# LIFE READY

**25 HOURS** | **YEARS 11** AND/OR **12**

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Most young people move through adolescence without great difficulty. When they feel positive about their health, safety, wellbeing and future, young people are more likely to achieve better educational outcomes, make successful transitions to work and further education, develop healthy adult lifestyles, experience fewer challenges forming relationships and become more actively engaged citizens.

Secondary students are a diverse group. They vary in their levels of maturity and in their ability to manage changes and challenges at this time of life. The way in which young people plan for and respond to these situations can have a significant impact on their future.

Life Ready is a mandatory 25-hour course designed to prepare and support senior students as they encounter situations related to health and safety as they become more independent and gain more responsibilities. It focuses on offering opportunities for students to build the functional knowledge and skills for life post school.

### REQUIREMENTS

The Curriculum Planning and Programming, Assessing and Reporting to Parents K–12 policy standards require all government secondary schools to deliver Life Ready for a minimum indicative time of 25 hours. The program can be completed in either Year 11 or Year 12 or across both years.

The content of the school's Life Ready program should be based on the needs and interests of students. This means that each year, every school should develop a program that is relevant to the particular group or cohort of senior students.

The planning, delivery and evaluation of Life Ready should be guided by student learning needs and community context. Involving the school community and including students in this process is the key to success.

As individuals, students will respond in different ways to the Life Ready content, and given potential sensitivities around the issues explored, it is essential that program content:
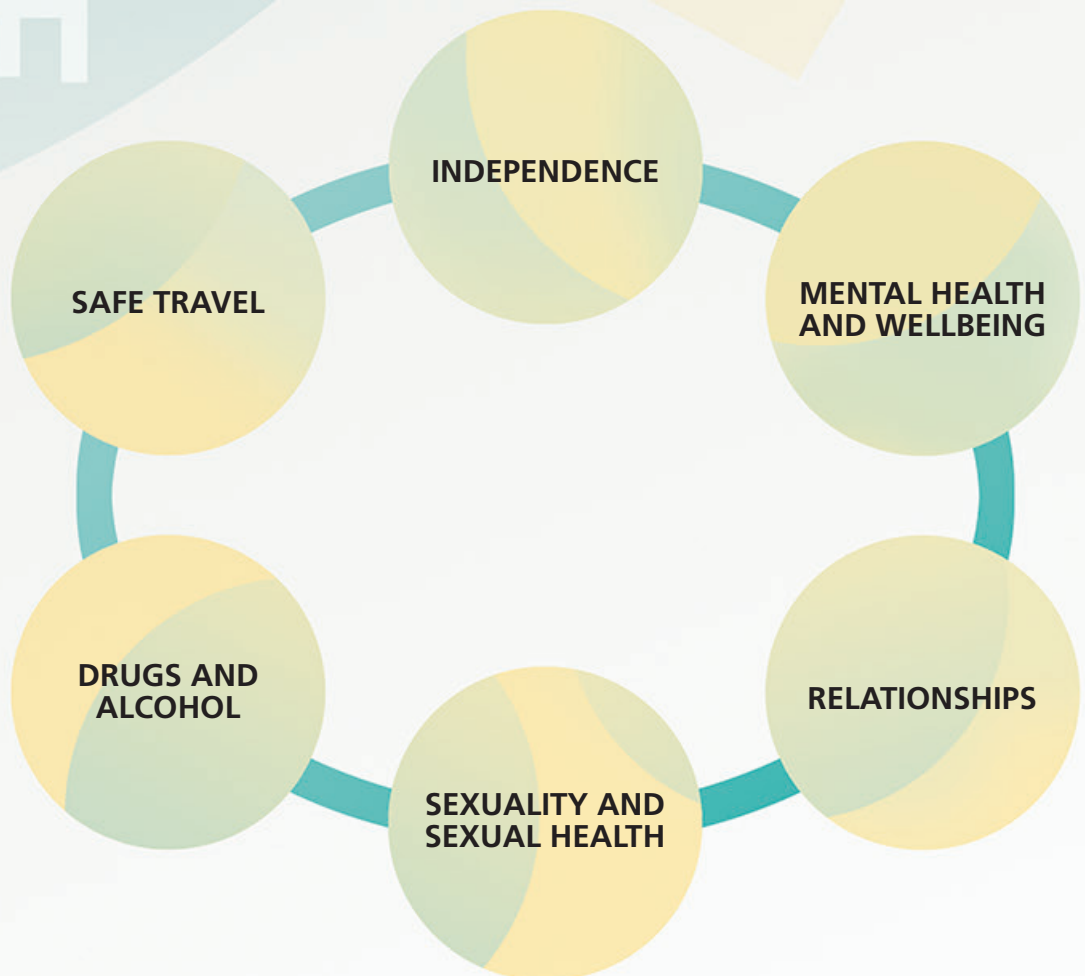
a) be approved by the school's Principal before being implemented

