



South Australia

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.

Middle Years

Key Learning Area / Subject	Strands	Key Ideas	Level	Section in 'Youth Challenge'
Society and Environment	Time, continuity & change	Identify changes that have occurred over time (eg resource availability, accessibility to resources by particular groups)	Middle years - Standard 4	Unit 1: Human rights in the classroom
		Interpret people's motives and actions from perspectives of power, and relate this to future possibilities, using a historical or contemporary event or issue		All units
		Critically analyse evidence of changing influences on a particular idea, event or issue	Middle years - Standard 5	Unit 1: Human rights in the classroom

Key Learning Area / Subject	Strands	Key Ideas	Level	Section in 'Youth Challenge'
Health and Physical Education	Personal & social development	<p>Critically reflect on and describe situations from other people's perspectives</p> <p>Use skills confidently to deal with new situations as they arise, given the interrelationship (eg developing sexuality)</p> <p>Examine the characteristics of responsible sexual relationships and the skills, attitudes and values needed to maintain them</p>	<p>Middle years – Standard 4</p> <p>Middle years – Standard 5</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 4: Tackling sexual harassment</p>
	Health of individuals & communities	<p>Develop a range of strategies (eg anger management, assertive behaviour) to manage situations that may lead to conflict</p> <p>Appraise possible at-risk situations for themselves, and plans options and strategies for minimising harm to themselves and others</p>	<p>Middle years – Standard 4</p> <p>Middle years – Standard 5</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>
	Texts & contexts	<p>Attend with critical understanding, offering own point of view</p> <p>Produce a range of spoken texts about topics, events and issues of personal, community and world interest and adjusts speaking for a wide range of contexts and audiences</p> <p>Read and view a range of texts containing multiple social and cultural perspectives and examine personal and diverse understandings of the contemporary world</p> <p>Listen to a range of texts to analyse and compare complex ideas and diverse opinions</p> <p>Produce a range of spoken texts about specialised topics and current and future issues</p>	<p>Middle years – Standard 4</p> <p>Middle years – Standard 5</p>	<p>All units</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>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>
			Language	<p>Analyse and evaluate features of written texts and visual images when reading and viewing independently a range of texts dealing with more complex themes and issues</p>

Key Learning Area / Subject	Strands	Key Ideas	Level	Section in 'Youth Challenge'
English (cntd.)	Language (cntd.)	Recognise that language varies according to context and gives expression to specific social values Identify and critically appraise combinations of features in texts when reading and viewing a broad range of texts dealing with abstract themes and sociocultural values	Middle years – Standard 5	Unit 2: Disability discrimination Unit 3: Young people in the workplace <i>and</i> Unit 4: Tackling sexual harassment All units
	Strategies	Participate in dialogue on a specific issue (eg acknowledge different viewpoints, using non-sexist and non-racist language)	Middle years – Standard 5	All units
The Arts	Arts practice	Use imaginative thought, and an analysis of arts practice, styles, forms and genre to create/re-create arts works within each arts form that explore social, cultural and/or environmental issues	Middle years – Standard 5	All units