

Curriculum Area Strand/Element		Lesson Number													
		<u>1.1</u> <u>1.2</u>	<u>2.1</u> <u>2.2</u>	<u>3.1</u> <u>3.2</u>	<u>4.1</u> <u>4.2</u>	<u>5.1</u> <u>5.2</u>	<u>6.1</u> 6.2	<u>7.1</u> <u>7.2</u>	<u>8.1</u> <u>8.2</u>	<u>9.1</u> <u>9.2</u>	<u>10.1</u> <u>10.2</u>	<u>11.1</u> <u>11.2</u>	<u>12.1</u> <u>12.2</u>	<u>13.1</u> <u>13.2</u>	<u>INQ</u>
Personal & Social Capabilities	Self-Awareness and Self-Management														
	Social Awareness and Social Management														
Aboriginal & Torres Strait Islander Histories & Cultures	Geography														
a Guitures	History														
	Civics and Citizenship														
Health & Physical Education	Personal, Social & Community Health														
Intercultural Capability	Cultural Diversity														



	1.1 and 1.2	2.1 and 2.2	3.1 and 3.2
Lesson # Title	"Emotion vocabulary" and "Identifying	"Prioritising emotions" and "Labelling emotions"	"Understanding gratitude" and "Expressing
Theme	emotions"	Emotional Literacy	gratitude"
	Emotional Literacy		Gratitude
Learning Intention	 Students will expand vocabulary around emotion. Students will learn to identify emotions felt by other individuals. 	 Students will expand their language around emotion. Students will begin to articulate feelings and emotions and provide examples from their own lives. 	 Students will begin to understand the concept of gratitude. Students will practise expressing gratitude.
	Lesson 1.1:	Lesson 2.1:	Lesson 3.1:
	Activity 1: Celebrity Heads	Activity 1: Emotional hierarchy	Activity 1: What does gratitude mean?
	Activity 2: Celebrity Heads Debrief	Activity 2: Emotional hierarchy debrief	Activity 2: Thank you from Kid President
Activities	Lesson 1.2	Lesson 2.2:	Lesson 3.2:
Activities	Activity 1: Emotion Check In	Activity 1: Where do we feel emotions?	Activity 1: Gratitude photo board
	Activity 2: X Factor/BCT Inspiring and emotional	Activity 3: Where do we feel emotions? - Journal	Activity 4: Gratitude practice
	auctions clip	reflection	
	Activity 3: Have You Ever?		
	Activity 4: Emotion Check OUT		
	PERSONAL AND SOCIAL CAPABILITY	PERSONAL AND SOCIAL CAPABILITY	PERSONAL AND SOCIAL CAPABILITY
	Self-Awareness and Self-Management	Self-Awareness and Self-Management	Self-Awareness and Self-Management
	Recognition and expression of emotions	Recognition and expression of emotions	Recognition and expression of emotions
	Describe how and why emotional responses may change in different contexts (VCPSCSE034)	Describe how and why emotional responses may change in different contexts (VCPSCSE034)	Describe how and why emotional responses may change in different contexts
Curriculum	Development of resilience	Social Awareness and Social Management	(VCPSCSE034)
	Assess personal strengths using feedback from	Relationships and diversity	Development of resilience
	peers, teachers and others and prioritise areas for improvement (VCPSCSE035)	Explore their personal values and beliefs and analyse how these values and beliefs might be different or similar to those of others (VCPSCSO038)	Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals (VCPSCSE037)