b) comply with the Department's Controversial Issues in Schools Policy, ensuring parents and carers are informed about the participation of the children in the Life Ready program.

# COURSE STRUCTURE
## LIFE READY IS DIVIDED INTO SIX RELEVANT AND CONTEMPORARY LEARNING CONTEXTS

- the selection of content, methods of delivery and the amount of time devoted to each learning context is a school-based decision which should reflect the needs of the student cohort each year.

INDEPENDENCE

SAFE TRAVEL

MENTAL HEALTH AND WELLBEING

DRUGS AND ALCOHOL

RELATIONSHIPS

SEXUALITY AND SEXUAL HEALTH

# AIM
## LIFE READY AIMS TO HELP PREPARE SENIOR STUDENTS TO:

- confidently and successfully transition to post-school employment, training or further education as well as participation and independence in the community
- lead healthy, safe and meaningful lives which promote respect, responsibility, enjoyment, inclusion and social justice for self and others.

# OBJECTIVES AND OUTCOMES

**STUDENTS WILL DEVELOP KNOWLEDGE, UNDERSTANDING, SKILLS AND ATTITUDES TO:**

| OBJECTIVES | OUTCOMES |
|---|---|
| **1.** Enhance their ability to think critically and creatively to take action to promote independence, health, safety and wellbeing of self and others. | **1.1** Assess personal strengths and skills to achieve positive outcomes in a range of challenging and changing situations.<br>**1.2** Critically evaluate services and resources to identify sources of reliable information and support.<br>**1.3** Build positive thinking, self-belief and a sense of empowerment to take action to promote meaningful futures for self and others. |
| **2.** Clarify and act on a personal set of positive values, beliefs and attitudes to promote respect and inclusion. | **2.1** Show respect for the ideas, feelings and contributions of others in various contexts.<br>**2.2** Challenge inequity, discrimination and harassment based on age, sex, gender, race, religion, disability and sexuality. |
| **3.** Understand the significance of contextual factors that influence independence, relationships and health behaviours. | **3.1** Evaluate how contextual factors influence attitudes, values and behaviours.<br>**3.2** Analyse the positive and negative implications of technology and digital media on self-concepts, independence, relationships and health behaviours. |
| **4.** Plan, develop and evaluate strategies to support the independence, health, safety and wellbeing of self and others. | **4.1** Demonstrate capacity to build resilience and adapt to manage current and future challenges.<br>**4.2** Propose, apply and evaluate solutions to take action to lead and contribute to healthy, safe and meaningful lives. |
| **5.** Respond positively in challenging and changing situations. | **5.1** Critically analyse situations, attitudes and behaviours that influence independence, health, safety and wellbeing in different contexts.<br>**5.2** Recognise and respond appropriately to situations which may be limiting or harmful to self and others. |
| **6.** Communicate and interact effectively with others in a range of contexts. | **6.1** Assess, adapt and apply skills to develop and maintain respectful relationships and successfully participate in education, work and community contexts.<br>**6.2** Demonstrate behaviours that model positive values, beliefs and attitudes and promote inclusion and equity for self and others. |
| **7.** Think and behave independently and know how and where to ask for help and support. | **7.1** Demonstrate financial management, digital literacy and enterprise skills to facilitate education, workplace and community engagement.<br>**7.2** Demonstrate the capacity to seek help for self and others.<br>**7.3** Apply skills to take personal responsibility for their actions to protect and enhance the independence, health, safety and wellbeing of others. |

# [LIFE READY SKILLS

**Skill development is central to learning in Life Ready. The development of the following skills will empower students to take positive action to be healthy, safe and well; promote positive and respectful relationships and transition confidently to post school independence, and participation in the community.**

## COMMUNICATION AND INTERPERSONAL SKILLS

**These skills enable students to interact with others and understand the social norms that provide the foundation for socially responsible behaviour.**

- **Interpersonal communication:** verbal and non-verbal communication, active listening, expressing feelings, giving and receiving feedback.

