



Leading Edge *Life* Skills



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Confidence. Consciousness. Compassion.

About our Young Leaders Programs

At **Leading Edge *Life* Skills**, providing an opportunity for young people to build the skills they need to live full and happy lives is our area of expertise and our passion. Our Young Leaders programs develop the core life skills young people need to find their 'inner leader' and move forward in life with self-confidence and self-awareness. We work with schools, youth groups and individuals providing a range of in-person, online and hybrid programs tailored in content, structure and duration to meet the needs of young people.

What makes our programs different?

We work with horses! Horses are the ultimate teachers. They have incredibly astute senses and are highly sensitive to the energy, intentions, actions and body language of humans. They serve as a barometer for group and individual relational, communication and leadership skills. Horses react to the real person, providing an opportunity for people to embrace their 'authentic' selves.



Quite simply...

horses make the invisible visible

How does it work?

Online and Hybrid Programs provide an innovative approach to skill development, taking the lessons learned in the arena with our horses and bringing these to the classroom or home. Further, developing emotional intelligence, self-confidence and self-awareness lays the foundation for students to find their true 'inner-leader'. Programs can be paired with in-person sessions with our horses or taught exclusively in the classroom or at home.

In Person Programs involve young people working in small teams with our horses. In order to work through the tasks successfully, team members learn to adjust their intentions and behaviours. The cause and effect is obvious and immediate. Our experienced coaches help participants take the lessons they have learned with the horses and parallel these back to everyday life. The parallels drawn to everyday situations have profound and lasting benefits for positive change.

In person programs run at Willow Wood Stables, located on the Northern Beaches of Sydney. Additionally, our broader network of facilitators, trained under **Equine Connection – The Academy of Equine Assisted Learning**, operate programs all over the world. For more information, visit www.leadingedgelifeskills.com.au

Our Clients

At Leading Edge Life Skills, we work with a range of schools and youth organisation across NSW, including:

- | | | |
|-----------------------------|------------------------------|--------------------------|
| ✓ NSW Dept. of Education | ✓ Barker College | ✓ Kamaroi Rudolf Steiner |
| ✓ Asquith Boys & Girls High | ✓ Brigidine College, St Ives | ✓ Killara High School |
| ✓ Balgowlah Boys High | ✓ Davidson High School | ✓ Narrabeen Sports High |



Barker College



Brigidine College
St Ives



**Business
Education
Network**
Assisting Young People to
Create a Better Future



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BeYou@School - Teen Empowerment Program

Our unique and interactive **BeYou@School** program provides a powerful journey of learning and understanding, designed to complement school's *PDHPE, Wellbeing, Peer Group or Pastoral Care programs*. The program has been designed in partnership with NSW educators and endorsed by child & adolescent mental health professionals to ensure the robust nature, and psychological safety of the content provided.

The program has been developed in line with the Australian Curriculum, Assessment and Reporting Authority (ACARA) and the NSW Education Standards Authority (NESA) curriculum and syllabus guidelines. **BeYou@School** meets required learning outcomes within the *NSW PDHPE Syllabus for Stage 4 students*. Throughout the program, students are supported in developing the skills they need to be a leader in their own lives, empowering them to be the best version of themselves. The program enables students to develop the self-management and interpersonal skills they need to become empowered, self-confident and socially responsible citizens.

Students will:

- ✓ Strengthen leadership and communication skills
- ✓ Build self-awareness and self-confidence
- ✓ Develop authentic, trust-based relationships
- ✓ Help overcome barriers and embrace change
- ✓ Build empathy, respect and compassion
- ✓ Cultivate resilience and self-management skills
- ✓ Recognise differences as strengths and embrace teamwork

What to expect:

The **BeYou@School** program provides six complete lesson plans, arranged in three units of content. Flexible delivery options allow content to be taught *in class or via video conference (e.g., Zoom)* with the option of *online student access to all content and materials (BeYou@Home)*. Each lesson can also be paired with a 90-minute in-person session with horses, via a global network of trained facilitators.

Teacher Resources:

Teachers receive three unit overview documents and six comprehensive lesson plans, each containing:

- ✓ Lesson content videos (approx. 15 mins per lesson)
- ✓ Group and/or individual activities with detailed worksheets and discussion questions
- ✓ Optional extension exercises for higher-ability students
- ✓ Optional homework activities
- ✓ Additional resources



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Interaction with the Australian Curriculum and NSW Syllabus

The **BeYou@School** program satisfies key requirements of the *Australian Curriculum* framework and *NSW K-10 PDHPE Syllabus* for *stage 4 students*, providing a 'strengths-based approach towards developing the knowledge, understanding and skills students need to enhance their own and others' health, safety and wellbeing'.

The program aligns with the '*Health, Wellbeing and Relationships*' content strand, covering the first two PDHPE Skill Domains [*Self-management Skills (S)* and *Interpersonal Skills (I)*] and the *Objectives, Outcomes* and related *Life Skills Outcomes* for Stage 4 students.

