



Queensland

The materials provided in the Youth Challenge program have been designed for students in years 7 to 11.

HREOC has prepared detailed curriculum links documents, based on curriculum frameworks published by each state and territory education department. These documents provide teachers with language to describe key learning outcomes linked to one or more of the Units in Youth Challenge in their programming.

Key Learning Area / Subject	Strands / Topic Area	Key Ideas / Outcomes	Level	Section in 'Youth Challenge'
Studies of Society and Environment	Time, continuity & change	* Communicate how an individual or group was crucial to a political development that promoted a value	4	Unit 1: Human rights in the classroom
		Explain the consequences of Australia's international relations on the development of a cohesive society	5	Unit 1: Human rights in the classroom
Studies of Society		Produce a corroborated argument concerning causes of a change or continuity in environments, media or gender roles		Unit 1: Human rights in the classroom Unit 3: Young people in the workplace <i>and</i> Unit 4: Tackling sexual harassment
		* Students explain various groups' perspectives on the values of peace and social justice	6	Unit 2: Disability discrimination Unit 3: Young people in the workplace <i>and</i> Unit 4: Tackling sexual harassment

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<p>and Environment (cont.)</p>	<p>Culture & identity</p>	<p>Design an ethical code of personal behaviour based on perceptions of cultural groups</p> <p>Debate how media images concerning gender, age, ethnicity and disability reflect groups to which they belong</p> <p>* Locate examples of human rights abuses from various media sources to identify the strategies being attempted to reduce them</p> <p>Devise practical and informed strategies that respond to the impact of particular perceptions of cultural groups held by a community</p> <p>Describe how governments have caused changes to particular groups</p> <p>Develop a proposal to promote a socially just response to perceptions of cultures associated with a current issue</p> <p>Analyse ways in which social construction of gender in different cultures and socioeconomic circumstances affects adolescent identities</p> <p>* Identify the concept of a social contract to explain ways they might contribute to peace and human rights at a range of scales</p>	<p>4</p> <p>5</p> <p>6</p>	<p>All units</p> <p>Unit 2: Disability discrimination Unit 3: Young people in the workplace <i>and</i> Unit 4: Tackling sexual harassment</p> <p>All units</p> <p>Unit 3: Young people in the workplace</p> <p>Unit 1: Human rights in the classroom</p> <p>Unit 3: Young people in the workplace</p> <p>Unit 4: Tackling sexual harassment</p> <p>All units</p>
	<p>Systems, resources & power</p>	<p>Classify values that underpin campaigns and organisations associated with human or environmental rights</p> <p>Apply the value of social justice to suggest ways of improving access to democracy in Queensland or other Australian political settings</p> <p>Make practical suggestions for improving productivity and working conditions in an industry or business</p> <p>Apply understandings of social justice and democratic process to suggest ways of improving access to economic and political power</p>	<p>4</p> <p>5</p> <p>6</p>	<p>Unit 1: Human rights in the classroom</p> <p>All units</p> <p>Unit 3: Young people in the workplace</p> <p>All units</p>
<p>Health and Physical Education</p>	<p>Promoting the health of individuals & communities</p>	<p>Students identify aspects of their social and physical environments that enhance, or pose threats to, their health, and plan strategies for achieving healthy environments for themselves and others</p> <p>* Students identify laws and policies that apply to their behaviours and discuss the impact of these on their health and safety</p>	<p>4</p>	<p>Unit 2: Disability discrimination Unit 3: Young people in the workplace <i>and</i> Unit 4: Tackling sexual harassment</p> <p>All units</p>

