

# GROWING AND CHANGING

Revised 28 July 2016

| Stage: 3 Year 6  | Unit Duration: 9 Lessons | Weeks 1 2 3 4 5 6 7 8  | Terms 1 2 3 4 |
|--|--------------------------|--|---------------|
| <p><b>Enduring Understandings</b></p> <p><b>E.1</b> Each person is a unique individual with their own feelings and values and these differences should be respected.</p> <p><b>E.2</b> God calls me to become a complete person with a strong sense of self worth and dignity.</p> <p><b>E.3</b> We should understand, accept and respect our body and the bodies of others.</p>   |                          | <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How does my body grow and change?</li> <li>• What factors influence personal and community health?</li> </ul>  |               |
| <p><b>Major Outcomes</b></p> <p><i>Knowledge and Understanding</i></p> <p><b>GDS3.9</b> Explains and demonstrates strategies for dealing with life changes</p> <p><i>Skills</i></p> <p><b>PSS3.5</b> Suggests, considers and selects appropriate alternatives when resolving problems</p> <p><i>Values and Attitudes</i></p> <p><b>V1</b> Refers to a sense of their own worth and dignity</p>   |                          | <p><b>Contributing Questions/Lesson Overview</b></p> <ol style="list-style-type: none"> <li>1. What is self-esteem &amp; how does it affect what I value? (E.1)</li> <li>2. How do I change during puberty? (E.2)</li> <li>3. How am I growing and changing? (E.2)</li> <li>4. What are the changes for boys and girls? Part 1 (E.2, E3)</li> <li>5. What are the changes for boys and girls? Part 2 (E.2, E3)</li> <li>6. How are boys and girls expected to act? (E.2)</li> <li>7. What is safe and unsafe touching? (E1, E.3)</li> </ol>  |               |
| <p><b>Contributing Outcomes</b></p> <p><i>Knowledge and Understanding</i></p> <p><b>IRS3.11</b> Describes roles and responsibilities in developing and maintaining positive relationships</p> <p><i>Skills</i></p> <p><b>COS3.1</b> Communicates confidently in a variety of situations</p> <p><b>DMS3.2</b> Makes informed decisions and accepts responsibility for consequences</p> <p><b>INS3.3</b> Acts in ways that enhance the contribution of self and others in a range of cooperative situations</p> <p><i>Values and Attitudes</i></p> <p><b>V2</b> Respects the rights of others to hold different values and attitudes from their own.</p> <p><b>KidsMatter SEL Focus</b></p> <p><b>Major:</b> Self Awareness - Recognising Strengths; Responsible Decision Making - Respecting others; Social Awareness - Perspective-Taking; Self-Management - Managing emotions; Relationship Skills - Refusal; Responsible Decision Making - Assuming personal Responsibility; Responsible Decision Making - Analysing situations</p> <p><b>Minor:</b> Self Awareness - Identifying emotions; Social Awareness - Appreciating Diversity;</p> |                          | <p><b>TEACHER NOTES</b></p> <ul style="list-style-type: none"> <li>• <b>Parents are to be informed by letter prior to commencement of the unit. (See sample in Appendix Section)</b></li> <li>• <b>Regularly send the student workbooks home each week for comment/feedback.</b></li> <li>• This unit deals with a sensitive topic and needs to be dealt with according to the school's policy and within the Catholic context.</li> <li>• Teacher may wish to invite parents/carers to the school to view the video with students.</li> <li>• Resources need to be approved by the principal and parents are to be informed of the content of the unit.</li> <li>• Teacher review sample Q &amp; A for Sexuality Education in the Appendix Section</li> </ul> |               |

**Catholic Dimension/Towards Wholeness (TW) (Also refer to overview of TW for this unit)**

***Growth and Development***

God has created each of us to grow into the fullness of life. We are made in God's image and therefore, we are of inherent dignity and worth. Our sexuality is an intrinsic part of ourselves, to be celebrated and expressed with joy and responsibility, according to God's plan. Each person grows and changes, passing through stages on a journey towards full maturity. God is with us on this journey, reassuring and challenging. We are never alone.

***Personal Health Choices***

Throughout our lives, we all face having to make personal decisions relating to nutrition, hygiene, consumerism, drug use and disease prevention. So many conflicting opinions and values influence children in making decisions that have direct relevance to their health and well-being. Taught from a Catholic perspective, this strand seeks to develop the children's abilities to observe, explore, interpret and judge, informed by an emerging integrated value system that is based on the values of the Gospel.

***Interpersonal Relationships***

Human beings find their true place within community; they grow towards maturity through the relationships they maintain. We all depend on each other and, as we mature, we grow in awareness of our responsibility for each other. Alone and isolated we cannot develop our gifts and live as God intended. Among family, friends, members of our peer group and others, we find our place as contributing members of society. It calls us all to enter freely into loving and forgiving relationships that are embedded in community, to develop such qualities as honesty, respect, empathy, openness and a commitment to equality.

**Foundation Statements**

Students examine key factors that contribute to a balanced lifestyle and keeping safe and healthy. They examine nutritional information, disease prevention and the effects of drugs on the body and they identify behaviours that impact on wellbeing. Students assess the safety of situations in home, school, water and road environments and identify appropriate responses. They describe and practise a range of personal safety strategies that could be used in threatening or abusive situations. They take responsibility for personal decisions, recognising the effects that decisions have on self and others.

Students describe the factors that influence personal identity and examine the physical, social and emotional changes that occur during puberty. They devise strategies for coping with change, grief and loss. They value the differences between individuals and challenge discrimination and harassment. Students value different roles and responsibilities in relationships, the importance of communication and they practise positive ways to deal with conflict.

**Suggested correlations with other KLAs**

***English***

- Narrative Text (concept development)
- Explanation
- Personal Recount
- Information Report

***Creative Arts***

- Drama - Performing and Appreciating

***Mathematics***

- Data Representation
  - Length
  - Mass
- Working mathematically

***HSIE***

- Cultures
  - Cultural influences
- Belief Systems

## Technology

The following websites have been selected to enhance various concepts being taught throughout this unit. Most of the sites listed can be linked to more than one of the lessons being taught. Teachers may like to add them to the school intranet site. Some of the following sites have a great deal of information and it is important for the teacher to choose sections that are relevant to the needs and maturity of his/her class.

