

# I LIKE ME

Stage: 3, Year 5	Unit Duration: 9 Lessons	Weeks 1 2 3 4 5 6 7 8 9	Terms 1 2 3 4
<p><b>Enduring Understandings</b></p> <p>E.1 As we are created in the image and likeness of God, all aspects of who we are in its essence is good.</p> <p>E.2 Change and growth is a part of who we are.</p> <p>E.3 The way people cope with change affects our health and wellbeing.</p> <p>E.4 We have a responsibility to make wise decisions about our body and our relationships.</p>		<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How does my body grow and change?</li> <li>• How do body changes affect the way I think and feel?</li> <li>• How do my values affect the choices I make?</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>COS3.1</b> Communicates confidently in a variety of situations</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>Lesson Overview</b></p> <ol style="list-style-type: none"> <li>1. How am I similar and different to others? (E.1)</li> <li>2. What are my strengths and achievements? (E.1)</li> <li>3. What factors impact on my body image? (E.1, E.2, E.3)</li> <li>4. How do I feel in different situations? (E.3, E.4)</li> <li>5. How does my body grow and change? (E.2)</li> <li>6. What happened before I was born? (E.2)</li> <li>7. How does puberty begin? (E.2, E.4)</li> <li>8. What's happening for the boys and the girls? (E.2, E.3, E.4)</li> <li>9. How do I cope with physical change? (E.3, E.4)</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>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><b>PSS3.5</b> Suggests, considers and selects appropriate alternatives when resolving problems</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> Relationship Skills - Communication; Self Awareness - Recognising Strengths; Self-Awareness - Identifying emotions; Self-Management - Managing emotions; Responsible Decision Making - Respecting others; Social Awareness - Appreciating Diversity, Social Awareness - Perspective Taking; Relationship Skills - Building Relationships</p> <p><b>Minor:</b> Self Awareness - Identifying emotions; Self-Awareness - Recognising Strengths; 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 prior to showing it to students.</li> <li>• Resources need to be approved by the principal and parents are to be informed of the content of the lesson.</li> <li>• Teacher review sample FAQs for Sexuality Education in the Support Materials 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.

**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://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=287&id=1588>
- <http://pbskids.org/itsmylife/body/puberty/index.html>
- [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://kidshealth.org/kid/feeling/emotion/feel\\_better\\_about\\_body.html](http://kidshealth.org/kid/feeling/emotion/feel_better_about_body.html)
- <http://www.kidnetic.com/Innerg/>
- <http://www.brainpop.com/health/geneticsgrowthanddevelopment/>

<p><b>Subject Matter</b> <b><u>Growth and Development</u></b></p> <p><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> <li>• Grief and loss <ul style="list-style-type: none"> <li>- Dealing with emotions</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><b><u>Interpersonal relationships</u></b></p> <p><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><b>Unit Evaluation</b></p> <p>Sample teacher and student unit evaluations are included at the end of the unit.</p>	<p><b>Assessment</b></p> <p>Assessment strategies are included in each unit/lesson.</p> <p>The assessment task for this unit is in Lesson 1.</p>	

## An Overview of Towards Wholeness (TW) in the PDH Unit I Like Me - Stage 3

**Key God's Word:**

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

**It is our responsibility to be faithful to ourselves, others and God in all areas of our life. (Ecc 25: 1-2). (TW p. 24)**

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

Enduring Understandings	Beliefs and Values	Lesson Overview/Links
E.1 As we are created in the image and likeness of God all aspects of who we are in its essence is good.	<ul style="list-style-type: none"> <li>• Every person is unique, with God-given gifts. TW p.19</li> <li>• We are created in the image and likeness of God. TW p.19</li> <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. TW p.24</li> </ul>	<ol style="list-style-type: none"> <li>1. How am I similar and different to others?</li> <li>2. What are my strengths and achievements?</li> <li>3. What factors impact on my body image?</li> </ol>
E.2 Change and growth is a part of who we are.	<ul style="list-style-type: none"> <li>• Every person is unique, worthy of respect and love, created in the image and likeness of God. TW p.24</li> <li>• Our body is a gift of God. TW p.19</li> <li>• We should appreciate and respect our body and the bodies of others. TW P.25</li> <li>• Sexuality is a God-given gift. TW p.26</li> </ul>	<ol style="list-style-type: none"> <li>3. What factors impact on my body image?</li> <li>5. How does my body grow and change?</li> <li>6. What happened before I was born?</li> <li>7. How does puberty begin?</li> <li>8. What's happening for the boys and the girls?</li> </ol>
E.3. The way people cope with change affects our health and wellbeing.	<ul style="list-style-type: none"> <li>• We should be aware of emotions as contributing to the richness of life. TW p.26</li> <li>• 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</li> </ul>	<ol style="list-style-type: none"> <li>3. What factors impact on my body image?</li> <li>4. How do I feel in different situations?</li> <li>8. What's happening for the boys and the girls?</li> <li>9. How do I cope with physical change?</li> </ol>

<p>E.4. We have a responsibility to make wise decisions about our body and our relationships.</p>	<ul style="list-style-type: none"> <li>• We have an obligation to care for others and ourselves. TW P.25</li> <li>• We appreciate and respect our bodies and the bodies of others. TW p.26</li> </ul>	<ol style="list-style-type: none"> <li>4. How do I feel in different situations?</li> <li>7. How does puberty begin?</li> <li>8. What's happening for the boys and the girls?</li> <li>9. How do I cope with physical change?</li> </ol>
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# Lesson 1 How am I similar and different to others?

Enduring Understandings	Outcomes	Indicators
<p>E.1. As we are created in the image and likeness of God all aspects of who we are in its essence is good.</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> <p>V2 Respects the rights of others to hold different values and attitudes from their own</p>	<ul style="list-style-type: none"> <li>• Articulates the characteristics that make them unique</li> <li>• Recognises a range of influences on personal identity</li> <li>• Accepts themselves as they grow and change</li> <li>• Appreciates the similarities and differences between themselves and others</li> </ul>
<p><b>KidsMatter SEL Focus:</b> Major - Relationship Skills - Communication; Minor - Self Awareness - Identifying emotions; Self Awareness - Recognising Strengths</p>		
<p><b>Suggested Learning Experiences</b></p> <p>Note:</p> <ul style="list-style-type: none"> <li>• Parents are to be informed by letter prior to commencement of the unit. (See sample in Appendix Section)</li> <li>• Regularly send the student workbooks home each week for comment/feedback.</li> </ul> <p>Teacher introduces the unit by asking students to identify the differences in a 'Spot the Difference' cartoon.</p> <p>Teacher poses the following stimulus questions for students to discuss in pairs:</p> <ul style="list-style-type: none"> <li>• What is <u>different</u> about you and the person sitting next to you?</li> <li>• How can these differences <u>complement</u> each other?</li> <li>• What is the <u>same</u> about you and the person sitting next to you?</li> <li>• How would you <u>feel</u> if you were the same as the person sitting next to you?</li> </ul> <p>Pairs present their similarities and differences to the class. Highlighting the positives of diversity. Eg, one may be good at writing , the other illustrating so they could complement and work well together.</p> <p><b>TW:</b> Review the definition of the word unique. Bring the students to a common understanding that every person is unique, with God-given gifts and worthy of respect and love. In pairs, each student identifies the unique qualities/characteristics of their partner. Choose one of these qualities/characteristics and explains why it makes this person worthy of respect and love.</p> <p>Individually, students begin the <i>Personal Dossier</i> Activity that highlights their personal identity. In small groups, students share their initial dossier ideas. (This may be added to and continued throughout the unit.)</p> <p>Complete the <i>Similarities/Differences</i> Activity sheet.</p> <p>e.g.: Chris - I am like Jai because we both like dogs          - I am different to Caitlyn because she likes Barbies</p>		
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Spot the Difference cartoon</li> <li>• <i>Personal Dossier</i> Activity</li> <li>• A3 Art paper, textas, glue, scissors</li> <li>• Magazines</li> <li>• <i>Similarities/Differences</i> Activity</li> </ul>		<p><b>Assessment</b></p> <p>Portfolio task</p> <p>Personal Dossier</p>

