



## **Victorian Curriculum Links\***

### **Levels 5 and 6**

#### **The BE Me Project (90 minutes)**

The BE Me Project is a body image/body esteem workshop designed for pre-teens to understand the physical, social and emotional impact of their changing bodies. A range of interactive and collaborative tasks engage students in discussion about growth and development, the influence of media on body image perception and how we can all tune into our bodies better. The concept of self-image is explored along with how body neutrality and positivity can improve self-esteem.

## **LEARNING AREAS**

### **Health and Physical Education**

#### **Levels 3 and 4**

Explore strategies to manage physical, social and emotional change ([VCHPEP089](#))

#### **Levels 5 and 6**

Explore how identities are influenced by people and places ([VCHPEP105](#))

Investigate community resources and strategies to seek help about health, safety and wellbeing ([VCHPEP107](#))

Examine the influence of emotional responses on behaviour, relationships and health and wellbeing ([VCHPEP110](#))

Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours ([VCHPEP111](#))

Investigate how celebrating similarities and differences can strengthen communities ([VCHPEP114](#))

#### **Levels 7 and 8**

Investigate the impact of transition and change on identities ([VCHPEP123](#))

Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity ([VCHPEP132](#))

## **CAPABILITIES**

### **Critical and Creative Thinking**

#### **Levels 5 and 6**

Experiment with alternative ideas and actions by setting preconceptions to one side ([VCCCTQ022](#))

Identify and form links and patterns from multiple information sources to generate non-routine ideas and possibilities ([VCCCTQ023](#))

#### **Levels 7 and 8**

Investigate the difference between a description, an explanation and a correlation and scepticism about cause and effect ([VCCCTQ036](#))

## **Ethical Capability**

### **Levels 3 and 4**

Discuss the ways to identify ethical considerations in a range of problems ([VCECU006](#))

### **Levels 5 and 6**

Discuss how ethical principles can be used as the basis for action, considering the influence of cultural norms, religion, world views and philosophical thought on these principles ([VCECU010](#))

Examine how problems may contain more than one ethical issue ([VCECU011](#))

### **Levels 7 and 8**

Investigate why ethical principles may differ between people and groups, considering the influence of cultural norms, religion, world views and philosophical thought ([VCECU015](#))

## **Intercultural Capability**

### **Levels 3 and 4**

Identify how understandings between culturally diverse groups can be encouraged and achieved ([VCICCD008](#))

### **Levels 5 and 6**

Analyse how aspects of their own and others lifestyle, behaviour, attitudes and beliefs can be culturally influenced ([VCICCB009](#))

Identify barriers to and means of reaching understandings within and between culturally diverse groups ([VCICCD011](#))

Examine and discuss the variety of ways in which people understand and appreciate differing cultural values and perspectives, and the things which promote or inhibit effective engagement with diverse cultural groups ([VCICCD012](#))

### **Levels 7 and 8**

Analyse the dynamic nature of own and others cultural practices in a range of contexts ([VCICCB013](#))

Examine how various cultural groups are represented, by whom they are represented, and comment on the purpose and effect of these representations ([VCICCB014](#))

## **Personal and Social Capability**

### **Levels 3 and 4**

Examine the similarities and differences between individuals and groups based on factors such as sex, age, ability, language, culture and religion ([VCPSCSO020](#))

### **Levels 5 and 6**

Define and recognise examples of stereotypes, discrimination and prejudice and discuss how they impact on the individual ([VCPSCSO030](#))

*\*Victorian Curriculum links are current as at June 2019. The Victorian Curriculum F–10 is structured as a continuum across levels of learning achievement not years of schooling. This enables the development of targeted learning programs for all students, where the curriculum is used to plan in relation to the actual learning level of each student rather than their assumed level of learning based on age.*