Unit Title:	9.1 Skills for Life 1	**Stage/Year:**	Stage 5/ Year 9
Strand(s):	Strand 1 Self & Relationships, Strand 3 Individual & Community Health, Strand 4 Lifelong Physical Activity	**Unit length:**	20 Lessons

Unit Description:	This unit focuses on developing skills for coping with challenges and opportunities relating to adolescent health issues, relationships and transition phases of life. Students practically experience a broad range of strategies that include individual and group physical activity options, relaxation techniques and the development / application of interpersonal skills.

Major outcomes A student:	**Evidence of Learning** A student:
• 5.1 analyses how they can support their own and others' sense • 5.2 evaluates their capacity to reflect on and respond positively to challenges of self • 5.3 analyses factors that contribute to positive, inclusive and satisfying relationships • 5.6 analyses attitudes, behaviours and consequences related to health issues affecting young people • 5.9 formulates goals and applies strategies to enhance participation in lifelong physical activity • 5.10 adopts roles to enhance their own and others' enjoyment of physical activity • 5.16 predicts potential problems and develops, justifies and evaluates solutions	• Presents ideas, solves problems and identifies strategies to build communication and resilience (5.1, 5.2, 5.11, 5.16) • Uses ICT to produce a resource that supports young people managing transition phases of life (5.1, 5.6, 5.11, 5.16) • Produces a scrapbook of physical activity and recreation literature for their local area (5.9, 5.10) • Presents an advertisement promoting one physical activity and recreation choice (5.9, 5.10) • Produces a facts sheet related to adolescent health issues (5.3, 5.4)
Contributing outcomes: nil	

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. 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. 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. Strand 4: This strand explores students' willingness and capacity to engage in enjoyable, fulfilling, and lifelong physical activity. A need for a balanced lifestyle, the development of action plans, and involvement with others is a focus. Catholic Christian teaching affirms the need for lifelong physical activity in the context of the essential unity between body, soul and spirit, between brain and heart, and between the needs of the individual and the community.
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:
• **The interdependence between a sense of self and health and wellbeing** – how a sense of self can impact on health and wellbeing – how personal health can impact on one's sense of self	– analyse how a positive sense of self can influence behaviour in social contexts relevant to young people
• **supporting yourself** – identifying 'put downs' – reframing negative thoughts and statements and positive thinking – effective stress and anger management – appropriate expression of needs and feelings – differentiating responsibilities	– explain how thoughts can affect feelings and behaviour and practise strategies to manage unhelpful and unrealistic ways of thinking – examine the role and impact of stress on health and rehearse a range of positive management strategies, eg yoga, relaxation, physical activity, listening to music
• **supporting others** – valuing difference and diversity – recognising and challenging inequities – use of inclusive and exclusive language – supporting others to find their own solutions – identifying positive and negative behaviours that impact on others	– analyse a variety of problem situations to determine the degree to which responsibility is personal, shared or owned by someone else – explore attitudes to, and the importance of peer support for, students with particular needs, eg those who are pregnant or young parents, those with a long-term illness
• **challenges and opportunities** – during adolescence – in future life transitions – positive life experiences during adolescence – responding to challenges	– analyse previous and predict future life challenges and identify opportunities for personal growth
• **strengthening resiliency** – characteristics of resiliency – skills that enhance resilience, eg problem-solving – self-monitoring – maintaining a realistic perspective – attitudes to change	– formulate a safety plan to meet the particular needs of a challenging situation, listing choices and consequences and making a decision about the best choice – reflect on a past situation which has required change; identify difficulties encountered and personal characteristics and skills which assisted in dealing with this change

