

| | YEAR 11 | LEVEL 9 |
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| | Subject Focus: Intrapersonal and Interpersonal awareness | |
| 1 | I can introduce myself to my co-students and teachers. | |
| 2 | I can contribute to a set of ground rules for the group. | |
| 3 | I can talk about the importance of ground rules for effective group functioning. | |
| 4 | I can talk about my values and beliefs. | |
| 5 | I can explain how my values and beliefs influence my choices when making decisions. | |
| 6 | I can talk about how my decisions effect my life and the life of those around me. | |
| 7 | I can discuss how volunteering and active citizenship contribute to the wellbeing of society. | |
| 8 | I can list the things I can do to be a proactive citizen. | |
| 9 | I can identify the steps involved in blood and organ donation. | |
| 10 | I can describe how it might feel to be part of the donation process. | |
| 11 | I can talk about the importance of donation for individuals and for the wellbeing of society. | |
| 12 | I can explain the process and the importance of voting. | |
| 13 | I can discuss misconceptions related to voting. | |
| 14 | I can distinguish between fostering and adoption. | |
| 15 | I can describe how fostering and adoption contribute positively to the wellbeing of the individual, the family and the community. | |

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| 16 | I can identify different views about abortion. |
| 17 | I can talk about the various services offered to support teenage or young parents. |
| 18 | I can identify the challenges and opportunities faced during transitions. |
| 19 | I can talk about different feelings that I can experience because of different transitions in my life. |
| 20 | I can mention different strategies I can adopt for a smoother transition to life after school. |
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| | Subject Focus: Career Exploration and Planning |
| 1 | I can reflect and identify my personal characteristics. |
| 2 | I can match my personal characteristics to varied jobs and careers. |
| 3 | I can list the various post-secondary institutions available. |
| 4 | I can identify the advantages and disadvantages of different work alternatives. |
| 5 | I can recognise the important employability skills needed for different jobs and careers. |
| 6 | I can name the different rights, duties and responsibilities of employers and employees. |
| 7 | I can identify the varied employment support services available. |
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| | Subject Focus: Health, Safety and Well being |
| 1 | I can recognise that everyone has a state of mental health, with ups and downs. |
| 2 | I can talk about the stigma surrounding mental health and discuss how this can make a person affected by mental health problems feel worse. |
| 3 | I can identify signs and symptoms of some mental health problems. |

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| 4 | I can identify strategies of how to prevent and maintain a healthy mental state of mind. |
| 5 | I can recognize how I can assist someone who has mental health issues. |
| 6 | I can refer to the varied mental support services available to self and others. |
| 7 | I can identify the rights and responsibilities in a relationship. |
| 8 | I can recognise and talk about what is acceptable in an intimate and sexual relationship. |
| 9 | I can explain why communication is essential for a healthy intimate and sexual relationship. |
| 10 | I can distinguish between responsible and irresponsible actions in relationships. |
| 11 | I can identify the risks encountered online. |
| 12 | I can discuss responsible actions I can make to avoid adverse consequences online. |
| 13 | I can recognise and identify different sexual orientations. |
| 14 | I can recognise the importance of feeling comfortable with one's sexual orientation. |
| 15 | I can identify how alcohol or other drugs can lead to impaired decision making. |
| 16 | I can identify strategies of avoiding undesired consequences under the influence of alcohol. |
| 17 | I can talk about different ways bystanders can protect others against assault involving alcohol or drugs. |
| 18 | I can explain what constitutes pornography |
| 19 | I can recognize the possible impact of pornography on the expectations people might have on intimate and sexual relationships. |
| 20 | I can explain the ongoing responsibility I have for staying sexually healthy. |
| 21 | I can describe different sexually healthy actions and choices I can take. |