

**URSTRONG'S**  
**General Learning Outcomes**  
**& Australian Curriculum Mapping**



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# URSTRONG

## General Learning Outcomes & Australian Curriculum Mapping

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## General Learning Outcomes

The URSTRONG programming enhances the social-emotional wellbeing of children through friendship skills. With sequential workshops for children, parents, and educators, an in-school curriculum and professional development for educators, plus supplemental resources to support the ongoing integration of the URSTRONG curricula, children form a solid foundation of affective functioning, conflict-resolution, and interpersonal skills. The framework and methodology, designed for children in grades 1 to 6, aligns with a Positive Education, proactive approach, giving children the skills to “flourish” and create a positive, harmonious learning environment.

The URSTRONG curriculum identifies a variety of learning outcomes, targeting both skills and attitudes, that ultimately equip and empower children to take control of themselves and their social world. When children have the skills and confidence to create healthy relationships and advocate for themselves, there’s an overall improvement in their wellbeing.

These are URSTRONG’s General Learning Outcomes:

1. Students will describe how conflict is normal and survivable in a friendship (Friendship Fact #1)
2. Students will identify various types of friendships, recognizing that every friendship is different, and focus on what works in their friendships (Friendship Fact #2)
3. Students will describe how trust & respect are essential in a friendship and be able to give examples (Friendship Fact #3)
4. Students will explain how friendships change and why this is okay (Friendship Fact #4)
5. Students will demonstrate realistic expectations in their friendships by applying the 4 Friendship Facts
6. Students will describe the difference between healthy & unhealthy friendships using the Friend-o-meter and apply it to their own friendships
7. Students will express how they are feeling in their friendships
8. Students will identify the difference between a Friendship Fire and Mean-on-Purpose behavior
9. Students will demonstrate how to put out a Friendship Fire® and move towards Forgive-and-Forget on the Friend-o-cycle
10. Students will demonstrate how to say a Quick Comeback in reacting to Mean-on-Purpose behavior
11. Students will explain the role 'body language' has in communication with others and will demonstrate positive body language
12. Students will identify when and how to report a situation to an adult
13. Students will show self-worth by explaining they deserve healthy, respectful friendships
14. Students will show self-love by being authentic and true to who they are in their friendships
15. Students will focus on seeing themselves and their friendships through a positive lens
16. Students will practice kindness and empathy in their friendships

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## Australian Curriculum

General Capabilities that share common goals with URSTRONG:

**Personal and Social Capability** is integrated throughout the Australian Curriculum. Wherever Personal and Social Capability is referenced there is an opportunity to integrate URSTRONG's concepts skills and learning too!

**Critical and Creative Thinking** is integrated throughout the Australian Curriculum. Wherever Critical and Creative Thinking is referenced there is an opportunity to integrate URSTRONG's concepts skills and learning too!

**Ethical Understanding** is integrated throughout the Australian Curriculum. Wherever Critical and Creative Thinking is referenced there is an opportunity to integrate URSTRONG's concepts skills and learning too!

Some Australian Curriculum learning areas naturally lend themselves to the integration of URSTRONG's key concepts, extension activities and the Friendology 101 Curriculum.

- The Health and Physical Education Curriculum with a focus area on 'Healthy Relationships' is an obvious fit.
- The English curriculum, having a focus on 'Language for Interaction' and 'Social Literacy' presents opportunities for the integration of URSTRONG teaching.
- The Arts present opportunities for the exploration of URSTRONG's themes, ideas and concepts in creative ways.

In the table below are some direct links to learning areas in the Australian Curriculum, as well as the [Victorian Curriculum](#), [NSW Curriculum](#) and [WA Curriculum](#), that correspond with the learning outcomes of URSTRONG and which may assist you with the integration of URSTRONG's key concepts into your own existing teaching and learning, programming and scopes and sequences.