Discuss the range of strategies that could be		ABORIGINAL AND TORRES STRAIT
used to cope with difficult tasks or changing	HEALTH AND PHYSICAL EDUCATION	ISLANDER HISTORIES AND CULTURES
situations (VCPSCSE036)	Personal, Social and Community Health	Geography
	Communicating and interacting for health and	The spiritual, economic, cultural and aesthetic
ABORIGINAL AND TORRES STRAIT	wellbeing	value of water for people, including Aboriginal
ISLANDER HISTORIES AND CULTURES	Investigate the benefits of relationships and examine	and Torres Strait Islander peoples and peoples
Geography	their impact on their own and others' health and	of the Asia region, that influence the
The spiritual, economic, cultural and aesthetic	wellbeing (VCHPEP127)	significance of places (VCGGK109)
value of water for people, including Aboriginal	Analyse factors that influence emotions, and	Spiritual, cultural and aesthetic value of
and Torres Strait Islander peoples and peoples of		landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples,
	sensitivity (VCHPEP128)	that influence the significance of places, and
places <u>(VCGGK109)</u>	Contributing to healthy and active communities	ways of protecting significant landscapes
Spiritual, cultural and aesthetic value of	Plan and use strategies and resources to enhance	(VCGGK120)
landscapes and landforms for people, including	the health, safety and wellbeing of their communities	S History
Aboriginal and Torres Strait Islander peoples, that influence the significance of places, and	(VCHPEP130)	The importance of conserving the remains of
ways of protecting significant landscapes	Develop skills to evaluate health information and	the ancient past, including the heritage, culture
(VCGGK120)	express health concerns (VCHPEP129)	and artefacts of Aboriginal and Torres Strait
History		Islander peoples (VCHHK108)
The importance of conserving the remains of the		The significant beliefs, values and practices of
ancient past, including the heritage, culture and		Aboriginal and Torres Strait Islander peoples
artefacts of Aboriginal and Torres Strait Islander		and cultures (VCHHK106)
peoples (<u>VCHHK108)</u>		How physical or geographical features
The significant beliefs, values and practices of		influenced the development of Aboriginal and
Aboriginal and Torres Strait Islander peoples and		Torres Strait Islander peoples' communities, foundational stories and land management
cultures <u>(VCHHK106)</u>		practices (VCHHK105)
How physical or geographical features		The nature of sources of evidence about
influenced the development of Aboriginal and		ancient Australia and what they reveal about
Torres Strait Islander peoples' communities,		Australia's ancient past, such as the use of
foundational stories and land management		resources (VCHHK107)
practices <u>(VCHHK105)</u>		Civics and Citizenship



The nature of sources of evidence about ancient Australia and what they reveal about Australia's ancient past, such as the use of resources (VCHHK107) Civics and Citizenship Examine how national identity can shape a sense	Examine how national identity can shape a sense of belonging and examine different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander peoples' perspectives (VCCCC027) Describe the process of constitutional change
of belonging and examine different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander peoples' perspectives (VCCCC027) Describe the process of constitutional change	through a referendum (VCCCG021) Explain how groups express their identities, including religious and cultural identity, and how this expression can influence their perceptions of others and others' perception of
through a referendum <u>(VCCCG021)</u> Explain how groups express their identities, including religious and cultural identity, and how this expression can influence their perceptions of others and others' perception of them (VCCCC026)	them (VCCCC026) HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Communicating and interacting for health and wellbeing
HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128)
Communicating and interacting for health and wellbeing	Contributing to healthy and active communities
Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (VCHPEP127)	Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130)
Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128)	
Develop skills to evaluate health information and express health concerns (VCHPEP129)	



Contributing to healthy and active communities	
Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130)	
Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (VCHPEP131)	



Lesson # Title Theme	 4.1 and 4.2 "An introduction to mindfulness" and "Mindfulness" Mindfulness Students will begin to understand the 	 5.1 and 5.2 "Growth mindsets" and "Fixed mindsets" Emotional Literacy Students will learn about fixed and growth 	 6.1 and 6.2 "Reflecting on gratitude" and "Gratitude chain" Gratitude Students will express appreciation for the
Learning Intention	 concept of mindfulness and to practise experiencing it. Students will begin to appreciate the little things in everyday life. 	mindsets and how these relate to our emotions.Students will practise developing a growth mindset.	 people in the class. Students will consider the things that are most important to them.
Activities	Lesson 5.1: Activity 1: Check IN and Student Journal Activity Activity 2: Benefits of mindfulness. Lesson 5.2: Activity 1: Mindfulness treasure hunt Activity 2: Mindful treasure hunt reflection	Lesson 6.1: Activity 1: Growth mindset video clip Activity 2: Growth mindset – Student Journal Lesson 6.2: Activity 1: Fixed mindset – Student Journal activity	Lesson 8.1: Activity 1: Gratitude Ball Activity 2: Reflecting on gratitude Lesson 8.2: Activity 1: Gratitude paper chains
VIC. Curriculum	ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES Geography The spiritual, economic, cultural and aesthetic value of water for people, including Aboriginal and Torres Strait Islander peoples and peoples of the Asia region, that influence the significance of places (VCGGK109) Spiritual, cultural and aesthetic value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander peoples, that influence the significance of places, and	Development of regilience	PERSONAL AND SOCIAL CAPABILITY Self-Awareness and Self-Management Recognition and expression of emotions Describe how and why emotional responses may change in different contexts (VCPSCSE034) Development of resilience Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals (VCPSCSE037) ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES



ways of protecting significant landscapes	ABORIGINAL AND TORRES STRAIT	History
	ISLANDER HISTORIES AND CULTURES	
		The importance of conserving the remains of the
	History	ancient past, including the heritage, culture and
	The impertance of concerning the formatio of the	artefacts of Aboriginal and Torres Strait Islander
		peoples (<u>VCHHK108)</u>
	-	The significant beliefs, values and practices of
peoples (VCHHK108)	peoples (<u>VCHHK108)</u>	Aboriginal and Torres Strait Islander peoples and
The significant beliefs, values and practices of	The significant beliefs, values and practices of	cultures <u>(VCHHK106)</u>
	Aboriginal and Torres Strait Islander peoples and	How physical or geographical features
	cultures (<u>VCHHK106)</u>	influenced the development of Aboriginal and
	How physical or geographical features	Torres Strait Islander peoples' communities,
influenced the development of Aboriginal and	influenced the development of Aboriginal and	foundational stories and land management
Torres Strait Islander peoples' communities,	Torres Strait Islander peoples' communities,	practices <u>(VCHHK105)</u>
foundational stories and land management	foundational stories and land management	The nature of sources of evidence about ancient
		Australia and what they reveal about Australia's
The nature of sources of evidence about ancient	The nature of sources of evidence about ancient	ancient past, such as the use of resources
	Australia and what they reveal about Australia's	(VCHHK107)
	ancient past, such as the use of resources	Civics and Citizenship
(VCHHK107)	<u>(VCHHK107)</u>	Examine how national identity can shape a
Civics and Citizenship	Civics and Citizenship	sense of belonging and examine different
Examine how national identity can shape a	Examine how national identity can shape a	perspectives about Australia's national identity,
sense of belonging and examine different	sense of belonging and examine different	including Aboriginal and Torres Strait Islander
perspectives about Australia's national identity,	perspectives about Australia's national identity,	peoples' perspectives (VCCCC027)
including Aboriginal and Torres Strait Islander	including Aboriginal and Torres Strait Islander	Describe the process of constitutional change
peoples' perspectives <u>(VCCCC027)</u>	peoples' perspectives_(VCCCC027)	through a referendum (VCCCG021)
	Describe the process of constitutional change	Explain how groups express their identities,
through a referendum (VCCCG021)	through a referendum (VCCCG021)	including religious and cultural identity, and how
Explain how groups express their identities,	Explain how groups express their identities,	this expression can influence their perceptions
		of others and others' perception of them
this expression can influence their perceptions	this expression can influence their perceptions	(<u>VCCCC026)</u>
of others and others' perception of them	of others and others' perception of them	
<u>(VCCCC026)</u>	(VCCCC026)	HEALTH AND PHYSICAL EDUCATION



Being healthy, safe and active Evaluate strategies to manage personal, physical and social changes that occur as they grow older (VCHPEP124) Examine barriers to seeking support and evaluate strategies to overcome these (VCHPEP125)	HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Communicating and interacting for health and wellbeing Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing (VCHPEP127) Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128) Contributing to healthy and active	Personal, Social and Community Health Communicating and interacting for health and wellbeing Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128) Contributing to healthy and active communities Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130)
	communities Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130) Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities (VCHPEP131)	



Lesson # Title Theme	7.1 and 7.2 "Post-traumatic growth" and "Hardships" Empathy	8.1 and 8.2 "Building connections" and "Empathy web" Empathy	9.1 and 9.2 "Needs and wants" and "Focusing on the do haves" Gratitude
Learning Intention	 Students will understand the deeper impact of negative words and language when used regularly. Students will begin to understand the impact of their actions on others. 	 Students will create compassion and understanding within the group by finding common emotions and experiences. Students will verbalise their feelings around these common emotions and experiences. 	 Students will begin to explore the difference between needs and wants and to categorise these into levels of importance. Students will begin to look for the things they do have, rather than the things they don't have.
Activities	Lesson 11.1: Activity 1: Hearts – Hurt Feelings Activity 2: Hears Healing Activity 3: Power of words debrief Lesson 11.2: Activity 1: Getting through Activity 2: Post-traumatic growth reflection	Lesson 12.1: Activity 1: Step to the line Activity 2: Learning about each other Lesson 12.2: Activity 1: Empathy web Activity 2: Empathy journal reflection	Lesson 17.1: Activity 1: Needs and wants Activity 2: Categorising needs and wants Lesson 17.2: Activity 1: Consequences chart Activity 2: Needs and wants reflection
		PERSONAL AND SOCIAL CAPABILITY	PERSONAL AND SOCIAL CAPABILITY
VIC. Curriculum	 Recognition and expression of emotions Describe how and why emotional responses may change in different contexts (VCPSCSE034) Development of resilience Reflect on their effectiveness in working 	Self-Awareness and Self-Management Recognition and expression of emotions Describe how and why emotional responses may change in different contexts (VCPSCSE034) Development of resilience Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals (VCPSCSE037)	Self-Awareness and Self-Management Recognition and expression of emotions Describe how and why emotional responses may change in different contexts (VCPSCSE034) Development of resilience Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals (VCPSCSE037)