Stage 4 Statement ('Health, Wellbeing and Relationships' content strand)

The following section of the Stage 4 Statement is relevant to the **BeYou@School** program:

*"By the end of Stage 4, students propose skills and strategies to enhance their health and wellbeing by exploring ways to connect with their communities. They recognise factors that influence changes and transitions and evaluate strategies to manage current and future challenges. Students analyse ways to cultivate resilience and demonstrate help-seeking strategies and behaviours to support themselves and others. They recognise the characteristics of respectful relationships and the importance of belonging and connecting with others".**

PDHPE Propositions

The program has been developed with reference to three of the five interrelated *PDHPE Propositions* that guide teaching, learning and assessment for the *NSW Syllabus*: taking a strengths-based approach, focusing on educative purposes, and including a critical inquiry approach.

1. Take a strengths-based approach

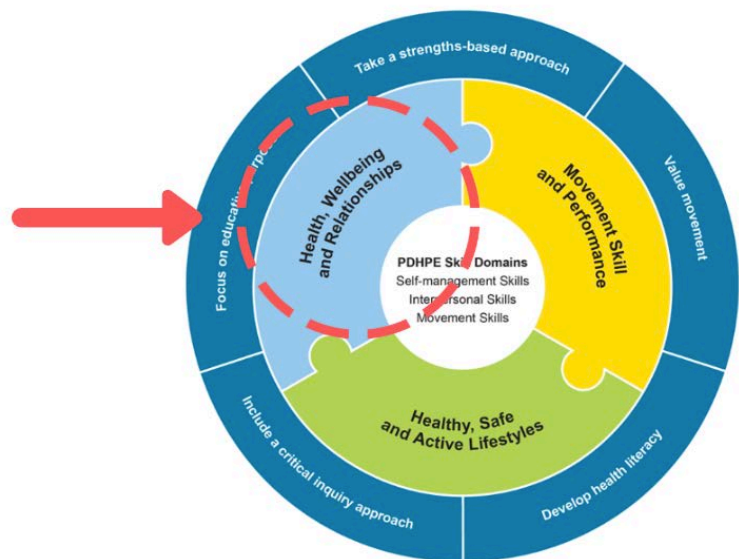
Affirming that students possess strengths, capacities and capabilities that can be supported and developed to improve their own and others' health, safety, and wellbeing.

2. Focus on educative purposes

To provide ongoing, developmentally appropriate and explicit learning about health, safety, and wellbeing.

3. Include a critical inquiry approach

Enabling students to develop skills in researching, analysing, applying and appraising knowledge; recognise varying contextual factors; understand individuals and groups have diverse interests.



*Education Standards Authority, n.d, accessed 24 Dec 2020,

<<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018/stage-statements>>



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Program Outline

The following information provides a detailed outline of each of the three units (six lessons) in the **BeYou@School** program as they relate to the NSW Syllabus, specifically focusing on the *Key Inquiry Questions, Content, Skill Domains, Objectives and Outcomes* covered, including *Related Life Skills* information.

Each unit contains two lessons, each 45–50 minutes in duration plus additional homework/extension activities.

Unit Summaries

Unit 1: Be You	Unit 2: Be Heard	Unit 3: Be Brave
Lesson 1. Being Me	Lesson 3. Being Heard	Lesson 5. Being Brave
Lesson 2. All About Boundaries	Lesson 4. Body Language & Positive Communication	Lesson 6. Building Your Future

Unit 1: Be You

Lesson 1 - Being Me (45–50 mins) and **Lesson 2** - All About Boundaries (45–50 mins)

Key Inquiry Questions, Content & Skill Domains

Relevant Key Inquiry Questions	PDHPE Content & Skill Domains* * [S] = Self-management / [I] = Interpersonal
1. How do change, transition and environment shape my identity?	<p><i>Investigate the impact of transition and change on identity</i> (ACPPS070)</p> <ul style="list-style-type: none"> investigate the changing nature of personal identity and how it can differ in various contexts, e.g., home, school, sport, online identity — S
3. What skills and strategies can be used to promote inclusivity, equality and respectful relationships?	<p><i>Describe how rights and responsibilities contribute to respectful relationships</i></p> <ul style="list-style-type: none"> discuss the characteristics of respectful relationships, e.g., empathy, being inclusive, accepting differences — I explore the features of inclusive and equal relationships, e.g., rights, mutual respect, trust, honesty, support I <p><i>Explore skills and strategies needed to communicate and engage in relationships in respectful ways</i></p> <ul style="list-style-type: none"> demonstrate ways to resolve conflict in a range of contexts — I