## Similarities and Differences – Personal Dossier

A dossier means a file of information about a person. Include in your dossier:

- Name in full
- Favourite colour
- Hobbies/interests
- Nickname
- Fingerprint/handprint/footprint
- Hair colour
- Eye colour
- Family and pet photos
- Names of friends (at school and outside school)
- What activities I do with my friends
- What activities I do with my family
- What profession/career I want to learn
- Happiest memories
- Proudest moments
- Names and age of siblings
- Place and date of birth
- Favourite food
- Favourite TV show
- Favourite group/band/singer
- Favourite sporting team/individual



### TW: Catholic Beliefs and Values

- We are created in the image and likeness of God.
- Every person is unique, with God-given gifts and worthy of respect and love.
- God calls me to become a complete person, to build a strong sense of self worth, to grow and develop to my full potential.

Present your dossier on cardboard, in a scrap book or on sheets of A3 paper.  
Use magazine pictures and drawings to present your dossier.

Explain how the Catholic Beliefs and Values above, influences the way you think and act towards others in your class, school and community.



## Similarities and Differences

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
COS3.1 Communicates confidently in a variety of situations	Articulates the characteristics that make them unique			
GDS3.9 Explains and demonstrates strategies for dealing with life changes	Recognises a range of influences on personal identity			

Group Member	Similarities to you	Differences from you
1.		
2.		
3.		
4.		

## Lesson 2 What are my strengths and achievements?

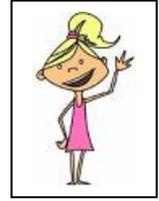
Enduring Understandings	Outcomes	Indicators
<p>E.1 As we are created in the image and likeness of God all aspects of who we are in its essence is good.</p>	<p>GDS3.9 Explains and demonstrates strategies for dealing with life changes</p> <p>INS3.3 Acts in ways that enhance the contribution of self and 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>• Identifies own strengths and achievements as well as those of peers</li> <li>• Acknowledges the strengths and achievements of others</li> <li>• V1 Refers to a sense of their own worth and dignity</li> </ul>
<p><b>KidsMatter SEL Focus:</b> Major - Self Awareness - Recognising Strengths; Self-Awareness - Identifying emotions</p>		
<p><b>Suggested Learning Experiences</b></p> <p>Several students are selected to share some information from their Personal Dossier (Lesson 1). Teacher discusses and reinforces the concept of being unique.</p> <p>Students are asked to think of an achievement in their life and share with the class by responding to the following questions:</p> <ul style="list-style-type: none"> <li>• Why was this an achievement in your life?</li> <li>• How did you feel about this achievement?</li> <li>• How do you think your friends and family felt about this achievement?</li> <li>• Did this achievement influence your future behaviour? How?</li> <li>• Who and/or what influenced you to achieve this proudest moment?</li> </ul> <p>Students use coloured stars on which to write or draw:</p> <ul style="list-style-type: none"> <li>• three things they believe they are good at</li> <li>• three things they have achieved</li> <li>• three things that their friends and family believe they are good at.</li> </ul> <p>Students paste their stars in their books with a heading 'My Personal Strengths and Achievements'.</p> <p>Each student traces around their hand and chooses one strength or achievement (identified and recorded on their star) and then records this on their hand/foot cut-out. As a class, students share their strengths and paste their hand cut-out on a wall display titled, 'Our Class Strengths and Achievements'.</p> <p>Students identify and practise ways to acknowledge the achievements of others - pat on the back, merit certificates, school assembly, applause, prizes, parent and teacher recognition (verbal comments). You may like to introduce an ongoing 'award system' whereby students nominate each other for a Peer Award, or introduce a class star of the week program.</p>		
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Coloured paper, textas, scissors, glue</li> <li>• Cardboard for star and hand/foot cut-outs</li> <li>• Paper for wall chart, or blutac hand/foot cut-outs on wall</li> </ul>	<p><b>Assessment</b></p> <p>Teacher observation of student responses to questions relating to strengths and achievements and of students complementing each others' achievements</p>	

## Lesson 3 What factors impact on my body image?

Enduring Understandings	Outcomes	Indicators
<p>E.1 As we are created in the image and likeness of God all aspects of who we are in its essence is good.</p> <p>E.2 Change and growth is a part of who we are.</p> <p>E.3 The way people cope with change affects our health and wellbeing.</p>	<p>DMS3.2 Makes informed decisions and accepts responsibility for consequences</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>Discerns the reliability of what is presented in the media regarding body image</li> <li>Explores how expectations of males and females can influence their choices and options</li> <li>Appreciates that their physical, social, emotional and intellectual development is unique</li> <li>Accepts themselves as they grow and change</li> </ul>
<p><b>KidsMatter SEL Focus:</b> Major - Self Management - Managing emotions; Self-Awareness - Identifying emotions; Minor - Social Awareness - Appreciating Diversity</p>		
<p><b>Suggested Learning Experiences</b></p> <p>Look at some examples of how male and female bodies are portrayed in the media. Use magazine pictures, Barbie and Ken dolls etc. Recall some of the images presented on television or in the magazines.</p> <p>Brainstorm and discuss some phrases and feelings associated with <u>popular</u> body image, eg beautiful, cool, trendy, hunky, skinny, muscular, attractive, gorgeous, elegant, hunk, six pack.</p> <p><b>TW</b> Discuss the differences between real people and models and why models are portrayed in an unrealistic way. Refer to Youtube clip - <a href="http://www.youtube.com/watch?v=wla5slC6Qhs">www.youtube.com/watch?v=wla5slC6Qhs</a></p> <p>As Catholics we believe that we are created in the image and likeness of God. In small groups explore how the media and society's perceptions, distort this belief and the uniqueness and worth of each person.</p> <p>In pairs, complete the <i>Gender and Body Image</i> Activity. Share your response with the next pair.</p> <p>Debate discussion topic 'The early sexualisation of children is a real concern'.</p> <p><b>TW:</b> Remind students that we should appreciate and respect our body and the bodies of others. In light of this Catholic belief, students discuss the following questions:</p> <ol style="list-style-type: none"> <li>Why is it important to like ourselves as we really are?</li> <li>How does body image affect self-esteem?</li> <li>How does being a boy/girl affect the way we might feel about our body?</li> <li>What factors influence our body image?</li> <li>How can you improve your body image and self-esteem? Eg, focus on strengths, positive self-talk, pick friends that value you, refocus things from the negative to the positive.</li> </ol>		
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Magazines and catalogues</li> <li>Dolls ( Barbie and Ken)</li> <li><i>Gender and Body Image</i> Activity</li> </ul>	<p><b>Assessment</b></p> <p>Student responses to <i>Body Image</i> Activity</p>	



# Gender and Body Image



- How are boys expected to dress?

- How are girls expected to dress?

- What body images are portrayed as popular by the media for girls?

- What body images are portrayed as popular by the media for boys?

- How might some young people feel when they don't fit that image?

- What might happen to a person who feels they do not fit the accepted shape/image?