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## Mapping URSTRONG General Learning Outcomes to the Australian Curriculum

### Health and Physical Education Descriptors and Achievement Standards

Years 1 & 2 Band Descriptors that fit with URSTRONG's Outcomes & Focus Area *Relationships*

- Explore their own sense of self and the factors that contribute to and influence their identities
- Learn about emotions, how to enhance their interactions with others, and the physical and social changes they go through as they grow older.
- Develop personal and social skills such as cooperation, decision-making, problem-solving and persistence

Achievement standards by the end of Year 2 that fit with URSTRONG's Outcomes & Focus Area *Relationships*

#### By the end of Year 2 Students can:

- Describe changes that occur as they grow older
- Recognise how strengths and achievements contribute to identities
- Identify how emotional responses impact on others' feelings
- Demonstrate positive ways to interact with others
- Select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems
- Describe ways to include others to make them feel they belong

Years 3 & 4 Band Descriptors that fit with URSTRONG's Outcomes & Focus Area *Relationships and Sexuality*

- explore personal and social factors that support and contribute to their identities and emotional responses in varying situations
- gain knowledge, understanding and skills that supports students to build and maintain respectful relationships, make health-enhancing and safe decisions
- Develop personal and social skills such as leadership, communication, collaboration, problem-solving, persistence and decision-making
- Describe how respect, empathy and valuing diversity can positively influence relationships
- Investigate how emotional responses vary in depth and strength
- Describe strategies to make the classroom and playground healthy, safe and active spaces

Achievement standards by the end of Year 4 that fit with URSTRONG's Outcomes & Focus Area *Relationships and*

#### By the end of Year 4 Students can:

- Recognise strategies for managing change
- Identify influences that strengthen identities
- Investigate how emotional responses vary and understand how to interact positively with others in a variety of situations
- discuss the influences on healthy and safe choices
- describe the connections they have to their community

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## *Sexuality*

- apply strategies for working cooperatively
- use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy

Years 5 & 6 Band Descriptors that fit with URSTRONG's Outcomes & Focus Area *Relationships and Sexuality*

- Develop knowledge, understanding and skills to create opportunities and take action to enhance their own and others' health, wellbeing and safety
- Develop skills to manage their emotions, understand the physical and social changes that are occurring for them and examine how the nature of their relationships changes over time
- Contribute to building a positive school environment that supports healthy, safe and active choices for everyone
- Explore a range of factors and behaviours that can influence health, safety and wellbeing
- Practise skills to establish and manage relationships
- Examine the influence of emotional responses on behaviour and relationships
- Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours
- Identify how valuing diversity positively influences the wellbeing of the community

Achievement standards by the end of Year 6 that fit with URSTRONG's Outcomes & Focus Area *Relationships and Sexuality*

### **By the end of Year 6 Students can:**

- Explain the influence of people and places on identities
- Recognise the influence of emotions on behaviours and discuss factors that influence how people interact
- Describe their own and others' contributions to health, physical activity, safety and wellbeing.
- Access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing

## **English Descriptors and Achievement Standards**

Year 1 Content Descriptors that fit with URSTRONG's Outcomes '*Language for Interaction*' & '*Literacy*'

- Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others
- Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others
- Understand that there are different ways of asking for information,

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making offers and giving commands

- Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions
- Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions
- Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace

## Personal and Social Capability

### Social management

- Communicate effectively
- Work collaboratively

### Self-awareness

- Recognise emotions
- Develop reflective practice

### Self-management

- Express emotions appropriately
- Develop self-discipline and set goals
- Become confident, resilient and adaptable

### Social awareness

- Appreciate diverse perspectives

Achievement standards by the end of Year 1 that fit with URSTRONG's Outcomes

### By the end of Year 1 Students can:

- Listen to others when taking part in conversations, using appropriate language features and interaction skills

Year 2 Content Descriptors that fit with URSTRONG's Outcomes 'Language for Interaction' & 'Literacy'

- Students communicate with peers, teachers, students from other classes and community members
- Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context
- Identify language that can be used for appreciating texts and the qualities of people and things
- Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately

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## Personal and Social Capability

### Self-awareness

- Recognise emotions
- Develop reflective practice

### Self-management

- Express emotions appropriately
- Develop self-discipline and set goals
- Become confident, resilient and adaptable

### Social management

- Communicate effectively
- Social awareness
- Appreciate diverse perspectives

Achievement standards by the end of Year 2 that fit with URSTRONG's Outcomes

### By the end of Year 2 Students can:

- Use a variety of strategies to engage in group and class discussions and make presentations