- [http://kidshealth.org/kid/htbw/htbw\\_main\\_page.html](http://kidshealth.org/kid/htbw/htbw_main_page.html)
- <http://kidshealth.org/kid/grow/index.html>
- <http://pbskids.org/itsmylife/index.html>
- <http://pbskids.org/itsmylife/body/puberty/index.html>
- <http://www.pamf.org/preteen/mybody/>
- <http://www.kidnetic.com/Innerg/>
- <http://www.brainpop.com/health/geneticsgrowthanddevelopment/>
- <http://www.brainpop.com/health/personalhealth/cyberbullying/>
- <http://www.cybersmart.gov.au>

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| <p><b>Subject Matter</b><br/> <u><i>Growth and Development</i></u><br/> <b>Personal Identity</b></p> <ul style="list-style-type: none"> <li>• Influences on self-esteem and behaviours</li> <li>• Feelings <ul style="list-style-type: none"> <li>- about self and others</li> </ul> </li> <li>• Gender images and expectations</li> </ul> <p><b>The Body</b></p> <ul style="list-style-type: none"> <li>• Body systems <ul style="list-style-type: none"> <li>- Functions</li> <li>- Interrelationships</li> </ul> </li> </ul> <p><b>Human Sexuality</b></p> <ul style="list-style-type: none"> <li>• Changes at puberty <ul style="list-style-type: none"> <li>- Menstruation</li> </ul> </li> <li>• Reproductive process</li> </ul> <p><b>Changes</b></p> <ul style="list-style-type: none"> <li>• Identify changes <ul style="list-style-type: none"> <li>- Physical, social, emotional</li> </ul> </li> <li>• Methods of coping with change <ul style="list-style-type: none"> <li>- Activity, relaxation, stress management</li> </ul> </li> </ul> | <p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Importance of values</li> <li>• Influences on personal values</li> <li>• Uniqueness of self <ul style="list-style-type: none"> <li>- Identity, development, goals</li> </ul> </li> <li>• Challenging discrimination</li> </ul> <p><u><i>Interpersonal relationships</i></u><br/> <b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Personal rights</li> <li>• Importance of positive relationships</li> <li>• Challenging discrimination <ul style="list-style-type: none"> <li>- Anti-discrimination legislation</li> </ul> </li> </ul> <p><b>Groups</b></p> <ul style="list-style-type: none"> <li>• Types of groups</li> <li>• Working with others</li> <li>• Sharing and helping</li> <li>• Interacting with adults</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Supporting others</li> <li>• Recognising and articulating feelings</li> </ul> | <p><u><i>Personal Health Choices</i></u><br/> <b>Making Decisions</b></p> <ul style="list-style-type: none"> <li>• Making health decisions</li> </ul> <p><b>Health Services and products</b></p> <ul style="list-style-type: none"> <li>• Health information and services</li> </ul> <p><b>Preventive measures</b></p> <ul style="list-style-type: none"> <li>• Disease prevention <ul style="list-style-type: none"> <li>- Communicable diseases</li> <li>- Immunisation</li> <li>- Sexually transmitted diseases</li> <li>- Blood-borne viruses HIV/AIDS</li> <li>- Hereditary diseases</li> <li>- Lifestyle disease, eg development of heart disease</li> </ul> </li> </ul> <p><u><i>Safe Living</i></u><br/> <b>Personal Safety</b></p> <ul style="list-style-type: none"> <li>• Identifying risk situations, people and places</li> <li>• Responding to risk situations</li> </ul> |
| <p><b>Unit Evaluation</b><br/> Sample teacher and student unit evaluations are included at the end of the unit.</p>  | <p><b>Assessment</b><br/> The main Assessment task is found in Lesson 6. Assessment strategies are included in each lesson.</p>   |   |

# An Overview of Towards Wholeness (TW) in the PDH Unit Growing and Changing - Stage 3

**Key God's Word:**

Each individual is created in the image and likeness of God. Gen 1:27-28, 2:23-24 (TW p. 26)

Our body is a gift of God, 'God's temple' (1 Cor 3:16) to be treated with respect. (TW p. 19)

Treat others as they you would like them to treat you. Mt.7:12 (TW p.31)

| Enduring Understandings  | Beliefs and Values  | Contributing Questions/Lesson Overview   |
|--|---|--|
| <p>E.1. Each person is a unique individual with their own feelings and values and these differences should be respected.</p> | <p>Each person is unique, worthy of respect and love, created in the image and likeness of God. TW p.24</p> <p>God calls me to become a complete person, to build a strong sense of self worth, to grow and develop to my full potential. TW p.24</p>   | <p>1. What is self-esteem &amp; how does it affect what I value?</p>   |
| <p>E.2. God calls me to become a complete person with a strong sense of self worth and dignity.</p>                          | <p>God calls me to become a complete person, to build a strong sense of self worth, to grow and develop to my full potential. TW p.24</p> <p>We change and grow to become people God calls us to be. TW p.19</p> <p>While respecting others, we do not necessarily take on their values or opinions. We are able to discriminate between what is right and what is wrong. TW p.24</p> <p>We are called to wholeness, completeness and maturity. TW p.35</p> <p>We appreciate and respect our body and the bodies of others. TW p.26</p> <p>As we grow and develop we enjoy all our capacities and gifts, our intellect, our emotions, our spirit, our will and our physical bodies. TW p.27</p> | <p>2. How do I change during puberty?</p> <p>3. How am I growing and changing?</p> <p>4. What are the changes for boys and girls?</p> <p>5. What are the changes for boys and girls?</p> <p>6. How are boys and girls expected to act?</p> |

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| <p>E.3 We should understand, accept and respect our body and the bodies of others.</p> | <p>We appreciate and respect our body and the bodies of others.<br/>TW p.26</p> | <ol style="list-style-type: none"> <li>4. What are the changes for boys and girls? Part 1</li> <li>5. What are the changes for boys and girls? Part 2.</li> <li>7. What is safe and unsafe touching?</li> <li>8. What is safe and unsafe touching?</li> </ol> |
|--|---|---|