	Personal, Social and Community Health	HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health
wellbeing v Investigate the benefits of relationships and li examine their impact on their own and others' e	wellbeing Investigate the benefits of relationships and examine their impact on their own and others'	Communicating and interacting for health and wellbeing Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128)
Analyse factors that influence emotions, and A develop strategies to demonstrate empathy and sensitivity (VCHPEP128)	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128)	Contributing to healthy and active communities Plan and use strategies and resources to enhance the health, safety and wellbeing of their
communities Plan and use strategies and resources to enhance F the health, safety and wellbeing of their	communities	communities (VCHPEP130)
natural and built environments to promote the health and wellbeing of their communities	Plan and implement strategies for connecting to natural and built environments to promote the nealth and wellbeing of their communities (VCHPEP131)	



Lesson # Title Theme	10.1 and 10.2 "Applying empathy" and "Empathy circle" Empathy	11.1 and 11.2 "Noticing the little things in life" and "Using our senses" Mindfulness	12.1 and 12.2 "Digital mindfulness" and "Mindfulness in nature" Mindfulness
Learning Intention	 Students will create and act out a scenario based on the concept of empathy. Students will have a chance to practice empathy in a practical setting. 	 Students will start to recognise and appreciate the 'little things' in life. Students will understand the importance of mindfulness activities and the impact of these activities on daily life. 	 Students will explore the impact of screen time on their brain. Students will look for the small details and take time to find them in an environment that they would normally take for granted.
Activities	Lesson 19.1: Activity 1: Video Activity 2: Empathy bingo Activity 3: Discussion	Lesson 20.1: Activity 1: See Activity 2: Hear Activity 3: Debrief	Lesson 21.1: Activity 1: Mindful moment Activity 2: Screen time and your brain Lesson 21.2
	Lesson 19.2: Activity 1: Empathy/kindness reflection Activity 2: Circle time	Lesson 20.2: Activity 1: Touch Activity 2: Smell Activity 3: Debrief	Activity 1: Mindfulness walk Activity 2: Mindfulness reflection
	PERSONAL AND SOCIAL CAPABILITY	PERSONAL AND SOCIAL CAPABILITY	PERSONAL AND SOCIAL CAPABILITY
	Self-Awareness and Self-Management	Self-Awareness and Self-Management	Self-Awareness and Self-Management
	Recognition and expression of emotions	Development of resilience	Development of resilience
VIC.	Describe how and why emotional responses may change in different contexts (VCPSCSE034)	Reflect on their effectiveness in working independently by identifying enablers and	Reflect on their effectiveness in working independently by identifying enablers and barriers
Curriculum	Development of resilience	barriers to achieving goals (VCPSCSE037)	to achieving goals (VCPSCSE037)
	Reflect on their effectiveness in working independently by identifying enablers and barriers to achieving goals (VCPSCSE037)	ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES <u>Geography</u>	ABORIGINAL AND TORRES STRAIT ISLANDER HISTORIES AND CULTURES <u>Geography</u>





Examine how national identity can shape a sense		Describe the process of constitutional change
		through a referendum <u>(VCCCG021)</u>
		Explain how groups express their identities,
	through a referendum (VCCCG021)	including religious and cultural identity, and how
perspectives <u>(VCCCC027)</u>		this expression can influence their perceptions of
Describe the process of constitutional change	including religious and cultural identity, and how	others and others' perception of them
		<u>(VCCCC026)</u>
	of others and others' perception of them	
including religious and cultural identity, and how	<u>(VCCCC026)</u>	HEALTH AND PHYSICAL EDUCATION
this expression can influence their perceptions of		Personal, Social and Community Health
	HEALTH AND PHYSICAL EDUCATION	Being healthy, safe and active
<u>(VCCCC026)</u>	Personal. Social and Community Health	
	Define the although a star and a stime	Evaluate strategies to manage personal, physical
HEALTH AND PHYSICAL EDUCATION	Evaluate strategies to manage personal, physical	and social changes that occur as they grow older
Personal, Social and Community Health	and appoint changes that appuly as they aroug	
obline and interacting for neutrinand		Examine barriers to seeking support and evaluate
wendering		strategies to overcome these (VCHPEP125)
Investigate the benefits of relationships and	Examine barriers to seeking support and	Investigate and select strategies to promote
examine their impact on their own and others'	evaluate strategies to overcome these	health, safety and wellbeing (VCHPEP126)
health and wellbeing (VCHPEP127)	(VCHPEP125)	
	Investigate and select strategies to promote	
	health, safety and wellbeing (VCHPEP126)	
sensitivity (VCHPEP128)		
Contributing to healthy and active		
communities		
Plan and use strategies and resources to enhance		
the health, safety and wellbeing of their		
communities (VCHPEP130)		
Plan and implement strategies for connecting to		
natural and built environments to promote the		
health and wellbeing of their communities (VCHPEP131)		



