



values for life

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

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



Values for Life is associated with Concern Australia

Values for Life

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Learning Focus

The **Plugged In** seminar discusses the positives and pitfalls of social media, enabling students to use it safely online and developing a framework in which they can build strong offline connections among their peers and community.

In addition to this student seminar, a **complimentary teacher resource manual & curriculum** is provided that can be implemented & modified by the school to extend the learning outcomes in the classroom over several weeks.

Rationale

This module identifies that social media is a growing and significant role in the social life of young people. Research tells us the average teenager spends over 2 hours a day on the internet, over 1.5 hours texting or talking on the phone and 41 minutes using social media alone (McCrinkle research, 2010). Whilst there are positives to this, research also suggests that there are significant risks as well, including fractured community, cyber bullying, social deficiency and a consumerist value system. This value system includes avoiding pain and maximising pleasure, immediacy, selfishness and entitlement. This leads to an unrealistic view of the world and potentially to damaging self-image, poor decisions and shallow community. We challenge students to develop skills to build meaningful relationships and a greater sense of trust and safe community in both their online and offline worlds.

Key concepts covered in the session:

- Highlights the importance of healthy relationships
- Examines why our culture is becoming socially deficient
- Discusses the differences between the virtual and offline world
- Promotes ways in which we can be safe online and build depth to our offline relationships
- Develops ways in which we can better connect within our school, family, friends, and community
- The promotion of empathy, community and teamwork

Essential Learning Standards

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

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

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

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