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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.

QUEENSLAND

The key learning areas for Years 1 to 7 are set out in the Queensland Studies Authority syllabus documents. The core learning outcomes (Levels 1–4) associated with each of these key learning areas are described on Education Queensland databases. The FRIENDS program is most closely linked to levels 2, 3 and 4 of the Health and Physical Education and Studies of the Society and Environment areas, and more generally to The Arts and English.

Health and Physical Education

It will come as little surprise that this is the key learning area in which outcomes, particularly in the Enhancing Personal Development strand, are most closely linked to the content and activities included in the FRIENDS program. Some relevant outcomes from the Promoting Health of Individuals and Communities strand are also listed below.

Health and Physical Education — Promoting Health of Individuals and Communities (PH)

PH 2.1 Students describe and demonstrate actions they can take to promote the different dimensions of the health of themselves and others.	PH 3.1 Students describe the impact of their own and others' behaviours on health and propose personal and group actions which promote the dimensions of health.	PH 4.1 Students recommend actions they can take to promote their health in response to social, biological or environmental factors.
PH 2.3 Students propose and demonstrate ways to promote personal safety and the safety of others.	PH 3.3 Students identify potentially hazardous situations and demonstrate actions to respond to unsafe and emergency situations.	PH 4.3 Students propose ways of responding to situations and behaviours that are unsafe, harmful or risky after assessing options and consequences.

Health and Physical Education — Enhancing Personal Development (EPD)

EPD 2.1 Students describe what they like about themselves, the ways in which they are special, how individuals are unique and that each of us has characteristics similar to those of other people.	EPD 3.1 Students explain how different ways of describing people, including stereotyping of males and females, influence the way people value and treat themselves and others.	EPD 4.1 Students evaluate the influence on self-concept and self-esteem of their own and others' behaviours, including the recognition of achievement and changes in responsibilities.
EPD 2.2 Students suggest and demonstrate actions, behaviours and attitudes that support positive interactions with family, special people and friends.	EPD 3.2 Students develop and implement strategies, including codes of behaviour, to promote relationships in various groups and situations.	EPD 4.2 Students explore different types of relationships and evaluate standards of behaviour considered appropriate for these relationships.

QUEENSLAND (cont.)

Health and Physical Education — Enhancing Personal Development (EPD) (cont.)

EPD 2.3 Students compare similarities and differences between people at different stages of life.	EPD 3.3 Students identify physical, social, intellectual and emotional changes associated with growth and development and recommend ways to promote their own growth and development.	EPD 4.3 Students explain how factors, including challenges and inherited characteristics, influence physical, social and emotional growth and development.
EPD 2.4 Students demonstrate verbal and non-verbal skills to express ideas, needs and feelings and to show consideration of others.	EPD 3.4 Students demonstrate communication, cooperation and decision-making skills to collaborate in social, team or group situations.	EPD 4.4 Students demonstrate skills and actions that support the rights and feelings of others while adopting different roles and responsibilities in social, team or group activities.

Studies of Society and Environment

In this key learning area a small selection of outcomes from the Time, Continuity and Change (TCC) strand, as well as a number from the Culture and Identity (CI) strand are related to the activities undertaken during FRIENDS program sessions.

TCC 2.4 Students describe cause and effect relationships about events in familiar settings.	TCC 3.3 Students use knowledge of people's contributions in Australia's past to cooperatively develop visions of preferred futures.	TCC 4.3 Students share empathetic responses to contributions that diverse individuals and groups have made to Australian or global history.
CI 2.2 Students explain how they and others have different perceptions of different groups including families. CI 2.4 Students identify how their roles, rights and responsibilities change in different groups.	CI 3.2 Students identify stereotyping, discrimination or harassment to develop a plan that promotes more peaceful behaviours. CI 3.3 Students describe attitudes, beliefs and behaviours that affect their sense of belonging to a range of groups.	CI 4.2 Students design an ethical code of personal behaviour based on their perceptions of cultural groups. CI 4.3 Students debate how media images concerning gender, age, ethnicity and disability reflect groups to which they belong.

QUEENSLAND (cont.)

The Arts and English

The core learning outcomes for these curriculum areas are less directly addressed by material in FRIENDS. However, students participating in FRIENDS programs are encouraged to use role-play and dramatisation and to speak, write and draw to express their feelings, ideas and opinions. Developing problem-solving strategies and working cooperatively in groups to achieve goals are also integral to the program. These activities promote skill development related to a variety of outcomes as listed below.

The Arts — Drama (DR) and Media (ME)

DR 2.1 Students make choices about and develop roles to build dramatic action.	DR 3.1 Students negotiate, in and out of role, a range of situations and narratives.	DR 4.1 Students select dramatic elements and conventions to collaboratively shape improvisations and roleplays.
DR 2.2 Students share moments of dramatic action using voice and movement so that they can be seen, heard and understood.	DR 3.2 Students rehearse and present dramatic action for a specific purpose.	DR 4.2 Students present devised and scripted drama using performance skills appropriate for a variety of purposes and audiences.
ME 2.1 Students select and combine images, sounds and words in sequences to create media texts for familiar audiences.	ME 3.1 Students combine and manipulate media languages and technologies to construct intended meanings.	ME 4.1 Students apply media languages and technologies through genre conventions to construct media texts.

