## Health and Physical Education and Personal and Social Capability, including Respectful Relationships – Two-way Planning

Hi. I'm Sapna Sachdeva, a Victorian Curriculum and Assessment Authority specialist teacher in Health Education and Personal & Social Capability, including Respectful Relationships.

Today, I will be sharing some ideas with you around two-way planning and how to include this in your planning of teaching and learning.

**Slide 1 – Introduction**

**Slide 2 – Multiple entry points**

There are multiple entry points in teaching and learning and assessment.

**Slide 3 – Start with the curriculum**

The first is to start with the curriculum and work through from there.

**Slide 4 – Or start with the teaching and learning activity**

The second is to start with the teaching and learning activity and work back to the curriculum.

This is the case when you have a resource like Resilience, Rights and Respectful Relationships. In this case, you have to ensure the activity does actually align to the content descriptions and achievement standards.

**Slide 5 – Tracing connections template**

Here is a template example to support your two-way planning. It allows you to identify the level, curriculum area, content descriptions, achievement standards, focus area if working within the Health & PE curriculum, teaching and learning activities, and assessment strategy. Remember, it is just one way of planning. It's the elements that are important, not the format.

**Slide 6 – Activity**

To help you work through to ensure the RRRR activities align with content descriptions and achievement standards, we will work through an activity and an example of how to align them to the curriculum.

We will be working through the 'What Is Gender-Based Violence?' activity from the Level 3–4 RRRR topic 8, Positive Gender Relations. This activity can be accessed off FUSE. You can download the transcript to access the hyperlink.

[i.e. <http://fuse.education.vic.gov.au/ResourcePackage/ByPin?pin=2JZX4R>]

**Slide 7 – What is gender-based violence?**

To start this activity, it is important to first ask your students to define 'gender-based violence'.

There are many ways to do this in a non-confrontational manner. You may ask, "What happens when someone is mean to you?" and ask questions that allow them to make their own connections of violence.

To support you in doing this activity, think about how YOU would define 'gender-based violence'.

You can pause the video at any time to have reflection time.

**Slide 8 – Scenario**

Read the scenario and reflect on the key parts.

**Slide 9 – Template**

Now, using this template, have a think about how you would fill it in from the victim's point of view, the perpetrator's point of view and the witness's point of view.

**Slide 10 – Tracking connections template**

Now we have completed the activity, we can fill in this form with the teaching and learning activity and work backwards to the curriculum.

**Slide 11 – Tracking connections example**

Here is an example using different activities from the RRRR resource.

**Slide 12 – Next steps**

Now that you've got a guide, you can use the resource to align the activities with the curriculum as they work for your setting and your cohort of students.

Remember, there are many resources on the VCAA website that you can use to support your teaching and planning and assessment in schools, so please do take the time to have a look.

Thank you for listening to this two-way planning module.