



ABOUT THE PERSONAL, SOCIAL AND COMMUNITY HEALTH STRAND

The Personal, Social and Community Health Strand supports students to explore how health, safety and personal development evolve across the lifespan. It focuses on building knowledge and skills to make healthy choices, stay safe, and reduce harm in different situations. Students learn how to promote health at both individual and community levels by understanding the role of services, resources, and products. They also examine the influence of food choices and the importance of nutrition for growth, development and wellbeing.

USING THIS RESOURCE

This resource helps teachers bring the Victorian Curriculum 2.0 to life through a strengths-based approach. It includes sequential skills, games and activities for each level of the curriculum continuum. These examples are based on or inspired by curriculum elaborations, presented for practical classroom application. It focuses on developing students' health literacy and engaging them in critical inquiry. Through this strand, students build a strong sense of identity, learn to form and maintain respectful relationships, and strengthen their resilience. They also learn how to access and use health information and services confidently for their own wellbeing and to support others in their community.

LEVEL Foundation

IDENTITIES AND CHANGE

Investigate who they are and the people in their world (VC2HPFP01)
ACHIEVEMENT STANDARDS: Students identify similarities and differences between themselves and others.
FOCUS AREAS: MH, RS
Identity & Belonging - Making personal connections with stories about identity and belonging. e.g., create a personal identity tree with names of important people in their lives. Family Structures - Understanding similarities and differences in Aboriginal and Torres Strait Islander family structures and other cultures. e.g., discuss different family types using inclusive storybooks. Cultural Practices - Exploring cultural traditions and practices from different backgrounds, including Asia. e.g., share and compare different cultural celebrations in class. Recognising Uniqueness - Identifying different strengths and contributions in teams and classrooms. e.g., collaborative group art projects where each student contributes a piece. Strengths in Play - Identifying ways they use their strengths in different play settings to support themselves and others. e.g., participate in cooperative games like "buddy obstacle course" or "team tower building."
CAPABILITY ACHIEVEMENT STANDARDS: PSC – Students describe strengths and solve problems in groups. CCT – Students identify thinking strategies in familiar situations.

INTERACTING WITH OTHERS

PRACTISE PERSONAL AND SOCIAL SKILLS TO INTERACT RESPECTFULLY WITH OTHERS (VC2HPFP03)
ACHIEVEMENT STANDARDS: They demonstrate personal and social skills to interact respectfully with others.
FOCUS AREAS: AP, RS, MS, S
Managing Play - Explaining their actions in response to challenging situations in shared play experiences. e.g., role-play scenarios of fair and unfair play in group games. Communication Skills - Practising personal skills like expressing needs, wants, and feelings, and active listening. e.g., pair work on turn-taking and sharing during structured play. Respectful Play - Identifying behaviours that are respectful, inclusive, and safe during play. e.g., brainstorm a list of "kind play" and "unkind play" actions. Feeling Included - Discussing how it feels to be included in activities. e.g., create a "How I Feel When I Belong" class poster. Digital Interactions - Exploring respectful interactions through texts and digital media. e.g., watch an educational video on digital kindness and discuss key messages.
CAPABILITY ACHIEVEMENT STANDARDS: PS 2 – Students describe strengths and solve group problems.

IDENTIFY EMOTIONS THEY EXPERIENCE (VC2HPFP04)

ACHIEVEMENT STANDARDS: Students identify different emotions people experience.
FOCUS AREAS: MH, RS, S
Recognising Emotions - Identifying and describing emotions like happiness, sadness, and excitement. e.g., use emotion cards to match feelings with facial expressions. Expressing Feelings - Learning and using appropriate language and actions to communicate feelings. e.g., create "Feeling Word Clouds" with positive ways to express emotions. Sharing Emotions - Recalling and sharing emotional responses to different situations. e.g., draw and describe a time when they felt happy or sad. Story-Based Learning - Reading/viewing stories about risk-taking and responding to emergencies. e.g., discuss emotions of characters in books about resilience. Body Reactions - Talking about connections between feelings, body reactions, and body language. e.g., practice identifying how different emotions affect breathing and posture.
CAPABILITY ACHIEVEMENT STANDARDS: PSC – Students describe strengths and solve problems in groups. CCT – Students identify thinking strategies in familiar situations.

CONTRIBUTING TO HEALTHY COMMUNITIES

IDENTIFY PROTECTIVE BEHAVIOURS AND REHEARSE HELP-SEEKING STRATEGIES THAT HELP KEEP THEM SAFE(VC2HPFP06)
ACHIEVEMENT STANDARDS: They identify protective behaviours and help-seeking strategies to help keep themselves safe.
FOCUS AREAS: MH, RS, S
Understanding Safety - Exploring protective behaviours like recognising early warning signs. e.g., discuss safe vs. unsafe feelings and create a "safety signals" chart. Trusted Adults - Naming trusted adults who can help in unsafe situations. e.g., draw and label "My Safety Network" with five trusted adults. Safe Spaces - Identifying safe spaces online and in the community. e.g., identify and map safe locations in the school environment. Safety in Stories - Identifying characters in books who help keep others safe. e.g., read a book about personal safety and discuss key takeaways.
CAPABILITY ACHIEVEMENT STANDARDS: PSC – Students describe strengths and solve problems in groups. CCT – Students identify thinking strategies in familiar situations.



LEVEL Foundation Continued

IDENTITIES AND CHANGE

NAME PARTS OF THE BODY AND DESCRIBE HOW THEIR BODY IS GROWING AND CHANGING (VC2HPFP02)
ACHIEVEMENT STANDARDS: They name parts of the body and outline how their body is growing and changing.
FOCUS AREAS: RS, S
Growth Awareness - Recognising how bodies grow and change over time. e.g., create personal growth charts comparing past and present height.
Tracking Growth - Recording and mapping growth on individual and group charts. e.g., measure height at different ages and create a bar graph.
Body Privacy - Identifying private parts of the body and understanding contexts in which they should be kept private. e.g., discuss safe vs. unsafe touch in a teacher-guided conversation.
CAPABILITY ACHIEVEMENT STANDARDS: PSC – Students describe strengths and solve problems in groups.

INTERACTING WITH OTHERS

EXPLORE HOW TO SEEK, GIVE, OR DENY PERMISSION RESPECTFULLY (VC2HPFP05)
ACHIEVEMENT STANDARDS: They demonstrate personal and social skills to interact respectfully with others.
FOCUS AREAS: RS, S
Body Autonomy - Recognising that all people have the right to body autonomy. e.g., class discussion on the right to say “no” to unwanted touch.
Role Negotiation - Identifying and negotiating roles in guided play. e.g., playing “fair turn” games where students practice asking and giving permission.
Respecting Perspectives - Practising respect for different ideas through shared play. e.g., act out different conflict-resolution strategies in group activities.
Permission & Respect - Exploring why asking for and respecting “no” is important. e.g., use puppets to model scenarios of asking for permission in different contexts.
CAPABILITY ACHIEVEMENT STANDARDS: PSC – Students describe strengths and group solutions.

CONTRIBUTING TO HEALTHY COMMUNITIES

IDENTIFY HEALTH SYMBOLS, MESSAGES AND STRATEGIES IN THEIR COMMUNITY THAT SUPPORT THEIR HEALTH AND SAFETY (VC2HPFP07)
ACHIEVEMENT STANDARDS: Students identify different types of health information and how it can be used in their lives.
FOCUS AREAS: S, FN
Recognising Dangers - Identifying household substances that are dangerous. e.g., explore common warning symbols and their meanings.
Healthy Eating - Identifying and trying a variety of fruits and vegetables. e.g., conduct a “taste test” and describe how different foods make them feel.
Safety Symbols - Recognising and following safety signs and procedures. e.g., create posters about road safety rules using real-life signage.
CAPABILITY ACHIEVEMENT STANDARDS: PSC – Students describe strengths and solve problems in groups. IC – Students identify cultural diversity and how it is respected and celebrated.

FOCUS AREAS KEY

AD	Alcohol and Other Drugs
AP	Active Play and Minor Games
CA	Challenge and Adventure Activities
FMS	Fundamental Movement Skills
FN	Food and Nutrition
GS	Games and Sports
HBPA	Health Benefits of Physical Activity
LLPA	Life Long Physical Activity
MH	Mental Health
RE	Rhythmic and Expressive Movement Activities
RS	Relationships and Sexuality
S	Safety

CAPABILITIES KEY

CCT	Critical and Creative Thinking
EC	Ethical Capability
IC	Intercultural Capability
PSC	Personal and Social Capability

Reference:
Content descriptions, achievement standards, focus areas and capability achievement standards are all sourced directly from:
<https://f10.vcaa.vic.edu.au/>



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USING THIS RESOURCE

This resource helps teachers bring the Victorian Curriculum 2.0 to life through a strengths-based approach. It includes sequential skills, games and activities for each level of the curriculum continuum. These examples are based on or inspired by curriculum elaborations, presented for practical classroom application. It focuses on developing students' health literacy and engaging them in critical inquiry. Through this strand, students build a strong sense of identity, learn to form and maintain respectful relationships, and strengthen their resilience. They also learn how to access and use health information and services confidently for their own wellbeing and to support others in their community.

