>Students express creative and analytical responses to texts, themes and issues. They identify main issues in a topic and provide supporting detail and evidence for opinions. They critically evaluate the spoken language of others and select, prepare and present spoken texts for specific audiences and purposes. They use a variety of multimodal texts to support individual presentations in which they inform or persuade an audience.</p> <p>When listening to others, students ask clarifying questions</p>

	<p>and written texts for a range of purposes and audiences.</p> <p>Students work cooperatively in discussion groups, using talk to explore and analyse challenging themes and issues. They develop their skills in identifying main issues in a topic, providing supporting detail and evidence for opinions, asking relevant clarifying questions and building on the ideas of others. They apply their knowledge of spoken texts and oral language to experiment with techniques to influence audiences, including vocabulary, rhythm, intonation, timing, pausing, body language and facial expression. They examine how situational and sociocultural factors affect audience responses and the impact of different text and sentence structures on readers and viewers. They explore ways of using multimodal texts to enhance visual and verbal communication.</p>	<p>and build on the ideas of others.</p>
<p><b>Communication</b></p> <p><b>Level 5</b></p>	<p>As students work towards the achievement of Level 5 standards in Communication, they develop a range of strategies for listening attentively and extracting meaning from communications, including taking notes and small group discussion to record and summarise main messages.</p> <p>Students respond to a wide variety of aural, written and visual media; for example film, radio, the Internet, billboards, multimedia, and text messages. They explore both implicit and explicit meaning, how the author has structured and presented ideas, and whether they have used specialised language or symbols to communicate their message. Students share the meaning they have constructed with others and discuss any differences. They continue to challenge assumptions, use questions to clarify understanding, and justify their own interpretations while acknowledging that others may have different interpretations. They reflect on and evaluate the effectiveness of a variety of media in communicating a similar message, considering accuracy, inclusiveness and the techniques used to shape</p>	<p><b>Listening, viewing and responding</b></p> <p>Students modify their verbal and non-verbal responses to suit particular audiences. They interpret complex information and evaluate the effectiveness of its presentation. When responding, they use specialised language and symbols as appropriate to the contexts in which they are working. They consider their own and others' points of view, apply prior knowledge to new situations, challenge assumptions and justify their own interpretations.</p> <p><b>Presenting</b></p> <p>Students use the communication conventions, forms and language appropriate to the subject to convey a clear message across a range of presentation forms to meet the needs of the context, purpose and audience. They provide and use constructive feedback and reflection to develop</p>

	<p>audience response.</p> <p>Students expand their knowledge of specialised language used across the curriculum to communicate specific meanings and gain practice in using specific forms of communication.</p> <p>Students regularly present information, ideas and opinions for a variety of purposes, to a range of audiences, in both formal and informal settings. They focus on identifying the key messages they wish to communicate and structuring their ideas logically and coherently. They experiment with a range of presentation forms and seek feedback from their audience as to the effectiveness of their communication.</p>	<p>effective communication skills.</p>
<p><b>Thinking Processes</b></p> <p><b>Level 5</b></p>	<p>As students work towards the achievement of Level 5 standards in Thinking Processes, they participate in increasingly complex investigations and activities in which they seek evidence to support their conclusions, and investigate the validity of other people's ideas; for example, by testing the credibility of differing accounts of the same event, questioning conclusions based on very small or biased samples of data, and identifying and questioning generalisations. From such investigations and activities, students learn to make and justify changes to their thinking and develop awareness that others may have perceptions different from their own.</p> <p>Students draw on an increasing range of contexts to formulate the questions that drive their investigations. They participate in challenging tasks that stimulate, encourage and support the development of their thinking. They apply a range of discipline-based methodologies to conduct inquiries and gather, analyse and synthesise information. They gather information from a variety of sources and begin to distinguish between different types (for example, quantitative and</p>	<p><b>Reasoning, Processing and Inquiry</b></p> <p>Students use a range of question types, and locate and select relevant information from varied sources when undertaking investigations. When identifying and synthesising relevant information, they use a range of appropriate strategies of reasoning and analysis to evaluate evidence and consider their own and others' points of view. They use a range of discipline-based methodologies. They complete activities focusing on problem solving and decision making which involve an increasing number of variables and solutions.</p> <p><b>Creativity</b></p> <p>Students apply creative thinking strategies to explore possibilities and generate multiple options, problem definitions and solutions. They demonstrate creativity, in the ways they engage with and explore ideas in a range of</p>