Year 3 Content Descriptors that fit with URSTRONG's Outcomes '*Language for Interaction*' & '*Literacy*'

- Interact with peers and teachers from other classes and schools in a range of face-to-face and online/virtual environments
- Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations
- Examine how evaluative language can be varied to be more or less forceful
- Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations
- Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume

## Personal and Social Capability

### Social management

- Communicate effectively
- Work collaboratively
- Negotiate and resolve conflict

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## Self-management

- Express emotions appropriately
- Become confident, resilient and adaptable

## Social awareness

- Understand relationships
- Appreciate diverse perspectives

Achievement standards by the end of Year 3 that fit with URSTRONG's Outcomes

### By the end of Year 3 Students can:

- Listen to others' views and respond appropriately using interaction skills
- Understand how language can be used to express feelings and opinions on topics

Year 4 Content Descriptors that fit with URSTRONG's Outcomes '*Language for Interaction*' & '*Literacy*'

- students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments
- Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group
- Understand differences between the language of opinion and feeling and the language of factual reporting or recording
- Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently

## Personal and Social Capability

### Self-awareness

- Recognise emotions
- Self-management
- Express emotions appropriately
- Develop self-discipline and set goals

### Social awareness

- Appreciate diverse perspectives
- Understand relationships
- Social management
- Communicate effectively
- Work collaboratively
- Develop leadership skills

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- Express emotions appropriately

Achievement standards by the end of Year 4 that fit with URSTRONG's Outcomes

**By the end of Year 4 Students can:**

- Listen for and share key points in discussions

Year 5 Content Descriptors that fit with URSTRONG's Outcomes 'Language for Interaction' & 'Literacy'

- Students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments
- explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings
- Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships
- Understand how to move beyond making bare assertions and take account of differing perspectives and points of view
- Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view
- Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes

**Personal and Social Capability**

Self-management

- Develop self-discipline and set goals
- Become confident, resilient and adaptable

Social management

- Communicate effectively

Social awareness

- Appreciate diverse perspectives
- Understand relationships

Achievement standards by the end of Year 5 that fit with URSTRONG's Outcomes

**By the end of Year 5 Students can:**

- Contribute actively to class and group discussions, taking into account other perspectives

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Year 6 Content Descriptors that fit with URSTRONG's Outcomes 'Language for Interaction' & 'Literacy'

- Students communicate with peers and teachers from other classes and schools, community members, and individuals and groups, in a range of face-to-face and online/virtual environments
- Texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fantasy settings
- Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase
- Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions

## Personal and Social Capability

Social awareness

- Appreciate diverse perspectives

Self-awareness

- Recognise personal qualities and achievements

Achievement standards by the end of Year 6 that fit with URSTRONG's Outcomes

## By the end of Year 6 Students can:

- Listen to discussions, clarifying content and challenging others' ideas

## The Arts

Content Descriptors that fit with URSTRONG's Outcomes

- **Drama:** Students are engaged through purposeful and creative play in structured activities, fostering a strong sense of wellbeing and developing their connection with and contribution to the world.
- **Visual Arts:** Create and display artworks to communicate ideas to an audience

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## Mapping URSTRONG General Learning Outcomes to the Victorian Curriculum

### English – mode: Speaking & Listening; Language and Literacy

Fit with URSTRONG's Outcomes & Focus Area Relationships

#### Language for interaction

Students learn that the language used by individuals varies according to their social setting and the relationships between the participants. They learn that accents and styles of speech and idiom are part of the creation and expression of personal and social identities.

- *URSTRONG's Language of Friendship*

#### Interacting with others

Students learn how individuals and groups use language patterns to express ideas and key concepts to develop and defend arguments. They learn how to promote a point of view by designing, rehearsing and delivering spoken and written presentations and by appropriately selecting and sequencing linguistic and multimodal elements.

- *URSTRONG using Language for Communication*

### The Arts

Fit with URSTRONG's Outcomes & Focus Area Relationships

**Visual Arts** involves students making and responding to artworks, drawing on the world as a source of ideas. Students learn that meanings can be generated from different viewpoints and perspectives and that these shift according to different world encounters.