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Unit 1: Be You

Related Life Skills - Key Inquiry Questions, Content & Skill Domains

Relevant Key Inquiry Questions	PDHPE Life Skills Content & Skill Domains* * [S] = Self-management / [I] = Interpersonal
1. What shapes my identity?	<p><i>Recognise personal characteristics that are the same as and/or different to others</i></p> <ul style="list-style-type: none"> • recognise that people have different interests — I • recognise different abilities in people, e.g., sports skills, academic ability, relating to others — I <p><i>Explore strengths and abilities of themselves and others</i></p> <ul style="list-style-type: none"> • identify their own strengths and abilities, e.g., being a caring friend, working with others, artistic abilities, strengths in academic areas — S • recognise how their strengths and abilities differ to those of others — S • demonstrate respect for strengths and abilities that are different to their own — I • value their own different strengths and abilities — S <p><i>Investigate factors that influence identity</i></p> <ul style="list-style-type: none"> • discuss how other people in our lives can have an impact on our identity, e.g., family members, peers — S
3. How can change and challenges be managed?	<p>Explore skills and strategies that can be used to enhance resilience</p> <ul style="list-style-type: none"> • engage with strategies to strengthen resilience, e.g., problem-solving, decision-making, positive self-talk, impulse control, conflict resolution — S
4. How can we establish and maintain respectful relationships?	<p><i>Explore the indicators of a respectful relationship</i></p> <ul style="list-style-type: none"> • identify personal relationships which are of significance, e.g., parents/carers, family, Elders, kinship, peers, social groups • explore the elements of a respectful relationship, e.g., able to communicate freely, reliability, trust, loyalty, dependability — I <p><i>Demonstrate understanding of factors that have an impact on respectful relationships</i></p> <ul style="list-style-type: none"> • explore factors that contribute to respectful relationships, e.g., cooperation, sharing, respect, empathy, honesty, communication, pro-social behaviour — S I <p><i>Identify and demonstrate skills for building and maintaining respectful relationships</i></p> <ul style="list-style-type: none"> • engage with skills to maintain respectful relationships, e.g., empathy, conflict resolution, negotiation, expressing views and feelings appropriately and openly, accepting personal responsibility, accommodating the needs, values and feelings of others — I
5. What skills and strategies encourage inclusivity and equality in relationships?	<p><i>Demonstrate respect for individual differences</i></p> <ul style="list-style-type: none"> • understand that everybody is unique • model respect and empathy in interpersonal contexts — I • identify characteristics of inclusive relationships, e.g., empathy, active listening



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Unit 1: Be You

Objectives and Outcomes

Objectives	Outcomes and Related Life Skills Outcomes
Knowledge and Understanding <ul style="list-style-type: none"> ✓ Demonstrate an understanding of strategies that promote a sense of personal identity and build resilience and respectful relationships 	A student: <ul style="list-style-type: none"> ✓ [PD4-3] investigate effective strategies to promote inclusivity, equality and respectful relationships. ✓ [PDLS-4] uses appropriate strategies and behaviours to establish and maintain respectful relationships.
Skills <ul style="list-style-type: none"> ✓ Develop and use self-management skills that enable them to take personal responsibility for their actions and emotions, and take positive action to protect and enhance the health, safety and wellbeing of others ✓ Develop interpersonal skills that enable them to interact effectively and respectfully with others, build and maintain respectful relationships, and advocate for their own and others' health, safety, wellbeing, and participation in physical activity 	A student: <ul style="list-style-type: none"> ✓ [PD4-9] demonstrates self-management skills to effectively manage complex situation. ✓ [PDLS-10] develops skills for effective self-management. ✓ [PD4-10] applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts. ✓ [PDLS-11] uses appropriate interpersonal skills to engage respectfully with others in a variety of contexts.



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Unit 2: Be Heard

Lesson 3 - Being Heard (45-50 mins) & **Lesson 4** - Body Language & Positive Communication (45-50 mins)

Key Inquiry Questions, Content & Skill Domains

Relevant Key Inquiry Questions	PDHPE Content & Skill Domains
	* [S] = Self-management / [I] = Interpersonal
3. What skills and strategies can be used to promote inclusivity, equality and respectful relationships?	<p><i>Explore skills and strategies needed to <u>communicate</u> and engage in relationships in respectful ways</i></p> <ul style="list-style-type: none"> practise communication skills that establish and maintain respectful relationships in an online and offline environment and describe how these show respect (or not) for self and others, e.g., reporting inappropriate behaviour — S I practise being respectful, sympathetic and empathetic to different viewpoints and plan alternative ways to respond to others — S I

Related Life Skills Key Inquiry Questions, Content & Skill Domains

Relevant Key Inquiry Questions	PDHPE Life Skills Content & Skill Domains
	* [S] = Self-management / [I] = Interpersonal
5. What skills and strategies encourage inclusivity and equality in relationships?	<p><i>Explore <u>communication skills</u> that build and maintain respectful relationships</i></p> <ul style="list-style-type: none"> recognise nonverbal communication, e.g., facial expressions, body language, gestures, eye contact, posture, tone of voice — I use augmentative and alternative communication aids effectively to communicate — I demonstrate positive communication skills, e.g., active listening, asking questions, appropriate and respectful language — I explore how positive communication helps us solve problems, e.g., active listening, empathy, assertiveness — S I



