



VICTORIAN ESSENTIAL  
LEARNING  
STANDARDS (VELS)

AND

STRIDE PROGRAMS

## **Stride Foundation and the Victorian Essential Learning Standards**

Stride Foundation has been creating and presenting positive preventative programs and resources for schools and communities for twenty years. Through carefully constructed activities, young people are encouraged to develop life-enhancing skills which will help them develop the resilience needed to face an ever-changing and uncertain world.

While the programs, resources and activities delivered by Stride can support students learning outcomes across the curriculum, the majority of the activities are most readily located in the Physical, Personal and Social Learning Strand and in particular, the Interpersonal Development Domain. Stride programs focus most strongly on empowering students to relate positively with others, work cooperatively in teams, solve problems and manage conflicts.

Many individual activities within the programs are suitable for use or adaptation in all strands and domains since they provide innovative learning approaches which may enhance existing school programs.

The following table suggests ways in which schools may incorporate Stride programs and resources into their curriculum.

# VICTORIAN ESSENTIAL LEARNING STANDARDS AND STRIDE PROGRAMS

<b>Strand and Domain</b>	<b>Stride Program Elements which Link with Strands and Domains</b>
<p><b><i>Physical, Personal and Social Learning Strand</i></b></p> <p>This strand aims to help young people to develop confidence to take responsibility for their own physical and mental well-being and to cultivate skills needed to operate in the local, national and global community.</p>	<p><b><i>Domains: Knowledge-Skills-Behaviours</i></b></p> <p><b>Stride</b> programs and resources can be highly relevant to achieving the outcomes associated with this strand of the VELs.</p>
<p><b>Health and Physical Education Domain</b></p> <p>Development of knowledge, skills and behaviours which assist students to:</p> <ul style="list-style-type: none"> <li>• Live a healthy lifestyle</li> <li>• Understand the connection between physical activity and good health</li> <li>• Become involved in physical activity</li> </ul>	<p>All <b>Stride</b> school programs involve physical activities – <b>games and interactive group work</b> which contribute to a sense of <b>physical and mental well-being</b>.</p>
<p><b>Interpersonal Development Domain</b></p> <p>Development of knowledge, skills and behaviours which assist students to work collaboratively with others by:</p> <ul style="list-style-type: none"> <li>• Relating positively with others</li> <li>• Working cooperatively in teams</li> <li>• Managing conflicts</li> </ul>	<p>The following programs involve <b>interactive group work and team cooperation</b> which assist students to <b>work with others and manage conflicts:</b> <b>Peer Support/Peer Mentoring/Peer Mediation Programs</b> include: learning to communicate through developing <b>empathic listening skills; brainstorming</b> and sharing ideas; learning to handle negative feelings through <b>mediation</b>.</p> <p><b>Supportive Friends</b> includes: <b>connecting</b> with others who may be different from ourselves; <b>assessing</b> the needs of others and developing <b>supportive strategies</b>.</p> <p><b>Get it Together &amp; Go For It</b> – Leadership programs which develop skills for: <b>organizing</b> committees; <b>motivating</b> teams; <b>co-operating</b> in groups; working effectively towards group presentations, programs, or campaigns.</p> <p><b>Mpower Girls</b> assists girls to: be <b>assertive in relationships</b> with others; <b>manage negative feelings</b> towards other girls; be supportive to others.</p> <p><b>Revved Up</b> – Anger Management: trains students to <b>understand their own feelings</b> and manage negative feelings in positive, helpful ways.</p> <p>The following Resources also assist with this domain: <b>The Big Night Out</b> – encourages <b>group discussion</b> and sharing of ideas on alcohol, drug, sexual, and risk-taking</p>