**Drama** is the expression and exploration of personal, cultural and social worlds through role and situation that engages, entertains and challenges. Students create meaning as drama makers, performers and audiences as they enjoy and analyse their own and others' stories and points of view. Students learn to think, move, speak and act with confidence. Through role and dramatic action students explore, imagine and take risks to communicate ideas, experiences and stories. Students develop a sense of inquiry and empathy.

- URSTRONG's concepts as a springboard for ideas and artmaking/drama
- URSTRONG's role plays enable students to explore personal and social worlds and enable meaning making
- URSTRONG's curriculum enables students to grow in skills,

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confidence and take risks

- URSTRONG's curriculum helps students to communicate effectively and develop empathy

## Learning in Critical and Creative Thinking

Fit with URSTRONG's  
Outcomes &  
Focus Area  
*Relationships*

**Critical and Creative Thinking:** Questions and possibilities, reasoning and metacognition. Responding effectively to environmental, social and economic challenges requires young people to be creative, innovative, enterprising and adaptable, with the motivation, confidence and skills to use critical and creative thinking purposefully. Explicit attention to and application of thinking skills enables students to develop an increasingly sophisticated understanding of the processes they can employ whenever they encounter both the familiar and unfamiliar, to break ineffective habits and build on successful ones, building a capacity to manage their thinking.

Thinking that is productive, purposeful and intentional is at the centre of effective learning and the creation of new knowledge, with the progressive development of knowledge about thinking and the practice of using thinking strategies fostering students' motivation for, and management of, their own learning.

- URSTRONG's skills based approach supports students to respond to social challenges in creative ways that can be applied in a range of contexts
- URSTRONG's skills based approach helps students to develop the skills to problem solve independently

## Ethical Capability

Fit with URSTRONG's  
Outcomes &  
Focus Area  
*Relationships*

The **Ethical Capability** curriculum explores what it means for both an individual and society to live well. Students examine what we ought to do, how we ought to live, what kind of society we should have and what kind of person one should be. These questions concern individuals alone and relationships between people, and between people and environmental, social and economic systems.

- URSTRONG's curriculum helps students to analyse and evaluate ethical issues, recognising areas of contestability in the context of friendships
- URSTRONG's curriculum helps students to identify the bases of ethical principles and ethical reasoning in relationships
- URSTRONG's curriculum helps students to engage with the

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challenges of managing ethical decision making and action for individuals and groups in friendships and relationships

- URSTRONG's curriculum/approach helps students to cultivate open-mindedness and reasonableness in friendships and relationships

## Health and Physical Education

Fit with URSTRONG's  
Outcomes &  
Focus Area  
*Relationships*

In **Health and Physical Education**, students develop the knowledge, understanding and skills to strengthen their sense of self, and build and manage satisfying relationships. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation. Key topic area, **Respectful Relationships/Relationships and sexuality (RS)** focuses on establishing and managing respectful relationships. Students develop knowledge, understanding and skills in relation to strategies for respectfully relating to and interacting with others as well as strategies for dealing with relationships when there is an imbalance of power such as bullying, harassment, discrimination and violence (including discrimination based on race, gender and sexuality).

- URSTRONG's curriculum/approach facilitates the teaching of skills that underpin respectful relationships
- URSTRONG's curriculum/approach teaches students how to keep themselves safe and in healthy relationships

## Personal and Social Capability

**Personal and Social Capability** is essential in enabling students to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The capability involves students learning to recognise and regulate emotions, develop empathy for others and understand relationships, establish and build a framework for positive relationships, work effectively in teams and develop leadership skills, and handle challenging situations constructively. Personal and Social Capability supports students in becoming creative and confident individuals with a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing, with a sense of hope and optimism about their lives and the future. On a social level, it helps students to form and maintain healthy relationships and prepares them for their potential life

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roles as family, community and workforce members.