	<p>qualitative) and sources (primary and secondary) of data. They begin to synthesise both self-selected and teacher-directed information to make meaning. They recognise the complexity of many of the ideas and concepts they are exploring and use a range of thinking strategies to develop connections.</p> <p>Students increasingly focus on tasks that require creative thinking for understanding, synthesis and decision making. They develop creative thinking behaviours and strategies through flexible approaches; for example, considering alternative perspectives, suspending judgment, seeking new information and testing novel ideas. They evaluate alternative conclusions and perspectives using criteria developed individually and in collaboration with their peers.</p> <p>Students reflect on their own learning, seeking to refine existing ideas and beliefs when provided with contradictory evidence. They develop their capacity to identify, monitor and evaluate the thinking skills and strategies they use. During their investigations and inquiries they use specific language to discuss their thinking and reflect on their thinking processes. They reflect on, modify and evaluate their thinking strategies.</p>	<p>contexts.</p> <p><b>Reflection, Evaluation and Metacognition</b></p> <p>Students explain the purpose of a range of thinking tools and use them in appropriate contexts. They use specific language to describe their thinking and reflect on their thinking processes during investigations. They modify and evaluate their thinking strategies. They describe and explain changes that may occur in their ideas and beliefs over time.</p>
<p><b>English</b></p> <p><b>Level 6</b></p>	<p>As students work towards the achievement of Level 6 standards in English, they produce, study and respond critically to spoken, written, and visual texts created for a wide range of audiences and purposes. Their focus is on a close examination of the critical and sociocultural dimensions of language, and they learn to be critical and independent users of texts and language appropriate to situations in school, in their daily lives and in the workplace.</p> <p>Students read and respond to a range of classic, contemporary and popular texts, including literary texts such as novels, short stories, plays and poetry; informative and</p>	<p>Students read, view, analyse, critique, reflect on and discuss contemporary and classical imaginative texts that explore personal, social, cultural and political issues of significance to their own lives. They also read, view, analyse and discuss a wide range of informative and persuasive texts and identify the multiple purposes for which texts are created. They explain how texts are shaped by the time, place and cultural setting in which they are created. They compare and contrast the typical features of particular texts and synthesise information from different texts to draw conclusions.</p> <p>Students analyse critically the relationship between texts,</p>

	<p>persuasive texts including everyday texts; media texts and workplace texts. They develop a critical understanding of the contemporary mass media and the difference between different media texts, such as current affairs, news articles, features, editorials, documentaries and reviews. They explore and interpret different perspectives on complex issues, analysing how different texts are likely to be interpreted by different groups. They develop a critical understanding of the contextual factors involved in the construction and interpretation of texts, including the role of audience in shaping meaning. They extend their use of metalanguage to encompass explicit discussion of the style and tone of a text.</p> <p>Students use writing to explore different perspectives on complex and challenging issues.</p> <p>Students listen to and are provided with opportunities to produce a range of spoken texts in a variety of formal and informal situations characterised by complexity of purpose, and subject matter. They critically examine the variety of ways in which spoken language influences audiences and, in their own presentations, experiment with a range of persuasive techniques.</p> <p>In spoken, written and multimodal texts students apply their skills to planning and developing formal arguments about complex issues, and use evidence systematically to justify points of view and develop logical conclusions. They make increasingly effective use of a range of word-processing and editing software to produce texts that incorporate digital still images, digital audio and video, and print.</p>	<p>contexts, speakers and listeners in a range of situations. When engaged in discussion, they compare ideas, build on others' ideas, provide and justify other points of view, and reach conclusions that take account of aspects of an issue. In their presentations, they make effective use of the structures and features of spoken language to deal with complex subject matter in a range of situations.</p> <p>They draw on a range of strategies to listen to and present spoken texts, including note-taking, combining spoken and visual texts, and presenting complex issues or information imaginatively to interest an audience.</p>
<p><b>Communication</b> <b>Level 6</b></p>	<p>As students work towards the achievement of Level 6 standards in Communication, they listen to speakers in a range of contexts, including the school, the wider community and workplaces. They develop their skills in interpreting</p>	<p><b>Listening, viewing and responding</b></p> <p>Students identify the ways in which complex messages are effectively conveyed and apply this knowledge to their</p>

