

Years 7-10 Personal Development, Health and Physical Education

Unit Title:	7.7 Knowing Myself and Others			Stage/Year:	Stage 4/Year 7
Strand(s):	Strand 1 Self and Relationships			Unit length:	20 lessons
Unit Description:	This unit explores the changes adolescents undergo physically and socially. Students examine how these changes impact on their interactions with others, identify the role of power in relationships and explore ways of enhancing their relationships.				
Major outcomes A student:			Evidence of Learning A student:		
<ul style="list-style-type: none"> ▪ 4.1 - describes and analyses the influences on a sense of self ▪ 4.2 - identifies and selects strategies that enhance their ability to cope and feel supported ▪ 4.3 - describes the qualities of positive relationships and strategies to address the abuse of power ▪ 4.13 - demonstrates cooperation and support of others in social, recreational and other group contexts 			<ul style="list-style-type: none"> ▪ Students assume the role of a detective & compile a personal dossier of a chosen classmate (4.1) ▪ Students create a directory of opportunities that exist both at school & outside school (4.2, 4.13) ▪ Students script a scene from a favourite TV show that highlights a ‘caring & respectful’ relationship between characters (4.3) 		
Contributing outcomes					
<ul style="list-style-type: none"> ▪ 4.11 - selects and uses communication skills and strategies clearly and coherently in a range of new and challenging situations ▪ 4.12 - assesses risk and social influences and reflects on personal experience to make informed decisions 					
Cross Curriculum Content	✓	Key Competencies	✓	Catholic Dimension:	
ICT	✓	Collecting, Analysing		Strand 1: This strand explores the interdependence between a sense of self and the health and wellbeing of themselves and others. Such an understanding is also reflected in the Catholic Christian tradition, in which the self or person is continually challenged to reach out beyond him/herself to others in relationship. To love ourselves as objects is to build a path to selfishness. To love ourselves as subjects, on the other hand, can only be achieved by loving others. We love others and enter into true relationship when, at the same time, we act for their true good and our own true good. In so doing we transcend or go beyond our own self interests. The key scripture text pointing to this understanding can be found in Luke 10:27—‘You shall love the Lord, your God, with all your heart, with all your being, with all your strength, and with all your mind, and your neighbour as yourself’ (cf. Deut 6:5; Lev 19:18; cf. Mt 16:24).	
Work & Employment		Communicating Ideas	✓		
Aboriginal & Indigenous		Planning			
Civics & Citizenship		Working with others	✓		
Difference & Diversity	✓	Work mathematically			
Environment		Solving problems	✓		
Gender	✓	Work with ICT applications	✓		
Literacy	✓				
Multicultural	✓				

Students learn about:	Students learn to:
<p>A sense of self</p> <ul style="list-style-type: none"> - defining a sense of self - being the same as and different from others - how a sense of self can vary in different contexts - factors that influence a sense of self - self-acceptance <p>Adolescence and change</p> <ul style="list-style-type: none"> - the physical, social and emotional changes during adolescence - understanding difference and diversity - the relationship between physical and emotional maturity - managing the changes associated with puberty, including reproductive health <p>Changes and challenges</p> <ul style="list-style-type: none"> - sources of change and challenge, eg school, family, friendships - identifying fears and feelings - dealing with conflicting demands - predicting and preparing for future challenges - experiences that can result in loss and grief - responding to loss and grief <p>Connectedness</p> <ul style="list-style-type: none"> - forms of connectedness - the importance of connections - forms of alienation - creating connections - attributes of being supportive <p>Types and nature of relationships</p> <ul style="list-style-type: none"> - the importance of family relationships - the increasing importance of peers - relating appropriately in different relationships and situations - factors influencing relationships 	<ul style="list-style-type: none"> ▪ explore the influence of the following on a sense of self: <ul style="list-style-type: none"> - who I am - where I come from - who I relate to - what I can do - what I believe and value ▪ investigate the changing nature of one’s sense of self and how it can be different in various social contexts, eg home, school, with friends ▪ describe how particular factors influencing a sense of self are interdependent and can become increasingly significant at different life stages ▪ explain the physical, social and emotional changes that occur during adolescence ▪ identify behaviours that indicate the positive management of changes associated with puberty for males and females ▪ develop a realistic sense of their ability to respond to and cope with challenges ▪ describe the current challenges that may face young people and predict future challenges ▪ accept that grief reactions can result from a range of experiences ▪ identify strategies for coping with loss and ways of giving support to others ▪ identify individuals, groups or places to which they feel a strong sense of belonging and explain how these help them to feel supported and connected ▪ identify formal and informal school activities that promote a sense of belonging for students ▪ appreciate that a variety of family structures exist and have the potential to