- URSTRONG's curriculum/approach supports students in developing skills for self-awareness, self-management and resilience
  - URSTRONG's curriculum/approach supports students in developing skills for social awareness and management
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## Mapping URSTRONG General Learning Outcomes to the Western Australian Curriculum

### Health and Physical Education

General Health & PE outcomes that fit with URSTRONG's outcomes & focus area  
*Relationships*

#### Personal, social and community health

- Identify self (self-awareness)
- React to significant people
- React to people and sensory experiences
- Use facial expressions to indicate an emotion and demonstrate preference
- Identify significant people and communicate when they feel safe/unsafe
- Practise basic skills of personal care and communicate basic needs, likes and dislikes and experience the social skills of turn taking and sharing
- Express their feelings, needs, likes and dislikes
- Participate in a variety of health, safety and wellbeing actions
- Identify their personal characteristics
- Practise personal hygiene, independence skills and social skills including taking turns
- Explore their feelings and practice expressing their needs, likes and dislikes using simple communication tools
- Practise a variety of health, safety and wellbeing actions
- Demonstrate an understanding of different kinds of relationships and identify some private places and safe and unsafe places or situations
- Practise personal skills of self-care, hygiene and independence and practise social skills to interact with others
- Identify emotional responses and describe their feelings using pictures and/or words
- Explore what actions promote health, safety and wellbeing

Year 1 Health & PE outcomes that fit with URSTRONG's outcomes & focus area  
*Relationships*

- Personal strengths and achievements and how they contribute to personal identities
- The strengths of others and how they contribute to positive outcomes
- Appreciation and encouragement of the behaviour of others through the use of: manners, positive language, praise
- Strategies to use when help is needed
- Positive ways to react to their own emotions in different situations, such as, walking away, seeking help, remaining calm

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- Actions that support a safe classroom, such as, moving around safely, sharing appropriately, following class rules

Year 2 Health & PE outcomes that fit with URSTRONG's outcomes & focus area  
*Relationships*

- Personal strengths and achievements and how they contribute to personal identities
- Changes in relationships and responsibilities as individuals grow older
- Strategies to use when help is needed
- Strategies and behaviours that promote health and wellbeing
- Strategies to include others in activities and games
- Ways to interpret the feelings of others in different situations, such as, words other people use, facial expressions, body language
- Actions that keep people safe and healthy in and outside the classroom
- Positive choices when participating in group activities, such as, dealing with winning and losing, encouraging team-mates

Year 3 Health & PE outcomes that fit with URSTRONG's outcomes & focus area  
*Relationships*

- Factors that strengthen personal identities, such as the influence of family, friends, school
- Physical, social and emotional changes that occur as individuals grow older, such as changes to the body, friendships, feelings
- Assertive behaviours and communication skills to respond to unsafe situations, such as keeping calm, using appropriate non-verbal communication skills, seeking help
- Behaviours that show empathy and respect for others
- Circumstances that can influence the level of emotional response to situations

Year 4 Health & PE outcomes that fit with URSTRONG's outcomes & focus area  
*Relationships*

- Use of persistence and resilience as tools to respond positively to challenges and failure, such as using self-talk, seeking help, thinking optimistically
- Strategies that help individuals to manage the impact of physical, social and emotional changes, such as positive self-talk, assertiveness, seeking help, sharing responsibilities
- Personal behaviours and strategies to remain safe in uncomfortable or unsafe situations, such as being alert and aware of unsafe situations, using assertive behaviour and language, knowing who or where to go for help in the community
- The positive influence of respect, empathy and the valuing of differences in relationships
- Strategies to identify and manage emotions before reacting
- Strategies to cope with adverse situations and the demands of others

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Year 5 Health & PE outcomes that fit with URSTRONG's outcomes & focus area *Relationships*

- Ways that individuals and groups adapt to different contexts and situations
- Skills and strategies to establish and manage relationships over time, such as exploring why relationships change, assessing the impact of changing relationships on health and wellbeing, building new friendships, dealing with bullying and harassment
- Ways in which inappropriate emotional responses impact on relationships, such as loss of trust, fear, loss of respect

Year 6 Health & PE outcomes that fit with URSTRONG's outcomes & focus area *Relationships*