Lesson #	13.1 and 13.2	Inquiry Unit	Inquiry Unit
Title Theme	"How full is your bucket?" and "Creating positive classrooms" Emotional Literacy	"Screenagers"	"Screenagers"
Learning Intention	 Students will understand the importance of saying nice things. Students will practice saying nice things about someone. Students will connect emotionally with the topic of kindness. 	 Students will break down and define the word 'Screenagers'. Students will describe how they feel after having TOO much screen time. Students will identify a way of recording their screen time. 	 Students will explore the effects on children who are exposed to TOO much screen time. Students will use research skills to find information as a collaborative group.
Activities	Lesson 22.1: Activity 1: How full is your bucket? Activity 2: Bucket filler for someone special Lesson 22.2 Activity 1: Why it's important discussion? Activity 2: Things we should say more often	Lesson 1: Activity 1: 'Screenagers' discussion Activity 2: Screenagers documentary Activity 3: Measuring screen time	Lesson 2: Activity 1: Screen time check in Activity 2: Negative effects of screen time
	PERSONAL AND SOCIAL CAPABILITY	PERSONAL AND SOCIAL CAPABILITY	PERSONAL AND SOCIAL CAPABILITY
	Self-Awareness and Self-Management	Social Awareness and Social Management	Social Awareness and Social Management
	Recognition and expression of emotions	Collaboration	Collaboration
VIC. Curriculum	Describe how and why emotional responses may change in different contexts (VCPSCSE034)	Perform in a variety of team roles and accept responsibility as a team member and team leader, assessing how well they support other members of the team (VCPSCSO041)	Perform in a variety of team roles and accept responsibility as a team member and team leader, assessing how well they support other members of the team (VCPSCSO041)
	HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health Communicating and interacting for health and wellbeing	HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health	HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health



.	Communicating and interacting for health and wellbeing	Communicating and interacting for health and wellbeing
Analyse factors that influence emotions, and	develop strategies to demonstrate empathy and	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128)
	Contributing to healthy and active communities	Contributing to healthy and active communities
Plan and use strategies and resources to enhance	the health, safety and wellbeing of their	Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130)
Develop al ille te avalvate le calté information and		Being healthy, safe and active Investigate and select strategies to promote
A = A = A = A = A = A = A = A = A = A =	health, safety and wellbeing (VCHPEP126)	health, safety and wellbeing (VCHPEP126)



Lesson # Title	Inquiry Unit 2 "Screenagers"	Inquiry Unit 2 "Screenagers"
Theme		
Learning Intention	 Students will present information to the grade. Students will explore strategies to reduce screen use. Students will implement one strategy into their own life. 	 Students will work collaboratively to create change on a whole grade, whole school or whole community level.
	Lesson 3:	Lesson 4:
	Activity 1: 'Presentation	Activity 1: What is an initiative?
Activities	Activity 2: Formulating strategies to reduce current	
	screen time	Activity 3: Let's make a change!
	PERSONAL AND SOCIAL CAPABILITY	PERSONAL AND SOCIAL CAPABILITY
	Social Awareness and Social Management	Social Awareness and Social Management
	Collaboration	Collaboration
	Perform in a variety of team roles and accept responsibility as a team member and team leader, assessing how well they support other members of the team (VCPSCSO041)	Perform in a variety of team roles and accept responsibility as a team member and team leader, assessing how well they support other members of the team (VCPSCS0041)
VIC.		
Curriculum	HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health	HEALTH AND PHYSICAL EDUCATION Personal, Social and Community Health
	Communicating and interacting for health and wellbeing	Communicating and interacting for health and wellbeing
	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128)	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128)
	Contributing to healthy and active communities	Contributing to healthy and active communities



	Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities (VCHPEP130)
Being healthy, safe and active	Being healthy, safe and active
Investigate and select strategies to promote health, safety and wellbeing (VCHPEP126)	Investigate and select strategies to promote health, safety and wellbeing (VCHPEP126)