- **Negotiation and refusal:** negotiation, conflict management, assertiveness, refusal.

- **Empathy building:** ability to listen, understanding others' views, needs and circumstances.

- **Cooperation, inclusion and teamwork:** appreciating diverse perspectives, expressing respect for others' contributions and different styles, assessing one's own abilities, working collaboratively.

- **Advocacy:** influencing, persuading, networking, leading and motivating.

- **Relationship and community building:** appropriate expression of thoughts, emotions and opinions, connecting with others, networking, respecting diversity.

## DECISION-MAKING, PROBLEM-SOLVING AND CRITICAL THINKING SKILLS

**Enhance students' ability to evaluate future consequences of their present actions and the actions of others. Students should be able to determine alternative solutions and to analyse the influence of their own values and the values of those around them.**

- **Decision-making and problem-solving:** information gathering, evaluating consequences, determining alternative solutions to problems, analysing, goal setting and tracking.

- **Critical thinking:** analysing influences, perspective taking, identifying relevant and reliable information and services.

## COPING, TRANSITION AND SELF-MANAGEMENT SKILLS

**Prepare students to navigate transitions and change. They enable students to see themselves as an agent for making a difference and for achieving a positive outcome in the future.**

- **Building independence and confident transitions:** time management, budgeting, prioritising, planning, setting goals, self-evaluation, self-monitoring skills, building positive self-concepts, and resilience.

- **Managing emotions:** recognising emotion, mindfulness, dealing with grief and anxiety, dealing with success, coping with loss, abuse and trauma, gratitude.

- **Managing stress:** optimistic thinking, relaxation techniques, help seeking, self-monitoring.

# [CONTENT

**Suggested content is included for each learning context. Teachers should adapt or select content which best meets the needs of the student cohort each year.**

## 01 / INDEPENDENCE

| CONTENT FOCUS | SUGGESTED CONTENT |
|---|---|
| **Building self-concepts and independence** | **Personal values and beliefs**<br>• influences on values and beliefs, e.g. technology, social and cultural norms, media, family and relationships<br>• influence of values, attitudes and beliefs on decisions and actions in various contexts<br>• recognising and assessing strengths, aspirations and potential<br>• self-concepts<br><br>**Self-management**<br>• using mind-sets for motivation and achievement, e.g. growth mind-set<br>• managing change and initiating contingency plans<br>• responsibility for self and actions<br>• planning, setting, tracking and modifying goals<br>• strategies for future success<br><br>**Digital competencies**<br>• online safety, e.g. digital footprint, scams, security, bullying and harassment<br>• ethical use of social media and digital platforms, e.g. sharing information and images, self-enhancement<br>• positive and negative influences of technology, e.g. online communities, connecting with others, gaming and body image<br>• being a positive influence |
| **Preparing for participation in community, education and employment** | **Preparing for further education and employment**<br>• leaving home, e.g. renting, responsibilities and share housing<br>• creating work, study and life balance<br>• organisation skills, e.g. juggling commitments and time management<br>• paying for further education and accessing financial support<br><br>**Financial independence**<br>• credit, debt and savings<br>• consumer and medical rights and responsibilities<br>• purchasing online and offline<br>• financial management, e.g. budgeting, loans, leasing, tax, superannuation and accessing money overseas<br><br>**Building and participating in community**<br>• respect and responsibility for others<br>• inclusive language<br>• inclusivity, equality and fairness<br>• active and informed citizenship, e.g. volunteering and community service<br>• participation in democratic electoral processes, e.g. enrolling to vote and voting in government elections |