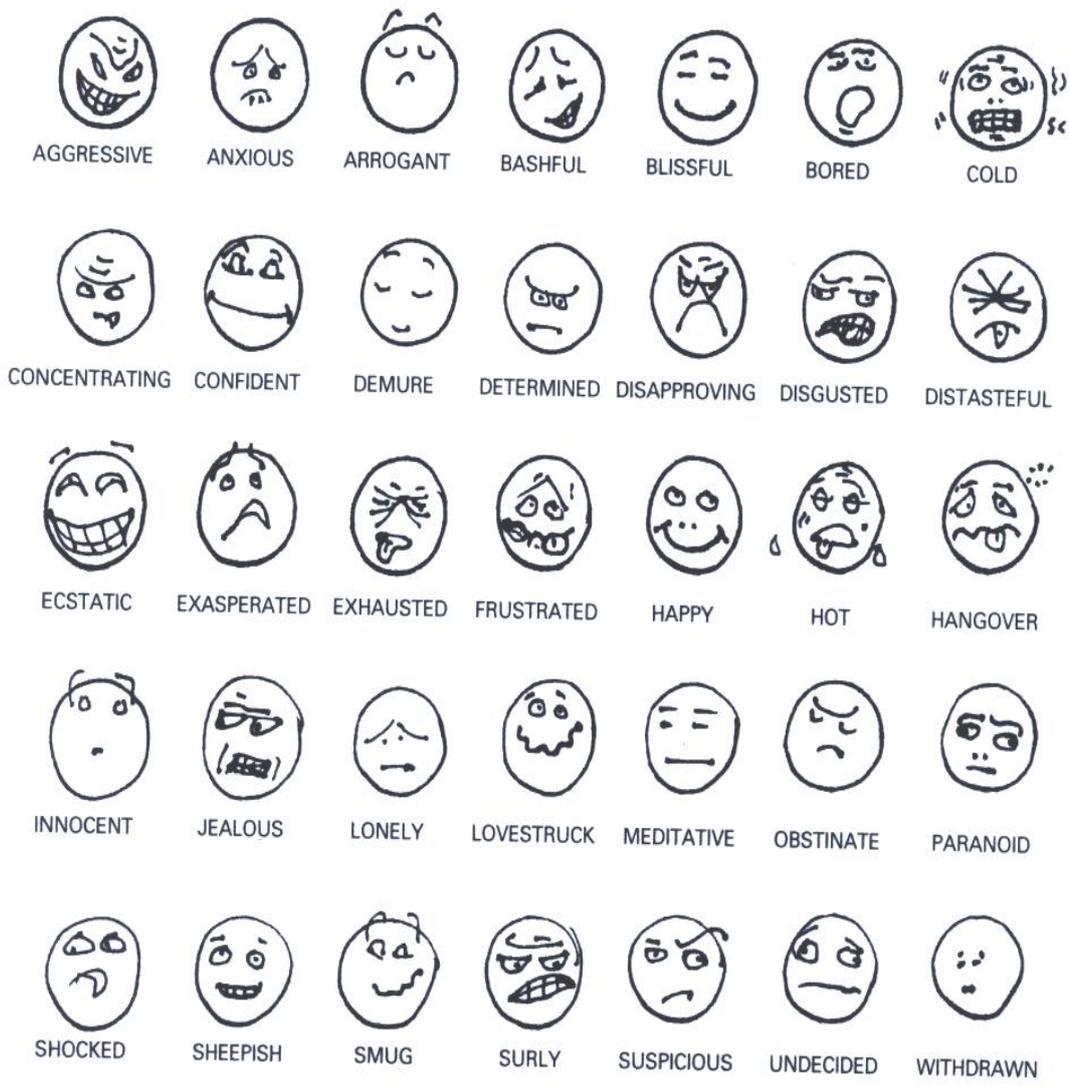
What do you think Jesus would say is important for young people to remember about the way you look and act?

## Lesson 4 How do I feel in different situations?

Enduring Understanding	Outcomes	Indicators										
<p>E.3 The way people cope with change affects our health and wellbeing.</p> <p>E.4 We have a responsibility to make wise decisions about our body and our relationships.</p>	<p>COS3.1 Communicates confidently in a variety of situations</p> <p>DMS3.2 Makes informed decisions and accepts responsibility for consequences</p> <p>IRS3.11 Describes roles and responsibilities in developing and maintaining positive relationships</p> <p>V2 Respects the rights of others to hold different values and attitudes from their own</p>	<ul style="list-style-type: none"> <li>• Articulates feelings in a variety of situations</li> <li>• Identifies strategies to manage negative feelings and express their feelings appropriately</li> <li>• Shows sensitivity to the needs, rights and feelings of others</li> <li>• Appreciates the similarities and differences between themselves and others</li> </ul>										
<p><b>KidsMatter SEL Focus: Major - Self Management - Managing emotions</b></p>												
<p><b>Suggested Learning Experiences</b></p> <p>Brainstorm feelings and list on flashcards using the <i>Feelings Faces</i> Activity. Describe an experience related to each emotion/feeling, eg worried - When my dad was in hospital.</p> <p>Students mime their response to the following situations:</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">An itchy back</td> <td style="width: 50%;">Stepping out of a warm house into the cold</td> </tr> <tr> <td>Winning first place in a race</td> <td>Receiving a surprise birthday gift</td> </tr> <tr> <td>Eating your favourite dinner</td> <td>Being in the dark and having a cat brush past you</td> </tr> <tr> <td>Cutting yourself on paper</td> <td>Having untrue things said about you</td> </tr> <tr> <td>Handling a spider</td> <td>Arguing with a sibling</td> </tr> </table> <p>Discuss the feelings experienced during the mimes noting whether they are positive or negative and whether they create a physical sensation (eg goose bumps, butterflies in the stomach, racing heart-beat) or emotion (eg frightened).</p> <p>Recall negative or unpleasant feelings listed on cards. Discuss physical responses associated with these feelings, eg facial expressions, trembling, shouting, butterflies in stomach. Discuss appropriate and inappropriate ways to express feelings. List some strategies to help manage negative feelings, including putting things into perspective. (Is it a big thing or a little thing?) Students complete the <i>I Feel Good</i> Activity.</p> <p><b>TW: TEACHER NOTE:</b> It is essential that students are made aware of the importance of identifying and sharing their feelings and knowing that emotions contribute to the richness of life.</p> <p>Using the "Pain of a Project" Encounter (REDI, 2003, The Big Move) students read the Information Sheet sections on "causes of stress". In pairs students create a mobile that clearly identifies some of the factors that create stress. Students read the section of the Information Sheet "how to manage stress". Students prepare a cartoon strip in which they are having a conversation with Carla &amp; trying to find out what is causing Carla to be stressed &amp; making suggestions as to how she could manage her stress.</p> <p><b>HOME TASK</b></p> <p>Interview an adult at home using the <i>How Do You Feel?</i> Activity.</p>			An itchy back	Stepping out of a warm house into the cold	Winning first place in a race	Receiving a surprise birthday gift	Eating your favourite dinner	Being in the dark and having a cat brush past you	Cutting yourself on paper	Having untrue things said about you	Handling a spider	Arguing with a sibling
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Cutting yourself on paper	Having untrue things said about you											
Handling a spider	Arguing with a sibling											
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• <i>I Feel Good</i> Activity; <i>How Do You Feel?</i> Activity</li> <li>• Board of Studies. NSW. (1998). <i>PDHPE K-6 Teaching Kit Playing a Part Interpersonal Relationships Stage 3 Feelings Faces</i> Activity. p 57. Flashcards.</li> <li>• Commonwealth Department of Education, Science &amp; Training. (2003). REDI: The Big Move. Canberra: Author.</li> </ul>	<p><b>Assessment</b></p> <p>Student responses to feelings situations</p>											

**Teacher's Sheet 5 Feelings Faces**

Present students with the following faces. Ask them what feelings are expressed and to give examples of situations that are likely to cause a particular emotion.