<p>meaning; for example, by identifying inferences and assumptions. They know what it means to effectively respond both verbally and non-verbally in different contexts and are able to demonstrate this. Students elaborate on and clarify content of presentations, using pertinent questions to explore explicit and implicit meaning. In discussion with their peers, they evaluate the effectiveness of these presentations and note how they can apply the findings to their own presentations.</p> <p>In structured activities, students explore the relationship between language and power; for example, by interpreting and analysing significant speeches. As their understanding of this concept develops, they apply their understanding when making meaning of a variety of media messages and when developing their own presentations.</p> <p>Students respond to a range of aural, written and visual texts, reflecting on how cultural and societal norms and ideology influence the production of the material; for example, research papers and news items. They explore how effectively meaning has been communicated, analyse alternative interpretations and develop a rationale for their preferred opinion.</p> <p>Students develop a high level of expertise and fluency in the language, forms and communication strategies of particular subjects across the curriculum as well as those associated with a range of occupations and career pathways. They reflect on why it is important to have this knowledge, how it enables more precise communication, but also how it can exclude audiences who are not familiar with the language of particular subjects.</p> <p>Students experiment with communicating complex ideas in a variety of ways. They increasingly use metaphor and symbol to communicate. They organise their information, ideas and</p>	<p>communication. When listening, viewing and responding, they consider alternative views, recognise multiple possible interpretations and respond with insight. They use complex verbal and non-verbal cues, subject-specific language, and a wide range of communication forms. Students use pertinent questions to explore, clarify and elaborate complex meaning.</p> <p><b>Presenting</b></p> <p>Students demonstrate their understanding of the relationship between form, content and mode, and select suitable resources and technologies to effectively communicate. They use subject-specific language and conventions in accordance with the purpose of their presentation to communicate complex information. They provide constructive feedback to others and use feedback and reflection in order to inform their future presentations.</p>
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	<p>opinions into a coherent structure, select and adjust their mode of presentation to suit purpose and audience, and make appropriate adjustments in response to an audience. They use agreed criteria to reflect on the effectiveness of their own communications and articulate means by which they could be improved.</p>	
<p><b>Thinking Processes</b></p> <p><b>Level 6</b></p>	<p>As students work towards the achievement of Level 6 standards in Thinking Processes, they become discriminating thinkers, capable of making informed decisions about controversial and complex issues. They are supported to put effort into sustained thinking in order to construct deep understanding of key concepts across the curriculum. They continually reflect on their own thinking and identify assumptions that may influence their ideas. They seek to develop coherent knowledge structures and recognise gaps in their understanding. They are challenged to identify, use, reflect on, evaluate and modify a variety of effective thinking strategies to inform future choices.</p> <p>Students begin to formulate and test hypotheses, contentions and conjectures and to collect evidence to support or reject them. They develop their skills in synthesising complex information and solving problems that include a wide range of variables. Students develop questioning techniques appropriate to the complexity of ideas they investigate, to probe into and elicit information from varying sources. They work with others to modify their initial questions and to develop further their understanding that sources of information may vary in their validity.</p> <p>Students explore differing perspectives and issues in depth and identify a range of creative possibilities. They are encouraged to examine and acknowledge a range of perspectives on an issue and to accommodate diversity. They engage positively with novelty and difference and are innovative in the ways they define and work through tasks,</p>	<p><b>Reasoning, Processing and Inquiry</b></p> <p>Students discriminate in the way they use a variety of sources. They generate questions that explore alternatives. They process and synthesise complex information and complete activities focusing on problem solving and decision making which involve a wide range and complexity of variables and solutions. They employ appropriate methodologies for creating and verifying knowledge in different disciplines. They make informed decisions based on their analysis of various perspectives and, sometimes contradictory, information.</p> <p><b>Creativity</b></p> <p>Students experiment with innovative possibilities within the parameters of a task. They take calculated risks when defining tasks and generating solutions. They apply selectively a range of creative thinking strategies to broaden their knowledge and engage with contentious, ambiguous, novel and complex ideas.</p> <p><b>Reflection, Evaluation and Metacognition</b></p> <p>When reviewing information and refining ideas and beliefs, students explain conscious changes that may occur in their</p>

	<p>and find solutions. They practise creative thinking behaviours and strategies to find solutions, synthesise information and understand complex ideas.</p> <p>In inquiry projects, students select appropriate strategies and connect existing knowledge and new knowledge to process and organise information. They begin to analyse the relationships between ideas, and synthesise these to form coherent knowledge.</p> <p>Students recognise that different disciplines use different methodologies to create and verify knowledge. They investigate a variety of discipline-based methodologies and reflect on their usefulness in different contexts; for example, the application of the scientific methodology of hypothesis, observation, data collection and conclusion in contexts other than science. They continue to evaluate their solutions using appropriate criteria and identify assumptions that may underpin a particular line of reasoning.</p>	<p>own and others' thinking and analyse alternative perspectives and perceptions. They explain the different methodologies used by different disciplines to create and verify knowledge. They use specific terms to discuss their thinking, select and use thinking processes and tools appropriate to particular tasks and evaluate their effectiveness.</p>
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**Appendix 6a: Educational Programs and Resources Relevant to Effective Pedagogical Approaches to Positive Body Image and Media Literacy (limited to the lower levels of secondary schooling).**

Title of Program or Resource	Type of Program or Resource	Target Group	Description	Indicative Pedagogic Approach
<p><i>The Me Generation. Teacher Idea</i> [electronic resource]</p> <p>Lara Croucher.</p> <p>Melbourne : Le@rning Federation, 2010-</p>	<p>Digital Resource (The Le@rning Federation Learning Object).</p>	<p>Year 9 students</p>	<p>This unit of work draws upon digital resources such as advertisements and interviews to develop students' understanding of the influence of the media and new technology in developing students' sense of identity.</p>	<p>A unit of work designed for implementation in a Year 9 English classroom (with cross-curricular application).</p> <p>Students explore what it means to be part of the 'me generation' through looking at identity, what defines the 'me generation', the influence of the media, advertising, new technology and social and political issues that are considered personally relevant. Students compare these influences and issues with those of other generations and cultures.</p>
<p>Dove Films [website]</p> <p>Epping, N.S.W. : Unilever, 2007-</p> <p><a href="http://www.campaignforrealbeauty.com.au/dove-self-esteem-fund/mothers-n-mentors.asp">http://www.campaignforrealbeauty.com.au/dove-self-esteem-fund/mothers-n-mentors.asp</a></p>	<p>Digital Resource (website and booklet)</p>	<p>Young females</p>	<p>This <b>True You</b> activity guide for girls and their mums is designed to raise self-esteem by encouraging girls and their role models to embrace their unique beauty. The goal is to empower girls to become stronger and more confident.</p>	<p>A booklet for mothers and daughters that could be adapted for use in the classroom.</p>