LEVEL 1 & 2

IDENTITIES AND CHANGE

DESCRIBE THEIR PERSONAL CHARACTERISTICS AND THOSE OF OTHERS, AND EXPLAIN HOW THEY CONTRIBUTE TO DEVELOPING IDENTITIES (VC2HP2P01)
ACHIEVEMENT STANDARDS: Students identify similarities and differences between themselves and others. AS 3: They demonstrate personal and social skills to interact respectfully with others.
FOCUS AREAS: MH, RS, AP
Personal Qualities - Describing the qualities of characters in stories and comparing them to their own. e.g., create a "Who Am I?" self-portrait with personal qualities. Cultural Identity - Understanding how Aboriginal and Torres Strait Islander People have unique cultural identities influenced by family. e.g., explore family storytelling traditions through class discussions. Cultural Practices - Examining Australian and Asian cultural practices that shape identity. e.g., celebrate cultural diversity through a "My Culture, My Identity" poster project. Diversity in Teams - Identifying the benefits of diverse skills and abilities in teams or classrooms. e.g., work in diverse groups to complete a problem-solving task. Physical Activities & Identity - Participating in games and describing how personal skills contribute to group success. e.g., cooperative relay races where students identify their strengths.
CAPABILITY ACHIEVEMENT STANDARDS: PSC – Students describe strengths and solve problems in groups. CCT – Students describe thinking strategies in familiar situations.

INTERACTING WITH OTHERS

IDENTIFY AND EXPLORE PERSONAL AND SOCIAL SKILLS AND STRATEGIES TO DEVELOP RESPECTFUL RELATIONSHIPS (VC2HP2P03)
ACHIEVEMENT STANDARDS: They demonstrate personal and social skills to interact respectfully with others.
FOCUS AREAS: RS, MH, AP, S
Respect in Stories - Identifying characters in texts who demonstrate respect and cooperation. e.g., discuss respectful behaviours in a favourite book. Diversity in Families - Identifying respect for different family structures in books. e.g., read and compare books featuring different family types. Respect for Cultures - Discussing strategies to show respect to people from different cultures. e.g., learn and practise greetings from different cultures. Respectful Behaviours - Describing behaviours that help them feel respected and safe. e.g., act out different social scenarios showing respectful and disrespectful behaviours. Managing Bullying - Exploring strategies to understand and manage bullying. e.g., role-play bullying scenarios and discuss solutions.
CAPABILITY ACHIEVEMENT STANDARDS: PSC – Students describe strengths and group solutions.

IDENTIFY HOW DIFFERENT SITUATIONS INFLUENCE EMOTIONAL RESPONSES (VC2HP2P04)
ACHIEVEMENT STANDARDS: Students identify different emotions people experience.
FOCUS AREAS: MH, RS, S
Managing Emotions - Recognising emotions and ways to manage them. e.g., use emoji cards to express feelings in different scenarios. Self-Regulation - Exploring strategies like breathing techniques and mindfulness. e.g., practice "balloon breathing" to calm down. Emotional Triggers - Identifying situations that trigger strong emotions. e.g., discuss a time they felt nervous and how they handled it. Emergency Emotions - Using role-play to explore emotions in emergency situations. e.g., act out what to do if lost in a shopping centre. Body Language & Feelings - Predicting emotions based on body language in books or videos. e.g., match facial expressions to emotions in a story.
CAPABILITY ACHIEVEMENT STANDARDS: PSC – Students describe strengths and solve problems in groups. CCT – Students describe thinking strategies in familiar situations.

CONTRIBUTING TO HEALTHY COMMUNITIES

IDENTIFY AND DEMONSTRATE PROTECTIVE BEHAVIOURS AND HELP-SEEKING STRATEGIES THEY CAN USE TO HELP THEM AND OTHERS STAY SAFE (VC2HP2P06)
ACHIEVEMENT STANDARDS: They identify protective behaviours and help-seeking strategies to help keep themselves safe.
FOCUS AREAS: MH, S, RS
Recognising Safety - Identifying safe and unsafe situations and emotional responses. e.g., categorise different situations as "safe" or "unsafe." Seeking Help - Discussing when and how to seek help from trusted adults. e.g., create a class safety network of trusted people. Emergency Actions - Practising help-seeking strategies like calling triple zero. e.g., role-play an emergency phone call. Digital Safety - Planning safe digital practices at school and home. e.g., create posters about online safety rules. Community Helpers - Recognising safe places and people who can help. e.g., identify people who can help in different situations (police, teachers, parents).
CAPABILITY ACHIEVEMENT STANDARDS: PSC – Students describe strengths and solve problems in groups. CCT 2 – Students describe thinking strategies in familiar situations.



LEVEL 1 & 2 Continued

IDENTITIES AND CHANGE

DESCRIBE PHYSICAL AND SOCIAL CHANGES THAT OCCUR AS CHILDREN GROW OLDER AND DISCUSS HOW FAMILY AND COMMUNITY ACKNOWLEDGE THESE (VC2HP2P02)
ACHIEVEMENT STANDARDS: They name parts of the body and outline how their body is growing and changing.
FOCUS AREAS: RS
Growth Over Time - Describing changes in their physical appearance compared to when they were younger. e.g., create a timeline of personal growth from baby to now. Relationships Over Time - Identifying how relationships with family and friends evolve. e.g., share stories about changing friendships from preschool to now. Friendships Then & Now - Comparing past and current friendships. e.g., make a friendship web connecting old and new friends. Cultural Celebrations - Discussing how families and cultural groups celebrate key life milestones. e.g., research and present different birthday traditions around the world. Growing Independence - Identifying tasks they can now do independently compared to when younger. e.g., write about "Things I Can Do Now That I Couldn't Before."
CAPABILITY ACHIEVEMENT STANDARDS: PSC – Students describe strengths and solve problems in groups.

INTERACTING WITH OTHERS

PRACTISE STRATEGIES THEY CAN USE WHEN THEY NEED TO SEEK, GIVE, OR DENY PERMISSION RESPECTFULLY (VC2HP2P05)
ACHIEVEMENT STANDARDS: They demonstrate personal and social skills to interact respectfully with others.
FOCUS AREAS: MH, RS, S
Asserting Consent - Practising saying yes/no assertively with verbal and non-verbal cues. e.g., role-play scenarios for saying "no" firmly and respectfully. Fair Play - Practising respectful interactions in play, regardless of differences. e.g., partner games that encourage turn-taking and respect. Understanding Permission - Exploring when they need to seek, give, or deny permission. e.g., use puppets to act out scenarios about asking for permission.
CAPABILITY ACHIEVEMENT STANDARDS: PSC – Students describe strengths and group solutions.

CONTRIBUTING TO HEALTHY COMMUNITIES

INVESTIGATE HEALTH MESSAGES AND STRATEGIES IN THEIR COMMUNITY TO PROMOTE HEALTH, SAFETY, AND WELLBEING (VC2HP2P07)
ACHIEVEMENT STANDARDS: Students identify different types of health information and how it can be used in their lives.
FOCUS AREAS: S, FN, AD
Medicine Safety - Identifying why children should ask an adult before taking medicines. e.g., recognise warning labels on medicine bottles. Sustainability & Health - Exploring sustainable school practices like composting. e.g., start a classroom compost bin. Safety Signs - Identifying different safety symbols in the community. e.g., match road safety signs to their meanings. Health Messages - Investigating health messages in school and community. e.g., compare different sun safety posters. Food Advertising - Identifying how advertising influences food choices. e.g., discuss healthy vs. unhealthy food advertisements.
CAPABILITY ACHIEVEMENT STANDARDS: PSC – Students describe strengths and solve problems in groups. IC – Students identify cultural diversity and how it is respected and celebrated.

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LEVEL 3 & 4

IDENTITIES AND CHANGE

INVESTIGATE HOW SUCCESS, CHALLENGE, SETBACKS AND FAILURE STRENGTHEN RESILIENCE AND IDENTITIES IN A RANGE OF CONTEXTS (VC2HP4P01)

ACHIEVEMENT STANDARDS:

Students describe influences that strengthen resilience and identity.