Source: Rowling, L, Carter, L & Gee, M, *Healthy Self — Health Education 4-6: Living Together*, Health Education Unit, Sydney Institute of Education, 1985.  
 Adapted and reproduced with kind permission from: Board of Studies, NSW. (1999). *Personal*



**I Feel Good!**



Development: *Health and Physical Education K-6 Teaching Kit. Playing a Part Interpersonal Relationships*. Stage 3. Sydney: BOS. p 57.

Describe something that makes you feel good.  
(This may be a person, place or activity.)



List some words to describe the feelings  
and emotions this creates.



How can you help yourself manage negative  
feelings?



What could you do each day to create some  
positive feelings?



Don't forget Jesus can help us to be positive if we ask Him.

# How Do You Feel?

Interview an adult at home and record their responses to the following questions:

1. What is one of your happiest memories from your childhood?

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---

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2. What things made you feel unhappy or angry when you were a child?

---

---

---

3. What do you do each day to make yourself happy?

---

---

---

4. What can you do to help overcome negative feelings?

---

---

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## Lesson 5 How does my body grow and change?

Enduring Outcomes	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>

**KidsMatter SEL Focus:** Major - Responsible Decision Making - Respecting others

### Suggested Learning Experiences

**TW: TEACHER NOTE:** It is important to inform the students that they are going to be talking about the body and how it changes as they grow. Bring them to the understanding that this is why God created us as sexual beings, to be able to give life to another human being. **This is a gift which we only use in marriage.** Our body is a gift of God, 'God's Temple. (1 Cor. 3:16) The changes are a gift from God and should be understood and respected. Explain that the correct terms of the sexual parts of our body will be used and therefore, they need to be sensible during the lesson.

**Note:** 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.

Throughout this unit **review the following class rules** for the sensitive issues unit:

- Respect each others opinions (no put downs)
- Respect people's privacy - do not use peoples names
- Keep confidential what others say in class (do not go and tell younger students)
- Respect each others feelings e.g the right to pass for student/teacher

The teacher prepares 5 graffiti sheets with the names of the following body systems, eg cardio-respiratory, muscular, skeletal, reproductive, digestive and immune. Students move to each sheet and write down everything they know about each system (parts/components and function).

Guide a controlled discussion on how students can best show their appreciation of the gift of their body. "What lifestyle choices indicate a healthy respect for our body?" E.g. (physical-diet and exercise, social- friendships, sexual- body image and gender stereotyping).

Students construct a life stages timeline from birth to old age. Students write words such as baby, child, teenager, adult, middle age, old age at various stages along the timeline. Using magazines, students cut out appropriate pictures of each developmental stage and paste them along their timeline.

In groups, students list the physical changes of each stage, eg baby has no teeth, head relative to body size, hair growth, weight, height. As a class, discuss the similarities and differences between the different stages of growth and development.

**HOME TASK**

Students interview a parent/carer about their own pregnancy and birth. Develop their own interview questions, e.g, How did you feel when you knew I was coming? Did you know I was boy or a girl? What names did you like? Where was I born? What was the name of Doctor or midwife that assisted with the delivery? What type of delivery? (natural or caesarean) What physical characteristics did I inherit? (This information will be discussed in Lesson 6.)

**Resources**

- Graffiti Sheet

**Assessment**

Student work samples of time-line

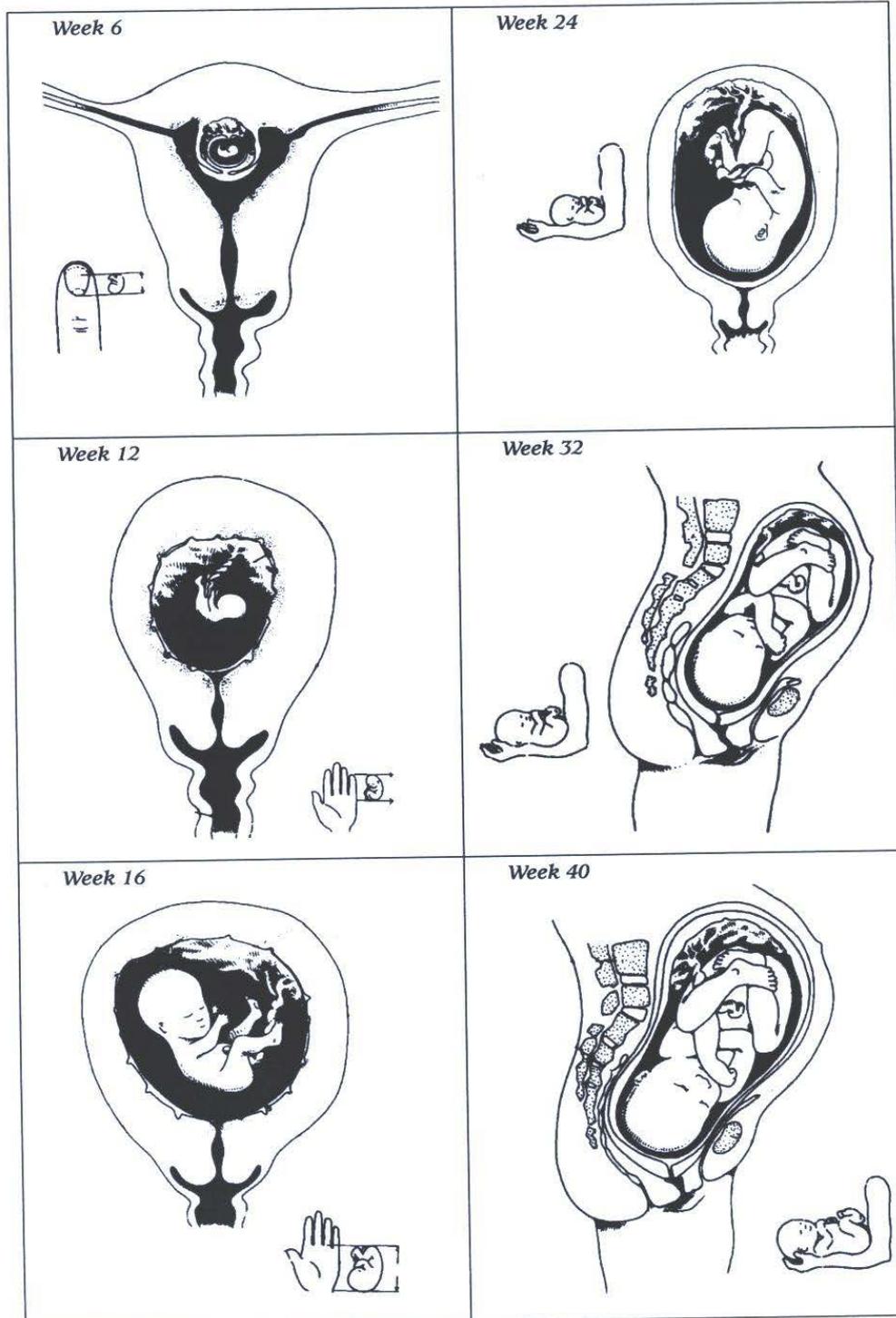
## Lesson 6 What happened before I was born?