	<p>issues.</p> <p><b>Movers and Shakers</b> – Issues in students’ lives are worked on co-operatively in groups.</p>
<p><b>Personal Learning Domain</b></p> <p>Development of individual learning skills to enable students to take responsibility for their own learning by:</p> <ul style="list-style-type: none"> <li>• Understanding their own best learning style</li> <li>• Seeking and responding appropriately to feedback from others</li> <li>• Articulating and managing their own learning in relation to their personal goals</li> <li>• Developing and expressing appropriate values both in school and the wider community.</li> </ul>	<p><b>Get It Together &amp; Go For It</b> Leadership programs are adapted for individuals and particular schools in order to support the <b>development of these learning goals</b>.</p> <p>The <b>Movers and Shakers</b> Resource is specifically designed for <b>individual learning styles</b> in line with Gardener’s Multiple Intelligences model.</p> <p><b>Metacognitive processes</b> are involved in examining best practice for achieving leaders’ individual and group goals.</p>
<p><b>Civics and Citizenship Domain</b></p> <p>Development of attitudes of support and responsibility towards others in society so that students may:</p> <ul style="list-style-type: none"> <li>• Know their rights and responsibilities as citizens</li> <li>• Understand Australia’s role in the global community</li> <li>• Gain the attitudes and skills to contribute to society by taking responsible action in relation to others in the local and global community</li> </ul>	<p>Programs which support this domain include:</p> <p><b>Supportive Friends</b> – helping other students</p> <p><b>Get it Together &amp; Go For It</b> – Leadership which involves assessing school and community needs and developing programs to support these or creating initiatives to solve community problems.</p> <p><b>Peer Support/Peer Mentor Program/Peer Mediation</b> – all provide support for others through structured meetings, the aim of which is to assist other students in need of help.</p> <p>Resources:</p> <p><b>Movers and Shakers</b> – helping a community work through issues of concern.</p>

<p style="text-align: center;"><b><i>Interdisciplinary Learning Strand</i></b></p> <p>This strand involves the recognition of a range of knowledge, skills and behaviours which cross disciplinary boundaries and which are important for helping students learn and problem solve for success in the future.</p>	<p style="text-align: center;"><b><i>Domains: Knowledge-Skills-Behaviours</i></b></p> <p><b>Stride</b> programs and resources are ideally suited for supporting this strand in a number of ways.</p>
<p><b>Communication Domain</b></p> <p>Communication is central to the expression of learning and understanding. Students are assisted to gain new knowledge and incorporate the language of different disciplines into their communication in its many forms.</p>	<p>Communication skills are central to the learning in the training workshops for all <b>Stride</b> workshops and the development of these is furthered by participating as leaders in the various programs. Co-operative activities support learning in the areas of: <b>listening; assertive expression; giving clear instructions; public speaking; running meetings; recording action plans; and presentation of ideas.</b></p>
<p><b>Design, Creativity and Technology Domain</b></p> <p>Students are assisted to develop the knowledge, skills and behaviours which allow them to be effectively involved in the design process. This includes learning the processes of investigating, designing, planning and producing products.</p>	<p><b>Leaders</b> who participate in <b>Stride</b> programs are trained to individualise responses to school issues and to: <b>problem solve; develop creative solutions; and plan programs with dynamic initiatives.</b> They are encouraged to create policies, programs and posters for working on issues in school and in the wider world.</p>
<p><b>Information and Communication Technology (ICT)Domain</b></p> <p>The knowledge, skills and behaviours in this domain enable students to use ICT to access, process, manage and present information; model and control events, construct new understandings; and communicate with others.</p>	<p>Many students who participate in <b>Stride</b> programs <b>investigate information and ideas via the internet</b> and translate their program plans and ideas into <b>computer presentations</b> for their community. They learn to present ideas effectively through the use of technology.</p>

<p><b><i>Discipline – based Learning Strand</i></b></p> <p>The discipline-based learning strand includes subject area studies which together form a body of knowledge with associated ways of seeing the world and individual methods of exploring, imagining and constructing that world.</p>	<p><b><i>Domains: Knowledge-Skills-Behaviours</i></b></p> <p><b>Stride</b> programs easily support many of the discipline-based domains Two examples of the ways in which the programs may be appropriately connected to the domains of Arts and English are provided here.</p>
<p><b>Arts Domain</b></p> <p>The arts are unique, expressive, creative and communicative forms that engage students in critical and creative thinking and help them understand themselves and the world.</p>	<p>The training of students in all programs involves both a <b>drama element</b> in the form of <b>role-plays</b> as well as <b>artistic design elements</b> when <b>students create posters</b> for their school campaigns and activities.</p>
<p><b>English Domain</b></p> <p>Students of English learn to appreciate, enjoy and use language: to evoke feelings; to convey ideas; to inform; to discuss; to persuade; to entertain; and to argue.</p>	<p>Group discussion, writing activities involving reflection on issues and situations, as well as role plays are an essential part of workshops. <b>Leaders</b> who facilitate programs in their school are involved in <b>speaking in public, reading, writing and presenting ideas</b> to others within their school.</p> <p>Resources which support the development of English language skills include <b>The Big Night Out</b>, and <b>Movers and Shakers</b>, which are concerned with presenting ideas in various forms of language.</p>