<p><i>Risky Business: A professional development package for school communities about body image, gender, eating and exercising issues.</i></p> <p>Brisbane : Equity Programs Unit, Education Qld,2000.</p>	Digital Resource (CD-Rom)	School communities	A professional development package for school communities about body image, gender, eating and exercising issues.	Background information for teachers and other members of the school community that could be adapted into units of work across the curriculum.
<p><i>Gender Representations in the Media.</i> Unit of Work [electronic resource]</p> <p>Victoria Anstey.</p> <p>Melbourne : Le@rning Federation, 2010-</p>	Digital Resource (The Le@rning Federation Digital Learning Object)	Years 9-10 students	This unit of work focuses on the media provides consistent and persistent messages about gender that can result in stereotyping.	A unit of work designed for implementation in a Year 9 English classroom (with cross-curricular application). Students examine and analyse how gender has been constructed in advertising and across a range of media over time, and the consequent stereotyping of both male and female identities. Students deconstruct the way the media and advertising appeal to and target young people as a lucrative market, and examine how this process influences both young people and the broader community.
<p><i>completely GORGEOUS</i></p> <p>Kaz Cooke</p> <p>Screen Australia Digital Learning</p> <p><a href="http://www.completelygorgeous.com.au/">http://www.completelygorgeous.com.au/</a></p>	Digital Resource [website]	Young females	This website is directed towards young women. It uses the humour of Australian cartoonist, comic and writer, Kaz Cooke, to shed insight on serious issues related to body image. The aim is for young people to resist advertising and media messages designed to do harm to their self-esteem. Includes Suggestions for Teachers.	This website can be used in secondary classrooms and has cross-curricular application.

Title of Program or Resource	Type of Program or Resource	Target Group	Description	Indicative Pedagogic Approach
<p><i>Body Beautiful</i> (videorecording)</p> <p>Produced and Directed by Alison Dillon.</p> <p>London : BBC, 2003.</p>	<p>Visual Material (DVD)</p>	<p>Adults</p>	<p>Dr John Marsden looks at how in today's society even healthy living is taken to excess <i>Body image</i> has become such an obsession that people follow dangerous diets, age their joints and muscles through obsessive exercise and spend much of their lives worrying about not being the right shape or size.</p>	<p>Material from this documentary could be adapted for use with students in secondary schools.</p>
<p><i>The Naked Truth</i> [videorecording]</p> <p>Directed by Jose Colomer.</p> <p>[United States] : DHC Ventures, 2003.</p>	<p>Visual Material (DVD)</p>	<p>Adults</p>	<p>Berman &amp; Berman deal with the pressing subject of body image. Dissatisfaction with body size and shape has become the norm for females in America. What are the social and cultural forces that contribute to <i>body image</i> and eating problems in our society?</p>	<p>Material from this documentary could be adapted for use with students in secondary schools.</p>
<p><i>Real Smart About Boys' Body Image</i> [videorecording]</p> <p>Producer/director, Ben Harding ; executive producer, Mark McAuliffe.</p> <p>Bendigo, Vic. : Video Education Australasia, 2003.</p> <p><i>Real Smart About Girls' Body Image</i></p>	<p>Visual Material (DVD)</p>	<p>Young males</p>	<p>The focus of this DVD is on young males and their body image. It uses a humorous approach to explore issues surrounding male body image and emphasizes that a wide variety of body types is normal.</p> <p>The focus of this DVD is on young females and their body image. It uses a humorous approach to explore issues surrounding female body image and emphasize that a wide variety of body types is normal.</p>	<p>This resource is directed towards students in the lower years of secondary schooling. It develops students' understanding of body image; self-esteem; influences on bodies and body image and the acceptance of diversity.</p> <p>This resource is directed towards students in the lower years of secondary schooling. It develops students' understanding of body image; self-esteem; influences on bodies and body image; media internalisation of the 'thin' ideal and strategies to resist the pressure of</p>



<p>[videorecording]</p> <p>Producer/director, Ben Harding ; executive producer, Mark McAuliffe.</p> <p>Bendigo, Vic. : Video Education Australasia, 2003.</p>	<p>Visual Material (DVD)</p>	<p>Young females</p>		<p>stereotypes.</p>
<p><i>Shredded</i> [videorecording] /</p> <p>Director, Douglas C. Taplin Producer, Jennifer Torrance.</p> <p>Canada : National Film Board of Canada, 2005.</p>	<p>Visual Material (DVD)</p>	<p>Young males</p>	<p>Boys who want to transform their bodies so they become 'shredded like the muscle-filled bodies of her media heroes' relate their experiences, desire and motivations to the audience. The documentary is designed to provoke discussion among teenagers about body image and the distinction between healthy and dangerous behaviour.</p> <p>Teacher's guide <a href="http://www.nfb.ca/guides">http://www.nfb.ca/guides</a></p>	<p>Designed for use in secondary classrooms and to be seen with peers, teachers and/or the family. It is intended to be a discussion starter and a catalyst for healthier lifestyle choices. It is meant to encourage teens to reflect upon the risks associated with their current choices and the impact that they may have on their future health.</p> <p>The film can be used across the curriculum: in health, physical education/wellness, lifestyles and media subjects when discussing issues related to self-esteem, personal growth and the influences of media and marketing.</p>
<p><i>Killing Us Softly 3 and 4 : Advertising's image of women</i> [videorecording] / with Jean Kilbourne.</p> <p>Northampton, Mass.: Media Education Foundation, 2002.</p>	<p>Visual Material (DVD)</p>	<p>Adults</p>	<p>In these documentaries, Jean Kilbourne continues her groundbreaking analysis of advertising's depiction of women in this most recent update of her pioneering <i>Killing Us Softly</i> series. Kilbourne decodes an array of print and television advertisements to reveal a pattern of disturbing and destructive gender stereotypes. Her analysis challenges us to consider the relationship between advertising and broader issues of culture, identity, sexism, and gender violence.</p>	<p>Material from this documentary could be adapted for use in the secondary classroom.</p>