Caring and respectful relationships

- qualities of positive relationships
- rights and responsibilities in relationships
- listening and accepting opinions of others
- give and take
- providing and accepting support
- expressing your own needs
- negotiating respect and support
- appreciating diversity in relationships

Recognising abuse

- what constitutes abuse
- feelings and warning signals

Power in relationships

- sources and types of power
- positive use of power
- abuse of power
- power balance
- influence of gender stereotypes
- impact of the use of power

provide supportive and caring environments

- explore the influence of family and peers as adolescents move from dependence to independence
- identify strategies and behaviours for negotiating caring and respectful relationships in a range of settings relevant to young people
- develop a commitment to, and skills for, challenging the abuse of power
- identify behaviours that display the positive use of power in relationships

Teaching, learning and assessment activities**Resources****Personal Dossier**

- Students assume the role of a detective & compile a personal dossier of a chosen classmate. The dossier needs to highlight the personal qualities, abilities, values, skills, likes/dislikes of their partner. The dossier can be presented with photos, pictures, artefacts of their partner's life/achievements. Each student presents their partner's dossier in a 1-2 minute oral presentation titled: 'Introducing'. Emphasise that the dossier needs to highlight positive qualities & achievements. As each student presents their partner's dossier, class members need to list similarities & differences between themselves & the student being introduced.

FEEDBACK: The selected classmate provides feedback regarding the accuracy and relevance of the dossier. Students self reflect on how they are 'seen' by others.

Changing Contexts

- In small groups, students devise a real life scenario in which they need to solve a problem regarding their friends or family. The scenario is prepared using a scaffold:

Issue/problem	
Scene	
Characters	
Skills needed to resolve the problem	
Consequences of the problem/issue	

- Groups swap scaffolds & role-play the scenarios & 'freeze' before the final scene. The class needs to suggest possible solutions to each scenario & discuss the factors that might influence each character's decisions. In discussion, highlight the changing roles of young people & their family as students progress through adolescence. Who are young people more likely to listen to?

Manilla folders

Teaching, learning and assessment activities	Resources
<p>Leafing through Literature</p> <ul style="list-style-type: none"> ▪ Students read extracts from ‘Dancing in the Anzac Deli’ or ‘Five Times Dizzy’ & prepare a character profile for each significant character. Identify the factors that have influenced the characters’ sense of self (Who are they?, Where do they come from?, Who do they relate to?, What do they believe & value?). Individually, students compare themselves to the characters in the books – which characters are they most like? Why? What factors have influenced who the students are? (family, culture, friends, values). ▪ As a class, consider how Mareka acts differently with her friends & family. Why do you think this happens? ▪ Students prepare a written account of a situation where they acted differently with friends & family. <p>Relationship Relay</p> <ul style="list-style-type: none"> ▪ In groups of 4, students devise phrases that describe the role of relationships. These phrases must relate to each letter of the word ‘relationship’. For example, R – respect for others’ feelings, attitudes & opinions & responsibility for my own behaviour. Teacher holds up a letter on a flashcard & each team collaborates to devise their phrase, writes it on a sheet of card & presents it to the teacher. Teacher awards points based on the quality of each group’s phrases. The relay continues until all letters of the word relationship have been addressed. ▪ As a class, students discuss the nature of relationships & identify different types of relationships, eg. friends, family, teacher/student. <p>TV Relationships</p> <ul style="list-style-type: none"> ▪ Students view an episode of a popular TV show (Home & Away, Neighbours, Simpsons, My Wife & Kids) & prepare a sociogram of relationships. (A sociogram identifies the links between characters). For each relationship, students identify: <ol style="list-style-type: none"> 1. the type of relationship (friend, partner, teacher, parent); 2. the nature of the relationship (supportive, positive, abusive, changing); 3. the rights & responsibilities of each character; 4. the power balance. ▪ In small groups, students script a scene from their TV show that highlights a ‘caring & respectful’ relationship between characters. Students video their scene & present it to the class. For each video, the class must complete a retrieval chart: 	<p>Wheatley, N. (1991). <u>Dancing in the Anzac Deli</u>. Harper Collins:Australia</p> <p>Flashcards</p> <p>Video camera Excerpt from TV shows Video player</p>