- Ways that personal identities change over time
- Strategies and resources to understand and manage the changes and transitions associated with puberty, such as minimising and managing conflict, recognising and building self-esteem, selecting and managing relationships
- Strategies that promote a healthy lifestyle, such as being safe in an online environment
- Skills to establish and manage positive relationships, such as showing respect and empathy, being cooperative, actively listening, being trustworthy, accepting differences
- Situations in which emotions can influence decision-making in peer group, with friends, with family, during sporting or physical activities
- Preventive health measures that can promote and maintain community health, safety and wellbeing, such as creating social connections for better mental health

## English – Speaking & Listening; Language and Literacy

Year 1 English outcomes that fit with URSTRONG's outcomes & Focus Area *Relationships, language for interaction and interacting with others*

- Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others
- Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others
- Understand that there are different ways of asking for information, making offers and giving commands
- Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions
- Engage in conversations and discussions, using active listening behaviours, showing interest, and contributing ideas, information and questions
- Use interaction skills including turn-taking, recognising the contributions of others, speaking clearly and using appropriate volume and pace

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Year 2 English outcomes that fit with URSTRONG's outcomes & Focus Area *Relationships, language for interaction and interacting with others*

- Understand that language varies when people take on different roles in social and classroom interactions and how the use of key interpersonal language resources varies depending on context
- Identify language that can be used for appreciating texts and the qualities of people and things
- Listen for specific purposes and information, including instructions, and extend students' own and others' ideas in discussions
- Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately

Year 3 English outcomes that fit with URSTRONG's outcomes & Focus Area *Relationships, language for interaction and interacting with others*

- Understand that successful cooperation with others depends on shared use of social conventions, including turn-taking patterns, and forms of address that vary according to the degree of formality in social situations
- Examine how evaluative language can be varied to be more or less forceful
- Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations
- Use interaction skills, including active listening behaviours and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary and appropriate tone, pace, pitch and volume

Year 4 English outcomes that fit with URSTRONG's outcomes & Focus Area *Relationships, language for interaction and interacting with others*

- Understand that social interactions influence the way people engage with ideas and respond to others for example when exploring and clarifying the ideas of others, summarising their own views and reporting them to a larger group
- Understand differences between the language of opinion and feeling and the language of factual reporting or recording
- Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information
- Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently

Year 5 English outcomes that fit with URSTRONG's outcomes &

- Understand that patterns of language interaction vary across social contexts and types of texts and that they help to signal social roles and relationships
- Understand how to move beyond making bare assertions and take

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Focus Area  
*Relationships,  
language for  
interaction and  
interacting with  
others*

- account of differing perspectives and points of view
- Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view
  - Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes

Year 6 English outcomes that fit with URSTRONG's outcomes & Focus Area  
*Relationships,  
language for  
interaction and  
interacting with  
others*

- Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase
- Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions
- Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction and needs and expertise of the audience

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## Mapping URSTRONG and NSW DET Wellbeing for Schools :

### Wellbeing for Schools Key Concepts

### Alignment with URSTRONG's School-Wide Approach

#### Connect:

- Focused on strengths
- Considers the wellbeing of children and young people in the present as well as focussing on long-term outcomes
- Students have positive, respectful relationships with each other and the community
- Students experience a sense of connectedness that respects diversity and identity
- Students are self-aware and regulate their own emotions and behaviours. Students have the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour
- Staff nurture professional relationships with students which are safe. Respectful and supportive and which help students to reach their full potential
- The school is focused on building individual and collective wellbeing through a climate of care and positivity
- Parents and the broader school community actively participate in school and in helping students to develop positive connections

#### URSTRONG's approach promotes connection:

- URSTRONG's approach is strengths based and aligned with the goals of Positive Education
- Encourages positive social behaviours, positive, respectful relationships and peer relationships
- Increases connection and wellbeing as a result of the direct teaching of friendship skills
- Increases self-awareness, self-regulation of emotions, autonomous problem solving and ability to maintain positive relationships
- Staff use URSTRONG's approach and skills to nurture and support students to reach their relationship potential
- URSTRONG's school-wide approach focuses on collective wellbeing by providing a framework that encourages a climate of kindness, care and positivity
- Parents and the broader school community can actively participate in the URSTRONG Community and share the common language of friendship, helping students to develop positive connections (through parent-child workshops and online resources)