# 02 / MENTAL HEALTH AND WELLBEING

| CONTENT FOCUS | SUGGESTED CONTENT |
|---|---|
| **Developing self-efficacy and mental fitness** | **Building resilience**<br>• acknowledging controllable factors<br>• recognising achievements and successes<br>• seeking, accessing and accepting help and support<br>• empathising<br>• overcoming adversity<br><br>**Self-awareness and self-regulation**<br>• emotional awareness and self-regulation<br>• optimistic thinking<br>• perspective taking<br>• positive self-talk<br>• holistic view of life<br><br>**Positive wellbeing**<br>• engagement and mindfulness<br>• meaning and purpose for life<br>• accomplishment<br>• benefits of physical activity<br>• importance of sleep |
| **Support for self and others** | **Skills and strategies for managing change and challenges**<br>• grief and loss<br>• plans and expectations, e.g. being realistic<br>• stress management<br>• perspective taking<br>• influence and persuasion<br><br>**Connecting and reaching out**<br>• networks of online and offline support<br>• recognising when help is needed<br>• asking for and accepting help for self and others<br>• accessing services<br>• supporting others |

# 03 / RELATIONSHIPS

| CONTENT FOCUS | SUGGESTED CONTENT |
|---|---|
| **Developing and maintaining respectful relationships** | **Establishing and managing relationships**<br>• forming, evaluating and ending relationships in online and offline environments<br>• responding to change, e.g. family roles, work roles and relationships<br>• applying relationship skills, e.g. effective communication, active listening, conflict resolution, assertiveness, negotiation and mediation<br>• understanding rights and responsibilities in different relationships<br>• developing dependence, independence, interdependence<br>• bullying and harassment |
| | **Managing intimate relationships**<br>• rights and responsibilities in various contexts, e.g. non-sexual relationships, defacto, marriage, short term and long term sexual relationships<br>• emotional, intellectual, physical, social, spiritual and sexual needs<br>• celibacy |
| | **Applying relationship skills in differing contexts**<br>• appropriate expression of thoughts, emotions and opinions<br>• refusal skills in different contexts and situations, e.g. negotiating consent, drug and alcohol related situations, driver and passenger situations<br>• communication skills, e.g. communicating socially with work colleagues, seeking employment, job interviews, starting or ending a relationship, a GP consultation |
| **Promoting safety, equality and respect in relationships** | **Valuing and advocating for the rights of self and others**<br>• changing perspectives and challenging stereotypes<br>• respecting others<br>• asserting a stance on a situation or decision<br>• challenging discrimination based on race, sex, age, disability, religion, culture, gender and sexuality<br>• upstander behaviour (online and offline) |
| | **Power and influence in relationships**<br>• power in relationships, e.g. positive use of power and situational power<br>• balance of power<br>• expectations of partners and others<br>• different values and beliefs<br>• coercion |
| | **Challenging and changing attitudes and beliefs about power, assault and relationship violence**<br>• promoting equality and respect in relationships<br>• changing roles<br>• preventing relationship violence and sexual assault<br>• challenging and changing attitudes to violence, including domestic violence |

# 04 / SEXUALITY AND SEXUAL HEALTH

| CONTENT FOCUS | SUGGESTED CONTENT |
|---|---|
| **Safe and ethical behaviour** | **Safe and ethical behaviour**<br>• respect for self and others<br>• standards of behaviour<br>• applying relationship skills in sexual relationships, e.g. effective communication, assertiveness and negotiation<br>• recognising and negotiating safe practices and safe sex behaviours<br>• negotiating consent<br><br>**Influences on behaviour**<br>• values and beliefs, e.g. culture, social pressures and double standards<br>• alcohol and drugs<br>• explicit imagery, e.g., sharing, distribution and challenging norms<br>• critical media literacy, e.g. challenging perspectives, stereotypes and media portrayals<br>• technology and media, e.g. sharing information and images, online communities<br>• policy and law, e.g. codes of conduct, online terms of agreement, confidentiality, consent, discrimination and harassment<br><br>**Reproductive and sexual health**<br>• reproductive health<br>• pregnancy<br>• sexual health care, e.g. positive sexual health, testing, contact tracing and treatment<br>• contraception<br>• sexually transmissible infections (STIs) and blood borne viruses (BBVs) |
| **Building health literacy** | **Accessing information and services**<br>• reliable sources of information<br>• confidentiality<br>• types of services, e.g. community health services, sexual health services, youth friendly services<br>• overcoming barriers to accessing services<br><br>**Supporting self and others**<br>• identifying when help is required<br>• accessing support for others<br>• mutual understanding<br>• addressing harassment and discrimination, e.g. homophobia and transphobia |

