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Addressing Learning Outcomes Using the FRIENDS for Children Program in Australian Primary Schools

FRIENDS is a scientifically validated and internationally recognised program that builds skills for managing feelings and coping with challenges with a positive, resilient attitude. In addition to teaching skills that will enhance their students' emotional wellbeing, teachers implementing FRIENDS programs in their classrooms are developing student competencies related to a range of learning outcomes across state and territory curriculum frameworks.

The following pages provide an overview of the relevant learning outcomes in selected key learning areas that relate to the materials and activities in the FRIENDS program. Some of these outcomes are comprehensively addressed, with several activities in different sessions of the program teaching and reviewing the skills involved. Other outcomes are more briefly touched on, with only one or two activities focusing on related skill development.

The outcomes listed are not exhaustive and not in any way prescriptive. They are intended simply as a guide for teachers who wish to be more aware of the relevant educational outcomes associated with implementation of the FRIENDS program, in addition to its established positive mental health outcomes.

VICTORIA

The Victorian Curriculum and Standards Framework describes what students should know and be able to do in each of the key areas of learning from the Preparatory year to Year 10. Learning outcomes are provided to assist teachers to design and implement programs that take into account the individual needs of their students. The FRIENDS program relates directly to levels 2, 3 and 4 of the Health and Physical Education key learning area, and more broadly to Studies of Society and Environment, The Arts and English.

Health and Physical Education

Learning outcomes in the Self and Relationships strand are those most closely linked to the content and activities of the FRIENDS program. Relevant outcomes from the Health of Individuals and Populations strand are also described below.

Health and Physical Education — Health of Individuals and Populations

2.1 Describe how the places where people live, work and play influence health and safety.	3.1 Explain ways in which people can improve physical and social environments or personal behaviours to enhance health and safety.	4.2 Plan and implement strategies to promote personal and environmental health and safety.
	4.1 Compare images of health and how these influence personal and community health goals and strategies.	

Health and Physical Education — Self and Relationships

2.1 Describe how individuals and groups share characteristics yet are also unique.	3.1 Identify the major stages of development across the human lifespan.	4.1 Explain significant transitions in human development and ways in which people deal with them.
2.2 Identify why there are different rules and expectations in different situations.	3.2 Identify influences on a person's identity, and possible responses to those influences.	4.2 Describe the ways in which people define their own and others' identities.
	3.3 Identify factors that enhance personal relationships.	4.3 Explain how taking on different roles within groups affects relationships and behaviour.

Studies of Society and Environment

In this key learning area a small selection of outcomes can be related to the activities undertaken during FRIENDS program sessions.

<i>Community and Participation</i>	<i>Australia's people and places</i>	<i>Economy and Society</i>
4.3 Analyse factors that make work at home, school and in the community satisfying, safe and effective.	3.2 Examine the rights and responsibilities of individuals and groups within the Australian community.	2.2 Explain what it means to be an active member of school and other groups within the community.

VICTORIA (cont.)

The Arts and English

The core learning outcomes for these curriculum areas are not addressed as directly by material in the FRIENDS program. Teachers can, however, easily use these activities to promote and assess skill development in relation to dramatic expression and interpretation and all areas of literacy development. The FRIENDS program may be used to promote skill development related to the outcomes listed below.

The Arts — Performing Arts

<p><i>Arts practice</i> 2.1 Make informed decisions about effective ways of using performing arts elements in making and presenting performing arts works.</p>	<p><i>Arts practice</i> 3.1 Make and present performing arts works, using a range of performing arts elements, skills, techniques and processes.</p>	<p><i>Drama</i> 4.1 Demonstrate the ability to experiment with ideas in making and presenting drama.</p>
<p><i>Responding to the arts</i> 2.2 Communicate about the ways in which performing arts works are made and presented.</p>		<p>4.2 Demonstrate skill in manipulating drama and stagecraft elements.</p>

English — Speaking and Listening

<p>2.1 Listen to and produce predictable spoken texts that deal with familiar ideas and information.</p>	<p>3.1 Listen to and produce a small range of spoken texts that deal with familiar ideas and information.</p>	<p>4.1 Listen to and produce a range of spoken texts that deal with some unfamiliar ideas and information.</p>
<p>2.2 Vary speaking and listening for familiar situations.</p>	<p>3.2 Vary speaking and listening for a small range of contexts, purposes and audiences.</p>	<p>4.2 Listen critically, commenting on context, and adjust own speaking for different purposes, situations and audience expectations.</p>
<p>2.3 Identify and use some of the linguistic structures and features of predictable spoken texts.</p>	<p>3.3 Identify and use basic linguistic structures and features of a small range of spoken text types.</p>	<p>4.3 Identify and control the major linguistic structures and features of a range of spoken texts.</p>
<p>2.4 Use questioning and comments to expand or clarify ideas.</p>	<p>3.4 Identify and use several strategies for assisting spoken communication.</p>	

VICTORIA (cont.)

English — Reading

2.5(a) Read and respond to short texts with familiar ideas, information and vocabulary, predictable structures and frequent illustrations.	3.5(a) Read and respond to a small range of texts with familiar ideas and information and some unfamiliar vocabulary and textual features.	4.6 Explain how texts are constructed for particular purposes and audiences.
2.5(b) Read and respond to short texts with familiar ideas and information, a small proportion of unfamiliar vocabulary and low-level support from illustrations.	3.5(b) Read and respond to a small range of texts with some unfamiliar ideas and information, vocabulary and textual features.	
2.6(a) Identify the ways in which texts are constructed by authors and others.	3.7(a) Identify and describe the linguistic structures and features of a small range of texts.	
2.6(b) Distinguish between texts that represent real and imaginary experiences.	3.7(b) Use knowledge of the linguistic structures and features of a small range of texts to construct meaning.	
2.7(a) Identify the linguistic structures and features of short texts with familiar ideas and information.	3.8(a) Use several strategies for selecting resources and finding information in texts.	
2.7(b) Identify and describe the linguistic structures and features of short texts with familiar ideas and information.		

English — Writing

2.9 Write short sequenced texts that include some related ideas about familiar topics.	3.9 Write texts that convey intended ideas and information, using a small range of text types.	4.9 Use a range of text types to write about some unfamiliar ideas and information, providing supporting detail.
2.11 Identify and use some basic linguistic structures and features of written language so that writing can be readily understood by others.	3.11 Identify and use basic linguistic structures and features of written language in a small range of texts.	4.11 Control the linguistic structures and features of a range of written texts.
2.12 Use basic strategies to plan, compose and revise texts.	3.12 Use a small range of strategies to plan, compose and revise texts.	