

Be You for VET: CHC30221 Certificate III in School Based Education Support

Top Picks 1

CHCEDS035 Contribute to student education in all developmental domains

Mapping Be You to qualifications

This Top Picks unit contains Elements, Performance Criteria and/or Knowledge Evidence to support and facilitate the mental health and wellbeing of children. The following tables identify Be You resources, such as Professional Learning modules and tools, that have the potential to enrich teaching and learning in this unit.

Mapping	Top Picks 1: Be You resources	
Elements, Performance Criteria, Knowledge Evidence	Professional Learning modules: Learning outcomes statements numbered for easy reference	Webinars, Fact Sheets, Tools
<p>Element 2</p> <p>2.1 Identify the stages of social and emotional development required for each phase of development in the current curriculum. (UND1-4, AFF1-4)</p> <p>2.2 Use strategies, materials and resources that support social and emotional development according to the school policy and procedures. (UND 2, EMP3)</p> <p>2.3 Identify and report concerns about a student’s social and/or emotional development to the teacher according to the school policy and procedures. (UND3)</p>	<p>DOMAIN: <u>MENTALLY HEALTHY COMMUNITIES</u></p> <p>UNDERSTAND 1 Describe what mental health and wellbeing is (2.1)</p> <p>UNDERSTAND 2 Use strategies, materials and resources that support social and emotional development according to the school policy and procedures (2.2)</p> <p>UNDERSTAND 3 Understand risk and protective factors, and influences in your learning community that affect mental health (2.3)</p> <p>UNDERSTAND 4 Identify what a mentally healthy learning community can look like and how it benefits the mental wellbeing of children and young people (2.2)</p>	<p>Videos/webinars:</p> <p><u>Thornbury Primary School: wellbeing is the heart of everything we do here</u></p> <p><u>Considering and acknowledging our strengths</u></p> <p><u>Transitions: preparing for the primary to secondary school transition phase</u></p> <p><u>Transitions: preparing children and young people for change</u></p>

Mapping	Top Picks 1: Be You resources	
Elements, Performance Criteria, Knowledge Evidence	Professional Learning modules: Learning outcomes statements numbered for easy reference	Videos, Fact Sheets, Tools
Element 2 continued	<p>DOMAIN: <u>LEARNING RESILIENCE</u></p> <p>AFFIRM 1 Describe what social and emotional learning is (2.1)</p> <p>AFFIRM 2 Explain why social and emotional skills are necessary for good mental health and wellbeing (2.1)</p> <p>AFFIRM 3 Describe what resilience is (2.1)</p> <p>AFFIRM 4 Recognise why learning resilience is important for later in life (2.1)</p> <p>EMPOWER 1 Describe what child and youth empowerment looks like in an education setting, and how it supports mental health and wellbeing (2.1)</p> <p>EMPOWER 2 Articulate the relationship between empowerment and resilience in children and young people, and the impact this has on one’s sense of belonging and ability to contribute (2.1)</p> <p>EMPOWER 3 Articulate the relationship between empowerment and resilience in children and young people, and the impact this has on one’s sense of belonging and ability to contribute (2.2)</p> <p>EMBED 4 Plan and integrate social and emotional learning into everyday practice (2.2)</p> <p>EMBED 5 Identify the importance of modelling social and emotional learning skills and behaviours, and apply them (2.2)</p> <p>EMBED 6 Apply a strengths-based approach to teaching social and emotional learning skills (2.2)</p>	<p>Fact Sheets:</p> <p><u>Development</u></p> <p><u>Social and emotional learning</u></p> <p><u>Mental health issues and conditions</u></p> <p><u>Wellbeing</u></p>