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Unit 2: Be Heard

Objectives and Outcomes

Objectives	Outcomes and related Life Skills Outcomes
Knowledge & Understanding <ul style="list-style-type: none"> ✓ Demonstrate an understanding of strategies that promote a sense of personal identity and build resilience and respectful relationships 	A Student: <ul style="list-style-type: none"> ✓ [PD4-3] investigates effective strategies to promote inclusivity, equality and respectful relationships. ✓ [PDLS-4] uses appropriate strategies and behaviours to establish and maintain respectful relationships.
Skills <ul style="list-style-type: none"> ✓ Develop and use self-management skills that enable them to take personal responsibility for their actions and emotions, and take positive action to protect and enhance the health, safety, and wellbeing of others ✓ Develop interpersonal skills that enable them to interact effectively and respectfully with others, build and maintain respectful relationships and advocate for their own and others' health, safety, wellbeing, and participation in physical activity 	A Student: <ul style="list-style-type: none"> ✓ [PD4-9] demonstrates self-management skills to effectively manage complex situations. ✓ [PDLS-10] develops skills for effective self-management. ✓ [PD4-10] applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts. ✓ [PDLS-11] uses appropriate interpersonal skills to engage respectfully with others in a variety of contexts.



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Unit C: Be Brave

Lesson 5 - Being Brave (45–50 mins) and **Lesson 6** - Building Your Future (45–50 mins)

Key Inquiry Questions, Content & Skill Domains

Relevant Key Inquiry Questions	PDHPE Content & Skill Domains* * [S] = Self-management / [I] = Interpersonal
2. What skills and strategies can be used to manage change, challenges and seek help?	<p><i>Evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071)</i></p> <ul style="list-style-type: none"> investigate the changing nature of peer and family relationships as young people become more independent and evaluate strategies that they use to manage these changes — S I analyse how roles and responsibilities change and evaluate skills and strategies for managing these increasing responsibilities, e.g., time management — S I <p><i>Practise and apply skills and strategies to seek help for themselves and others (ACPPS072)</i></p> <ul style="list-style-type: none"> propose individual support networks and external support services — S
3. What skills and strategies can be used to promote inclusivity, equality and respectful relationships?	<p><i>Explain how a sense of belonging and connection to our communities can enhance health, safety and wellbeing</i></p> <ul style="list-style-type: none"> identify individuals, groups, places or activities to which they feel a strong sense of belonging and explain how these help them to feel supported and connected — S I

Related Life Skills Key Inquiry Questions, Content & Skill Domains

Relevant Key Inquiry Questions	PDHPE Life Skills Content & Skill Domains* * [S] = Self-management / [I] = Interpersonal
2. How can change and challenges be managed?	<p><i>Identify changes in relationships that occur in adolescence</i></p> <ul style="list-style-type: none"> discuss the reasons why a relationship may change, or finish e.g., changing or leaving school, change of neighbourhoods, change of interests — S <p><i>Explore strategies to manage changes that occur as they grow older</i></p> <ul style="list-style-type: none"> identify and demonstrate strategies to manage feelings and emotions, e.g., communicate concerns with significant others, use self-talk, use personal space/time, access advice and support — S demonstrate independence across a range of contexts, e.g., friendship groups, school, work — S <p><i>Recognise what it means to be resilient</i></p> <ul style="list-style-type: none"> identify characteristics of resilient people



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Unit C: Be Brave

Related Life Skills Key Inquiry Questions, Content & Skill Domains (Contd.)

Relevant Key Inquiry Questions	PDHPE Life Skills Content & Skill Domains* * [S] = Self-management / [I] = Interpersonal
(Contd.) 2. How can change and challenges be managed?	<i>Explore skills and strategies that can be used to enhance resilience</i> <ul style="list-style-type: none">• recognise the importance of self-regulating — S• examine the connections between thoughts, emotions and behaviour, e.g., positive thoughts can help maintain mental wellbeing — S• engage with strategies to strengthen resilience, e.g., problem-solving, decision-making, positive self-talk, impulse control, conflict resolution• recognise and use help-seeking strategies, e.g., people and community resources — S
3. What skills and strategies can be used to seek help?	<i>Engage in help-seeking strategies to enhance personal safety in relationships</i> <ul style="list-style-type: none">• seek advice from a trusted peer or adult• identify support networks, including peers, adults and external support services
5. How can we establish and maintain respectful relationships?	<i>Explore how a sense of belonging and connectedness to our school and community can be enhanced</i> <ul style="list-style-type: none">• recognise individuals, groups, places or activities to which they feel a sense of belonging, e.g., sporting teams, special interest groups, cultural and religious groups and traditions, using social media and online environments to engage with others — I• identify how individuals, groups, places or activities help them feel connected — I