FOCUS AREAS: MH, RS, AP, CA, GS

Overcoming Adversity - Explaining how characters in stories overcome challenges. e.g., discuss a character's resilience in a novel or film.

Cultural Resilience - Understanding how Aboriginal and Torres Strait Islander Peoples' pride in their cultural background strengthens identity. e.g., explore Indigenous cultural celebrations and traditions.

Group Challenges - Discussing how overcoming adversity unites groups. e.g., team-building activities that encourage resilience and cooperation.

Valuing Others - Exploring strategies to show others they are valued in a team, class, school, or community. e.g., develop inclusive class agreements.

Identity & Activities - Recognising how games and activities influence identity. e.g., reflect on personal feelings after playing a challenging game.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC – Students describe emotions and their impact.
CCT – Students use strategies to solve problems.

PLAN, REHEARSE AND REFLECT ON STRATEGIES TO COPE WITH DIFFERENT CHANGES AND TRANSITIONS (VC2HP4P02)

ACHIEVEMENT STANDARDS:

They describe strategies to respond to physical, social, and emotional changes and transitions they experience.

FOCUS AREAS: MH, RS

Understanding Change - Discussing physical, social, and emotional changes over time. e.g., group discussions on managing puberty changes.

Support Networks - Identifying people or sources of information for questions about puberty. e.g., research reliable sources for puberty information.

Community Support - Understanding family and community networks supporting transitions. e.g., interview family members about cultural support systems.

Coping Skills - Practising positive self-talk, mindfulness, and problem-solving. e.g., use breathing exercises for emotional regulation.

Transition Responses - Identifying how characters in texts experience and react to change. e.g., compare different reactions to change in stories.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC – Students describe emotions and their impact.

INTERACTING WITH OTHERS

SELECT, USE AND REFINE PERSONAL AND SOCIAL SKILLS TO ESTABLISH, MANAGE AND STRENGTHEN RELATIONSHIPS (VC2HP4P04)

ACHIEVEMENT STANDARDS:

They apply personal and social skills and strategies to interact respectfully with others.

FOCUS AREAS: MH, RS, S

Empathy & Support - Predicting and reflecting on how students feel in challenging situations. e.g., role-play how to support a friend feeling excluded.

Respect in Texts - Identifying characters who demonstrate respect for diversity. e.g., compare characters who embrace or reject diversity.

Cultural Respect - Discussing how respect for different cultures builds positive relationships. e.g., celebrate cultural diversity through storytelling activities.

Bullying Prevention - Recognising bullying in various forms and proposing solutions. e.g., develop anti-bullying campaign posters.

Respectful Behaviour - Describing how to show empathy and respect in different settings. e.g., create class rules that promote inclusivity and respect.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC – Students describe emotions and behaviours.
CCT – Students select and use strategies to solve problems.

DESCRIBE HOW VALUING DIVERSITY INFLUENCES WELLBEING AND IDENTIFY ACTIONS THAT PROMOTE INCLUSION (VC2HP4P05)

ACHIEVEMENT STANDARDS:

Students describe the influences that inclusion and the challenging of stereotypes have on choices and actions.

FOCUS AREAS: MH, RS, AP, S

Cultural Celebrations - Planning ways to celebrate cultural diversity in class. e.g., organise a cultural sharing day.

Games & Culture - Researching and playing games from different cultures. e.g., play and discuss Indigenous Australian games.

Respectful Play - Identifying respectful, inclusive, and safe play behaviours. e.g., list inclusive strategies for recess games.

Being an Upstander - Practising actions to challenge unfair or disrespectful behaviour. e.g., role-play being an upstander in bullying scenarios.

Cultural Narratives - Understanding and sharing the importance of cultural stories. e.g., read and discuss Aboriginal Dreamtime stories.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC – Students describe emotions and their impact.

CONTRIBUTING TO HEALTHY COMMUNITIES

DESCRIBE AND APPLY PROTECTIVE BEHAVIOURS AND HELP-SEEKING STRATEGIES IN A RANGE OF ONLINE AND OFFLINE SITUATIONS AT HOME, SCHOOL AND IN THE COMMUNITY (VC2HP4P08)

ACHIEVEMENT STANDARDS:

They describe and apply protective behaviours and help-seeking strategies that can help keep themselves and others safe in online and offline situations.

FOCUS AREAS: MH, S, RS

Safety in Contexts - Identifying protective behaviours for different situations. e.g., discuss water safety rules and road safety procedures.

Recognising Warning Signs - Identifying physical and emotional warning signs of danger. e.g., create a "safety signals" chart.

Trusted Adults - Listing people who can help in unsafe situations. e.g., develop a "trusted adult network."

Online Safety Strategies - Exploring ways to respond to cyberbullying or digital threats. e.g., create an internet safety pledge.

Safety in Stories - Discussing how characters use protective behaviours in texts. e.g., identify characters who seek help in crisis situations.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC – Students describe emotions and their impact.
CCT – Students use strategies to solve problems.

INTERPRET THE NATURE AND INTENTION OF HEALTH INFORMATION AND MESSAGES IN THEIR COMMUNITY, AND REFLECT ON HOW THESE INFLUENCE PERSONAL DECISIONS AND BEHAVIOURS (VC2HP4P09)

ACHIEVEMENT STANDARDS:

Students interpret health information to apply strategies that can enhance their own and others' health, safety, relationships, and wellbeing.

FOCUS AREAS: FN, HBPA, MH, RS, S

Evaluating Health Information - Identifying the accuracy of different health sources. e.g., compare reliable and unreliable health websites.

Health Messaging - Examining the effectiveness of health campaigns. e.g., discuss an anti-smoking ad and its impact.

Influence of Messaging - Investigating how health messages affect choices. e.g., analyse food labels to make healthy choices.

Creating Campaigns - Developing personal health campaigns. e.g., design posters promoting physical activity.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC – Students describe emotions and their impact.
IC – Students explain the value of intercultural understanding.



LEVEL 3 & 4 Continued

IDENTITIES AND CHANGE

INTERACTING WITH OTHERS

CONTRIBUTING TO HEALTHY COMMUNITIES

DESCRIBE HOW CHOICES AND ACTIONS CAN BE INFLUENCED BY STEREOTYPES (VC2HP4P03)

ACHIEVEMENT STANDARDS:

Students describe the influences that inclusion and the challenging of stereotypes have on choices and actions.

FOCUS AREAS: RS, MH

Gender Stereotypes - Exploring gender roles in texts and media. e.g., compare traditional vs. modern portrayals of gender roles in ads.

Fairness & Equality - Recognising unfair treatment based on gender, abilities, or differences. e.g., discuss real-world examples of discrimination.

Equity in Roles - Describing ways to make home, school, and community roles fair. e.g., brainstorm ways to share responsibilities fairly.

Inclusive Behaviours - Practising ways to ensure fair treatment for all genders and abilities. e.g., role-play inclusive peer interactions.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC – Students describe emotions and their impact.
CCT – Students use strategies to solve problems.

EXPLAIN HOW AND WHY EMOTIONAL RESPONSES CAN VARY AND PRACTISE STRATEGIES TO MANAGE EMOTIONS (VC2HP4P06)

ACHIEVEMENT STANDARDS:

They explain the variation in emotional responses and describe strategies to manage emotions.

FOCUS AREAS: MH, S

Varying Emotional Responses - Recognising how emotions vary in different situations. e.g., reflect on personal emotional reactions to challenges.

Triggers & Warnings - Identifying triggers and warning signs for emotional responses. e.g., develop personal “emotional response maps.”

Emergency Situations - Exploring how to respond helpfully during emergencies. e.g., role-play calming a friend in distress.

Text-Based Learning - Explaining how characters manage emotions in stories. e.g., compare emotional regulation strategies used by different characters.

Self-Regulation Strategies - Practising techniques like deep breathing or mindfulness. e.g., create a personal toolkit for managing emotions.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC – Students describe emotions and their impact.
CCT – Students use strategies to solve problems.

PRACTISE AND REFINE STRATEGIES FOR SEEKING, GIVING AND DENYING PERMISSION RESPECTFULLY AND DESCRIBE SITUATIONS WHEN PERMISSION IS REQUIRED ACROSS MULTIPLE SETTINGS (VC2HP4P07)

ACHIEVEMENT STANDARDS:

They describe and apply protective behaviours and help-seeking strategies that can help keep themselves and others safe in online and offline situations.

FOCUS AREAS: RS, S

Giving & Denying Consent - Practising strategies for seeking and giving permission. e.g., role-play asking and granting permission respectfully.

Online Safety - Exploring actions to take when someone violates consent online. e.g., discuss appropriate responses to cyberbullying.