Trial Syllabus Years 1–10: English (Speaking and Listening) — Critical Evaluation of Meaning (Cr), Cultural — Making Meaning in Contexts (Cu)

This material is taken from the *Years 1 to 10 English Syllabus: Open Trial Semester 2, 2005–Semester 1, 2006* published by the Queensland Studies Authority (QSA) in 2005. The QSA published the 2005 English syllabus for Queensland schools to trial from Semester 2, 2005 to Semester 1, 2006. The QSA will publish the final syllabus, for Queensland schools to fully implement, at a later date. For more information, visit the QSA's website at www.qsa.qld.edu.au <<http://www.qsa.qld.edu.au>>

<p>Cr 2. When speaking, students:</p> <ul style="list-style-type: none"> select particular descriptive words or phrases, body language and facial expressions, clearly defined variations in voice, music and sound effects to change the way people, places, events and things are represented. <p>When listening, students:</p> <ul style="list-style-type: none"> discuss possible reasons for differences in the descriptive words or phrases, clearly defined body language, facial expressions, voice, and music or sound effects, used to represent people, places, events and things. 	<p>Cr 3.1 When speaking, students:</p> <ul style="list-style-type: none"> use aspects of subject matter and resources to construct positive or negative representations of people, places, events and things to achieve their purposes. <p>When listening, students:</p> <ul style="list-style-type: none"> identify aspects of subject matter and resources others use to construct people, places, events and things positively or negatively, and suggest reasons for these representations. 	<p>Cr 4.1 When speaking, students:</p> <ul style="list-style-type: none"> construct representations, taking account of the likely characteristics of target audience appeal to certain groups by selecting particular subject matter and related resources, including participants, processes, gestures and voice. <p>When listening, students:</p> <ul style="list-style-type: none"> identify how characteristics of target audiences have influenced the selection of subject matter and the related resources, including participants, processes, gestures and voice, used to construct representations.
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QUEENSLAND (cont.)

Trial Syllabus Years 1–10: English (Speaking and Listening) — Critical Evaluation of Meaning (Cr), Cultural — Making Meaning in Contexts (Cu) (cont.)

<p>Cu 2.1 When speaking, students:</p> <ul style="list-style-type: none"> • construct texts to suit a small range of purposes • plan simple texts and use familiar subject matter to briefly develop selected topics • communicate with known audiences and interact in familiar school situations • use a small range of familiar spoken and multimodal texts. <p>When listening, students:</p> <ul style="list-style-type: none"> • interpret subject matter drawing on directly stated information in familiar text types • respond appropriately in familiar school and community situations adopting established roles • make meaning of familiar spoken and multimodal texts. 	<p>Cu 3.1 When speaking, students:</p> <ul style="list-style-type: none"> • make choices of subject matter depending on audience, purpose and the medium • extend ideas and information with some details • clarify meanings and give possible explanations. <p>When listening, students:</p> <ul style="list-style-type: none"> • recognise that certain types of texts are used for particular purposes and audiences • make connections from directly stated information to identify the main ideas of texts • make connections between ideas and supporting details. 	<p>Cu 4.1 When speaking, students:</p> <ul style="list-style-type: none"> • select a suitable text type according to purpose in prepared and spontaneous texts • develop a main idea or point of view providing some supporting details and evidence to explore ideas and issues <p>When listening, students:</p> <ul style="list-style-type: none"> • identify main issues of a topic and draw conclusions • identify meanings not directly stated • identify how the roles and relationships between speaker and listener affect the language used.
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Trial Syllabus Yrs 1–10: English (Writing and Shaping) — Critical Evaluation of Meaning (Cr), Cultural — Making Meaning in Contexts (Cu)

This material is taken from the *Years 1 to 10 English Syllabus: Open Trial Semester 2, 2005–Semester 1, 2006* published by the Queensland Studies Authority (QSA) in 2005. The QSA published the 2005 English syllabus for Queensland schools to trial from Semester 2, 2005 to Semester 1, 2006. The QSA will publish the final syllabus, for Queensland schools to fully implement, at a later date. For more information, visit the QSA's website at www.qsa.qld.edu.au <<http://www.qsa.qld.edu.au>>

<p>Cr 2.3 When writing and shaping, students:</p> <ul style="list-style-type: none"> • identify textual resources they have chosen to represent people, places, events and things in similar or different ways through: <ul style="list-style-type: none"> - typical facial expressions and - body movements. 	<p>Cr 3.3 When writing and shaping, students:</p> <ul style="list-style-type: none"> • choose aspects of subject matter and particular attributes, processes and visual resources to construct positive or negative representations of people, places, events and things. 	<p>Cr 4.3 When writing and shaping, students:</p> <ul style="list-style-type: none"> • choose aspects of subject matter, attributes, processes and visual resources to construct representations of people, places, events and things in ways that appeal to certain groups.
<p>Cu 2.3 When writing and shaping, students:</p> <ul style="list-style-type: none"> • sequence two or more familiar events and order information using some detail and supporting illustrative material. 	<p>Cu 3.3 When writing and shaping, students:</p> <ul style="list-style-type: none"> • select relevant genre and medium • develop simple plots, character descriptions and settings. 	<p>Cu 4.3 When writing and shaping, students:</p> <ul style="list-style-type: none"> • organise subject matter that develops a topic or storyline, supports a point of view or offers an explanation.