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>In small groups, students share and discuss the information gathered from the Home Task interview, regarding their parents/guardian's recollection of the time during pregnancy and their birth.</p> <p><b>TW: Every person is unique, worthy of respect and love, created in the image and likeness of God. Our body is a gift of God.</b></p> <p><b>TEACHER NOTE:</b> It is suggested that teachers provide an opportunity for parents to view the <i>A New Baby</i> DVD prior to showing it to their students either at the parent information night, or at other times set by the teacher. The use of this DVD is at the discretion of the teacher/Principal, based on its suitability for the local community context. Teachers' are advised to preview the DVD prior to showing it to students. Note you may wish to inform the students that there is a brief view of a child birth scene.</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:</p> <ul style="list-style-type: none"> <li><i>A New Baby</i> (20 mins) and discuss how the foetus grows and changes throughout the pregnancy. Students can use the following worksheets provided - <i>Foetus at 6, 12, 16, 24, 32 and 40 weeks</i> sheet.</li> <li><i>Before You Were Born</i> (8 mins) which shows the intra-uterine photography of the foetus showing the physical attributes of the developing baby. This DVD develops the Catholic perspective and how our birth is part of God's plan.</li> </ul> <p><b>OPTION:</b> If there is no access to the DVDs, use the following worksheets provided, <i>Foetus at 6, 12, 16, 24, 32 and 40 weeks</i> sheet. Teachers may access slides, books or websites depicting foetal development. List the physical characteristics at each stage. It is important for children to realise that <b>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.</b> (There are many resources that show foetal development - PLEASE BE SURE TO VIEW THESE BEFORE SHOWING THEM TO THE STUDENTS.)</p>		
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>DVD: <i>Before You Were Born</i>. Available from Teaching and Learning Resource Unit Mt. Druitt : Phone: 96774342</li> <li>DVD: <i>A New Baby</i>, <i>New Wonder of Living Series</i>. 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 does puberty begin?

Enduring Understanding	Outcomes	Indicators
E.2. Change and growth is a part of who we are.	GDS3.9 Explains and demonstrates strategies for dealing with life changes	<ul style="list-style-type: none"> <li>Recognises that many changes occur in a predictable sequence</li> </ul>
E.4. We have a responsibility to make wise decisions about our body and our relationships.	COS3.1 Communicates confidently in a variety of situations	<ul style="list-style-type: none"> <li>Devises questions to clarify understandings related to puberty</li> </ul>
	V1 Refers to a sense of their own worth and dignity	<ul style="list-style-type: none"> <li>Accepts themselves as they grow and change</li> </ul>

### Suggested Learning Experiences

**TW: Our body is a gift of God, 'God's temple' (1 Cor 3:16) to be treated with respect. It is our responsibility to be faithful to ourselves, others and God in all areas of our life. Each individual is created in the image and likeness of God.**

Students use their timeline from the previous lesson and discuss why we change. Teacher focuses students' attention on changes from child to teenager and how everyone has their own body clock for changes in physical development.

In small groups, students brainstorm changes they know that will occur during puberty for **both boys and girls**. Record these on A3 paper. As a class, groups share their responses by pinning their A3 paper on the wall and the class walks past each group's responses and can add ideas to each list.

**TEACHER NOTE: It is suggested that teachers provide an opportunity for parents to view the *And Now There's Me* DVD prior to showing it to their students either at the parent information night, or at other times set by the teacher. The use of this DVD is at the discretion of the teacher/Principal, based on its suitability for the local community context. Teachers' are advised to preview the DVD prior to showing it to students. Note you may wish to inform the students that there is a brief view of a child birth scene.**

Students view the DVD video '*And Now There's Me*.' Note Discuss changes presented in the DVD. In pairs discuss:

- List the different systems of the body and the function of each. (Refer to sheets on Male and Female Reproductive Systems for correct terminology and structure.)
- A definition for puberty and write it down
- The role of hormones on puberty. See *Teacher Information sheet 1 'How does puberty begin? The role of hormones'*. Teacher needs to emphasise the role of the pituitary gland in the stimulation of the sex glands and the production of sex hormones.
- The importance of talking with mum or dad. How can you talk with your mum or dad about this important issue?

In pairs, students prepare questions related to puberty and place in the 'Question Box' for the teacher to answer the following lesson. **TEACHER NOTE: It is important to advise the students that the questions they write may be sent home or used at a parent workshop. This will hopefully deter students from writing inappropriate questions. It is also advisable that the**

teacher reads the questions in the 'Question Box' BEFORE reading them out for the first time in the lesson. (Refer to the Support Materials, *Frequently Asked Questions and Answers for Stage 3 Sexuality Education in a Catholic School!*).

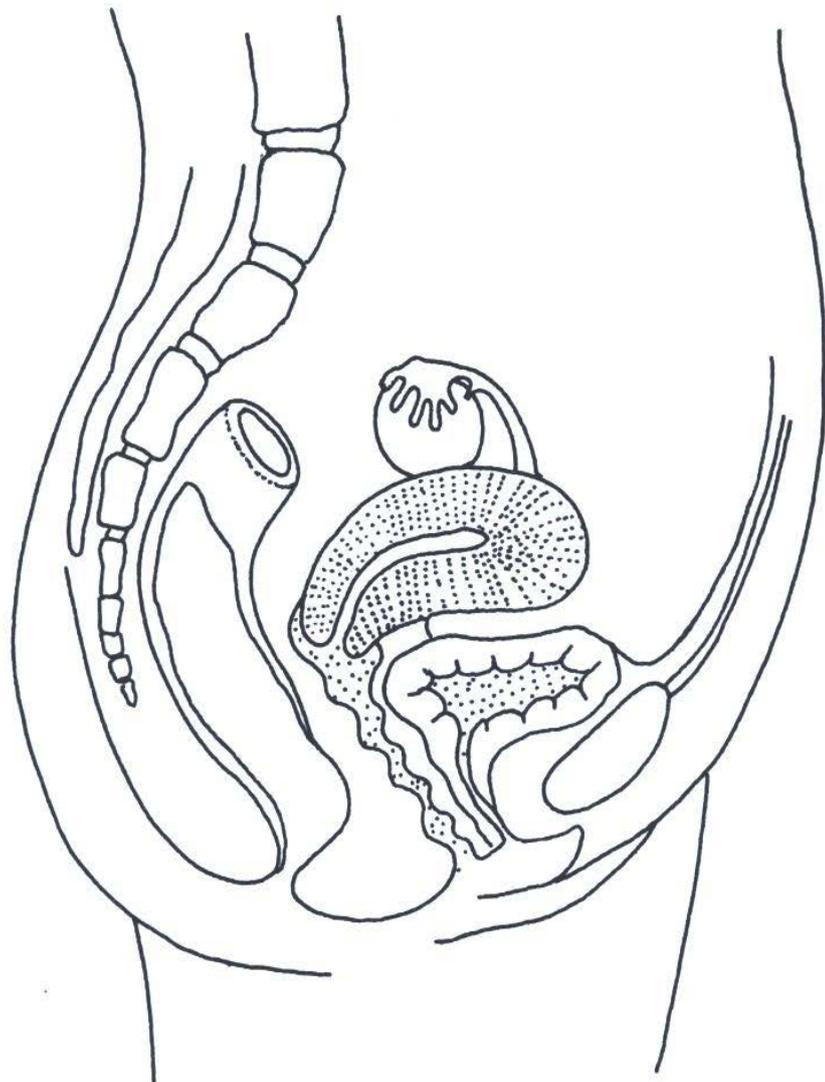
**Home/School Task** Students interview a parent/carer/trusted adult about their experience of puberty. Develop their own interview questions e.g. When did your body start to grow and change? What did you find difficult? What did you do to manage and cope with these changes and difficulties?