# 05 / DRUGS AND ALCOHOL

| CONTENT FOCUS | SUGGESTED CONTENT |
|---|---|
| **Making safe and responsible choices** | **Identifying solutions and responding to situations which involve the use of drugs and alcohol**<br>• avoidance and assertive behaviours<br>• recognising risk<br>• intoxication and its effects<br>• planning strategies to reduce harm in various situations<br>• assessing and applying personal strengths to respond to situations<br>• recognising influences on decision making and problem solving, e.g. personal, social and cultural values<br><br>**Responsible behaviour**<br>• protective strategies in drug and alcohol related situations<br>• gambling responsibly<br>• responsible behaviour in venues<br>• responsible behaviour in other environments, e.g. end of school celebrations, festivals and concerts, public places, parties, moving between venues<br><br>**Accessing information, support and services**<br>• accessing and assessing reliable information, support and services<br>• supporting yourself and others<br>• recognising an emergency situation<br>• calling for help<br>• applying first aid in drug related situations |
| **Drugs and alcohol in different contexts** | **Addressing drug related issues in the community**<br>• drug use and related harm in the community<br>• emerging drugs, e.g. synthetic drugs<br>• social attitudes to alcohol and drug use and challenging peer expectations<br><br>**Regulations and responsibilities**<br>• supply of alcohol to minors<br>• responsible use and service of alcohol<br>• responsibilities of patrons and staff in venues or licensed premises, e.g. liquor shops, hotels, clubs and restaurants<br>• responsibilities of hosts of parties and celebrations in other environments |

# 06 / SAFE TRAVEL

| CONTENT FOCUS | SUGGESTED CONTENT |
|---|---|
| **Travelling safely locally and overseas** | **Safe travel**<br>• planning for safe travel<br>• protective behaviours<br>• strategies to minimise harm to self and others<br>• seeking help |
| | **Challenging personal attitudes and behaviours as increasingly independent road users**<br>• rights and responsibilities as a passenger<br>• rights and responsibilities as a driver<br>• assertiveness as a driver and passenger<br>• deep analysis of the ripple effect<br>• making informed decisions |
| **Safe road use to protect each other** | **Responsible behaviour for road users**<br>• alcohol and driving<br>• drugs and driving<br>• drink/drug walking, riding<br>• road user distraction<br>• speeding<br>• tiredness |
| | **Making safe decisions as road and transport users**<br>• making decisions and solving problems in real life situations<br>• assertive behaviours as drivers and passengers in various real-life contexts<br>• planning strategically for at risk situations, e.g. at night, social events, breakdowns and drink/drug walking<br>• minimising distractions when driving, walking and as a passenger |
| | **Looking out for others**<br>• planning for safe travel with others<br>• supporting yourself and others<br>• administering first aid in emergency situations<br>• calling for help |

# IMPLEMENTATION OF LIFE READY

## IMPLEMENTATION BASED ON THE PRINCIPLES OF LIFE READY

A strong research base underpins Life Ready, guiding its contemporary principles and content. The intent is that the seven evidence-based principles provide the foundation for the effective delivery of Life Ready in NSW government schools.

Each of these principles should be considered when designing, delivering and evaluating the Life Ready school based program each year to best meet the needs of senior students.