Unsafe Situations - Exploring ways to respond when feeling unsafe. e.g., list trusted adults and safe places in different scenarios.

Situational Consent - Understanding when and why permission is needed. e.g., discuss personal space in different cultural contexts.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC – Students describe emotions and social behaviour.

INVESTIGATE AND APPLY STRATEGIES THAT CONTRIBUTE TO THEIR OWN AND OTHERS' HEALTH, SAFETY, RELATIONSHIPS, AND WELLBEING (VC2HP4P10)

ACHIEVEMENT STANDARDS:

Students interpret health information to apply strategies that can enhance their own and others' health, safety, relationships, and wellbeing.

FOCUS AREAS: AD, FN, MH, S

Safe Storage - Identifying how medications and other substances can be stored safely. e.g., discuss safe vs. unsafe storage locations at home and school.

Nourishing Foods - Reflecting on how food choices affect energy and mood. e.g., keep a food diary to observe how different foods make them feel.

Sense of Belonging - Discussing how feeling connected improves mental health. e.g., create a class “Belonging Wall” with personal contributions.

Responsibility for Safety - Exploring how characters in stories keep themselves and others safe. e.g., identify safety strategies used in books and films.

Sustainability & Wellbeing - Identifying sustainable actions that promote health, such as composting or growing food. e.g., start a school or community garden project.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC – Students describe emotions and their impact.
CCT – Students use strategies to solve problems.

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LEVEL 5 & 6

IDENTITIES AND CHANGE

EXPLAIN HOW IDENTITIES CAN BE INFLUENCED BY PEOPLE AND PLACES, AND HOW WE CAN CREATE POSITIVE SELF-IDENTITIES (VC2HP6P01)

ACHIEVEMENT STANDARDS:

Students explain how different contextual factors influence identities.

FOCUS AREAS: MH, RS

Influential People - Examining how parents, friends, coaches, and role models shape identity. e.g., interview someone about their role models.

Cultural Identity - Investigating how Aboriginal and Torres Strait Islander Peoples identify within and across communities. e.g., study the Kulin Nation language groups.

Beliefs & Practices - Examining how cultural traditions shape self-identity. e.g., explore Asian heritage practices.

Connection to Place - Exploring how relationships and experiences influence self-esteem. e.g., create a "Who I Am" identity map.

Celebrating Differences - Understanding how recognising strengths instead of comparing skills enhances identity. e.g., design a strengths-based class display.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC – Students explain team strategies and impact of empathy.

CCT – Students explain problem-solving strategies.

INVESTIGATE RESOURCES AND STRATEGIES TO MANAGE CHANGES AND TRANSITIONS, INCLUDING CHANGES ASSOCIATED WITH PUBERTY (VC2HP6P02)

ACHIEVEMENT STANDARDS:

They propose strategies to manage developmental changes and transitions.

FOCUS AREAS: RS

Puberty Experiences - Understanding that experiences of puberty differ and managing changes is personal. e.g., discuss different cultural approaches to puberty.

Managing Puberty - Examining strategies and products available for hygiene and menstruation. e.g., compare different personal hygiene products.

Rites of Passage - Understanding puberty-related ceremonies in Aboriginal and Torres Strait Islander communities. e.g., research and present a puberty-related rite of passage.

Changing Responsibilities - Analysing how roles change with age. e.g., discuss shifting responsibilities at home and school.

Reproductive Changes - Examining how puberty prepares the body for reproduction. e.g., explore human biology changes during puberty.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC – Students explain team strategies and impact of empathy.

INTERACTING WITH OTHERS

DESCRIBE AND DEMONSTRATE HOW RESPECT AND EMPATHY CAN BE EXPRESSED TO POSITIVELY INFLUENCE RELATIONSHIPS (VC2HP6P04)

ACHIEVEMENT STANDARDS:

Students propose and apply strategies to demonstrate respect, empathy, and inclusion to positively influence relationships.

FOCUS AREAS: RS, MH, S

Managing Changing Relationships - Exploring strategies for handling new schools, friendships, and family changes. e.g., role-play handling a friendship conflict.

Language Sensitivity - Recognising how words can offend and impact respectful relationships. e.g., discuss the impact of offensive terms on cultural identity.

Respectful vs. Harmful Behaviour - Comparing behaviours that show respect with bullying, racism, and violence. e.g., analyse different conflict scenarios and responses.

Healthy Relationships - Assessing how different relationships impact wellbeing. e.g., create a "Healthy vs. Unhealthy Relationships" chart.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC – Students explain empathy strategies and teamwork. CCT – Students explain how strategies support problem-solving.

DESCRIBE AND IMPLEMENT STRATEGIES TO VALUE DIVERSITY IN THEIR COMMUNITIES (VC2HP6P05)

ACHIEVEMENT STANDARDS:

Students propose and apply strategies to demonstrate respect, empathy, and inclusion to positively influence relationships.

FOCUS AREAS: RS, MH, S

Understanding Different Views - Proposing ways to encourage discussions on cultural and personal differences. e.g., organise a "Cultural Perspectives" class debate.

Community Initiatives - Exploring how sports and cultural groups promote inclusion. e.g., investigate local diversity-promoting events.

Upstanders & Respect - Discussing how to challenge discrimination and promote respect. e.g., role-play responding to discrimination.

Cultural Expression - Acknowledging Aboriginal and Torres Strait Islander cultural expressions in maintaining identity. e.g., research Indigenous storytelling traditions.

Beliefs & Belonging - Examining how cultural practices influence identity and belonging. e.g., create a "Belonging Collage" from different cultural symbols.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC – Students explain inclusion strategies. CCT – Students explain how strategies support problem-solving.

CONTRIBUTING TO HEALTHY COMMUNITIES

EXPLAIN AND APPLY PROTECTIVE BEHAVIOURS AND HELP-SEEKING STRATEGIES THAT CAN BE USED IN A RANGE OF ONLINE AND OFFLINE SITUATIONS AT HOME, SCHOOL AND IN THE COMMUNITY (VC2HP6P08)

ACHIEVEMENT STANDARDS:

They explain how communication skills, protective behaviours, and help-seeking strategies can help keep themselves and others safe online and offline.

FOCUS AREAS: MH, S, RS

Reliable Support Networks - Researching trustworthy sources of health information and support. e.g., identify local mental health services like Kids Helpline and Headspace.

Normalising Help-Seeking - Discussing ways to de-stigmatise seeking help for mental and emotional wellbeing. e.g., create posters promoting help-seeking behaviours.

Online Safety Strategies - Exploring strategies for staying safe online and reporting harmful behaviour. e.g., discuss how to report cyberbullying on social media.

Responding to Online Risks - Discussing actions to take when feeling unsafe online. e.g., role-play how to respond if someone shares an embarrassing photo without permission.

Being a Supportive Bystander - Identifying strategies to help others in unsafe situations. e.g., create a class "Safe Helper" guide.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC – Students explain strategies for teamwork and empathy.

CCT – Students explain problem-solving strategies.

INVESTIGATE DIFFERENT SOURCES, QUALITY AND TYPES OF HEALTH INFORMATION AND HOW THESE APPLY TO THEIR OWN AND OTHERS' HEALTH CHOICES (VC2HP6P09)

ACHIEVEMENT STANDARDS:

Students analyse health information to refine strategies that can enhance their own and others' health, safety, relationships, and wellbeing.

FOCUS AREAS: FN, MH, RS, S

Health Influences - Examining how family, media, and public figures influence health decisions. e.g., compare different role models' health habits.

Nutrient Awareness - Analysing different foods' nutrient value and their impact on health. e.g., create a balanced meal plan using nutrition guidelines.

Seeking Health Advice - Identifying trusted individuals for discussing health concerns. e.g., role-play talking to a trusted adult about a health issue.

Verifying Health Information - Comparing different health resources and determining reliability. e.g., evaluate online health advice for accuracy.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC – Students explain strategies for teamwork and empathy. IC – Students analyse how culture shapes perspectives and relationships.

LEVEL 5 & 6 Continued

IDENTITIES AND CHANGE

INVESTIGATE HOW THE PORTRAYAL OF SOCIETAL ROLES AND RESPONSIBILITIES CAN BE INFLUENCED BY GENDER STEREOTYPES (VC2HP6P03)
ACHIEVEMENT STANDARDS: They explain how stereotypes influence roles and responsibilities.
FOCUS AREAS: RS, MH
Challenging Gender Roles - Identifying characters who defy gender stereotypes and their impact. e.g., compare gender roles in traditional and modern media. Fairness & Equality - Questioning gender role fairness and proposing ways to challenge stereotypes. e.g., debate gender equality in household roles. Cultural Norms - Investigating how gender expectations shape family and community roles. e.g., research different cultural expectations of men and women. Harmful Gender Norms - Identifying how gender norms can limit opportunities and suggesting solutions. e.g., brainstorm ways to promote gender inclusivity in sports.
CAPABILITY ACHIEVEMENT STANDARDS: PSC – Students explain team strategies and impact of empathy. CCT – Students explain problem-solving strategies.

