

## *Years 7-10 Personal Development, Health and Physical Education*

<b>Unit Title:</b>	8.2 Let's Talk			<b>Stage/Year:</b>	Stage 4/Year 8
<b>Strand(s):</b>	Strand 1 Self and Relationships, Strand 3 Individual and Community Health			<b>Unit length:</b>	10 lessons
<b>Unit Description:</b>	This unit focuses on skills necessary to communicate effectively with particular focus given to overcoming the influence of gender stereotypes. Students participate in role-plays, explore case studies and undertake other activities that enable them to apply communication skills in practical contexts.				
<b>Major outcomes</b> A student:			<b>Evidence of Learning</b> A student:		
<ul style="list-style-type: none"> <li>▪ 4.2 - identifies and selects strategies that enhance their ability to cope and feel supported</li> <li>▪ 4.3 - describes the qualities of positive relationships and strategies to address the abuse of power</li> <li>▪ 4.7 - identifies the consequences of risk behaviours and describes strategies to minimise harm</li> <li>▪ 4.11 - selects and uses communication skills and strategies clearly and coherently in a range of new and challenging situations</li> <li>▪ 4.13 - demonstrates cooperation and support of others in social, recreational and other group contexts</li> </ul>			<ul style="list-style-type: none"> <li>▪ Students identify who they would talk to about risky situations and their responses to them (4.2, 4.7)</li> <li>▪ Students create a positive relationships acrostic (4.3)</li> <li>▪ Students devise role-plays of conversations between new neighbours (4.11, 4.13)</li> </ul>		
<b>Contributing outcomes</b>					
<ul style="list-style-type: none"> <li>▪ 4.16 - clarifies the source and nature of problems and draws on personal skills and support networks to resolve them</li> </ul>					
<b>Cross Curriculum Content</b>	✓	<b>Key Competencies</b>	✓	<b>Catholic Dimension:</b>	
ICT		Collecting, Analysing		Strand 1: This strand explores the interdependence between a sense of self and the health and wellbeing of themselves and others. An understanding is also reflected in the Catholic Christian tradition, in which the self or person is continually challenged to reach out beyond ourselves in relationships.	
Work & Employment		Communicating Ideas	✓		
Aboriginal & Indigenous		Planning	✓		
Civics & Citizenship		Working with others	✓		
Difference & Diversity	✓	Work mathematically		Strand 3: This strand focuses on issues related to personal and community health in order to evaluate the health decisions and behaviours of young people, and to minimise harm to self and others. The Catholic Christian tradition teaches that health and wholeness are not only primary values for human beings but are basic conditions leading to human happiness.	
Environment		Solving problems			
Gender	✓	Work with ICT applications			
Literacy					
Multicultural					

Students learn about:	Students learn to:
<p><b>Caring and respectful relationships</b></p> <ul style="list-style-type: none"> <li>- qualities of positive relationships</li> <li>- rights and responsibilities in relationships</li> <li>- listening and accepting opinions of others</li> <li>- give and take</li> <li>- providing and accepting support</li> <li>- expressing your own needs</li> <li>- negotiating respect and support</li> <li>- appreciating diversity in relationships</li> </ul> <p><b>Power in relationships</b></p> <ul style="list-style-type: none"> <li>- sources and types of power</li> <li>- positive use of power</li> <li>- abuse of power</li> <li>- power balance</li> <li>- influence of gender stereotypes</li> <li>- impact of the use of power</li> </ul> <p><b>Interpersonal communication</b></p> <ul style="list-style-type: none"> <li>- the qualities of effective communication</li> <li>- overcoming barriers to communication</li> <li>- resolving conflict</li> <li>- changing modes of communication for young people</li> </ul> <p><b>Strategies to minimise harm</b></p> <ul style="list-style-type: none"> <li>- acquiring knowledge</li> <li>- safe attitudes, eg concern for others, impunity, responsibility</li> <li>- developing personal skills, eg conflict resolution, assertive behaviour, problem-solving, refusal skills</li> <li>- safe and supportive environments, eg school, community, family and peer support networks</li> </ul>	<ul style="list-style-type: none"> <li>▪ identify strategies and behaviours for negotiating caring and respectful relationships in a range of settings relevant to young people</li>   <li>▪ identify behaviours that display the positive use of power in relationships</li> <li>▪ develop a commitment to, and skills for, challenging the abuse of power</li>   <li>▪ explore and develop interpersonal communication skills as they: <ul style="list-style-type: none"> <li>- identify barriers to communication</li> <li>- propose strategies to overcome barriers</li> <li>- resolve conflict in a range of contexts relevant to young people</li> <li>- evaluate the popular modes of communication used by young people</li> </ul> </li>   <li>▪ describe strategies to minimise harm in each of the following real life situations when: <ul style="list-style-type: none"> <li>- travelling alone at night</li> <li>- at a party</li> <li>- feeling depressed</li> <li>- experiencing unwanted sexual contact</li> <li>- being offered or using drugs</li> <li>- in water environments</li> <li>- exposed to the sun</li> <li>- as a pedestrian, passenger and user of wheeled devices</li> </ul> </li>   <li>▪ explain how potential for harm can be increased as the result of an interaction of</li> </ul>

- recognising, assessing and responding to risk situations

factors, eg peers, alcohol use and road safety





## Teaching, learning and assessment activities

## Resources

### Power Play

- In small groups, students complete a retrieval chart:

Powerful Things	Powerful Creatures/Animals	Powerful People
Eg. sports car	Eg. crocodile	Eg. police officer

- Using a graffiti wall, students identify sources of power. For example:
  1. physical size;
  2. strength;
  3. position (teacher, coach, parent);
  4. possessions (mobile phone, game boy, sports equipment);
  5. group size;
  6. popularity (team captain);
  7. age;
  8. fame (sports hero, popular singer).
- For each source of power, students provide an example – possessions can be powerful if a student in your class has something that everyone else wants.

### Super Powers

- As a class, identify one male and one female super hero from a well-known TV show, cartoon or computer game. For each character, the class brainstorms the character's sources of power and the ways they use their power, eg Batman uses power to fight evil and save Gotham City. Identify situations in which students use their power positively & negatively & highlight how it affects others.  
Discuss the following as a class:
  1. What are some situations where girls use power in the school?
  2. What are some situations where boys use power in the school?
  3. How does boys' use of power affect other boys?/girls?
  4. How does girls' use of power affect other girls?/boys?
  5. When is the use of power by girls or boys unfair or not OK?
- In small groups, discuss how these situations could be improved by changing the way power is used. Groups report suggestions to the class.