| PRINCIPLE | IMPLEMENTATION ADVICE |
|---|---|
| **Principle 1.** Life Ready is planned and delivered as part of a whole-school approach to student health and wellbeing | The successful delivery of Life Ready will be enhanced by a whole-school approach to health, safety and wellbeing. Health, safety and wellbeing are promoted through the whole-school environment, including curriculum, wellbeing programs, school policy implementation, partnerships and school ethos.<br><br>School Life Ready planning and delivery processes provide a protective and enabling environment for students that promotes choice, respect and responsibility in a non-judgmental manner, and facilitates consultation with and support from the school community. |
| **Principle 2.** Life Ready builds on student knowledge, understanding, attitudes and skills across Years 11 and 12 | Life Ready extends on knowledge, understanding, skills and attitudes built through the K–10 PDHPE curriculum. The connection and progression of K–10 PDHPE syllabus content is detailed below in the section *How does Life Ready build on student learning from the PDHPE K–10 syllabus?*<br><br>Life Ready may progress learning offered locally in other wellbeing-based programs in the junior years of schooling. In this respect, school implementation of Life Ready should address the issues and experiences that young people may encounter in their senior school and early adult years in a manner that builds connections to school delivered wellbeing programs offered at the school in Years 9 and 10. |
| **Principle 3.** Partnerships with parents, carers and community will maximise the positive outcomes | For Life Ready to be successfully delivered, the support of staff, community, parents and students is essential to ensure a shared understanding of the rationale, structure and content of the program.<br><br>Advising parents and carers of the rationale and structure of the school's Life Ready program supports better informed contributions to, and support for, implementation of the program.<br><br>Consultation with parents and carers regarding the course content will support school planning with regard to options to be provided to students and families in the event that a student opts not to participate in a particular session or content area. Communication between the school and parents and carers in relation to potentially controversial or sensitive issues covered in the course is essential. Whilst active permission is not essential for this course, school leaders and teachers still have a responsibility to inform parents or carers prior to the delivery of Life Ready to enable them to raise any concerns.<br><br>A sample letter to parents and carers has been provided to communicate with your school community about your Life Ready program. |

| PRINCIPLE | IMPLEMENTATION ADVICE |
|---|---|
| **Principle 3.**<br>(continued) | Whilst school staff may be best placed to ensure effective delivery pf Life Ready, the principal may choose to draw on community resources and information to help support the school's program. It is therefore essential that the principal approve Life Ready content.<br><br>Working in partnership with health and community services increases students' awareness of the range of services available and where to find them. Community services can also be used to enhance staff knowledge and understanding of relevant contexts and consequently assist in building the capacity of teachers to deliver effective education programs. |
| **Principle 4.**<br>Staff involved in the delivery of Life Ready should have demonstrated expertise in the course content, skills in engaging and interacting with young people and a commitment to the intended outcomes of the course | **Staff involved in the planning and delivery of Life Ready can be PDHPE teachers, Year Advisors, School Counsellors, Careers Advisors or any staff who have:**<br><br>• a strong understanding of the current and evolving issues and challenges young people in their school may experience, and the kinds of attitudes and behaviours young people are demonstrating<br><br>• experience and expertise in using interactive and participatory learning and teaching methods, such as discussion, case studies, scenarios, role plays and group work<br><br>• a strong rapport with students and the capacity to promote an effective and supportive learning environment.<br><br>In some instances, principals may choose to use an external provider or guest presenter with specific expertise to supplement a specific component of Life Ready.<br><br>**Before the external provider is engaged, principals should:**<br><br>• consider the expertise and approaches of external providers or individuals carefully<br><br>• make decisions about the use of these groups in an informed way<br><br>• review and assess the materials and delivery methods.<br><br>**External providers delivering Life Ready must be:**<br><br>• familiar with the outcomes and stage appropriate content<br><br>• familiar with the school's local context<br><br>• offering services which are age appropriate and relevant to students' needs<br><br>• integrated into the school's existing Life Ready program to add value.<br><br>Use the Engaging external providers for curriculum implementation guidelines to determine the appropriateness of external providers for your school context and student cohort.<br><br>Some schools may access events, forums, external seminar days or camps to supplement their Life Ready program. Research suggests that one-off events are ineffective on their own. Teaching and learning activities before and after the event are needed to contextualise and supplement student learning.<br><br>**Principals should consider the following when considering the use of these events as part of the Life Ready program:**<br><br>• What is the learning focus and purpose of the event? How will it supplement the teaching and learning as part of the school's Life Ready program? |