Teaching, learning and assessment activities	Resources										
<p>Retrieval Chart – from the video identify evidence of:</p> <table border="1" data-bbox="73 197 1599 391"> <tr> <td>Qualities of positive relationships</td> <td></td> </tr> <tr> <td>Give & take</td> <td></td> </tr> <tr> <td>Providing & accepting support</td> <td></td> </tr> <tr> <td>Expressing their own needs</td> <td></td> </tr> <tr> <td>Negotiating respect & support</td> <td></td> </tr> </table> <p><i>FEEDBACK: Students share their retrieval charts & prepare a class list of qualities that contribute toward positive relationships.</i></p> <p>Family Matters</p> <ul style="list-style-type: none"> ▪ Students view excerpts from various TV shows that depict families. Students identify the type of family structure evident in each show & describe how characters provide ‘a sense of connectedness’ for each other. ▪ Students create a cartoon strip that identifies their family structure & highlights how members of their support each other. TEACHER NOTE: Be sensitive to students who may not feel connected to their family members. <p>Theatre Sports</p> <ul style="list-style-type: none"> ▪ As a class, students prepare ‘freeze frames’ that depict conflict situations with their family members. A freeze frame requires groups of 4 students to ‘add on’ to a scene. Student 1 role plays the opening scene & freezes; student 2 adds to the scene & so on. This is done impromptu. The audience brainstorms the final scene with possible solutions/ strategies to respond positively to the conflict & increase family connectedness. <p>Being & Belonging</p> <ul style="list-style-type: none"> ▪ As a class, create a directory of opportunities that exist both at school & outside school. These opportunities include groups, clubs, teams to which students may belong. For each opportunity students identify: <ol style="list-style-type: none"> 1. What is the focus of the group/club/team? 2. Who can join? 3. How often do I have to attend? 4. Is there a cost? 5. What skills/knowledge might I learn from joining this group/club/team? 6. What are the other benefits of being part of this group/club/team? ▪ As a class, students discuss the benefits of belonging to a group/club/team. Individually, students identify one opportunity that they may investigate joining. <p><i>FEEDBACK: Students share their list of opportunities & prepare a class directory of groups/teams/clubs.</i></p>	Qualities of positive relationships		Give & take		Providing & accepting support		Expressing their own needs		Negotiating respect & support		<p>Excerpts from TV shows Video player</p> <p>Large sheets of paper</p>
Qualities of positive relationships											
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<p>Changes & Challenges</p> <ul style="list-style-type: none"> ▪ Students read excerpts from ‘Blabbermouth’ & prepare a ‘field of words’ that shows how Rowena felt moving schools. A field of words is a large piece of paper with a collage of words written or pasted using magazine cut-outs. As a class, identify other loss experiences throughout students’ lives. Students create a ‘memory quilt’ that celebrates a positive life experience or person. A memory quilt can be designed using different coloured squares of craft paper. Students decorate their square with artefacts, drawings, photos of their chosen memory. The squares are pasted together on a large sheet of paper to form a quilt. ▪ In groups, students write a letter that introduces themselves to a new class. The letter might identify their fears & feelings about being new, moving schools & moving house. In their letter, students identify who & what could assist them to feel supported & connected in a new situation. Students share their letters with a trusted partner. 	<p>Gleitzman, M. (2002). <u>Blabbermouth</u>. Harper Collins:Australia</p> <p>Large sheets of paper Magazines Scissors Glue Squares of coloured paper</p>
<p>(A) Hair in Funny Places</p> <ul style="list-style-type: none"> ▪ Students view the video ‘What’s Happening to Me’. Students create a teen magazine that explains the process of puberty. The magazine must include the physical changes experienced by both boys & girls & include: <ol style="list-style-type: none"> 1. a catchy title & cover page; 2. diagrams & ‘quirky facts’; 3. dear dolly page (advice column); 4. ads for products & services needed by young people experiencing puberty; & 5. tips/strategies for dealing with the physical, social & emotional changes of puberty. <p>Students may use computer-generated diagrams & publishing program to create the magazine.</p>	<p>What’s Happening to Me video</p> <p>Computer access Publishing program</p>
<p>Power to the People</p> <ul style="list-style-type: none"> ▪ Students read the chapter on pages 48-53 of ‘Blabbermouth’. ▪ How could you tell that Rowena was experiencing warning signals? ▪ Do you think the way Darryn was treating Rowena constitutes ‘abuse’? ▪ Explain what strategies Rowena used with the bully. ▪ Was Rowena’s strategy successful? Why/why not? ▪ Who held the power in the situation? Did this change throughout the scene? Why? Do boys & girls exert their power in different ways? 	<p>Gleitzman, M. (2002). <u>Blabbermouth</u>. Harper Collins:Australia</p>

Teaching, learning and assessment activities	Resources
<ul style="list-style-type: none">▪ Rowena’s best friend, Amanda Cosgrove, used a very effective strategy to combat the bullying. Retell this episode in your own words & discuss why it worked.▪ Which of the characters in the scene used their power in a positive way?▪ In speech bubbles, identify some the things that the onlookers could have said to Darryn to make him leave Rowena alone.▪ If you were one of the on-lookers in the scene, how could you challenge the abuse of power?▪ How might Rowena feel if this bullying (abuse of power) continued?▪ How would you feel if you were:<ol style="list-style-type: none">1. Rowena?2. Darryn?3. Amanda Cosgrove?4. one of the on-lookers?	