<p><i>Sexualisation in the Media. (videorecording)</i></p> <p>Publishing details unknown</p>	<p>Visual Material (DVD)</p>	<p>Young females and males</p>	<p>The issue of the sexualisation of girls in popular media has generated increasing interest and concern within the community and particularly educators. The aim of this resource is to increase students' analytical and critical skills when exploring popular media. It explores the narrow views of masculinity and femininity that are presented in the most popular media and allows students to consider and question who is benefiting from such images.</p>	<p>Suitable for use in secondary classrooms.</p>
<p><i>Slim Hopes – Advertising and the obsession with thinness [videorecording]</i></p> <p>Featuring Jean Kilbourne.</p> <p>Northampton, Mass.: Media Education Foundation, 2002.</p>	<p>Visual Material (DVD)</p>	<p>Young adults</p>	<p>Jean Kilbourne's award-winning video offers an in-depth analysis of how female bodies are depicted in advertising images and the devastating effects of those images on women's health. Addressing the relationship between these images and the obsession of girls and women with dieting and thinness, <i>Slim Hopes</i> offers a new way to think about life-threatening eating disorders such as anorexia and bulimia, and a well-documented critical perspective on the social impact of advertising.</p> <p><i>Slim Hopes</i> is suitable for a wide range of audiences at high schools, colleges and universities. Using over 150 ads, it informs as it entertains, allowing viewers to build an analytic framework for considering the impact of advertising on women's health.</p>	<p>This documentary can be adapted for use in secondary classrooms.</p>
<p><i>The Beauty Backlash (videorecording).</i></p> <p>With Libby Porter</p> <p>British Broadcasting</p>	<p>Visual Material (DVD)</p>	<p>Young females and males</p>	<p>In this program, Libby Porter examines how this is done through image manipulation and blanket advertising. She also looks at how companies like Dove are bucking the trend and using 'real women' of a normal body range to sell through inspiration not insecurity. Interviews with marketing experts at Saatchi and Saatchi, genuine consumers, a psychologist and a representative from the Eating Disorders Association make this program one that will inspire and empower young women and educate and inform everyone else. Includes handbook.</p>	<p>This documentary is suitable for use in secondary schools.</p>

<p>Corporation</p> <p>Bendigo, Vic. : Video Education Australasia, 2007.</p>				
<p><i>Body Image (Theme Pack).</i></p>	<p>Visual Material (DVD)</p>	<p>Young females and males</p>	<p>This four DVD set includes a variety of programs that address society's obsession with body image and the dangers of eating disorders. Programs include - Insight: Bras, Bratz and Tweens (60 minutes); Difference Of Opinion: Sex Sells (55 minutes); The Truth About Size Zero (60 minutes); Body Hits: Body Beautiful (30 minutes)</p>	<p>This set of materials is suitable for use in secondary schools.</p>

Title of Program or Resource	Type of Program or Resource	Target Group	Description	Indicative Pedagogic Approach
<p><i>Y's Girl Resource Kit.</i></p> <p>Liz Moore</p> <p>Erin Young</p> <p>YMCA Victoria, 2010.</p>	<p>Resource Kit/Manual</p>	<p>Young females (11-14)</p>	<p>This program provides practical ideas for teachers, welfare co-ordinators, parents, community youth workers and so on, to promote positive body image amongst girls in their communities.</p> <p>There is a large emphasis on respect for self and others, self-esteem, and the benefits of healthy movement. There is one section dealing with different ideas of beauty and one focusing on body image and the media.</p>	<p>This program can be used in the lower years of secondary schooling. Some of the activities may need to be adapted for girls in Years 7 and 8 in acknowledgement of their growing maturity.</p>
<p><i>MediaSmart: An eating disorder prevention program.</i></p> <p>Simon Wilksch and Tracey Wade.</p> <p>School of Psychology, Flinders University, 2010.</p>	<p>Resource Book/Workbook</p>	<p>Young females and males</p>	<p>This media literacy program focuses on media internalisation of ideal images of beauty and body.</p> <p>Topics covered include techniques used by the media to manipulate images (e.g., airbrushing), ideas for how to analyse and challenge media messages, tips for handling pressure placed on young people and planning for how to move through adolescence and beyond as a skilful and confident person.</p>	<p>This eight-lesson program can be used with students in the lower levels of secondary schooling. It can be used across the curriculum in areas such as English, Study of Society, Physical Education and Pastoral Care.</p>
<p><i>Happy Being Me.</i></p>	<p>Resource Book/Program</p>	<p>Young females</p>	<p>This program has been developed to reduce body dissatisfaction, desire to obtain the thin body type portrayed as ideal by the media, peer interactions</p>	<p>This program can be used with students in the lower years of</p>