Students learn about:	
• **developing equal and respectful relationships** – active listening – decision-making – negotiation – conflict resolution – use of power in relationships – empathy – speaking up	– develop ground rules and boundaries when forming new relationships – explore how the appropriate use of personal power can contribute to positive relationships
• **road safety** – responsible driver and passenger behaviour – factors influencing road-use behaviour – major causal factors in road and traffic-related injuries, eg human (speeding, drug use, fatigue, occupant restraint), environmental, vehicular – consequences of unsafe road-use behaviour – skills and attitudes that support safe road behaviour, eg hazard perception, road sharing and tolerance	– propose and present strategies designed to promote safe road-use attitudes and behaviours – use simulation software to make health decisions and solve problems relevant to young people, eg determining strategies that promote safe road use – describe priority actions and first aid management in the case of road injury and trauma
• **lifelong physical activities** – individual/group/team – recreational – health and fitness	– analyse barriers to regular participation in physical activity and propose strategies to overcome them – reflect on their current levels of physical activity and propose short-term and long-term goals that will assist them to maintain regular participation in the future
• **planning for regular physical activity** – prioritising and setting goals – time management – identifying and locating resources – barriers to participation in regular physical activity	– use the internet and other resources to locate information about opportunities for physical activity in the local area – analyse strategies to enhance enjoyment and improve participation in physical activity
• **strategies for enhancing others' enjoyment of and participation in physical activity** – awareness-raising – establishing policy – identifying and accessing support structures – identifying physical activity needs	– collaboratively design and conduct an action plan for a school, workplace or community setting to increase participation and enjoyment in physical activity

Students learn about:	Students learn to:
• The interdependence between a sense of self and health and wellbeing – how a sense of self can impact on health and wellbeing – how personal health can impact on one's sense of self	• Analyse how a positive sense of self can influence behaviour in social contexts relevant to young people
• Challenges and opportunities – during adolescence – in future life transitions – positive life experiences during adolescence – responding to challenges	• Analyse previous and predict future life challenges and identify opportunities for personal growth
• Recognising and responding to abusive situations – recognising situations where abuse may occur – family violence – date violence – sexual harassment – impact of violence and abuse on the individual and relationships – practical personal safety strategies – planning for safety or seeking help – importance of support and updating adult support networks	• Identify situations – such as in a crowd, at a party, going out with others in cars, at work – in which forms of abuse may occur and suggest possible protective strategies • Practise trust, talk, take control, as a strategy for dealing with abusive situations
• drug use – effects on relationships – effects on community – marketing strategies and the media – influences on cannabis use – polydrug use – other illicit drugs, eg opiates, hallucinogens, psychostimulants – consequences of illicit and unsanctioned drug use	• Describe the short-term effects and long-term consequences of illicit drug use on the individual and community
• sexual health – qualities valued in a partner – appropriately expressing and exploring sexual feelings – power, gender and risk-taking – sexual choices and their consequences – planning and managing sexual health	• Identify and evaluate safe sexual health practices, including methods of contraception

	• Examine personal values and attitudes related to sexual health and identify factors that have contributed to their formation • Analyse how sexual attitudes, behaviours and sexuality are influenced by gender expectations and assumptions

Teaching, learning and assessment activities	Resources
• **Physical activity** – physical activity has a pervading presence throughout this unit and it is anticipated that physical will be integrated throughout. It is treated as a viable strategy for managing life changes and related stress. Students practically experience ways of managing stress through participation in a broad range of physical activity options such as yoga, tai chi, meditation, fitness classes, team/individual games and others. A focus of this unit is the breadth of physical activity opportunities available and the roles they can play. Teachers should ensure that students are exposed to experiences from a broad range of different physical activities from both within the school, as well as accessing external opportunities through local facilities and external presenters. • **Buzz session** – students work in small groups and discuss a series of stimulus questions. Eg What do you remember about moving from Year 6 to Year 7? What do you anticipate moving into Year 11 and Year 12 will be like? What are your career and/or study plans beyond school? How have your relationships changed from Year 6 compared to now? How do you anticipate your relationships will change in the future? • **Whole class discussion** – teacher-led discussion drawing out general themes identified in the buzz session. Teacher directs discussion towards notions of self esteem and self concept and explores challenges and opportunities during adolescence and life transitions. • **Self reflection** – students reflect on their personal experiences during transitional phases and record their feelings about the challenges and opportunities that were presented. Students identify coping strategies found to be useful and helped build resilience. • **Building communication** – in groups of 3, students are given a topic which 2 of them must discuss. Student 1 talks, student 2 is an active listener and student 3 evaluates the effectiveness of each student's role. Following the	Physical education equipment; specialist instructors with expertise where necessary Criteria sheet (teacher to develop)