**Resources**

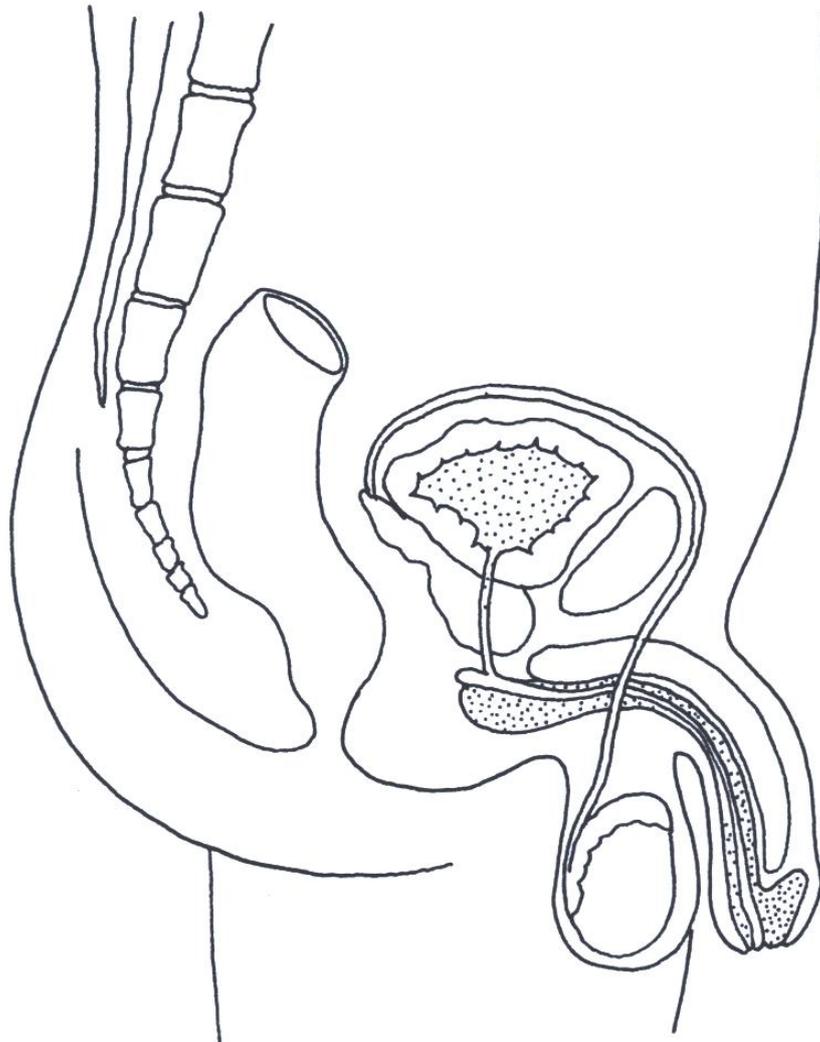
- A3 Paper
- Board of Studies. NSW. (1999). *PDHPE K-6 Teaching Kit: Getting It Together*. Sydney: BOS. *Male and Female Glands of the Body and Teacher Information Sheet How does puberty begin? The Role of Hormones*. pp 41, 44.
- DVD: *And Now There's Me.*, New Wonder of Living Series. Phone (03) 9870 7044 [www.opendoors.com.au](http://www.opendoors.com.au)