<p>S. Richardson and Susan Paxton</p> <p>School of Psychological Science, LaTrobe University.</p>	<p>Manual</p>		<p>that contribute to body dissatisfaction, and body comparison tendency. The manual contains information to enable the facilitator to conduct</p> <p>each interactive session and resources required to deliver the session in the classroom. It includes media literacy but also provides resources</p> <p>for addressing peer influences that contribute to body dissatisfaction and disordered eating.</p>	<p>secondary schooling.</p>
<p><i>How Fantasy Becomes Reality: Seeing through media Influence.</i></p> <p>Karen E. Dill.</p> <p>Oxford: Oxford University Press, 2009.</p>	<p>Book</p>	<p>Adults</p>	<p>The author discusses the ways that super-thin models and actresses have altered women's self-images, dissects the manipulative strategies of advertising aimed at children and medical consumers, and explains how the "fake news" of The Daily Show and The Colbert Report may offer more authentic and incisive coverage than the cable channels and network newscasts. She also assesses the growing importance of "new media" like text-messaging, blogs, and Facebook in how we communicate and process information. In a media-saturated society, Dill argues, understanding precisely how these powerful forces affect us and learning how to deal with them are vital to the very way we function as citizens.</p>	<p>Background information for teachers and older students on media influence on social issues.</p>
<p><i>How Does Advertising Impact Teen Behavior?</i></p> <p>David M.Haugen, book editor.</p> <p>Farmington Hills: Mich.Greenhaven, 2008.</p>	<p>Book</p>	<p>Young females (and males?)</p>	<p>A focus on teen issues.</p>	<p>Background information for teachers and older students on media influence on social issues.</p>

<p><i>Does My Bum Look Big in this Ad?: Body image and the media.</i></p> <p>Lisa Cox [illustrations, Amanda Dunne].</p> <p>Capalaba, Qld.: Wombat, 2010.</p>	<p>Book</p>	<p>Young females</p>	<p>Ever wondered why you don't look like the people in magazine ads? There's heaps of books about how popular culture (like advertising) affects the way you feel about yourself. Unfortunately, they're mostly written about young people? This book is written for young people. We take a behind the scenes look at how the media industry works. Teaching you to critically and independently evaluate what you see, hear or read in popular culture and the media. You'll learn how to develop and maintain a positive <i>body image</i> as you navigate your way through the media maze.</p>	<p>Resource directed towards teaching students a critical awareness of the media.</p>
<p><i>All Made Up: A girl's guide to seeing through celebrity hype and celebrating real beauty.</i></p> <p>Audrey D. Brashich, Illustrations by Shawn Banner.</p> <p>New York : Walker, 2006.</p>	<p>Book</p>	<p>Young females</p>	<p>Don't believe everything you read. Open any magazine or turn on any T.V. show and you'll be bombarded with air brushed, perfectly styled and made-up celebrities and super models, icons of beauty that real women can never match. Too often, girls, measure themselves against these unrealistic images and find themselves lacking. But we can all break free from the cult of celebrity and start liking the face we see in the mirror once we understand that many of these images of beauty are all made up. In the spirit of Fast Food Nation, media-awareness activist Audrey Brashich delivers an in-depth, informative, and eye-opening look at <i>the effect the media and pop culture has on young women's self images.</i></p>	<p>Directed to young female students with a focus on developing a critical awareness of the media internalisation of beauty ideals.</p>
<p><i>Bodies.</i></p> <p>Susie Orbach</p>	<p>Book</p>	<p>Adults/Young females</p>	<p>In the past decades, the pressure to perfect and design our bodies has been unprecedented. Breast enhancement is a sweet sixteen birthday present in the suburbs of America, while eating problems from</p>	<p>Background information for teachers and older students on media influence on social issues.</p>

London : Profile, 2009.			bulimia to obesity are growing daily, affecting girls as young as six. The body is no longer a given and to possess a flawless one has become the ambition of millions. In China, women are having their legs broken and extended by 5cms. In Iran, behind the Hijab there are 35,000 cosmetic nose reconstructions a year. In Brazil breasts and bottoms are reshaped along with the face so that women there, as in China and Iran (and pretty much everywhere else in reach of global media) can reflect western norms of beauty. In her years of practice as a psychoanalyst, Susie Orbach has come to realise that the way we view our bodies is the mirror of how we view ourselves: our body becomes the measure of our worth. In this book, she finally raises the fundamental questions about how we got there.	
<i>Body Image.</i> Auriana Ojeda, book editor. San Diego : Greenhaven, 2003.	Book	Adults/Young females (and males)	In this anthology, authors offer explanations and solutions for <i>body image</i> issues that affect thousands of teenagers. Chapters include: Common Concerns About Body Image: <i>Body Image and the Media</i> : Body Modification and Cosmetic Surgery: How to Improve Your Body Image.	Background information for teachers and older students on body image and the media.
<i>Body Image.</i> Ronald D. Lankford Jr. Detroit, Mich.: Lucent, 2010.	Book	Adults/Not clearly indicated	Examines where ideas about body image originate and the ways <i>body image</i> affects health and lifestyle.	Background information for teachers and older students on body image.
<i>Body Image.</i> Karla Fitzhugh London: Hodder Wayland, 2005.	Book	Adults/Young females (and males?)	This book defines body image, explaining the consequences of positive and negative body images. It looks at how society's idea of physical perfection has changed over the centuries, and how big an <i>influence the media has on body image</i> today. Subjects covered include maintaining a healthy lifestyle (with tips on healthy eating and exercise), eating disorders and the changes experienced at puberty. With information and advice on improving self-esteem, the key to a positive body image. With photos, case studies, glossary, resource section and index.	Background information for teachers and older students on body image.