| PRINCIPLE | IMPLEMENTATION ADVICE |
|---|---|
| **Principle 4.**<br>(continued) | • What are the main messages of the event? Do they reflect the Life Ready principles and reinforce messages through the content?<br><br>• How will teaching and learning activities be provided before and after the event and linked to the Life Ready content?<br><br>Is counselling support and debriefing required before, during and after the event and how will this be managed? |
| **Principle 5.**<br>Teaching and learning activities using interactive approaches will maximise student learning outcomes | Interactive learning and cooperative or group approaches are the most effective for developing knowledge, attitudes and skills through the Life Ready content. They encourage innovation, creativity and critical thinking to facilitate learning about personal, social and community based issues.<br><br>Learning experiences and activities should be designed to address challenges and situations that account for the wider social context within which young people operate. Interactive learning methods include discussions, guided practice, role play, group work, simulations, use of narrative, debates and practising specific skills in particular contexts and scenarios. |
| **Principle 6.**<br>Shock tactics and fear should not be used | Research has consistently found that programs which attempt to use shock tactics or fear based activities, experiences or resources to frighten young people by focusing on disastrous consequences of risky behaviours are ineffective. These programs assume that arousing fear or anxiety through exposure to shocking images, messages or trauma will result in a predetermined positive behaviour change. This assumption is flawed.<br><br>Warnings, messages or fear based tactics may not match young people's personal experiences or perceptions. It often results in them detaching and feeling that they are not part of an 'at risk' group. It is recommended that schools not engage external providers that use shock or fear tactics. This includes the use of people sharing narrative or real life stories of disastrous situations, addictions or use of graphic visual stimulus such as crashes, injury, harm, infection or symptoms of infection. |
| **Principle 7.**<br>Life Ready is planned, delivered and evaluated in consultation with students, so that the program reflects local needs | It is important that the content of the school's Life Ready program is based on the needs, interests and diversity of students at the school. This means that, for each year, each school should develop a program that is relevant to the particular group or cohort of senior students and evaluate each cycle of implementation. Students can inform the most appropriate method of evaluation for their group, e.g. written form, online survey or verbal report.<br><br>Students should be actively involved in the planning, delivery and evaluation of Life Ready to promote a sense of ownership and to ensure that the issues and contexts to be covered are most relevant to them. This can be done in a variety of ways, such as through student committees, student surveys or student representation on a school planning team. |

# IMPLEMENTATION FOR STUDENTS WITH ADDITIONAL LEARNING NEEDS

For most students with additional learning needs, the outcomes and content of the Life Ready course will be appropriate. A small percentage of students may require adjustments to personalise access to the Life Ready outcomes and content.

Selected outcomes may be demonstrated independently or with support. However, in developing programs teachers need to take into consideration the specific communication, social, health, safety and wellbeing needs of students to address the Life Ready l course outcomes.

More information on effective implementation to meet student needs can be accessed on the Department's Life Ready website.

# MODELS OF LIFE READY DELIVERY

Schools vary in the way in which they organise their curriculum and structure their timetables. Schools will choose to implement Life Ready in a manner that accommodates their own particular context, using the resources they have available to them.

**There are three main approaches that schools can use to implement Crossroads. Schools may also choose a combination of these approaches based on their context and student needs.**

### THE APPROACHES ARE:
- **Timetabled lessons**
- **Seminar programs**
- **Camps**

Schools can also choose online delivery and online learning activities to support any of the delivery methods. Schools should examine these approaches and select the approach or combination of approaches that best meets the needs of their students and accommodates their local context.

### TIMETABLED LESSONS

This approach involves integrating Life Ready into the normal school timetable for Year 11 and/or Year 12. Time is allocated to the course from within available curriculum time, and staff are timetabled onto Life Ready as part of their allocated teaching load.

### SEMINAR PROGRAMS

This approach involves organising extended blocks of time (e.g. half or full days) away from normal timetabled lessons.

The time allocation for a seminar program comes from available curriculum time in the form of a variation of routine. Schools decide how to manage the seminar model most effectively, depending on their particular situation.

### CAMPS

Camps are still a viable option for Life Ready, as long as the content and duration of the camp allows students the opportunity to achieve the outcomes of the course. As a minimum, schools would have to conduct a four-day camp and devote most of the time to activities focused on the outcomes of Life Ready to satisfy course requirements.