#### Succeed:

- Students are succeeding in their learning

#### URSTRONG's approach enables students, staff and community members to succeed:

- URSTRONG demonstrates that students are

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- Students are confident and resilient learners. They have positive self-esteem, stretch themselves and take risks in their learning. They demonstrate self-discipline and effort towards their learning.
  - Students are provided opportunities to succeed and success is celebrated in a way that is meaningful to the student.
  - Students develop strong positive character traits that are reflected in their behaviour, decision making and relationships
  - Staff enable success by personalising student learning and supporting students to achieve
  - Staff enable success by contributing to a positive, supportive and encouraging learning environment
  - Parents and the broader school community actively participate in supporting and reinforcing student learning
- succeeding in their learning by giving schools individualised 'Impact Reports' based on pre and post evaluation that highlights their learning successes
- URSTRONG's evidence demonstrates that as a result of participation students feel more confident in their relationships (and in turn their learning)
  - Opportunities to succeed and safe risk taking are supported by skills practice and role playing
  - Self-discipline in relation to learning is demonstrated by students' ability to self-regulate and problem solve independently using URSTRONG's skills and steps
  - Meaningful internal and external rewards for success are achieved when students independently put out friendship fires®, deal with mean-on-purpose behaviour and get friendships back in the healthy zone again
  - URSTRONG's evidence demonstrates that as a result of participation, when faced with a friendship challenge, students can use their skills, follow URSTRONG's steps, make good decisions and exhibit pro-social behaviours
  - Staff support students to achieve by providing learning opportunities, practice and reinforcement of URSTRONG's skills and language
  - Using URSTRONG as a school-wide relationship strategy enables staff to create a positive, supportive, encouraging learning environment
  - As part of the URSTRONG Community, parents and the wider community are able to support and reinforce student learning and friendship skills development

## Thrive:

- Student learning takes place in an environment which fosters and

URSTRONG's approach enables students, staff and community members to thrive:

- Choice, accomplishment in relationship

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develops choice, accomplishment, positive relationships, enjoyment, growth, health and safety

- Students are self-directed, take initiative & grasp opportunity.
- Students contribute to the learning of other students and to the school community more broadly
- Students develop the skills to reflect on and positively shape their behaviour in the context of ethical decision making
- Staff contribute to environments which allow students to thrive by delivering high quality learning experiences

skills, positive relationships, enjoyment, growth, health and personal safety are embedded in URSTRONG's approach and Friendology 101 Curriculum

- URSTRONG's evidence demonstrates that as a result of participation students can take initiative and have the confidence to work through friendship issues more independently
- Students support each other in their learning by role playing and sharing their learning in URSTRONG workshops and Friendology 101
- URSTRONG's evidence demonstrates that as a result of participation students can reflect on and positively shape their behaviour, making ethical and safe decision in their friendships and relationships
- The URSTRONG team are committed to delivering high quality learning experiences and upskilling educators to do the same

## Enabling School Environment:

- Students are recognised respected and valued
- Students are provided with opportunities to exercise choice in the context of self-regulation, self-determination, ethical decision making and responsibility
- Collaborative partnerships are built with students, staff, families, communities and other organisations to support and develop students and school communities
- Professional practice is valued and there is a commitment to ongoing improvement and student wellbeing
- Resources are used to best meet individual and collective student need

## URSTRONG Schools create an enabling learning environment:

- Trust and respect are central to relationships and all community members in URSTRONG schools are recognised, respected and valued
- Students have opportunities to exercise choice in relationships and self-regulate, make sound decisions and take responsibility in relationships
- URSTRONG has a collaborative partnership with students, staff and families to develop and support kinder communities
- URSTRONG demonstrates commitment to professional practice by providing teacher training (as requested) and online resources
- URSTRONG demonstrates commitment to ongoing improvement and student wellbeing by using reflection tools and evaluation measures to shape their

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- Schools provide learning experiences that contribute to the development of individual character traits and positive group dynamics
- URSTRONG's resources are designed to meet both individual and collective students' social and emotional needs
- URSTRONG's aim, in both workshops and the delivery of Friendology 101, is to contribute to the development of individual character traits and encourage positive group dynamics through activities, role play and shared experiences