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Unit C: Be Brave

Objectives and Outcomes

Objectives	Outcomes and Related Life Skills Outcomes
Knowledge and Understanding <ul style="list-style-type: none"> ✓ Demonstrate an understanding of strategies that promote a sense of personal identity and build resilience and respectful relationships 	A Student: <ul style="list-style-type: none"> ✓ [PD4-1] examines and evaluates strategies to manage current and future challenges. ✓ [PDLS-1] recognises strategies to manage current and future challenges. ✓ [PD4-2] examines and demonstrates the role help-seeking strategies play in supporting themselves and others. ✓ [PDLS-2] demonstrate help-seeking strategies and behaviours.
Skills <ul style="list-style-type: none"> ✓ Develop and use self-management skills that enable them to take personal responsibility for their actions and emotions, and take positive action to protect and enhance the health, safety, and wellbeing of others ✓ Develop interpersonal skills that enable them to interact effectively and respectfully with others, build and maintain respectful relationships and advocate for their own and others' health, safety, and wellbeing 	A Student: <ul style="list-style-type: none"> ✓ [PD4-9] demonstrates self-management skills to effectively manage complex situations. ✓ [PDLS-10] develops skills for effective self-management. ✓ [PD4-10] applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts. ✓ [PDLS-11] uses appropriate interpersonal skills to engage respectfully with others in a variety of contexts.



Appendix

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Appendix

The appendix includes a detailed overview of the *PDHPE, Stage 4 curriculum*. Areas included within the **BeYou@School** program are **highlighted in yellow**. Specifically, the appendix includes full detail of the *NSW K-10 PDHPE Syllabus*, including:

- ✓ Objectives
 - ✓ Outcomes and related Life Skills Outcomes
 - ✓ Skill Domains
 - ✓ Key Inquiry Questions
 - ✓ Content and related Life Skills Content
-

PDHPE Objectives*

Knowledge and Understanding

Objectives

Students:

- ✓ demonstrate an understanding of strategies that promote a sense of personal identity, and build resilience and respectful relationships [PD4-1, PD4-2, PD4-3]
- demonstrate an understanding of movement skills, concepts and strategies to respond confidently, competently and creatively in a variety of physical activity contexts [PD4-4, PD4-5]
- understand the significance of contextual factors that influence health, safety, wellbeing, and participation in physical activity [PD4-6]
- enact and strengthen health, safety, wellbeing, and participation in physical activity [PD4-7, PD4-8]

Skills

Objectives

Students:

- ✓ develop and use self-management skills that enable them to take personal responsibility for their actions and emotions, and take positive action to protect and enhance the health, safety, and wellbeing of others [PD4-9]
- ✓ develop interpersonal skills that enable them to interact effectively and respectfully with others, build and maintain respectful relationships and advocate for their own and others' health, safety, wellbeing and participation in physical activity [PD4-10]
- move with confidence, competence and creativity within and across various physical activity contexts.

Values and Attitudes

Objective

Students:

- ✓ value and appreciate influences on personal health practices and demonstrate a commitment to lead and promote healthy, safe, and active lives for themselves, others, and communities

*Outcomes covered through the 'Be You' program are highlighted in yellow.



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PDHPE Outcomes and Related Life Skills Outcomes*

Knowledge and Understanding

Objectives

Students:

- Demonstrate an understanding of strategies that promote a sense of personal identity and build resilience and respectful relationships

Stage 4 Outcomes

- ✓ PD4-1 - examines and evaluates strategies to manage current and future challenges
- ✓ PD4-2 - examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others
- ✓ PD4-3 - investigates effective strategies to promote inclusivity, equality and respectful relationships

Related Life Skills Outcomes

- ✓ PDLS-1 - recognises strategies to manage current and future challenges
- ✓ PDLS-2 - demonstrates help-seeking strategies and behaviours
- PDLS-3 - uses strategies to access health information and support services available in the community
- ✓ PDLS-4 - uses appropriate strategies and behaviours to establish and maintain respectful relationships

Skills

Objectives

Students:

- Develop and use self-management skills that enable them to take personal responsibility for their actions and emotions, and take positive action to protect and enhance the health, safety, and wellbeing of others

Stage 4 Outcomes

- ✓ PD4-9 - demonstrates self-management skills to effectively manage complex situations

Related Life Skills Outcomes

- ✓ PDLS-10 - develops skills for effective self-management

Students:

- Develop interpersonal skills that enable them to interact effectively and respectfully with others, build and maintain respectful relationships, and advocate for their own and others' health, safety and wellbeing

Stage 4 Outcomes

- ✓ PD4-10 - applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts

Related Life Skills Outcomes

- ✓ PDLS-11 - uses appropriate interpersonal skills to engage respectfully with others in a variety of contexts

*Objectives and Outcomes covered through the 'Be You' program are highlighted in yellow



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PDHPE Skill Domains*

In line with the PDHPE syllabus, the 'Be You' Teen Empowerment program provides the opportunity for students to develop, strengthen and refine skills across two of the three key domains: Self-management (S and Interpersonal (I).