If schools include activities in their camp program other than those that relate to Life Ready (e.g. outdoor recreation activities), the camp will need to be supplemented with timetabled lessons or seminars.

# HOW DOES LIFE READY BUILD ON STUDENT LEARNING FROM THE PDHPE K–10 SYLLABUS?

**The PDHPE K–10 syllabus is underpinned by five syllabus propositions. These are the evidence based philosophies on which the syllabus has been developed and implemented in NSW schools. Four of these propositions are evident through the Life Ready course content and outcomes.**

### THESE ARE:
- **Focus on educative purpose**
- **Adopt a strengths based approach**
- **Include a critical inquiry approach**
- **Develop health literacy**

The PDHPE K–10 syllabus is built around 14 learning contexts. These contexts are embedded within the content for students to explore health, safety, wellbeing and physical activity related issues at an age appropriate level.

The table below shows the links between the PDHPE K–10 learning contexts and the Life Ready learning contexts. This allows for a continuum of learning for students on key issues.

| PDHPE K–10 CONTEXTS FOR LEARNING | STAGE 6 LIFE READY LEARNING CONTEXTS |
|---|---|
| • alcohol and other drugs | • drugs and alcohol |
| • food and nutrition | |
| • personal identity | • independence |
| • mental health and wellbeing | • mental health and wellbeing |
| • relationships | • relationships |
| • sexuality and sexual health | • sexuality and sexual health |
| • safety | • safe travel |
| • health benefits of physical activity | |
| • fundamental movement skills | |
| • rhythmic and expressive movement | |
| • individual / group / team physical activities | |
| • initiative / challenge physical activities | |
| • aquatics | |
| • lifelong physical activities | |

# MAPPING TO PDHPE K–10 SYLLABUS

The table below shows the progression of learning through the link between the outcomes or expected learning, for Stage 5 PDHPE, and the outcomes for the Stage 6 Life Ready course.

| STAGE 5 PDHPE | STAGE 6 LIFE READY |
|---|---|
| **PD5-1 /** Assesses their own and others' capacity to reflect on and respond positively to challenges | **1.1 /** Assess personal strengths and skills to achieve positive outcomes in a range of challenging and changing situations |
| **PD5-2 /** Researches and appraises the effectiveness of health information and support services available in the community | **1.2 /** Critically evaluate services and resources to identify sources of reliable information and support |
| **PD5-3 /** Analyses factors and strategies that enhance inclusivity, equality and respectful relationships | **1.3 /** Build positive thinking, self-belief and a sense of empowerment to take action to promote meaningful futures for self and others<br><br>**2.1 /** Show respect for the ideas, feelings and contributions of others in various contexts<br><br>**2.2 /** Challenge inequity, discrimination and harassment based on age, sex, gender, race, religion, disability and sexuality |
| **PD5-6 /** Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity | **3.1 /** Evaluate how contextual factors influence attitudes, values and behaviours<br><br>**3.2 /** Analyse the positive and negative implications of technology and digital media on self-concept, independence, relationships and health behaviours |
| **PD5-7 /** Plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities | **4.1 /** Demonstrate capacity to build resilience and adapt to manage current and future challenges<br><br>**4.2 /** Propose, apply and evaluate solutions to take action to lead and contribute to healthy, safe and meaningful lives |
| **PD5-8 /** Designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity | **5.1 /** Critically analyse situations, attitudes and behaviours that influence independence, health, safety and wellbeing in different contexts<br><br>**5.2 /** Recognise and respond appropriately to situations which may be limiting or harmful to self and others |
| **PD5-9 /** Assesses and applies self-management skills to effectively manage complex situations | **7.1 /** Demonstrate financial management, digital literacy and enterprise skills to facilitate education, workplace and community engagement<br><br>**7.2 /** Demonstrate the capacity to seek help for self and others<br><br>**7.3 /** Apply skills to take personal responsibility for their actions to protect and enhance the independence, health, safety and wellbeing of others |
| **PD5-10 /** Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts | **6.1 /** Assess, adapt and apply skills to develop and maintain respectful relationships and successfully participate in education, work and community contexts<br><br>**6.2 /** Demonstrate behaviours that model positive values, beliefs and attitudes and promote inclusion and equity for self and others |