**Assessment**

Students contribution to discussion about changes during puberty

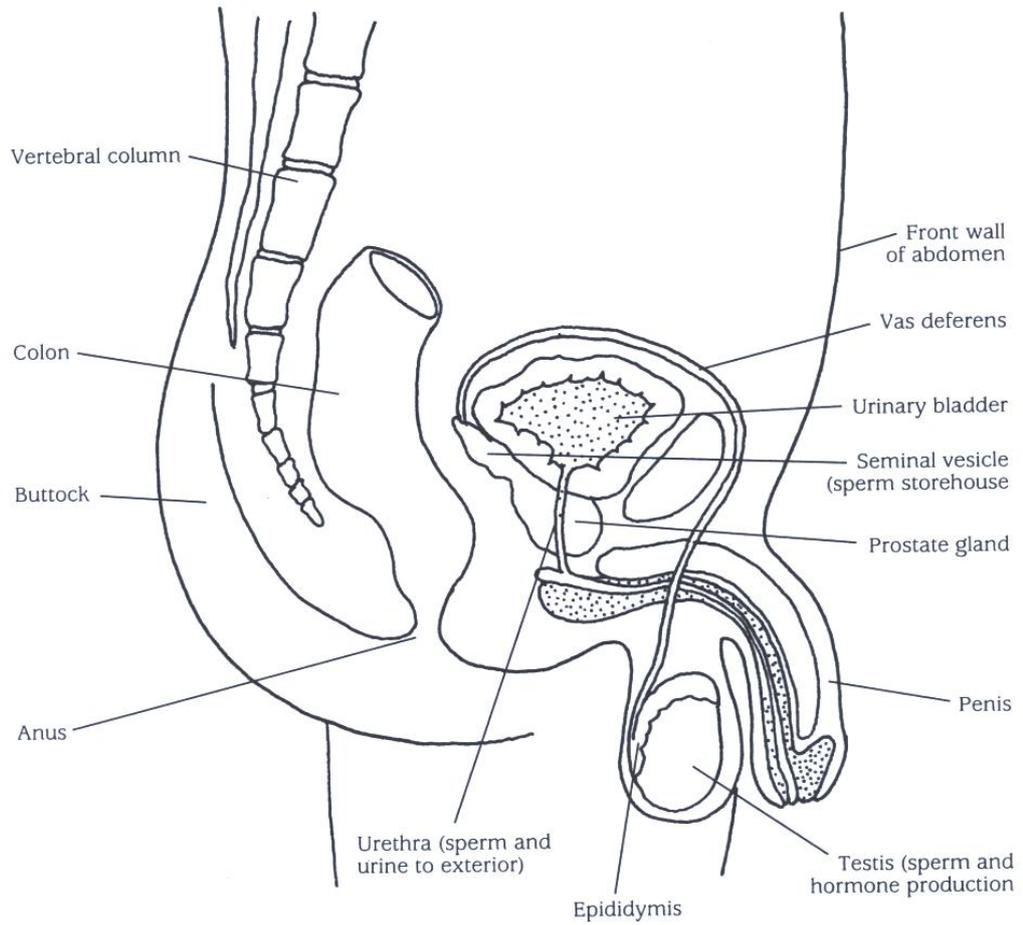


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OHT 3

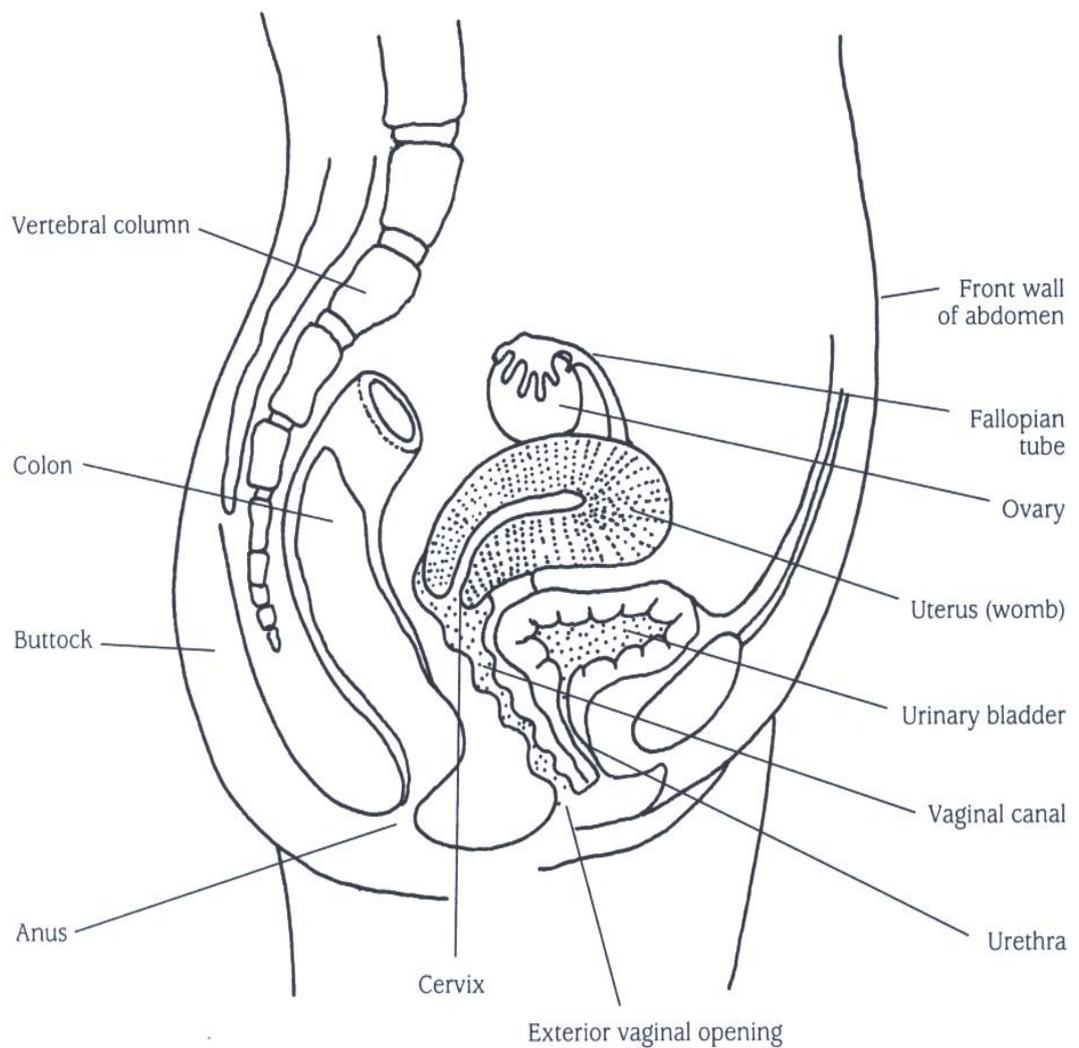
Male Reproductive System



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.*

## OHT 4

## Female Reproductive System



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.*

## Teacher's Sheet 2

**Male Reproductive System**

**Penis:** the penis is the male sex organ. Generally it is soft and relaxed. However, at times of sexual arousal the vessels become filled with blood and the penis becomes erect.

**Testicles:** (also called testes) the testicles are the male sex glands. They are held in a loose sac of skin called the scrotum. At puberty, the testicles begin to produce the male sex cell called spermatozoa (sperm) and the male sex hormone called testosterone.

**Vas Deferens:** narrow tubes leading from the testicles through the seminal vesicle and prostate gland to the penis. These tubes provide a passageway for sperm.

**Seminal Vesicle:** produces seminal fluid. This fluid provides sperm with both nourishment and a medium in which to travel. When sperm and seminal fluid mix, the product is called semen.

**Prostate Gland:** a small gland below the bladder that assists in the production of seminal fluid. The prostate gland also produces a fluid that neutralises the acidity of the female vagina, increasing the survival rate of sperm.

**Urethra:** a narrow tube in the centre of the penis. This is the pathway that allows both urine and semen to escape the body. A small valve controls the fluid allowed to pass into the urethra. In its relaxed state, the valve allows urine to travel from the bladder into the urethra for excretion. When erect, the valve closes this pathway to allow semen to enter the urethra from the seminal vesicle.

**Epididymis:** millions of sperm are produced each day. They are stored in the epididymis prior to ejaculation.

## Teacher's Sheet 3

**Female Reproductive System**

The female reproductive system is protected by the pelvic bones and the muscles of the abdomen.

**Vagina:** the vagina is a muscular passageway that, although normally narrow, is able to expand during childbirth when it is referred to as the birth canal.

**Cervix:** the cervix is found at the neck of the vagina, leading into the uterus. The cervix dilates during childbirth to allow the child to move from the uterus into the birth canal.

**Uterus:** the uterus is a pear shaped organ. Its walls are muscular. This allows them to expand with the growth of the foetus during pregnancy and contract to force the child into the birth canal during childbirth.

**Fallopian Tubes:** two thin tubes that lead from the ovaries to the uterus, providing a passageway for mature ova. The ova are swept along the tubes by tiny hairlike projections called cilia. Fertilisation generally occurs in the fallopian tubes.

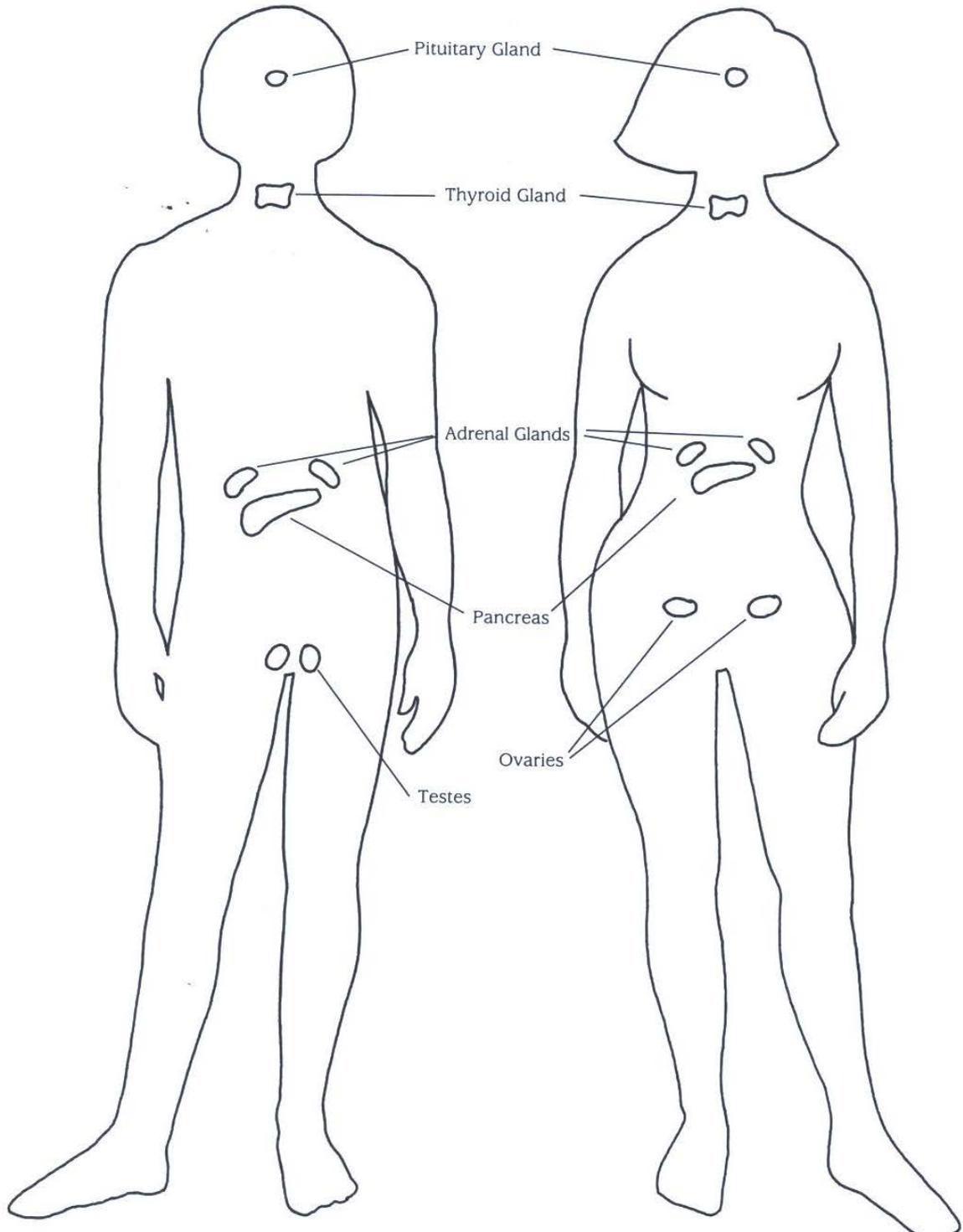
**Ovaries:** there are two ovaries, one on either side of the uterus at the distal end of the fallopian tubes. The ovaries are the female sex glands, responsible for both the secretion of sex hormones and the maturation of sex cells (ova).