Self-management (S)

There are five key self-management interpersonal skills important to PDHPE:

1. Strengthening personal identity

- ✓ building self-concept
- ✓ building self-confidence
- ✓ building self-esteem
- ✓ self-evaluation
- ✓ cultivating resilience
- ✓ adaptability
- ✓ perseverance

2. Self-awareness

- ✓ self-monitoring thoughts, feelings and actions
- ✓ developing greater control and responsibility for our actions, feelings and behaviours
- ✓ awareness of rights and responsibilities, influences, values, attitudes, strengths and weaknesses
- ✓ reflective practice

3. Emotion and stress management

- ✓ recognising emotions
- ✓ optimistic thinking
- ✓ coping

4. Decision-making and problem-solving

- ✓ information-gathering
- ✓ finding solutions to problems
- ✓ analysis
- ✓ time management
- ✓ goal-setting and tracking

5. Help-seeking

- ✓ recognising when help is needed
- ✓ accessing support and support networks

Interpersonal (I)

There are five key interpersonal skills important to PDHPE:

1. Communication

- ✓ verbal and nonverbal communication
- ✓ listening, e.g., active listening
- ✓ expressing feelings
- ✓ giving and receiving feedback
- ✓ negotiation and conflict management
- ✓ assertiveness
- ✓ refusal skills

2. Collaboration, inclusion and relationship-building

- ✓ expressing respect for others' contributions
- ✓ fostering connectedness
- ✓ recognising and using their own abilities and strengths and those of others
- ✓ assessing their own abilities and contributing back to the group

3. Empathy building

- ✓ understanding others' views
- ✓ understanding of others' needs and circumstances

4. Leadership and advocacy

- ✓ influencing and persuading
- ✓ restorative practices
- ✓ networking

5. Social awareness

- ✓ respecting difference and diversity
- contributing to their community
- ✓ perspective forming
- ✓ perspective taking



* Skill Domains covered through the 'Be You' program are highlighted in yellow.

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PDHPE Content*

Key Inquiry Questions and Related Content

The below outlines the **key inquiry questions** and related **course content** covered in the 'Be You' Teen Empowerment program.

1. How do change, transition and environment shape my identity?

Students:

- Investigate the impact of transition and change on identity (ACPPS070)
 - ✓ investigate the changing nature of personal identity and how it can differ in various contexts, e.g., home, school, sport, online identity — **S**
 - examine the impact of physical, social and emotional changes during adolescence, e.g., friendship groups, sexuality
 - identify feelings and emotions associated with transition and change

2. What skills and strategies can be used to manage change, challenges and seek help?

Students:

- Evaluate strategies to manage personal, physical and social changes that occur as they grow older (ACPPS071)
 - ✓ investigate the changing nature of peer and family relationships as young people become more independent and evaluate strategies that they use to manage these changes — **S I**
 - ✓ analyse how roles and responsibilities change and evaluate skills and strategies for managing these increasing responsibilities, e.g., time management, study skills — **S I**
 - discuss strategies for coping with loss and grief and ways of giving support to others
 - access and assess health information, resources and services that support young people to effectively manage changes and transitions, e.g., websites promoting young people's mental health
- Practise and apply skills and strategies to seek help for themselves and others (ACPPS072)
 - identify scenarios and associated thoughts and feelings that might alert us to a potentially unsafe situation
 - ✓ propose individual support networks and external support services — **S**
 - practise communication techniques to persuade someone to seek help in different situations, e.g., mental health concerns, drug use, relationship or family and domestic violence
 - identify barriers to seeking help and propose strategies to overcome these barriers
 - ✓ recognise scenarios that involve change and challenge for young people and rehearse help-seeking strategies to overcome each situation, e.g., ending a relationship, when feeling overwhelmed, grieving or losing someone — **S I**

*Content covered through the 'Be You' program is highlighted in yellow



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PDHPE Content*

Key Inquiry Questions and Related Content (contd.)

3. What skills and strategies can be used to promote inclusivity, equality and respectful relationships?

Students:

- Describe how rights and responsibilities contribute to respectful relationships
 - recognise various types of relationships and their role in a person's life — I
 - describe rights and responsibilities required in different relationships
 - ✓ discuss the characteristics of respectful relationships, e.g., empathy, being inclusive, accepting differences I
 - ✓ explore the features of inclusive and equal relationships, e.g., rights, mutual respect, trust, honesty, support — I
 - discuss ethical behaviour in relationships and recommend actions to promote their own and others' health and safety, e.g., consent
 - discuss how gender stereotypes can have an impact on rights and responsibilities in relationships, e.g., control of decision-making
- Explain how a sense of belonging and connection to our communities can enhance health, safety and wellbeing
 - ✓ identify individuals, groups, places or activities to which they feel a strong sense of belonging and explain how these help them to feel supported and connected — S I
 - explore how kinship and extended family structures in different cultures support and enhance health, safety, and wellbeing
 - discuss how connection to Country/Place sustains and enhances the health and wellbeing of Aboriginal and Torres Strait Islander Peoples and communities
- Explore skills and strategies needed to communicate and engage in relationships in respectful ways
 - ✓ practise communication skills that establish and maintain respectful relationships both in online and offline environments and describe how these show respect (or not) for self and others, e.g., reporting inappropriate behaviour — S I
 - practise interpersonal skills required to negotiate safe, intimate relationships, e.g., consent
 - ✓ demonstrate ways to resolve conflict in a range of contexts — I
 - investigate personal, social and cultural factors that influence the way individuals respond emotionally to different situations and propose strategies for managing these
 - ✓ practise being respectful, sympathetic and empathetic to different viewpoints and plan alternative ways to respond to others — S I

*Content covered through the 'Be You' program is highlighted in yellow



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PDHPE Content

Key Inquiry Questions and Related Content (contd.)