## Lesson 1 What is self-esteem & how does it affect what I value?

| Enduring Understandings  | Outcomes  | Indicators  |
|--|---|---|
| E.1 Each person is a unique individual with their own feelings and values and these differences should be respected. | <p>IRS3.1 Describes roles and responsibilities in developing and maintaining positive relationships</p> <p>COS3.1 Communicates confidently in a variety of situations</p> <p>GDS3.9 explains and demonstrates strategies for dealing with life changes</p> <p>V1 Refers to a sense of their own worth and dignity</p> | <ul style="list-style-type: none"> <li>Identifies influences on self-esteem</li> <li>Uses reflective listening in order to clarify a friend's point of view</li> <li>Recognises a wide range of influences on development of personal values</li> <li>Accepts themselves as they grow and change</li> </ul> |

**KidsMatter SEL Focus:** Major - Self Awareness - Recognising Strengths; Minor - Self Awareness - Identifying emotions

### Suggested Learning Experiences

Note:

- Parents are to be informed by letter prior to commencement of the unit. (See sample in Appendix Section)
- To provide the opportunity for parents to engage with their child it is suggested to send their PDH book home at the end of each week with a class question or an invitation to make comment and provide feedback.
- Teacher to display unit title

In pairs, create a definition for the term, self-esteem. Share these definitions with two other pairs.

Teacher brings the students to the understanding that:

**Self-esteem means how we feel about ourselves.** (Display)

Explain that this might mean how you feel about yourself as a student, friend or child and whether you think others like you and how you feel about your ability to manage life.

Use the analogy that self esteem is like a cup of water and that sometimes it is full (high self-esteem) and sometimes it is low (poor self-esteem).

Discuss:

What things can fill our cup or empty our cup?

List people and events that may influence the development of self-esteem, eg, friends, family, life changes (milestones), loss, relocation.

How do good relationships help your self-esteem?

What makes a good relationship?

How can good relationships help people cope with issues?

**TW:** Teacher revises the belief that **God created us in His image and likeness and therefore His love for us is unconditional.**

In small groups, identify ways God's unconditional love may influence their self-esteem? (Eg, God forgives us when we make wrong choices and therefore we can always start over again, our physical appearance has no bearing on how much God loves us.)

TEACHER NOTE: In preparation for Lesson Two, discuss the belief that students can pray to God and ask Him to guide and support them, as they journey through the physical changes and emotions associated with puberty. This support enhances their self-esteem and self worth.

Students participate in a Polar Debate by responding to the following statements.

Students respond to a number of statements by moving to the signs Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree around the room. Teacher selects several students to justify their response. Students may then change their response and move to another sign after listening to a student's justification.

- Money is essential.
- We should try to decrease our carbon footprint.
- Puberty maybe a time of confusion.
- Teachers can affect our self esteem.
- Being fit is important.
- It's cool to wear the latest fashion.
- Friends are more important than family.
- Love yourself.

Discuss the meaning of the word 'values'.

**Values are beliefs that an individual or group of people see as important. These values guide the way we live our lives and the decisions we make.** (Display)

Discuss the schools' values and rules.

Students brainstorm a list of values, eg honesty, loyalty, trust, respecting each other, rejecting violence.

Teacher records these on the board.

List who and what influences our values and talk about how your values have developed.

TEACHER NOTE: It is important the students recognise the effect self esteem may have on the things they value in life, both the personal and material things.

**TW:** Teacher displays the belief, *God calls me to become a complete person, to build a strong sense of self worth, to grow and develop to my full potential.* Students discuss how Jesus has influenced our values and the way we live?

HOME TASK: Students design and create a *Values Shield* using art or craft materials. On each part of the shield students record their personal values and underneath record a personal statement or code of behaviour which they believe in.

#### Resources

- Signs - Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
- Department of Education and Training. (1998). *Stage 3 Child Protection Education: Curriculum materials to Support teaching and learning in PDHPE. Values Shield Activity*, Sydney, DET, p 150.

#### Assessment

Student contribution in discussion relating to self-esteem and their Values Shield.

Adapted and reproduced with kind permission from: Board of Studies. NSW. (1999). *PDHPE K-6 Teaching Kit: Playing a Part*. Sydney: BOS. p 49.

# My Values

|    |    |
|----|----|
| 1. | 2. |
| 3. | 4. |
| 5. | 6. |

Jesus has taught me .....

.....

## Lesson 2 How do I change during puberty?

| Enduring Understandings  | Outcomes  | Indicators  |
|--|---|---|
| E.2 God calls me to become a complete person with a strong sense of self worth and dignity.  | <p>GDS3.9 Explains and demonstrates strategies for dealing with life changes</p> <p>COS3.1 Communicates confidently in a variety of situations</p> <p>V1 Refers to a sense of their own worth and dignity</p> | <ul style="list-style-type: none"> <li>• Recognises that many changes occur in a predictable sequence</li> <li>• Recognises and articulates feelings associated with changes during puberty</li> <li>• Accepts themselves and others as they grow and change</li> </ul> |
| <p><b>KidsMatter SEL Focus:</b> Major - Responsible Decision Making - Respecting others; Social Awareness - Perspective-Taking; Minor - Social Awareness - Appreciating Diversity</p>  |   |   |
| <p><b>Suggested Learning Experiences</b></p> <p>Revise definition of values. Use using respect as an example.</p> <p>Throughout this unit <b>review the following class rules</b> for the sensitive issues unit:</p> <ul style="list-style-type: none"> <li>• Respect each others opinions (no put downs)</li> <li>• Respect people's privacy - do not use peoples' names</li> <li>• Keep confidential what others say in class (do not go and tell younger students)</li> <li>• Respect each others feelings e.g the right to pass for student/teacher</li> </ul> <p>These rules will be referred to at the beginning of each lesson. Teachers may choose to display and have children write them in the workbooks and sign off on these.</p> <p><b>TW:</b> All the beliefs and values relating to this lesson should be displayed around the room for reference during the lesson. It is recommended that the teacher explains and discusses these.</p> <ul style="list-style-type: none"> <li>• God calls me to become a complete person, to build a strong sense of self worth, to grow and develop to my full potential.</li> <li>• We change and grow to become people God calls us to be.</li> <li>• While respecting others, we do not necessarily take on their values or opinions. We are able to discriminate between what is right and what is wrong.</li> <li>• We are called to wholeness, completeness and maturity.</li> <li>• We appreciate and respect our body and the bodies of others</li> </ul> <p>For this section of the lesson, challenge the students to show respect and use the correct terms for the 'private' or sexual parts of the body when talking about Puberty.</p> <p>Talk about puberty as a time of change and growth. Note the role of hormones in bringing about changes during puberty and the fact that the onset of puberty varies between individuals. Teachers may us the following site for background information or to share with students.<br/> <a href="http://pbskids.org/itsmylife/body/puberty/article2.html">http://pbskids.org/itsmylife/body/puberty/article2.html</a></p> <p>Last year in the unit entitled 'I Like Me' students learnt about Puberty and body changes. As a class, brainstorm a list of changes that occur to boys and girls.</p> <p>Individually students complete the <i>Body Changes Activity</i>.</p> |   |   |
| <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <i>Body Changes Activity</i></li> <li>• Butchers paper, textas and pencils</li> </ul>   | <p><b>Assessment</b></p> <p>Student work sample of <i>Body Changes Activity</i></p>   |   |



