

**VELS Learning Foci which support
the Courage to Care Program**

The Courage to Care program is supported through the Victorian Essential Learning Standards Domains of the Humanities (History), Interpersonal, Civics and Citizenship and Communication

Strand	Domain	Learning focus	Level	Standards
Discipline-based learning	The Humanities - History	<p>Students:</p> <ul style="list-style-type: none"> learn about key events, ideologies and social and cultural movements that have shaped the contemporary world. consider the impact of war on people and countries in the twentieth and twenty-first centuries. make links in their study of history to contemporary issues. become aware that there are competing interpretations and contested narratives in history. 	6	<p>Students:</p> <ul style="list-style-type: none"> analyse the impact of some key wars and conflicts in the twentieth and twenty-first centuries. These could include the world wars. demonstrate understanding of key ideologies and explain their influence on people's lives, national events and international relations. explain why significant social and cultural movements have developed and evaluate their influence on societies. frame research questions and locate relevant resources, including contemporary media and online resources.
		Historical reasoning and interpretation	6	<p>Students:</p> <ul style="list-style-type: none"> frame research questions and locate relevant resources, including contemporary media and online resources. identify, comprehend and evaluate a range of primary and secondary sources, including visual sources. critically evaluate sources of evidence for context, information, reliability, completeness, objectivity and bias. recognise that in history there are multiple perspectives and partial explanations.

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Physical, personal and social learning	Interpersonal	<p>Students:</p> <ul style="list-style-type: none"> develop their knowledge of local and global values and beliefs and consider the idea of values as social constructs and principles. explore barriers to achieving positive relationships, especially between groups with differing values and beliefs discuss the importance of empathy. explore strategies that they and others could use to overcome these barriers, and practise using such strategies and reflecting on their effectiveness. 	6	<p>Students:</p> <ul style="list-style-type: none"> demonstrate awareness of complex social conventions, behaving appropriately when interacting with others. describe how local and global values and beliefs determine their own and others' social relationships. evaluate their own behaviour in relationships, identify potential conflict and employ strategies to avoid and/or resolve it.
Physical, personal and social learning	Civics and citizenship	<p>Students:</p> <ul style="list-style-type: none"> explore Australia's multicultural society. learn about the past and present policies of government in relation to immigration learn about the values and beliefs which support a harmonious multicultural society. explore the concept of Australian identity and the contributions of various cultural groups. link their understanding of multiculturalism to contemporary issues, such as the global refugee problem and population growth. 	6	<p>Students:</p> <ul style="list-style-type: none"> explain the development of a multicultural society and the values necessary to sustain it. participate in a range of citizenship activities including those with a national or global perspective, at school and in the local community.
Interdisciplinary	Communication	<p>Students:</p> <ul style="list-style-type: none"> listen to speakers in a range of contexts, including the school, the wider community and workplaces. develop their skills in interpreting meaning; for example, by identifying inferences and assumptions. elaborate on and clarify content of presentations, using pertinent questions to explore explicit and implicit meaning. 	6	<p>Students:</p> <ul style="list-style-type: none"> identify the ways in which complex messages are effectively conveyed and apply this knowledge to their communication. When listening, viewing and responding, they consider alternative views, recognise multiple possible interpretations and respond with insight.