INTERACTING WITH OTHERS

APPLY STRATEGIES TO MANAGE EMOTIONS AND ANALYSE HOW EMOTIONAL RESPONSES INFLUENCE INTERACTIONS (VC2HP6P06)
ACHIEVEMENT STANDARDS: They propose strategies to manage emotions and analyse the influence of these strategies on relationships.
FOCUS AREAS: MH, S
Recognising Emotions - Exploring emotions linked to feeling unsafe and strategies to manage them. e.g., use emotion cards to match feelings with coping strategies. Emotions & Decision-Making , Analysing how emotions impact choices in family and peer settings. e.g., discuss how anger affects decision-making in sports. Managing Intense Emotions - Practising strategies to regulate strong emotional responses. e.g., develop personal "calm-down" techniques. Positive Emotional Responses - Examining how emotional regulation strengthens relationships. e.g., reflect on a time when managing emotions helped a friendship.
CAPABILITY ACHIEVEMENT STANDARDS: PSC – Students explain team strategies and impact of empathy. CCT – Students explain problem-solving strategies.
DESCRIBE STRATEGIES FOR SEEKING, GIVING OR DENYING CONSENT AND REHEARSE HOW TO COMMUNICATE THEIR INTENTIONS EFFECTIVELY AND RESPECTFULLY ACROSS MULTIPLE SETTINGS, INCLUDING ONLINE AND OFFLINE (VC2HP6P07)
ACHIEVEMENT STANDARDS: They explain how communication skills, protective behaviours, and help-seeking strategies can help keep themselves and others safe online and offline.
FOCUS AREAS: RS, S
Steps of Consent - Exploring the steps of seeking, giving, or denying consent (asking, responding, listening, reacting). e.g., role-play consent conversations in different contexts. Verbal & Non-Verbal Cues - Practising strategies to interpret cues for consent in online and offline situations. e.g., analyse social scenarios to identify consent signals. Handling Rejection - Discussing emotional responses to being denied permission and how to manage them. e.g., brainstorm positive ways to deal with rejection. Decision-Making & Consent - Exploring decision-making strategies when giving or denying consent. e.g., practice saying "no" assertively in peer-pressure scenarios.
CAPABILITY ACHIEVEMENT STANDARDS: PSC – Students explain respectful team behaviour.

CONTRIBUTING TO HEALTHY COMMUNITIES

ANALYSE HOW VARIOUS STRATEGIES INFLUENCE THE HEALTH, SAFETY, RELATIONSHIPS AND WELLBEING OF INDIVIDUALS AND COMMUNITIES (VC2HP6P10)
ACHIEVEMENT STANDARDS: Students analyse health information to refine strategies that can enhance their own and others' health, safety, relationships, and wellbeing.
FOCUS AREAS: RS, S, FN, HBPA
Safety Strategies - Recognising ways to reduce contamination, infection, and anaphylaxis risks. e.g., create a "Handwashing for Health" campaign. Community Health Practices - Investigating how schools and communities promote wellbeing. e.g., explore school programs that support mental health. Aboriginal Kinship & Health - Understanding how kinship and extended family enhance wellbeing. e.g., research how kinship structures support health in Aboriginal communities. Assertive Communication for Safety - Practising refusal strategies for unsafe situations (e.g., smoking, vaping). e.g., role-play saying "no" to peer pressure effectively. Positive Online & Peer Environments - Proposing strategies to reduce online and in-person harassment. e.g., discuss ways to promote positive gaming and social media behaviours.
CAPABILITY ACHIEVEMENT STANDARDS: PSC – Students explain strategies for teamwork and empathy. CCT – Students explain problem-solving strategies.

FOCUS AREAS KEY

AD	Alcohol and Other Drugs
AP	Active Play and Minor Games
CA	Challenge and Adventure Activities
FMS	Fundamental Movement Skills
FN	Food and Nutrition
GS	Games and Sports
HBPA	Health Benefits of Physical Activity
LLPA	Life Long Physical Activity
MH	Mental Health
RE	Rhythmic and Expressive Movement Activities
RS	Relationships and Sexuality
S	Safety

CAPABILITIES KEY

CCT	Critical and Creative Thinking
EC	Ethical Capability
IC	Intercultural Capability
PSC	Personal and Social Capability

Reference:

Content descriptions, achievement standards, focus areas and capability achievement standards are all sourced directly from:
<https://f10.vcaa.vic.edu.au/>

ABOUT THE PERSONAL, SOCIAL AND COMMUNITY HEALTH STRAND

The Personal, Social and Community Health Strand supports students to explore how health, safety and personal development evolve across the lifespan. It focuses on building knowledge and skills to make healthy choices, stay safe, and reduce harm in different situations. Students learn how to promote health at both individual and community levels by understanding the role of services, resources, and products. They also examine the influence of food choices and the importance of nutrition for growth, development and wellbeing.

USING THIS RESOURCE

This resource helps teachers bring the Victorian Curriculum 2.0 to life through a strengths-based approach. It includes sequential skills, games and activities for each level of the curriculum continuum. These examples are based on or inspired by curriculum elaborations, presented for practical classroom application. It focuses on developing students' health literacy and engaging them in critical inquiry. Through this strand, students build a strong sense of identity, learn to form and maintain respectful relationships, and strengthen their resilience. They also learn how to access and use health information and services confidently for their own wellbeing and to support others in their community.

LEVEL 7 & 8

IDENTITIES AND CHANGE

INTERACTING WITH OTHERS

CONTRIBUTING TO HEALTHY COMMUNITIES

ANALYSE AND REFLECT ON THE INFLUENCE OF VALUES AND BELIEFS ON THE DEVELOPMENT OF IDENTITIES (VC2HP8P01)

ACHIEVEMENT STANDARDS:

Students analyse factors that influence identities and responses to change, and describe strategies to support themselves and others in responding to these influences.

FOCUS AREAS: MH, RS

Accepting Strengths - Examining how appreciating unique qualities supports wellbeing. e.g., create a personal strengths journal.

Sorry Business & Identity - Understanding how Sorry Business impacts Aboriginal and Torres Strait Islander communities. e.g., explore the protocols of Sorry Business.

Cultural Influences - Examining how cultural values shape identity. e.g., compare identity influences in different cultures.

Puberty & Identity - Exploring how cultural beliefs about puberty impact gender and sexual identities. e.g., discuss puberty rites of passage in various cultures.

Managing Influences - Investigating strategies to manage identity influences, e.g., social support and mindfulness. e.g., practise mindfulness techniques to manage stress.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC – Students analyse support strategies and justify decisions. CCT – Students evaluate thinking and justify decisions.

ANALYSE THE IMPACT OF CHANGES AND TRANSITIONS, AND DEVISE STRATEGIES TO SUPPORT THEMSELVES AND OTHERS THROUGH THESE CHANGES (VC2HP8P02)

ACHIEVEMENT STANDARDS:

Students analyse factors that influence identities and responses to change, and describe strategies to support themselves and others in responding to these influences.

FOCUS AREAS: MH, RS, S

Changing Relationships - Investigating how peer and family relationships evolve. e.g., role-play managing friendship changes.

Accessing Health Services - Evaluating health services for young people, e.g., contraception and STI information. e.g., research local health services for young people.

Cultural Ceremonies & Transition - Examining how Indigenous ceremonies mark life transitions. e.g., study Aboriginal initiation ceremonies.

Code-Switching & Identity - Analysing how Aboriginal and Torres Strait Islander Peoples navigate multiple cultures. e.g., discuss how cultural shifts affect belonging.

Coping & Problem-Solving - Practising communication and coping strategies for life changes. e.g., develop a peer support guide for high school transitions.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC – Students reflect on decisions and explain strategies. EC – Students apply context and experience in ethical decisions.

EXAMINE THE ROLES OF RESPECT, EMPATHY, POWER AND COERCION IN DEVELOPING RESPECTFUL RELATIONSHIPS (VC2HP8P04)

ACHIEVEMENT STANDARDS:

They analyse how stereotypes, respect, empathy, and valuing diversity influence relationships.

FOCUS AREAS: MH, RS, S

Adapting Behaviour - Analysing how behaviour changes in different social settings. e.g., role-play different communication styles.

Bullying & Harassment - Recognising the impact of bullying, including online. e.g., identify safe responses to cyberbullying.