# Body Changes



Catholic belief/ value -

**We appreciate and respect our body and the bodies of others.**

List the changes that occur during puberty.

Changes in Boys

Changes in Girls

Identify a change that has occurred in your life. How did you feel about the change?

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What did you do to cope with the change?

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How do you feel about Puberty and the associated changes?

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## Lesson 3 How am I growing and changing?

| Enduring Understandings   | Outcomes  | Indicators   |
|---|---|--|
| E.2 God calls me to become a complete person with a strong sense of self worth and dignity. | GDS3.9 Explains and demonstrates strategies for dealing with life changes<br><br>PSS3.5 Suggests, considers and selects appropriate alternatives when resolving problems<br><br>V1 Refers to a sense of their own worth and dignity | <ul style="list-style-type: none"> <li>Recognises that many changes occur in a predictable sequence</li> <li>Describes the reproductive process</li> <li>Reflects on problems associated with change during puberty and suggests possible solutions</li> <li>Appreciates the importance of human reproduction</li> </ul> |

**KidsMatter SEL Focus:** Major - Self Management - Managing emotions; Minor - Social Awareness - Appreciating Diversity

### Suggested Learning Experiences

**TW:** TEACHER NOTE: Revise the **Beliefs and values displayed from Lesson 3** and refer to them during relevant activities in this Lesson.

As a class, students watch the co-educational DVD, *Things Are Changing Part 1 - General Physical Changes*. (Length: 11mins)

In pairs, complete a *PMI Activity* (Plus, Minus, Interesting) on Part 1 of the DVD - hormones, hair, body odour, body shape etc.

Divide the class into groups, where the children will research or use the information found in the *Things Are Changing - Boys and Girls* books (or CD Rom printable notes)

This is a sensitive area, so when using the internet, it is a good idea for children to type in the question followed by 'for kids'. This should be modelled by the teacher prior to commencement. They will report back their collective ideas and discoveries by answering the following questions;

1. Why does puberty happen?
2. What are the two female hormones which result in puberty for girls?
3. What are the physical changes that will occur in girls?
4. What is the male hormone which results in puberty for boys?
5. What are the physical changes that will occur in boys?
6. How will hormones affect my emotions during puberty?
7. What lifestyle choices do we need to make during puberty?

Children record answers during reporting session on *Jigsaw Task*.

**HOME TASK:** Students are encouraged to continue their discussion with their parents/carers at home. Send home the students exercise book for parents to make a comment. Students could design some questions to interview parents e.g.

1. How did you find out about body changes during puberty?
2. How old were you when your body changed?
3. What did you think about the changes?
4. How did you cope with the changes?

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| <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <i>PMI Activity sheet</i></li> <li>• DVD: <i>Things Are Changing</i> <a href="http://www.choicez.com.au">www.choicez.com.au</a><br/><i>Things Are Changing - Part 1</i> - Boys and Girls book or CD Rom with printable notes.</li> <li>• <i>Jigsaw Task sheet</i></li> </ul> | <p><b>Assessment</b></p> <p>Student participation in class discussion</p> |
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# PMI Activity

|  |                                  |
|--|----------------------------------|
| <p>Plus</p> <p><b>Plus</b></p>               | <p>Minus</p> <p><b>Minus</b></p> |
| <p>Interesting</p> <p><b>Interesting</b></p> |                                  |

# Jigsaw Task:

How am I growing and changing?

Record your answers below.