<p><i>Children and Teens Afraid to eat: Helping youth in today's weight-obsessed world.</i></p> <p>Frances M. Berg ; edited by Kendra Rosencrans.</p> <p>Hettinger, N.D.:Healthy Weight Network, 2001.</p>	Book	Adults/Young females and young males	Documenting the overwhelming physical and mental effects of the pressure to be thin, this book examines the way weight obsession destroys America's youth. It describes four major weight and eating problems—eating disorders, dysfunctional eating, size prejudice, and overweight—and shows healthy ways to change. A valuable resource for parents, teachers, and health professionals, it explains new ways to nurture children and prevent weight problems.	Background information for teachers on body image.
<p><i>Expectations for Women: Confronting stereotypes.</i></p> <p>J. Elizabeth Mills.</p> <p>New York : Rosen, 2010.</p>	Book	Young females	A young woman's guide to contemporary issues.	Background information for teachers and older students on gender stereotypes.
<p><i>Healthy Body Image</i></p> <p>Editor Justin Healey.</p> <p>Rozelle, N.S.W.: Spinney, 2003.</p>	Book	Young females (and males?)	One of a series of educational resource books offering information about contemporary issues in Australian society. Information is sourced from newspapers, journals, government reports, surveys, websites, and lobby group literature. This volume looks at issues surrounding body image and eating issues, the <i>impacts of the media and advertising</i> on body awareness and self-esteem, cosmetic surgery, sensible diet and exercise, and how to improve and <i>promote healthy body image</i> .	An educational resource for students, focusing on the impact of the media on body awareness, self-esteem and healthy lifestyle.
<p><i>Living with Your Looks.</i></p> <p>Roberta Honigman and David J. Castle.</p> <p>Crawley, W.A.: University of Western Australia Press,2007.</p>	Book	Adults/Young adults	This topical study looks at the social, cultural, and historical influences which effect the way people view their bodies, and how concerns about body image can give rise to a range of <i>body image disorders</i> .	Background information for teachers and older students on influences on body image and a range of body image disorders.



<p><i>Mixed Messages : Interpreting body image &amp; social norms.</i></p> <p>Thea Palad.</p> <p>Edina, Minn.: ABDO, 2009.</p>	Book	Pre-teens and teens (females)	Mixed Messages features fictional narratives paired with firsthand advice from a licensed psychologist to help preteen and teen readers better understand the countless <i>media messages</i> that are presented to them daily. Topics include body image, stereotypes, sex, violence, and partying. Throughout the book, Talk About It questions encourage discussion. Additional resources, a glossary, and an index are also included. Mixed Messages will leave readers with a refreshing, more discerning eye for the <i>media</i> .	Resource directed to young students, focusing on media images and the impact of these on body image and stereotypes.
<p><i>Perfect: Young women talk about body image.</i></p> <p>Helen Hines,Editor.</p> <p>London: Women's Press, 2002.</p>	Book	Adults/Young adults	A compilation of stories written by young women about body image.	Stories that could be read and analysed by young female students in secondary schools.
<p><i>Media, Gender and Identity: An introduction.</i></p> <p>David Gauntlett.</p> <p>Milton Park : Taylor &amp; Francis, 2008.</p>	Book	Adults/Young adults	Popular media present a vast array of stories about women and men. What impact do these images and ideas have on peoples identities? The new edition of Media, Gender and Identity is a highly readable introduction to the relationship between media and gender identities today. Fully revised and updated, including new case studies and a new chapter, it considers a wide range of research and provides new ways for thinking about the <i>medias influence</i> on gender and sexuality.	Background information for teachers on the media and its influence on gender.
<p><i>The Body Snatchers: How the media shapes women.</i></p> <p>Cyndi Tebbel.</p> <p>Sydney:Finch, 2000.</p>	Book	Adults/young adults	A resource that highlights the role of the media in shaping women.	<p>A resource that could be used with older female students in secondary school.</p> <p>Background information for teachers.</p>

<p><i>Everybody's Different: A positive approach to teaching about health, puberty, body image, nutrition, self-esteem and obesity prevention.</i> Jenny O'Dea.</p> <p>Camberwell, Vic.: ACER, 2007.</p>	<p>Book</p>	<p>Teachers</p>	<p>A resource for teachers highlighting topics of health, puberty, body image, nutrition, self-esteem and obesity prevention.</p>	<p>A resource designed to develop students' understanding of difference, with a focus on issues of body image, healthy lifestyle and self-esteem.</p>
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**Appendix 6b. Educational Programs and Resources in areas such as Health Promoting Schools, Student Wellbeing and Values Education (limited to the lower levels of secondary schooling).**