Respecting Cultural Norms - Exploring how cultural sensitivity fosters respectful relationships. e.g., research global greetings and etiquette.

Addressing Racism - Proposing strategies to combat racism and promote upstanders. e.g., develop a social media campaign against racism.

Identifying Harmful Relationships - Examining disrespectful and coercive behaviours. e.g., compare healthy vs. unhealthy relationship traits.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC – Students justify strategies and reflect on outcomes. CCT – Students evaluate thinking and justify decisions.

INVESTIGATE STRATEGIES THAT INFLUENCE HOW COMMUNITIES VALUE DIVERSITY AND PROPOSE ACTIONS THEY CAN TAKE TO PROMOTE INCLUSION IN THEIR COMMUNITIES (VC2HP8P05)

ACHIEVEMENT STANDARDS:

They analyse how stereotypes, respect, empathy, and valuing diversity influence relationships.

FOCUS AREAS: MH, RS, S

Challenging Discrimination - Investigating how respect for diversity impacts individual and community wellbeing. e.g., research anti-discrimination laws in Australia.

Social Beliefs & Empowerment - Examining how resisting stereotypes empowers individuals. e.g., create a social media campaign promoting diversity.

Inclusive Strategies - Developing strategies to challenge prejudice. e.g., role-play scenarios that challenge stereotypes.

Global & Local Contexts - Researching how prejudice is challenged worldwide. e.g., compare global diversity initiatives.

Recognising Cultural Contributions - Investigating events that value Aboriginal and Torres Strait Islander contributions. e.g., organise a NAIDOC Week presentation.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC – Students justify decisions and explain influencing factors. CCT – Students evaluate thinking and justify decisions.

REFINE PROTECTIVE BEHAVIOURS AND EVALUATE COMMUNITY RESOURCES TO SEEK HELP FOR THEMSELVES AND OTHERS (VC2HP8P08)

ACHIEVEMENT STANDARDS:

Students analyse the effectiveness of assertive communication strategies, protective behaviours, and help-seeking strategies applied online and offline.

FOCUS AREAS: MH, S, RS, AD

Mental Health Support - Exploring strategies for managing anxiety and depression. e.g., research mental health resources like Beyond Blue.

Barriers to Help-Seeking - Examining how social norms impact willingness to seek help. e.g., discuss cultural attitudes towards mental health.

Dealing with Online Harm - Exploring responses to online abuse. e.g., role-play how to report inappropriate content.

Upstanders & Online Safety - Analysing the role of upstanders in online safety. e.g., investigate how the eSafety Commissioner supports young people.

Help-Seeking in Health - Exploring strategies for seeking help in situations involving substance use, mental health, or risk-taking. e.g., develop a help-seeking action plan.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC – Students analyse ways to support themselves and others and justify their decisions. CCT – Students evaluate thinking strategies and apply decision-making criteria.

INVESTIGATE HOW MEDIA AND INFLUENTIAL PEOPLE IN THE COMMUNITY IMPACT ATTITUDES, BELIEFS, DECISIONS AND BEHAVIOURS IN RELATION TO HEALTH, SAFETY, RELATIONSHIPS, AND WELLBEING (VC2HP8P09)

ACHIEVEMENT STANDARDS:

They analyse health information and messages to propose and design strategies that can enhance their own and others' health, safety, relationships, and wellbeing.

FOCUS AREAS: FN, HBPA, MH, RS, S, AD

Evaluating Health Messages - Analysing credibility of health advice from various sources. e.g., compare different health influencers' advice.

Media & Food Choices - Investigating how food advertising shapes decision-making. e.g., analyse a fast-food ad and its persuasive techniques.

Health Information Accuracy - Evaluating media health claims for reliability. e.g., compare fact-based vs. opinion-based health articles.

Community Health Campaigns - Developing a school or community action plan. e.g., create an anti-smoking awareness poster.

Body Image & Relationships - Analysing how media portrays body image and relationships. e.g., discuss how advertising influences self-esteem.

CAPABILITY ACHIEVEMENT STANDARDS:

PS – Students reflect on strategies for challenges and independent decisions. CCT – Students evaluate thinking strategies and apply decision-making criteria.



LEVEL 7 & 8 Continued

IDENTITIES AND CHANGE

EXAMINE HOW ROLES, DECISION-MAKING, AND LEVELS OF POWER, COERCION AND CONTROL WITHIN RELATIONSHIPS CAN BE INFLUENCED BY GENDER STEREOTYPES (VC2HP8P03)

ACHIEVEMENT STANDARDS:

They analyse how stereotypes, respect, empathy, and valuing diversity influence relationships.

FOCUS AREAS: MH, RS, S, AD

Gender & Power in Texts - Exploring scenarios where gender roles influence power dynamics. e.g., analyse gender representation in media.

Impact on Decision-Making - Examining how gender roles shape beliefs and behaviours. e.g., discuss how gender stereotypes impact career choices.

Valuing Attributes Over Gender - Identifying strengths that apply regardless of gender. e.g., create a "Strengths Beyond Gender" class display.

Challenging Stereotypes - Investigating strategies to challenge limiting stereotypes. e.g., research a gender equality campaign.

Language & Wellbeing - Exploring how stigmatising language affects identity and relationships. e.g., compare positive vs. negative language in media.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC – Students reflect on challenges and decision-making. CCT – Students evaluate thinking and justify decisions. IC – Students evaluate cultural influences on identity and interaction

INTERACTING WITH OTHERS

ANALYSE FACTORS THAT INFLUENCE EMOTIONAL RESPONSES AND DEVISE STRATEGIES TO SELF-MANAGE EMOTIONS (VC2HP8P06)

ACHIEVEMENT STANDARDS:

They analyse factors that influence emotional responses and justify strategies to manage emotions.

FOCUS AREAS: MH, RS

Personal & Social Influences - Investigating factors that shape emotional responses. e.g., discuss how different cultures express emotions.

Empathy & Perspective-Taking, Practising empathy in various situations. e.g., use role-play to explore different viewpoints.

Managing Stress Responses - Recognising emotional triggers and proposing self-regulation strategies. e.g., feeling overwhelmed before a test) and proposing self-regulation strategies (e.g. deep breathing, positive self-talk, or taking a short break to refocus).

CAPABILITY ACHIEVEMENT STANDARDS:

PSC – Students reflect on challenges and decision-making. CCT – Students evaluate thinking and justify decisions.

EXPLAIN AND APPLY SKILLS AND STRATEGIES TO COMMUNICATE ASSERTIVELY AND RESPECTFULLY WHEN SEEKING, GIVING OR DENYING CONSENT ACROSS MULTIPLE SETTINGS (VC2HP8P07)

ACHIEVEMENT STANDARDS:

Students analyse the effectiveness of assertive communication strategies, protective behaviours, and help-seeking strategies applied online and offline.

FOCUS AREAS: RS, S, MH

Assertive Communication - Practising assertive and respectful communication in relationships. e.g., Role-play handling consent situations.

Online Protocols - Understanding digital etiquette and online safety strategies. e.g., Create a digital citizenship agreement.

Recognising & Responding to Online Harm -

Protecting wellbeing online and reporting harmful content. e.g., Discuss safe responses to online threats.

Nature of Consent - Examining different contexts for consent. e.g., Compare how consent works in friendships vs. sports teams.

Decision-Making & Consent - Rehearsing decision-making processes for giving and denying consent. e.g., Discuss strategies for saying "no" in peer-pressure scenarios.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC – Students explain respectful relationships and their impact. IC – Students evaluate cultural influences on identity and interaction.

CONTRIBUTING TO HEALTHY COMMUNITIES

PLAN AND IMPLEMENT STRATEGIES, USING HEALTH RESOURCES, TO ENHANCE THEIR OWN AND OTHERS' HEALTH, SAFETY, RELATIONSHIPS, AND WELLBEING (VC2HP8P10)

ACHIEVEMENT STANDARDS:

They analyse health information and messages to propose and design strategies that can enhance their own and others' health, safety, relationships, and wellbeing.

FOCUS AREAS: FN, HBPA, MH, RS, S, AD

Reliable Health Sources - Researching credible health organisations. e.g., identify trustworthy sources like the Royal Children's Hospital.

Healthy Eating & Sustainability - Investigating nutrition guidelines and sustainability. e.g., develop a student guide for healthy canteen choices.

Community Health Initiatives - Examining public health campaigns. e.g., create a presentation on water safety programs.

Cultural Approaches to Wellbeing - Exploring mind-body-spirit connections in different cultures. e.g., compare Dadirri with yoga meditation practices.