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<p>Health and Physical Education (cntd.)</p>	<p>Promoting the health of individuals & communities (cntd.)</p>	<p>Examine the health-related impact of behaviours on our social and physical environments, and propose ways to promote health-enhancing social and physical environments</p> <p>Investigate the social, cultural and environmental factors associated with a health concern of young adults in order to propose strategies that promote the health of themselves and others</p> <p>Assess the impact of rules, laws and policies in promoting healthy social and physical environments</p>	<p>5</p> <p>6</p>	<p>Unit 2: Disability discrimination Unit 3: Young people in the workplace <i>and</i> Unit 4: Tackling sexual harassment</p> <p>Unit 2: Disability discrimination Unit 3: Young people in the workplace <i>and</i> Unit 4: Tackling sexual harassment</p> <p>All units</p>
	<p>Enhancing personal development</p>	<p>Evaluate the influence on self-concept and self-esteem of their own and others' behaviours, including recognition of achievement and changes in responsibilities</p> <p>Explore different types of relationships and evaluate standards of behaviour considered appropriate for these relationships</p> <p>Demonstrate skills and actions that support the rights and feelings of others, while adopting different roles and responsibilities in social, team or group activities</p> <p>Evaluate the influence of different beliefs and values, including those related to sex, sexuality and gender, on their own and others' self-concept and self-esteem</p> <p>Develop strategies to manage the influence of individuals and groups on attitudes towards, behaviours in, and expectations of, relationships</p> <p>Demonstrate skills to deal effectively with challenge and conflict in social, team or group situations</p> <p>Evaluate the influence of sociocultural factors on their own and others' self-concept and self-esteem</p> <p>Evaluate the influence of personal behaviours and social and physical environments on growth and development, and propose actions to enhance their own and others' growth and development</p> <p>Demonstrate communication and cooperation skills required to implement decisions of personal choice and to resolve conflict in relationships</p>	<p>4</p> <p>5</p> <p>6</p>	<p>Unit 2: Disability discrimination Unit 3: Young people in the workplace <i>and</i> Unit 4: Tackling sexual harassment</p> <p>Unit 3: Young people in the workplace <i>and</i> Unit 4: Tackling sexual harassment</p> <p>Unit 2: Disability discrimination Unit 3: Young people in the workplace <i>and</i> Unit 4: Tackling sexual harassment</p> <p>Unit 4: Tackling sexual harassment</p> <p>Unit 4: Tackling sexual harassment</p> <p>Unit 2: Disability discrimination Unit 3: Young people in the workplace <i>and</i> Unit 4: Tackling sexual harassment</p> <p>Unit 2: Disability discrimination Unit 3: Young people in the workplace <i>and</i> Unit 4: Tackling sexual harassment</p> <p>Unit 2: Disability discrimination Unit 3: Young people in the workplace <i>and</i> Unit 4: Tackling sexual harassment</p>

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English	Speaking & listening	<p>Interpret and construct texts with accessible but challenging ideas and issues</p> <p>Interpret complex subject matter and comment on the appropriateness of texts for context, audience and purpose; draw together information and select details to support stance on complex issues, analyse texts, and entertain and persuade others; and participate appropriately and confidently with peers and distant audiences</p>	5	Unit 2: Disability discrimination Unit 3: Young people in the workplace <i>and</i> Unit 4: Tackling sexual harassment
	Reading & viewing	<p>Make meaning from familiar and some unfamiliar subject matter</p> <p>Identify how aspects of subject matter and textual resources construct representations of people, places, events and things to appeal to different groups; and explore how membership of groups influences the reading/viewing of texts</p> <p>Identify obvious assumptions about groups that have shaped textual representations, identify how readers/viewers are positioned by these representations, and justify their reading with reference to use of particular textual resources and to their own knowledge, values and practices</p> <p>Interpret complex subject matter and abstract concepts in a range of written and multi-modal texts</p>	4 5 6	All units All units All units
	Writing	<p>Construct texts with accessible but challenging ideas and issues for a range of audiences and purposes, and respond to requirements of mode and medium, when narrating, reporting, persuading and when making judgments about texts</p> <p>Construct textual representations of people, places, events, things, and concepts selectively making choices to position readers/viewers and appeal to different audiences and to explore cultural assumptions about groups</p> <p>Select details and elaborate subject matter to explore complex social issues, achieve purposes and appeal to, and maintain appropriate relationships with, specific and general audiences</p>	5	Unit 2: Disability discrimination Unit 3: Young people in the workplace <i>and</i> Unit 4: Tackling sexual harassment Unit 2: Disability discrimination Unit 3: Young people in the workplace <i>and</i> Unit 4: Tackling sexual harassment Unit 2: Disability discrimination Unit 3: Young people in the workplace <i>and</i> Unit 4: Tackling sexual harassment
The Arts	Drama	Prepare and interpret student-devised scenarios and scripts; the stimulus for drama is drawn from school and community issues	4	Unit 2: Disability discrimination Unit 3: Young people in the workplace <i>and</i> Unit 4: Tackling sexual harassment
		Present devised and scripted drama to promote ideas and to educate specific audiences	5	All units

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	Media	Research and analyse various media representations within their cultural and historical contexts	5	Unit 2: Disability discrimination Unit 3: Young people in the workplace <i>and</i> Unit 4: Tackling sexual harassment (video components)

* - Discretionary learning outcome