Title of Program or Resource	Type of Program or Resource	Target Group	Description	Indicative Pedagogic Approach
<p><i>Absolutely Every Body – Achieving a body-image friendly school.</i></p> <p><i>A Health Promoting Schools Approach</i></p> <p><i>Part 1: A guide for teachers.</i></p> <p><i>Part 2: The toolkit</i></p> <p>Centre for Health Promotion, Children, Youth and Women’s Health Service, Government of South Australia, 2010.</p> <p><a href="http://www.healthpromotion">http://www.healthpromotion</a>.</p>	<p>Digital Resource [website]</p> <p>Booklet</p>	<p>Teachers</p>	<p>These resources are designed help schools implement a range of activities relating to healthy body image. It is based on the Health Promoting Schools framework.</p>	<p>The ideas in these resources can be used by teachers and other members of the school community to promote healthy body image. The ideas have particular application to the Health and Physical Education curriculum areas and link with student wellbeing and values education frameworks.</p>

<a href="http://cywhs.sa.gov.au/Content.aspx?p=142">cywhs.sa.gov.au/Content.aspx?p=142</a>				
<p><i>World of Values</i></p> <p>Julie Hamston and Julie Mitchell</p> <p>Department of Education, Employment and Workplace Relations (DEEWR), Commonwealth of Australia, 2009.</p> <p><a href="http://www.valueseducation.edu.au/values/wov_landing_29317.html">http://www.valueseducation.edu.au/values/wov_landing_29317.html</a></p>	<p>Digital Resource (Student-centred website)</p>	<p>Young females and males</p>	<p><i>World of Values</i> is student-centred website that explores values through personal, intercultural and global perspectives. Designed for students across five levels of schooling, students are challenged to expand their world view and explore issues outside their own perspectives through the themes of Communities, Peacemakers, Boundaries, Future Makers and The Big Questions. While the website is student-centred, access to the material is teacher-mediated.</p>	<p>This resource can be used in secondary classrooms. It has a strong focus on film texts and images and fits with the English curriculum. The focus on values such as respect, inclusion, empathy and the exploration of issues of identity, difference and belonging make it appropriate for use across the curriculum.</p>
<p><i>Values for Australian Schooling</i></p>	<p>Digital resource [website]</p>	<p>Young females and males</p>	<p>This resource is designed to support schools in integrating values in curricular and extracurricular contexts to develop student responsibility, social skills, resilience and wellbeing.</p>	

<p><i>Supporting Student Wellbeing Through Values Education:</i></p> <p><i>A Resource Package (Secondary)</i></p> <p>Contributing writers</p> <p>Department of Education, Employment and Workplace Relations (DEEWR),</p> <p>Commonwealth of Australia, 2009.</p> <p><a href="http://www.valueseducation.edu.au/values/val_values_ed_cpl_resources_supporting_student,27447.html#supporting_student_wellbeing">http://www.valueseducation.edu.au/values/val_values_ed_cpl_resources_supporting_student,27447.html#supporting_student_wellbeing</a></p>	<p>Resource books</p>			
<p><i>Mind Matters – Leading mental health and wellbeing</i></p>	<p>Digital Resource [website]</p> <p>Resource booklets</p>	<p>Young females and males</p>	<p>These resources are designed to support students' mental health and emotional wellbeing.</p> <p>MindMatters uses a whole school approach to mental health promotion based on the principles of the World Health Organization's Global School</p>	<p>These resources can be used across the curriculum in secondary schools.</p>

<p><i>Resources (Secondary)</i></p> <p>Department of Health and Ageing, Commonwealth of Australia.</p> <p><a href="http://www.mindmatters.edu.au/resources_and_downloads/mindmatters/mindmatters_resource_kit_landing.html">http://www.mindmatters.edu.au/resources_and_downloads/mindmatters/mindmatters_resource_kit_landing.html</a></p>			<p>Health Initiative and the Australian National Health Promoting Schools Framework</p>	
<p><i>Cyberbullies</i></p> <p>A Meridian Production , 2006.</p>	<p>Visual Material (DVD)</p>	<p>Young females and males</p>	<p>Chat rooms, blogs, and instant messaging have become standard forms of communication for many young people. Unfortunately, they have also become popular ways to bully and harass others. This program is designed to prevent children and teenagers from falling victim to cyberbullying, using dramatisations and Q &amp; A discussions to expand awareness of the issue. The video discusses cyberbullying warning signs, common patterns of abuse, and questionable online activities.</p> <p>Includes teacher guide.</p>	<p>This material is suitable for use in secondary schools.</p>

<p><i>Like It Is:</i></p> <p><i>Episode 1 – Belonging</i></p> <p><i>Like It Is:</i></p> <p><i>Episode 2 – Feeling Good</i></p> <p>ABC Education Schools, Australia.</p> <p><a href="http://www.abc.net.au/schoolstv/likeitis/ep1.htm">http://www.abc.net.au/schoolstv/likeitis/ep1.htm</a></p>	<p>Visual Material (DVD)</p>	<p>Young females and males</p>	<p>Episode 1: Belonging: This episode looks at the importance of belonging. It explores what it's like to be excluded, the benefits of feeling connected and presents strategies such as optimistic self-talk, communication skills, including body language, and acceptance, as ways to connect with others and to</p> <p>make other people feel included. Episode 2: Feeling good: looks at self esteem (self worth). It sets up the idea that our self esteem can change, and presents strategies such as optimistic self-talk, identifying personal strengths and help-seeking as ways to keep our self esteem high.</p>	<p>Suitable for use in secondary classrooms (Years 8 and 9).</p>
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