- Discuss the impact of power in relationships and identify and develop skills to challenge the abuse of power
 - discuss the influence of family, media and peer attitudes to power in relationships
 - explore how influences e.g., intolerance, prejudice, bias, knowledge, ethics or self-esteem affect power in relationships in either a positive or negative way
 - describe forms of bullying, harassment, abuse, neglect, discrimination and violence and the impact they have on health, safety and wellbeing, e.g., family and domestic violence, homophobia, transphobia, bullying, racism, cyberbullying, discrimination against people with disabilities
 - devise help-seeking strategies that address imbalance of power in relationships e.g., contacting the police and other external organisations, staying with a family or at a friend's place
 - identify behaviours that display the positive use of power in relationships
 - develop skills to challenge the abuse of power



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PDHPE Life Skills Content*

Key Inquiry Questions and Related Life Skills Content

The below outlines the **key inquiry questions** and related **Life Skills course content** covered in the 'Be You' Teen Empowerment program.

1. What shapes my identity?

Students

- **Recognise personal characteristics that are the same as and/or different to others**
 - identify physical features that are the same and different — **S**
 - ✓ recognise that people have different interests — **I**
 - ✓ recognise different abilities in people, e.g., sports skills, academic ability, relating to others — **I**
- **Explore strengths and abilities of themselves and others**
 - ✓ identify their own strengths and abilities, e.g., being a caring friend, working with others, artistic abilities, strengths in academic areas — **S**
 - ✓ recognise how their strengths and abilities differ to those of others — **S**
 - ✓ demonstrate respect for strengths and abilities that are different to their own — **I**
 - ✓ value their own different strengths and abilities — **S**
- **Investigate factors that influence identity**
 - recognise environmental factors that shape our identity, e.g., family, religion, culture
 - ✓ discuss how other people in our lives can have an impact on our identity, e.g., family members, peers — **S**
 - explore the impact of stereotypes and expectations on our identity, e.g., body image, gender — **S**
 - investigate how cultural beliefs and practices can influence our identity — **S**

2. How can change and challenges be managed?

Students:

- Recognise physical features that undergo change during adolescence
 - recognise visible features that undergo change, e.g., size, skin, hair — **S**
 - recognise unseen features that undergo change, e.g., voice, changes to the reproductive system — **S**
- Understand that physical changes are a normal part of adolescence
 - recognise individual differences within each stage of development, e.g., onset of puberty — **S**
 - understand that physical changes occur at different rates
 - identify the stages of the reproductive process, e.g., menstrual cycle, sperm production, conception, pregnancy, childbirth
- Identify personal and social changes associated with adolescence
 - recognise personal changes, e.g., self-consciousness, concern for appearance — **S**
 - identify changes in feelings, e.g., intense emotions, sexual feelings
 - identify cultural and religious roles and responsibilities, e.g., Aboriginal and Torres Strait Islander Peoples

*Content covered through the 'Be You' program is highlighted in yellow



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Key Inquiry Questions and Related Life Skills Content (contd.)

- **Identify changes in relationships that occur in adolescence**
 - identify how peer and family relationships may change during adolescence
 - identify changes in roles and responsibilities within familiar social contexts that can occur during adolescence
 - ✓ **discuss the reasons why a relationship may change, or finish, e.g., changing or leaving school, change of neighbourhoods, change of interests — S**
- **Explore strategies to manage changes that occur as they grow older**
 - recognise the implications of physical changes for appropriate personal and intrapersonal behaviour e.g., privacy, personal space, when, where, and with whom to discuss physical changes **S**
 - demonstrate appropriate responses to physical changes at a personal and intrapersonal level — **S**
 - ✓ **identify and demonstrate strategies to manage feelings and emotions, e.g., communicate concerns with significant others, use self-talk, use personal space/time, access advice and support — S**
 - ✓ **demonstrate independence across a range of contexts, e.g., friendship groups, school, work — S**
 - access health information and support within the local community to manage change — **S**
 - explore strategies for coping with grief and loss — **S**
 - recognise how different emotional reactions can have an impact on a situation — **S**
- **Recognise what it means to be resilient**
 - recognise people who have overcome adversity, including Aboriginal or Torres Strait Islander Peoples — **S**
 - ✓ **identify characteristics of resilient people — S**
- **Explore skills and strategies that can be used to enhance resilience**
 - ✓ **recognise the importance of self-regulation — S**
 - ✓ **examine the connections between thoughts, emotions and behaviour, e.g., positive thoughts can help maintain mental wellbeing**
 - ✓ **engage with strategies to strengthen resilience, e.g., problem-solving, decision-making, positive self-talk, impulse control, conflict resolution — S**
 - identify the impact of a healthy and balanced lifestyle on resilience, e.g., good eating and sleeping habits, physical activity
 - ✓ **recognise and use help-seeking strategies, e.g., people and community resources — S**