1. Why does puberty happen?

2. What are the two female hormones which result in puberty for girls?

3. What are the physical changes that will occur in girls?

4. What is the male hormone which results in puberty for boys?

5. What are the physical changes that will occur in boys?

6. How will hormones affect my emotions during puberty?

7. What lifestyle choices do we need to make during puberty?

## Lesson 4 What are the changes for boys and girls? Part 1

| Enduring Understandings   | Outcomes   | Indicators   |
|---|--|--|
| <p>E.2 God calls me to become a complete person with a strong sense of self worth and dignity.</p> <p>E.3 We should understand, accept and respect our body and the bodies of others.</p>   | <p>GDS3.9 Explains and demonstrates strategies for dealing with life changes</p> <p>PSS3.5 Suggests, considers and selects appropriate alternatives when resolving problems</p> <p>V1 Refers to a sense of their own worth and dignity</p> | <ul style="list-style-type: none"> <li>• Identifies and explains the changes that occur during puberty</li> <li>• Reflects on problems associated with change during puberty and suggests possible solutions</li> <li>• Appreciates that their physical, social, emotional and intellectual development is unique</li> </ul> |
| <p><b>KidsMatter SEL Focus: Minor - Social Awareness - Appreciating Diversity</b></p>   |  |  |
| <p><b>Suggested Learning Experiences</b></p> <p>For the following sessions, teachers may wish to split classes that have both genders. This will be at each teacher's discretion, based on the current cohort - maturity levels.</p> <p>As a class, view <i>Things Are Changing - Part 3 What's happening for the girls</i>. This section of the DVD deals with the female reproductive system and the menstrual cycle. (Length: 5 mins)</p> <p>As a class, view <i>Things Are Changing - Part 2 What's happening for the boys</i>. This section of the DVD deals with the male reproductive system, sperm, sexual intercourse &amp; emotional changes. (Length: 11 mins)</p> <p>Explain to the children that there will be a verbal question time. An optional approach to this time would be to have a <b>question box</b> to ensure anonymity and to give the teacher time to plan their response.</p> <p>Refer to the Support Materials for, <a href="#">Frequently Asked Questions and Answers for Stage 3 Sexuality Education in a Catholic School</a>. Teachers may wish to have this document printed out for easy reference.</p> <p>When available, schools may decide to select from the Parent community, a person with Medical experience/background to provide the correct professional information based on their questions.</p> <p><b>TW: Bring the students to the understanding that as we grow and develop we enjoy all our capacities and gifts, our intellect, our emotions, our spirit, our will and our physical bodies. Explain that God wants us to embrace these changes, and to feel proud of whom we are, showing that we each have dignity and worth. This is sometimes a very difficult thing to do.</b></p> <p><b>TW: In small groups ask the children to discuss how they could show their teachers and parents that they respect themselves and their class mates in relation to their sexuality. Explain that this can be done by appreciating and respecting our body and the body of others. (This belief is already displayed from Lesson 3.)</b></p> |  |  |
| <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• DVD: <i>Things Are Changing</i> <a href="http://www.choicez.com.au">www.choicez.com.au</a></li> <li>• Art paper, textas, coloured pencils and crayons</li> <li>• Question Box</li> </ul>   | <p><b>Assessment</b></p> <p>Student participation in group activity</p>  |  |

## Lesson 5 What are the changes for boys and girls? Part 2

| Enduring Understanding  | Outcomes   | Indicators   |
|---|--|--|
| <p>E.2. God calls me to become a complete person with a strong sense of self worth and dignity.</p> <p>E.3. We should understand, accept and respect our body and the bodies of others.</p>   | <p>GDS3.9 Explains and demonstrates strategies for dealing with life changes</p> <p>PSS3.5 Suggests, considers and selects appropriate alternatives when resolving problems</p> <p>V1 Refers to a sense of their own worth and dignity</p> | <ul style="list-style-type: none"> <li>• Identifies and explains the changes that occur during puberty</li> <li>• Reflects on problems associated with change during puberty and suggests possible solutions</li> <li>• Appreciates that their physical, social, emotional and intellectual development is unique</li> </ul> |
| <p><b>KidsMatter SEL Focus:</b> Major - Responsible Decision Making - Respecting others</p>   |  |  |
| <p><b>Suggested Learning Experiences</b></p> <p>Respond to question box questions. Keep the question box opened until the end of the unit.</p> <p>In small groups, students are allocated a scenario relating to puberty and changes from the <i>What Should I Do?</i> activity. Students review the belief, 'We appreciate and respect our body and the bodies of others' and refer to this when they read the scenario and respond to the relating questions. Groups present their responses to the class.</p> <p>In the same groups, students then create their own scenario relating to puberty and changes associated with this. Each group then swaps scenarios and responds.</p> |  |  |
| <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Board of Studies. NSW. (1999). <i>PDHPE K-6 Teaching Kit. Getting it Together</i>. Sydney: BOS. page 36. <i>What Should I Do?</i> Activity</li> </ul>  | <p><b>Assessment</b></p> <p>Student participation in group activity</p>  |  |

Adapted and reproduced with kind permission from: Board of Studies. NSW. (1999). *PDHPE K-6 Teaching Kit. Getting it Together*. Sydney: Author.

# What Should I Do?

## Scenario 1:

Eamonn has developed a number of pimples on his face. He feels embarrassed and covers them with his hand when he talks to others. What lifestyle choices could assist in him coping with his pimply skin?



## Scenario 2:



Jacque has begun to develop breasts earlier than her friends. She wears a loose jumper to cover up and avoids contact with others whenever possible. How can she overcome her self-conscious feelings?

## Scenario 3:

Tuan has started her first period. The school swimming carnival is on tomorrow and Tuan is an excellent swimmer. She is anxious about participating. What could she do?



## Scenario 4:



James noticed that he was perspiring more during exercise and that his perspiration was beginning to mark his clothes and create body odour. He enjoys sport but is embarrassed about the way his body is changing. What should he do?

## Scenario 5:

Ahmed woke up to realise that he had a wet dream. He showers and puts his pyjamas in the wash but he is embarrassed by what is happening to his body while he is asleep. Should he be embarrassed? How should he react? What should he do?



## Scenario 6:

Anna is 12. She has noticed pubic hair beginning to grow. The bathroom does not have a lock on the door and her brother, sisters and mother sometimes use the bathroom while she is bathing. Anna would like privacy while she uses the bathroom. What could Anna do?