discussion topic, a whole class discussion is held to establish criteria that could be used to evaluate future discussions. Three more discussion topics are held with each student rotating through each role. *FEEDBACK – peer feedback is provided as they comment on the effectiveness of students in the speaker and active listener roles*	
• **Background information** – students collect data and information about sexual health, drug use and road safety as they relate to young people. Students work in pairs to research one of these health issues and prepare a one page facts sheet. This information is shared in a group of 6, with each of the other 2 pairs in the group having researched the 2 other health issues.	*Jump into PDHPE Book 2 p181-207, p271-277*
• **(A) ICT focused activity** – based on individual school need and ICT access select an activity from any of the following resources: Redi resources *My TV* (video and CD ROM), *Shift 2nd Gear* (CD ROM), AGQTP PDHPE resource containing WebQuests (CD ROM). The selected activity should allow for an exploration of young people becoming more independent and being exposed to new experiences. An example from the REDI CD ROM resource includes students working in groups to produce a TV show: - From the list of problems on the CD, students select a problem that relates to drug use and managing transition phases of life (or students may write their own problem). - Advice from experts is canvassed and 3 are selected. - Website support is researched and one useful site selected. - Students provide their own advice. - The information is packaged and presented to the class as a TV show. *FEEDBACK – Teacher provides verbal feedback during the production process and written feedback in accordance with criteria and assessment guidelines.*	Computer access. *Shift 2nd Gear;* REDI Resources *My TV;* AGQTP PDHPE CD ROM. www.redi.gov.au www.rta.nsw.gov.au www.qtp.nsw.edu.au
• **(A) Building resilience** - define resilience and identify characteristics of resiliency. Create scenarios of issues and challenges that young people face (drugs, sexuality, peer influence). Students respond to these scenarios through problem solving and written responses. Create a journal to reflect on personal experiences, past or present, to clarify how they dealt with problems in their life. Homework activity: Choose a song which has special meaning to them that reminds them of a challenge they once faced. Half page response of how they related to it and made them feel a certain way. *FEEDBACK – peer feedback is provided as they comment on proposed problem solving strategies for scenarios.*	Mind matters *Enhancing Resilience* *Stress and Coping*.p23-30. .
• **Role plays** – In groups of 4-6, students role play a scenario they have created which focuses on situations young people may relate to. Each group is allocated one health issue that must be addressed, but they also have to include links to another health issue, Groups perform the role play for viewing within their own group only, and they then explain it verbally to the whole class. A deconstruction, discussion and analysis are then held.	One large piece of paper per student

• **Affirmation exercise** – the success of this activity requires a positive climate to have been established in the class and clear expectations made known to students in advance. Each class member has a piece of paper with their name written across the top. This is passed on to every other class member to write a positive comment (starting from the bottom of the page and folding over after each comment is made). Debrief Questions include: - What is the value of affirmation? - What are the ways in which we can affirm others? - How did you feel when you were affirmed? • **Stress test** – brainstorm to identify causes of stress. Mind map consequences of stress. Explore ways of managing stress through physical activity. • **(A) Local area research** – Students research physical activity and recreation choices for young people in their area. They create a scrapbook with leaflets, business cards, web site home pages and other material. Students select one of the physical activity or recreation choices and create an advertisement to be presented to the class encouraging participation in this activity. *FEEDBACK – Teacher provides written feedback in accordance with the criteria and assessment guidelines.*	Inspiration software (optional)