3. What skills and strategies can be used to seek help?

- **Engage in help-seeking strategies to enhance personal safety in relationships**
 - recognise unsafe situations in relationships, e.g., verbal or physical abuse, peer pressure
 - **seek advice from a trusted peer or adult**
 - ✓ **identify support networks, including peers, adults and external support services**
 - ✓ **access community resources, e.g., support groups, health services**
 - explore barriers to seeking help
 - propose strategies to overcome barriers to seeking help, e.g., developing assertiveness and negotiation skills, identifying appropriate support



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Key Inquiry Questions and Related Life Skills Content (contd.)

4. How can we establish and maintain respectful relationships?

Students

- Explore the indicators of a respectful relationship
 - ✓ identify personal relationships which are of significance, e.g., parents/carers, family, Elders, kinship, peers, social groups
 - recognise factors that can influence a relationship, e.g., gender, shared interests, age, expectations, feelings, emotions
 - ✓ explore the elements of a respectful relationship, e.g., able to communicate freely, reliability, trust, loyalty, dependability — I
- Demonstrate understanding of factors that have an impact on respectful relationships
 - ✓ explore factors that contribute to respectful relationships, e.g., cooperation, sharing, respect, empathy, honesty, communication, pro-social behaviour — S I
 - recognise factors that have a negative impact on relationships, e.g., bullying, coercion, harassment, sexism, racism, attitude, not managing feelings and emotions appropriately, negative communication, family and domestic violence, addictive behaviours — S I
- Identify and demonstrate skills for building and maintaining respectful relationships
 - identify skills to initiate relationships, e.g., clear communication, listening attentively, engaging with others in activities of common interest, responding appropriately to the feelings and needs of others — I
 - demonstrate the skills to initiate relationships
 - ✓ engage with skills to maintain respectful relationships, e.g., empathy, conflict resolution, negotiation, expressing views and feelings appropriately and openly, accepting personal responsibility, accommodating the needs, values and feelings of others — I

5. What skills and strategies encourage inclusivity and equality in relationships?

Students

- Demonstrate respect for individual differences
 - use appropriate language when discussing difference
 - ✓ understand that everybody is unique
 - ✓ model respect and empathy in interpersonal contexts — I
 - ✓ identify characteristics of inclusive relationships, e.g., empathy, active listening
 - recognise and participate in local community activities that promote diversity

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Key Inquiry Questions and Related Life Skills Content (contd.)

- Explore how a sense of belonging and connectedness to our school and community can be enhanced
 - ✓ recognise individuals, groups, places or activities to which they feel a sense of belonging, e.g., sporting teams, special interest groups, cultural and religious groups and traditions, using social media and online environments to engage with others — **I**
 - ✓ identify how individuals, groups, places or activities help them feel connected — **I**
 - explore how kinship and extended family structures in different cultures can support its members
 - explore the importance of Country/Place to Aboriginal and Torres Strait Islander Peoples' sense of belonging
- Explore power in relationships
 - identify rights and responsibilities in a range of relationships
 - recognise when an individual's rights are not being respected in a relationship
 - recognise forms of bullying, harassment, abuse, neglect, discrimination and violence
 - identify abuse of power in relationships, e.g., family and domestic violence, homophobia, transphobia, bullying, racism, cyberbullying, discrimination against people with disabilities
 - recognise or demonstrate help-seeking strategies to address the imbalance of power in relationships, e.g., contacting the police and other external organisations, staying with family or at a friend's place — **S**
 - identify protective strategies for a range of neglect and abuse situations including family and domestic violence, bullying and harassment — **S**
 - explore the positive use of power in relationships
- Develop an understanding of discrimination as an abuse of power
 - recognise discrimination in a range of situations, including relationships
 - explore the impact of discrimination on people's health, safety and wellbeing, including people with disabilities and Aboriginal and Torres Strait Islander Peoples — **I**
 - identify strategies to address discrimination — **I**
 - demonstrate inclusive behaviours when interacting in a range of contexts — **I**
- Explore communication skills that build and maintain respectful relationships
 - ✓ recognise nonverbal communication, e.g., facial expressions, body language, gestures, eye contact, posture, tone of voice — **I**
 - ✓ use augmentative and alternative communication aids effectively to communicate — **I**
 - ✓ demonstrate positive communication skills, e.g., active listening, asking questions, appropriate and respectful language — **I**
 - respond to cultural differences in communication styles — **I**
 - ✓ explore how positive communication helps us solve problems, e.g., active listening, empathy, assertiveness — **S I**
 - appropriate and safe use of ICT tools to communicate with others, e.g., post appropriate content on social media, recognise others' rights to privacy when communicating online — **I**

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