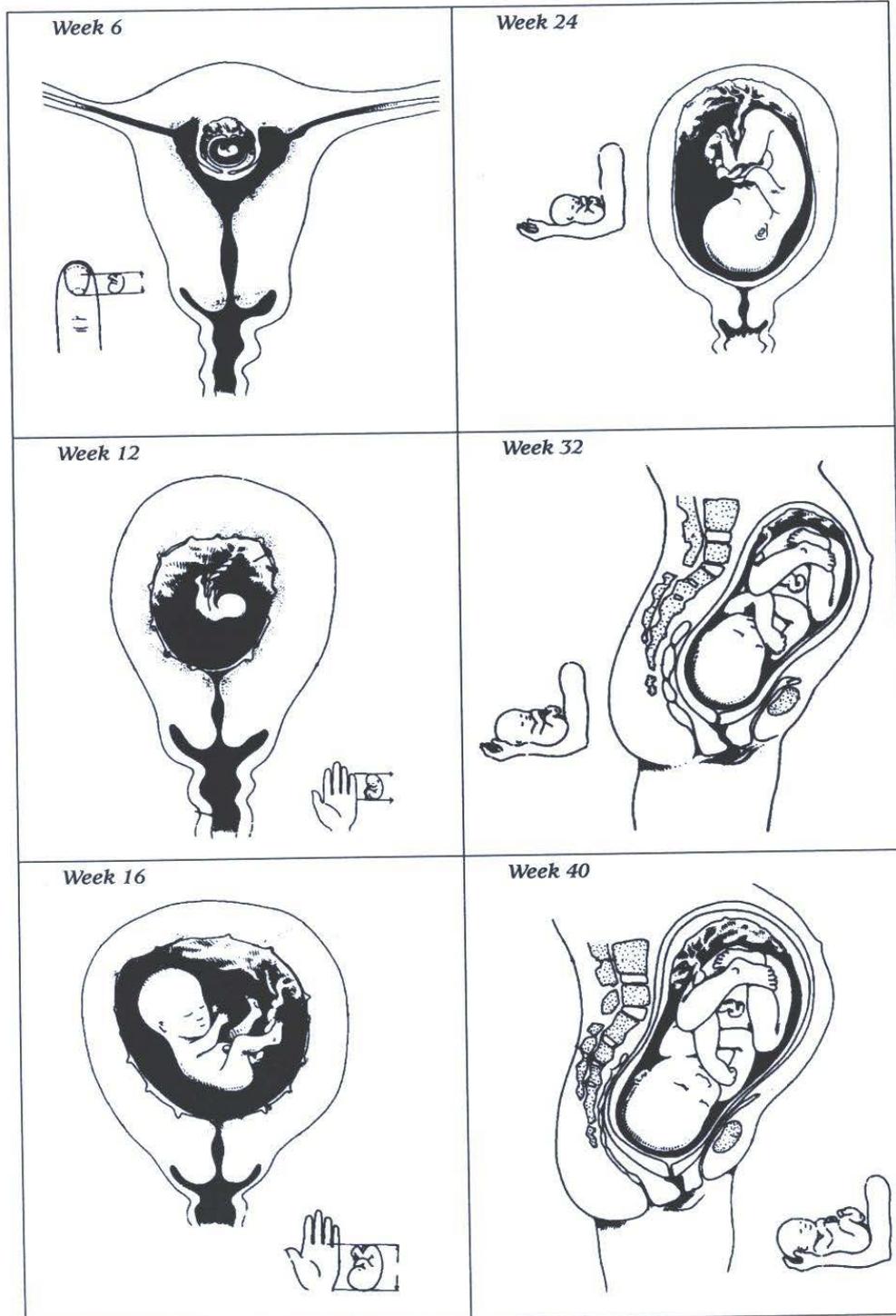
## Lesson 6 What happened before I was born?

| Enduring Understandings  | Outcomes  | Indicators  |
|--|---|---|
| E.2 Change and growth is a part of who we are.   | <p>GDS3.9 Explains and demonstrates strategies for dealing with life changes</p> <p>COS3.1 Communicates confidently in a variety of situations</p> <p>V1 Refers to a sense of their own worth and dignity</p> | <ul style="list-style-type: none"> <li>• Recognises that many changes occur in a predictable sequence</li> <li>• Describes aspects of physical development</li> <li>• Designs and presents a timeline of life stages</li> <li>• Accepts themselves as they grow and change</li> </ul> |
| <p><b>Suggested Learning Experiences</b></p> <p><b>TW:</b> Every person is unique, worthy of respect and love, created in the image and likeness of God. Our body is a gift of God.</p> <p><b>TEACHER NOTE:</b> It is essential that you be aware of the possibilities of adopted students or students born by surrogacy.</p> <p>Students view one/both of the following DVDs. Teachers view the DVDs prior to showing the class to gauge level of appropriateness:</p> <ul style="list-style-type: none"> <li>• <i>The New Wonder of Living Series - A New Baby</i> (Watch up to 14:14 mins. After this, the images are a little too explicit for this age group as it shows the actual birth of the baby.)<br/>Discuss how the foetus grows and changes throughout the pregnancy.</li> <li>• Teacher may use the following worksheets provided - <i>Foetus at 6, 12, 16, 24, 32 and 40 weeks</i> sheet.</li> <li>• <i>The New Wonder of Living Series - And now there's Me DVD (20 mins)</i></li> </ul> <p><b>TW:</b> It is important for children to realise that our Catholic faith tells us that our life begins from conception or fertilisation. Every human life, from the moment of conception until death is sacred.</p> |   |   |
| <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• DVD: A New Baby and And then there's Me, New Wonder of Living Series. Phone: (03) 9870 7044 <a href="http://www.opendoors.com.au">www.opendoors.com.au</a></li> <li>• Board of Studies. NSW. (1999). <i>PDHPE K-6 Teaching Kit: Getting It Together</i>. Sydney: BOS. p 40.</li> </ul>  |   | <p><b>Assessment</b></p> <p>Teacher observation of student discussion</p>   |

OHT 1

**Foetus at 6, 12, 16, 24, 32 and 40 Weeks**

Illustrations from NSW Health Department, *Pregnancy Care*, 3rd edn, NSW Health Department, North Sydney, 1997.