Preventative Health Strategies - Researching ways to promote young people's health. e.g., plan a mental health awareness week event.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC – Students reflect on strategies for challenges and independent decisions. CCT – Students evaluate thinking strategies and apply decision-making criteria.

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LEVEL 9 & 10

IDENTITIES AND CHANGE

EVALUATE FACTORS THAT SHAPE IDENTITIES AND EVALUATE HOW INDIVIDUALS INFLUENCE THE IDENTITIES OF OTHERS (VC2HP10P01)

ACHIEVEMENT STANDARDS:

Students propose and evaluate personal strategies to manage their identities and responses to change and transitions.

FOCUS AREAS: MH, RS, HBPA

Societal Influences - Evaluating how norms, stereotypes, and expectations shape self-perception. e.g., analyse gender roles in advertising.

Cultural Transitions - Investigating cultural beliefs around adulthood transitions. e.g., compare rites of passage in Indigenous and Asian cultures.

Family & Community Support - Analysing how relationships support identity formation. e.g., interview a mentor on identity development.

Promoting Inclusion - Proposing ways to enhance acceptance of diversity. e.g., organise a diversity celebration event.

Movement & Identity - Examining how social expectations shape perceptions of movement competence. e.g., explore barriers to sports participation.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC – Students justify adapted strategies and decisions.

CCT – Students examine reasoning, bias and decisions.

REFINE, EVALUATE AND ADAPT STRATEGIES FOR MANAGING CHANGES AND TRANSITIONS (VC2HP10P02)

ACHIEVEMENT STANDARDS:

Students propose and evaluate personal strategies to manage their identities and responses to change and transitions.

FOCUS AREAS: AD, MH, RS, S

Navigating Unsafe Situations - Practising refusal skills and contingency planning. e.g., role-play refusing peer pressure to vape.

Social Behaviour Expectations - Assessing behavioural norms across relationships. e.g., compare workplace vs. friendship expectations.

Cultural Roles & Responsibilities - Analysing shifting responsibilities in Indigenous communities. e.g., research Elders' roles in decision-making.

Code-Switching & Identity - Discussing how Indigenous people navigate cultural identity. e.g., explore how bilingualism affects belonging.

Asserting Opinions Respectfully - Rehearsing strategies to express opinions respectfully. e.g., debate a health-related social issue.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC – Students reflect on challenges and make adaptations. EC – Students evaluate how values and context affect ethics.

INTERACTING WITH OTHERS

EVALUATE THE INFLUENCE OF RESPECT, EMPATHY, POWER AND COERCION ON ESTABLISHING AND MAINTAINING RESPECTFUL RELATIONSHIPS (VC2HP10P04)

ACHIEVEMENT STANDARDS:

They evaluate how attitudes and beliefs about equality, respect, diversity, and inclusion influence the nature and quality of relationships.

FOCUS AREAS: RS, MH, S

Building Respectful Relationships - Investigating characteristics of healthy relationships. e.g., create a checklist for healthy friendships.

Power Dynamics - Analysing how power imbalance affects relationships. e.g., discuss how controlling behaviour leads to abuse.

Cultural Awareness & Empathy - Examining how truth-telling strengthens relationships. e.g., research truth-telling initiatives in Australia.

Historical Inequality & Wellbeing - Understanding intergenerational impacts of discrimination. e.g., explore the Stolen Generations' effects on mental health.

Forms of Violence - Investigating different types of relationship violence. e.g., identify signs of coercive control in media narratives.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC – Students adapt strategies and justify decisions. CCT – Students examine reasoning, bias and decisions.

PROPOSE STRATEGIES AND ACTIONS INDIVIDUALS AND GROUPS CAN IMPLEMENT TO CHALLENGE BIASES, STEREOTYPES, PREJUDICES AND DISCRIMINATION, AND PROMOTE INCLUSION IN THEIR COMMUNITIES (VC2HP10P05)

ACHIEVEMENT STANDARDS:

They evaluate how attitudes and beliefs about equality, respect, diversity, and inclusion influence the nature and quality of relationships.

FOCUS AREAS: MH, RS, S

Challenging Discrimination - Analysing implications of discriminatory behaviour. e.g., create an awareness campaign for schools.

Evaluating Community Support - Assessing accessibility of health resources for marginalised groups. e.g., research services for refugees in Australia.

Media Representation - Critiquing portrayal of cultural groups in media. e.g., compare Indigenous representation in news and TV.

Gender Norms in Media - Analysing how media reinforces gender roles. e.g., debate the impact of gendered advertising.

Countering Stereotypes - Proposing strategies to challenge biases. e.g., develop classroom strategies to challenge stereotypes.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC – Students evaluate strategies for support. CCT – Students examine reasoning, bias and decisions.

CONTRIBUTING TO HEALTHY COMMUNITIES

PLAN, REHEARSE AND EVALUATE STRATEGIES INCLUDING FIRST AID AND CPR, FOR MANAGING SITUATIONS WHERE THEIR OWN OR OTHERS' HEALTH, SAFETY OR WELLBEING MAY BE NEGATIVELY IMPACTED AT HOME, SCHOOL AND IN THE COMMUNITY (VC2HP10P08)

ACHIEVEMENT STANDARDS:

Students propose and evaluate strategies to manage online and offline situations where their own or others' health, safety, relationships or wellbeing may be negatively impacted.

FOCUS AREAS: MH, RS, S, AD, HBPA

Evaluating Help Services - Critiquing accessibility and effectiveness of community support services. e.g., compare online vs. in-person mental health services.

Peer Pressure & Risk Management - Practising responses to risky situations (drugs, alcohol, vaping). e.g., role-play refusing a drink at a party.

Emergency Response Planning - Planning and practising emergency first aid (e.g., CPR). e.g., demonstrate DRSABCD in a simulated emergency.

Consent & Safety - Understanding factors that affect consent, including alcohol use. e.g., discuss scenarios where consent is compromised.

Blood Safety Practices - Examining safe practices to prevent infection transmission. e.g., research policies on needle safety in sports and medicine.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC – Students justify strategies considering others' perspectives and barriers. CCT – Students evaluate reasoning, identify bias, and explain decisions.

CRITIQUE HEALTH INFORMATION, SERVICES AND MEDIA MESSAGING ABOUT RELATIONSHIPS, LIFESTYLE CHOICES, HEALTH DECISIONS AND BEHAVIOURS TO EVALUATE THEIR INFLUENCE ON THEIR OWN, OTHERS' AND COMMUNITY'S ATTITUDES AND ACTIONS (VC2HP10P09)

ACHIEVEMENT STANDARDS:

They synthesise health information from credible sources to propose and justify strategies that can enhance their own, others' and the community's health, safety, relationships and wellbeing.

FOCUS AREAS: AD, FN, HBPA, MH, RS, S

Evaluating Health Services - Critiquing health services aimed at young people. e.g., compare online vs. in-person sexual health clinics.

Cultural Food Practices - Recognising the significance of foods beyond nutrition. e.g., discuss cultural and spiritual meanings of food.

Evaluate Community Programs - Evaluating road and water safety initiatives. e.g., analyse how effective public safety campaigns are.

Health Access Equity - Investigating how community programs improve healthcare access. e.g., research how remote area dialysis buses assist communities.

Media Influence on Relationships - Discussing how sexual relationships are portrayed in media. e.g., compare TV vs. reality in depictions of relationships.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC – Students reflect on strategies and adapt for independence and decisions. CCT – Students evaluate reasoning, identify bias, and explain decisions.



LEVEL 9 & 10 Continued

IDENTITIES AND CHANGE

INVESTIGATE HOW GENDER EQUALITY AND CHALLENGING ASSUMPTIONS ABOUT GENDER CAN PREVENT VIOLENCE AND ABUSE IN RELATIONSHIPS (VC2HP10P03)

ACHIEVEMENT STANDARDS:

They evaluate how attitudes and beliefs about equality, respect, diversity, and inclusion influence the nature and quality of relationships.

FOCUS AREAS: RS, S, MH

- Challenging Gender-Based Violence** - Investigating harmful gender attitudes. e.g., analyse statistics on domestic violence causes.
- Power & Gender** - Evaluating how power imbalances influence violence. e.g., discuss how consent is affected by coercion.
- Gender Equality & Respect** - Examining how equality fosters healthy relationships. e.g., compare respectful relationship frameworks.
- Media & Body Image** - Exploring how appearance standards differ by gender. e.g., analyse portrayals of beauty in advertisements.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC – Students reflect on challenges and make adaptations. CCT – Students examine reasoning, bias and decisions.

