



CURRICULUM ALIGNMENTS

BACKGROUND

The report "Bright Futures: Megatrends impacting the mental wellbeing of young Victorians over the coming 20 years" (VicHealth & CSIRO, 2015, p16) comments on the skills required by young people:

"It is increasingly recognised that young people need a balanced set of cognitive, social and emotional skills in order to better face the challenges of the 21st Century" (OECD, 2015).

"Social and emotional skills, also known as soft skills or character skills, are as important as cognitive skills in shaping positive outcomes. They manifest themselves in countless everyday life situations, and include skills such as perseverance, self-esteem and sociability. Indeed, extensive developmental research indicates that effective mastery of social and emotional skills supports the achievement of positive life outcomes, including educational attainment, employment, wellbeing and health.

"A survey of Australian employers found that interpersonal skills (e.g. the ability to listen, speak and present information) were the most important candidate attributes that they looked for during recruitment. (Deloitte Access Economics, 2014)"

Young people are very competent at digital communication but lack face-to-face communication skills.

WHAT IS I WISH I'D ASKED

"I Wish I'd Asked" is an intergenerational programme designed to target "social and emotional skills" of young people and seniors through conversations and skill sharing activities. These, together with online tools, contribute to the building of communities and work against loneliness.

GOALS

1. Stimulate intergenerational connection and community building with the aim of reducing loneliness.
2. Develop knowledge, skills and understanding relevant to reading, writing and oral communication in a social context of family and community.

OBJECTIVES

1. Reducing levels of loneliness and depression.
2. Engage in face-to-face conversations and skill sharing activities (listening and speaking).
3. Story gathering (experience 'real life' stories from the past and help keep history alive - extraordinary stories from ordinary Australians).
4. Edit and archive the stories to place on a digital platform to create an oral history of Shepparton (present information).



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HOW CAN 'I WISH I'D ASKED' BE APPLIED?

I Wish I'd Asked can be placed in any of the following:

- Years 7 – 11 Literacy Curriculum
- Years 7 – 12 Home groups
- Years 9 - 10 (Pathways) Optional themed unit within:
 - English
 - History
 - The Arts
 - Digital Technology
 - Media
 - Maths
 - Languages
- Year 10 Peer Leadership unit
- Years 11/12 VCAL Strand 4 - Personal Development Skills
- Years 11/12 VCAL - Literacy Skills

References: www.vcaa.vic.edu.au Victorian Curriculum
F - 10 Revised Curriculum Planning and Reporting Guidelines

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CROSS CURRICULAR PRIORITIES ⁶					
LEARNING AREAS ¹	I WISH I'D ASKED ACTIVITIES	CAPABILITIES ²	LEARNING OUTCOMES ³	TEACHING CONTENT ³	21 ST CENTURY SKILLS ⁵
ENGLISH	Conversations Interviews Written tasks	Literacy	Visual literacy Social communication Understanding Context, audience, purpose Representation Language Media Journalism	Visual knowledge Composing texts	Communication Verbal Non-verbal Aural Visual Written
MATHS	Cooking Gardening	Numeracy	Scale Proportional reasoning	Using spatial reasoning Using measurement	
DIGITAL TECHNOLOGIES	Digital videography Editing Reverse mentoring (teaching seniors computer, tablet)	ICT	Ethical protocols Responsibility Multimodal literacies	Creating with ICT Communicating with ICT	
HUMANITIES AND SOCIAL SCIENCES	Oral history	Ethical understanding	Social issues Perspectives Integrity	Understanding ethical concepts and issues Reasoning in personal decision making and actions	
THE ARTS	Dance Design Drawing Photography	Personal and social capability	Contribution to teams Resilience, self-esteem, self-efficacy, well-being Community interaction Managing relationships Volunteerism	Social awareness	Collaboration and team work Social skills Initiative
LANGUAGES		Intercultural understanding	Community Openness, respect Responsibility Diversity	Interacting and empathising with others Recognising culture and developing respect	
HEALTH AND PE	Next phase	Critical and creative thinking	Thought and reasoning Accessing, organising, using information Creativity Imagination Problem solving Collaborative thinking Application of skills	Inquiring, identifying, exploring and organising information and ideas Analysing, synthesising and evaluating information	Critical thinking Creativity

1, 2. Assessment and Reporting Authority (ACARA), *Australian Curriculum* <https://www.australiancurriculum.edu.au/f-10-curriculum/>

3, 4. Adapted from SACE Capabilities Policy document

5. Applied Educational System, *What are 21st Century skills?*, <https://www.aeseducation.com/careercenter21/what-are-21st-century-skills>

6. Australian Curriculum, Assessment and Reporting Authority (ACARA), *Cross-curriculum priorities: The Australian Curriculum*, <https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/>