Reproduced from: Board of Studies NSW (1998) *Personal Development, Health and Physical Education K-6 Teaching Kit: Interpersonal Relationships; Growth and Development; and Safe Living Stages 1-3.*

## Lesson 7 How are boys and girls expected to act?

| Enduring Understandings   | Outcomes  | Indicators   |
|---|---|--|
| <p>E.2 God calls me to become a complete person with a strong sense of self worth and dignity.</p>  | <p>GDS3.9 Explains and demonstrates strategies for dealing with life changes</p> <p>IRS3.11 Describes roles and responsibilities in developing and maintaining positive relationships</p> <p>INS3.3 Acts in ways that enhance the contribution of self and others in a range of cooperative situations</p> <p>V1 Refers to a sense of their own worth and dignity</p> | <ul style="list-style-type: none"> <li>• Explores how expectations of boys and girls can influence their choices and options</li> <li>• Models behaviour that reflects sensitivity to the needs, rights and feelings of others</li> <li>• Recognises the influence of popular gender images on personal identity and behaviour</li> <li>• Appreciates gender similarities and differences</li> </ul> |
| <p><b>Suggested Learning Experiences</b></p> <p>The teacher reads out some statements on the <i>Agree or Disagree</i> Activity. Teacher identifies a continuum in the classroom which indicates positions. After the teacher reads a statement students decide whether they agree or disagree. Students are asked to justify their response.</p> <p>Teacher reads the book <i>Prince Cinders</i> to the class. Students respond to the questions on the <i>Prince Cinders</i> Activity. Teacher introduces the concept of gender expectations and images.</p> <p>Explore gender images presented by the media (eg collect examples from magazines and TV). Discuss influences on gender images and how gender expectations may lead to particular behaviours, eg risk-taking, types of activities and games children participate in, choice of clothes.</p> <p>In pairs, students examine birthday cards and examine how boys and girls are represented using the <i>Gender Images</i> Activity.</p> <p>Students design a birthday card that is gender-inclusive. Students will need to consider colours, toys, images and phrases used. As a class, students present their cards and discuss how they are gender-inclusive. Cards are displayed.</p> |   |  |
| <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• NSW Department of Education and Training. (1998). <i>Child Protection Education Stage 3 Agree or Disagree Activity</i>. page 145.</li> <li>• Cole, B. (1997). <i>Prince Cinders</i>. Auckland. Puffin.</li> <li>• <i>Prince Cinders</i> Activity</li> <li>• Samples of birthday cards</li> <li>• <i>Gender Images</i> Activity</li> <li>• Magazines, scissors, glue, textas, cardboard, etc.</li> </ul>  |   | <p><b>Assessment</b></p> <p>Student completion of <i>Gender Images</i> Activity</p>  |

Reproduced from: NSW Department of School Education and Training (1998) *Child Protection Education: Curriculum materials to support teaching and learning in PDHPE, Stages 1, 2 and 3.*

Appendix 20

## Agree or disagree?

|  | agree | disagree |
|--|-------|----------|
| 1. Boys should have more education than girls.     |       |          |
| 2. Boys are better at maths than girls.            |       |          |
| 3. Boys and girls should be treated differently.   |       |          |
| 4. Only girls can take care of babies.             |       |          |
| 5. Boys don't enjoy being touched.                 |       |          |
| 6. Girls should be thin.                           |       |          |
| 7. Only girls can play netball.                    |       |          |
| 8. Girls shouldn't fight.                          |       |          |
| 9. Girls are stronger than boys.                   |       |          |
| 10. Boys are safe when they go out.                |       |          |
| 11. Boys shouldn't cry.                            |       |          |
| 12. Girls should be neat.                          |       |          |
| 13. Boys are leaders.                              |       |          |
| 14. Girls can stand more pain than boys.           |       |          |
| 15. Boys are noisier than girls.                   |       |          |
| 16. Boys are great at sport.                       |       |          |
| 17. Boys should be well-built.                     |       |          |
| 18. Girls are better at sorting out relationships. |       |          |
| 19. Only boys can play soccer.                     |       |          |
| 20. Girls are not safe when they go out.           |       |          |

Reproduced from: NSW Department of School Education and Training (1998) *Child Protection Education: Curriculum materials to support teaching and learning in PDHPE, Stages 1, 2 and 3.*



# Prince Cinders

How is this story different to the Cinderella story?

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Which story do you like the best? Why?

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How was Prince Cinders described in the book?

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How was Princess Lovelpenny described in the book?

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How were the three brothers described in the book?

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Why did Prince Cinders want to look like the three brothers?

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What factors influenced Prince Cinders to want to look like the three brothers?

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What do you think the book was trying to say by reversing the roles of Prince Cinders and Princess Lovelpenny?

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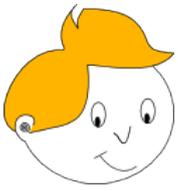
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Princess Lovelpenny proposed marriage to Prince Cinders. How did this make you feel?

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# Gender Images



Look carefully at the birthday cards and discuss who received them: whether a boy or a girl. Complete the following table.

| Characteristic   | Boy | Girl |
|--|-----|------|
| <b>Colours</b>   |     |      |
| <b>Toys</b>  |     |      |
| <b>Images - what are they doing?<br/>Playing with?</b> |     |      |
| <b>Words used</b>                                      |     |      |
| <b>Expectations</b>                                    |     |      |

What factors influence gender images?

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## Gender Images Activity

Student: \_\_\_\_\_

- E1.** Each person is a unique individual with their own feelings and values and these differences should be respected.
- E2.** God calls me to become a complete person with a strong sense of self worth and dignity.
- E3.** We should understand, accept and respect our body and the bodies of others.

This task provides students with the opportunity to demonstrate their standard of achievement of the following outcomes:

| Outcomes  | Indicators   | Working towards | Achieved with support | Achieved |
|---|--|-----------------|-----------------------|----------|
| GDS3.9 Explains and demonstrates strategies for dealing with life changes                                 | Explores how expectations of boys and girls can influence their choices and options    |                 |                       |          |
| IRS3.11 Describes roles and responsibilities in developing and maintaining positive relationships         | Models behaviour that reflects sensitivity to the needs, rights and feelings of others |                 |                       |          |
| INS3.3 Acts in ways that enhance the contribution of self and others in a range of cooperative situations | Recognises the influence of popular gender images on personal identity and behaviour   |                 |                       |          |

**TASK:**

Students design a birthday card that is gender-inclusive. Students will need to consider colours, toys, images and phrases used.