INTERACTING WITH OTHERS

EVALUATE EMOTIONAL RESPONSES IN DIFFERENT SITUATIONS TO REFINE STRATEGIES FOR MANAGING EMOTIONS TO POSITIVELY IMPACT HEALTH AND WELLBEING (VC2HP10P06)

ACHIEVEMENT STANDARDS:

They evaluate personal strategies to manage emotional responses to different situations and reflect on the impact of their ability to manage these responses on health and wellbeing.

FOCUS AREAS: MH, RS

- Conflict Resolution** - Proposing strategies for managing emotional responses. e.g., practise de-escalation techniques in role-play.
- Emotional Awareness** - Reflecting on consequences of unrecognised emotions. e.g., journal about past emotional responses.
- Managing Intense Emotions** - Evaluating impacts of extreme emotional reactions. e.g., compare calm vs. aggressive responses in different scenarios.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC – Students reflect on challenges and make adaptations. CCT – Students examine reasoning, bias and decisions.

CONTRIBUTING TO HEALTHY COMMUNITIES

PLAN, JUSTIFY AND CRITIQUE STRATEGIES TO ENHANCE THEIR OWN, OTHERS' AND COMMUNITY'S HEALTH, SAFETY, RELATIONSHIPS AND WELLBEING (VC2HP10P10)

ACHIEVEMENT STANDARDS:

They synthesise health information from credible sources to propose and justify strategies that can enhance their own, others' and the community's health, safety, relationships and wellbeing.

FOCUS AREAS: AD, FN, HBPA, MH, RS, S

- Youth-Led Community Initiatives** - Investigating positive community actions led by young people. e.g., research school-based mental health programs.
- Cultural Rights & Health** - Examining Indigenous food systems and their health benefits. e.g., compare traditional bush foods with modern diets.
- Social & Economic Influences** - Analysing how economic status impacts health access. e.g., explore financial barriers to seeking mental health support.
- Digital Citizenship & Safety** - Developing responsible digital habits for online wellbeing. e.g., create guidelines for responsible social media use.
- Public Safety Strategies** - Investigating community-based approaches to youth safety. e.g., research initiatives preventing vaping and alcohol use.

CAPABILITY ACHIEVEMENT STANDARDS:

PSC – Students reflect on strategies and adapt for independence and decisions. CCT – Students evaluate reasoning, identify bias, and explain decisions.

FOCUS AREAS KEY

- AD** Alcohol and Other Drugs
- AP** Active Play and Minor Games
- CA** Challenge and Adventure Activities
- FMS** Fundamental Movement Skills
- FN** Food and Nutrition
- GS** Games and Sports
- HBPA** Health Benefits of Physical Activity
- LLPA** Life Long Physical Activity
- MH** Mental Health
- RE** Rhythmic and Expressive Movement Activities
- RS** Relationships and Sexuality
- S** Safety

CAPABILITIES KEY

- CCT** Critical and Creative Thinking
- EC** Ethical Capability
- IC** Intercultural Capability
- PSC** Personal and Social Capability

Reference:

Content descriptions, achievement standards, focus areas and capability achievement standards are all sourced directly from:
<https://f10.vcaa.vic.edu.au/>



Organisation/Resource	Website
1800RESPECT	www.1800respect.org.au
ADF Path2Help	adf.org.au/
Active Education Australia	www.activeeducationaustralia.edu.au
Alannah & Madeline Foundation	www.alannahandmadeline.org.au/
Anatomy for Kids	www.anatomyforkids.com
Aquatics & Recreation Victoria	www.aquaticsandrecreation.org.au
Asthma Foundation of Victoria	www.asthma.org.au
Australian Guide to Healthy Eating	www.eatforhealth.gov.au
Austswim	www.austswim.com.au
BBC Bitesize – PE and the Human Body	www.bbc.co.uk/bitesize/topics/zxq7j6f
Be You	www.beyou.edu.au
Better Health Channel	www.betterhealth.vic.gov.au
Beyond Blue	www.beyondblue.org.au
Black Dog Institute	www.blackdoginstitute.org.au
Body Basics – KidsHealth	www.kidshealth.org
Bully Stoppers – DET	www.education.vic.gov.au/bullystoppers
Bullying. No Way!	www.bullyingnoway.gov.au
Butterfly Foundation	www.thebutterflyfoundation.org.au
Cancer Council Victoria	www.cancervic.org.au
Centre for Adolescent Health	www.rch.org.au/cah
Cool Australia	www.coolaustralia.org
Cracks in the Ice	www.cracksintheice.org.au
Daniel Morcombe Foundation	www.danielmorcombe.com.au
Department of Health (AUS)	www.health.gov.au
Dietitians Australia	www.dietitiansaustralia.org.au
Domestic Violence Resource Centre	www.dvrcv.org.au/teachers
Drug Info – State Library NSW	www.druginfo.sl.nsw.gov.au





Organisation/Resource	Website
Drug Info – State Library NSW	www.druginfo.sl.nsw.gov.au
Eating Disorders Foundation of Victoria	www.eatingdisorders.org.au
Emerging Minds	www.emergingminds.com.au
Family Planning Victoria	www.fpv.org.au
Fuel Your Life	www.fuelyourlife.com.au
Generation Next	www.generationnext.com.au
Good Habits for Life	www.health.act.gov.au
Headspace	www.headspace.org.au
Health Direct	www.healthdirect.gov.au
Healthy Eating Advisory Service	www.heas.health.vic.gov.au
Healthy Harold (Life Ed)	www.lifeed.org.au
Healthy Kids NSW	www.healthykids.nsw.gov.au
Heart Foundation	www.heartfoundation.org.au
Hello Sunday Morning	www.hellosundaymorning.org
Home Economics Victoria	www.homeeconomics.com.au
How Far is Too Far?	www.eatingdisorders.org.au/how-far-is-too-far/
How Stuff Works – Body	www.health.howstuffworks.com/human-body
InnerBody	www.innerbody.com
Jump Rope for Heart	www.jumprope.org.au
Kids Helpline	www.kidshelpline.com.au
KidsHealth	www.kidshealth.org
Kidsafe	www.kidsafe.com.au
Life Education Victoria	www.lifeedvic.org.au/





Organisation/Resource	Website
Lifeline Australia	www.lifeline.org.au
Lifesaving Victoria	www.lsv.com.au/education
NHMRC	www.nhmrc.gov.au
National Drugs Campaign – Dept. of Health	www.health.gov.au/resources/collections/national-drug-strategy
No Money No Time	www.nomoneynotime.com.au
Nutrition Australia	www.nutritionaustralia.org
Orygen Youth Health	www.orygen.org.au/
Our Watch	www.ourwatch.org.au
Partners in Prevention	partnersinprevention.org/
Physical Activity & Sedentary Behaviour Guidelines	www.health.gov.au
Play by the Rules	www.playbytherules.net.au
Positive Choices	www.positivechoices.org.au
Practical Guide to Love, Sex and Relationships	www.lovesexrelationships.edu.au
R U OK?	www.ruok.org.au
Reach Out	www.au.reachout.com
Respectful Relationships – DET	www.schools.vic.gov.au/respectful-relationships-whole-school-approach
SHINE SA	www.shinesa.org.au
Safe Schools Coalition	studentwellbeinghub.edu.au
Safe Schools Hub	www.childsafetyhub.com.au/safe-schools-intro/
Safe and Equal	www.safeandequal.org.au
Science Learning Hub – Human Body	www.sciencelearn.org.nz/topics/human-body
Sex Ed Rescue	www.sexedrescue.com
Sexual Health Victoria	www.shvic.org.au
Smiling Mind	www.smilingmind.com.au





Organisation/Resource	Website
Stephanie Alexander Kitchen Garden Program	www.kitchengardenfoundation.org.au
SunSmart	www.sunsmart.com.au
Teaching Sexual Health (WA)	Relationships and sexuality education
The Franklin Institute – Human Body	www.fi.edu/en/human-body
The Gender Centre	www.gendercentre.org.au
The Resilience Project	www.theresilienceproject.com.au
ThinkUKnow	www.thinkuknow.org.au
Transport Accident Commission (TAC)	www.tac.vic.gov.au
True Relationships & Reproductive Health	www.true.org.au
Turning Point	www.turningpoint.org.au
VCAA	www.vcaa.vic.edu.au
Vic Kids Eat Well	www.vickidseatwell.health.vic.gov.au/
VicHealth	www.vichealth.vic.gov.au
Victoria Police – Safety Advice	www.police.vic.gov.au
Visible Body	www.visiblebody.com
Wellbeing SA	www.preventivehealth.sa.gov.au/
White Ribbon Australia	www.whiteribbon.org.au
World Health Organization	www.who.int/en
Youth Empowerment Against HIV/AIDS	yeah.org.au/