## Lesson 8 What is safe and unsafe touching?

| Enduring Understandings  | Outcomes   | Indicators   |
|--|--|--|
| <p>E.1 Each person is a unique individual with their own feelings and values and these differences should be respected.</p> <p>E.3 We should understand, accept and respect our body and the bodies of others.</p>   | <p>IRS3.11 Describes roles and responsibilities in developing and maintaining positive relationships</p> <p>DMS3.2 Makes informed decisions and accepts responsibility for consequences</p> <p>INS3.3 Acts in ways that enhance the contribution of self and others in a range of cooperative situations</p> | <ul style="list-style-type: none"> <li>Analyses the effects of actions that enhance or disrupt relationships</li> <li>Models behaviour that reflects sensitivity to the needs, rights, feelings of others</li> <li>Expresses and acts appropriately on concern for others</li> </ul> |
| <p><b>KidsMatter SEL Focus:</b> Major - Responsible Decision Making - Respecting others; Relationship Skills - Refusal; Responsible Decision Making - Assuming personal Responsibility</p>   |  |  |
| <p><b>Suggested Learning Experiences</b></p> <p>Explain to the children that touch is very important for our health and well-being, such as loving hugs from families members which help us feel loved and safe. They give us a 'YES' feeling inside. However sometimes we do not like certain types of touch and they give us a 'NO' feeling. Remind them of the protective behaviours theme, '<b>We all have the right to feel safe all the time.</b>'</p> <p>The teacher draws two columns on a whiteboard and ask children to suggest different types of touches that give either a 'YES' or 'NO' feeling e.g. gentle pat, shove. In small groups, using the activity sheet. "no' Feeling Touches, ask the children to categorise types of touch which give 'NO' feelings into the three types, accidental, deliberate and 'just for fun'.</p> <p>Using the activity sheet, '<i>Types of Touch on the Sexual (private) Parts,</i>' explain that inappropriate touching of the sexual parts of the body happens because some people think it is 'just for fun.' However, it is NOT fun - it is disrespectful and degrading of the body of the person being touched. Remind the students of the protective behaviours theme '<b>Nothing is so awful that we can't talk with someone we trust</b>' and if someone is giving us a 'NO' feeling and will not stop, we should tell someone. (<b>NO, GO, TELL.</b>)</p> <p><b>TW: Revise the belief that we are called to appreciate and respect our body and the bodies of others. Our bodies are a gift from God.</b></p> |  |  |
| <p><b>Resources</b></p> <p>No feelings touches Activity</p>  | <p><b>Assessment</b></p> <p>Students responses to how they would deal with unsafe sexual touch by use of protective behaviours language - e.g. saying NO and telling someone</p>   |  |

# 'NO' Feeling Touches

In your group discuss and write examples of touches that give you a 'NO' feeling under these three headings:

Accidental touching which hurts.

Deliberately touching to hurt someone

'But I was just having fun'... touching (fun only for the person doing the touching but hurtful or embarrassing for the person being touched)

**Jesus taught us to treat others as we would like to be treated.**

If you have treated others this way, what should you do?

If you have been treated this way, what should you do?

If you know another person or friend has had 'No' feelings touches by another person what would you do?

# Types of Touch on the Sexual (private) Parts of the Body that may give a 'NO' Feeling

- Deliberately touching or hitting a girl's breasts
- Deliberately hitting or kneeling a boy's genitals.
- Pinching bottoms
- 'Dakking' or 'wedgies' - pulling someone's pants down or up
- 'Putting arm around' and flicking bra straps.
- Commenting on another's breasts or genitals.
- ? (Can you name any others?)

**Harassment is when you annoy, tease, pester, make angry, provoke, stalk, be a nuisance for another person. When you do this in any of the above ways it is called sexual harassment.**

**When you become an adult, if you touch anyone in a sexual way 'just for fun' and that person does not want you to, then you could find yourself charged with a criminal offence (i.e. you are breaking the law.)**

**Say 'NO' to unwanted touch**

**tell someone you trust, if they will not stop.**

## TEACHER REFLECTION - UNIT EVALUATION

|  | Poor | Unsatisfactory | Satisfactory | Good |
|--|------|----------------|--------------|------|
| <b>A. EVIDENCE</b>   |      |                |              |      |
| <b>To what extent does the assessment evidence provide:</b>  |      |                |              |      |
| 1. A valid and reliable measure of the targeted outcomes/enduring understandings?  |      |                |              |      |
| 2. Sufficient information to support inferences about each student's understanding/level of achievement?   |      |                |              |      |
| 3. Opportunities for students to demonstrate their understandings through authentic learning tasks?  |      |                |              |      |
| <b>B. LEARNING EXPERIENCES AND INSTRUCTION</b>   |      |                |              |      |
| <b>To what extent did students:</b>  |      |                |              |      |
| 1. Achieve the outcomes and the enduring understandings of the unit (the big ideas as opposed to basic facts and skills)?                              |      |                |              |      |
| 2. Know where they were going and why (in terms of unit goals, requirements, and evaluative criteria)?   |      |                |              |      |
| 3. Deepen their knowledge and understanding of the outcomes & big ideas of the Unit (through inquiry, research, problem solving, and experimentation)? |      |                |              |      |
| 4. Receive explicit instruction on the knowledge and skills needed to equip them for the required performances?  |      |                |              |      |
| 5. Have opportunities to rehearse, revise, and refine their work based on feedback?  |      |                |              |      |
| 6. Self-assess and set goals prior to the conclusion of the unit?  |      |                |              |      |





## Student Unit Reflection Stage 3



**Student Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_

**Unit/Topic:** \_\_\_\_\_

Think about the Personal Development and Health Education Unit you have just finished which focused on keeping yourself happy, healthy and safe, then complete the sentences below.

|  |   |
|--|---|
| <p>Two important things I have learnt about/learnt to do during this unit are...</p>                               | <p>What I learnt will help me in my life because...</p>   |
| <p>A question about this unit that I asked in class was...</p>   | <p>Something that still puzzles me is...</p>  |
| <p>A question about this unit that I asked at home was...</p>  | <p>I have changed my ideas about...</p>   |
| <p>Something I am going to value/appreciate more about myself because of what I have learnt in this unit is...</p> | <p>If I wanted to research more about this unit I could...</p>  |
| <p>Something I am going to value/appreciate more about others because of what I have learnt in this unit is...</p> | <p>I think the effort I put into my learning in this unit was:</p> <p>(Circle one number)</p> <p><b>No effort</b> 0 1 2 3 4 5 6 7 8 9 10 <b>Most effort</b></p> |