**Ovulation:** the time when a mature ovum leaves the ovary and travels along the fallopian tube towards the uterus. This generally occurs fourteen days prior to the start of a period.

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.*

OHT 2

**Male and Female Glands of the Body**



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.*

**Teacher's Sheet 1****How Does Puberty Begin?  
The Role of Hormones**

- Puberty commences when the pituitary gland (at the base of the brain) releases two hormones into the blood. These hormones are follicle stimulating hormone (FSH) and luteinising hormone (LH). Together they are known as gonadotrophins.
- In females, FSH stimulates the ovaries which produce and secrete the sex hormones oestrogen and progesterone.
- In males, LH stimulates the manufacture and secretion of the male sex hormone testosterone.
- The sex hormones are responsible for the physical and emotional changes of puberty.
- The bodily changes experienced at puberty include:

**Boys**

- grow taller and broader
- muscles will become firmer
- hair begins to grow on the face, chest, legs, under arms and around the pubic area
- voice will become deeper
- hair on arms and legs may thicken
- penis, testes and scrotum start to enlarge
- sperm production begins
- 'Wet dreams' or nocturnal emissions may occur

**Girls**

- grow taller
- breasts will develop
- body shape changes
- hips become wider
- internal organs mature
- ovulation and menstruation begin (menarche)
- pubic and axial hair will begin to grow.

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 8 What's happening for the boys & the girls?

Enduring Understandings	Outcomes	Indicators
E.2 Change and growth is a part of who we are.	GDS3.9 Explains and demonstrates strategies for dealing with life changes	<ul style="list-style-type: none"> <li>Recognises that many changes occur in a predictable sequence</li> </ul>
E.3 The way people cope with change affects our health and wellbeing.	COS3.1 Communicates confidently in a variety of situations	<ul style="list-style-type: none"> <li>Describes aspects of physical development and labels parts of the reproductive system</li> </ul>
E.4 We have a responsibility to make wise decisions about our body and our relationships.	V1 Refers to a sense of their own worth and dignity	<ul style="list-style-type: none"> <li>Uses correct terminology when referring to male and female reproductive body parts</li> <li>Accepts themselves as they grow and change</li> </ul>

**KidsMatter SEL Focus:** Major - Social Awareness - Appreciating Diversity, Social Awareness - Perspective Taking

### Suggested Learning Experiences

Teacher answers questions from the 'Question Box' prepared by students in previous lesson.

View the **first 10 minutes** of the DVD, *I'm Stepping Out.* TEACHER NOTE: The teacher needs to preview this DVD and know when to stop viewing, that is, just after the explanation of nocturnal emissions ('wet dreams') and before the backyard party/alcohol scene.

Some of the teaching and learning activities from the Wonder of Living Teacher's Manual in the DVD pack could be used to further develop some of the content.

**TW :** Explain to the children 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. God wants us to embrace these changes, and to feel proud of who we are, showing that we each have dignity and worth. This is sometimes a very difficult thing to do. Activity: Read the following scenario:

**Scenario 1:** Jessica was travelling home on the bus and some boys in her class say aloud "You've got big boobs." She was hurt and embarrassed.

**Scenario 2:** During the swimming class some girls teased James and said "You only have a little penis. He was embarrassed and thought that something was wrong with him.

In reference to the belief, 'We should appreciate and respect our body and the body of others,' in small groups discuss:

- What school rule was broken in these scenarios?
- What could Jessica and James do?
- What should the bystanders do to stop this type of teasing?
- What Catholic values could these students try to live up to?

Students are provided with some reflection time and are invited to respond to the content of this lesson (through writing, illustration and/or prayer. Their responses may reflect their feelings and emotions during this time of change.

### Resources

- *The Wonder of Living (New) Disc 3 of 4 - I'm Stepping Out* - Phone (03) 8707288
- DVD: Teachers manual, New Wonder of Living Series. Phone (03) 9870 7044 [www.opendoors.com.au](http://www.opendoors.com.au).
- Board of Studies. NSW. (1999). PDHPE K-6 Teaching Kit: Getting It Together. Sydney: BOS. Male Reproductive System and Female Reproductive System. pp 38-39, 42-43, and 45-46.

### Assessment

Student work samples of labelling body parts and contribution in discussions

## Lesson 9 How do I cope with physical change?

Enduring Understandings	Outcomes	Indicators
<p>E.3 The way people cope with change affects our health and wellbeing.</p> <p>E.4 We have a responsibility to make wise decisions about our body and our relationships.</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>Recognises that many changes occur in a predictable sequence</li> <li>Describes aspects of physical development</li> <li>Suggests strategies to cope with changes during puberty</li> <li>Appreciates that their physical, social, emotional and intellectual development is unique</li> <li>Appreciates and accepts the importance of developing a personal value system</li> </ul>

### KidsMatter SEL Focus: Major - Relationship Skills - Building Relationships

#### Suggested Learning Experiences

Students consider the following case study and respond to the questions:

*Tom is 12 years old. He is a keen basketballer. In the past year he has outgrown both his favourite tracksuit and his running shoes. At training last week, Tom tripped over his own feet. He is becoming worried about the way his body is changing.*

1. Why would Tom be worried?
2. What would be causing these changes?
3. What advice would you give Tom about the changes he is experiencing and the way he is feeling?

Discuss reasons why having good relationships can help you feel good and cope with changes. Complete the following sentence three times: Good relationships can .....

Students continue to journal their feelings and/or concerns about the changes of puberty.

**TW:** Revise the belief, 'We have an obligation to care for others and ourselves and appreciate and respect our bodies and the bodies of others.' In reference to this, students work in small groups to discuss the following scenarios and present their responses to the class.

**Scenario 1:** Eamonn has developed a number of pimples on his face. He feels embarrassed and covers them with his hand when he talks with others. What could he do to maintain healthy skin?

**Scenario 2:** Jacquie 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?

Students design a chart of coping strategies for puberty as a class display.

Teacher concludes this lesson with a group reflection. Teacher revises the *Beliefs and Values* taught in the unit. (Refer to the Towards Wholeness Overview at the beginning of the unit.) Multiple copies of these are scattered around a prayer space. After students choose one of these beliefs/values that they think will assist and guide them when they begin to go through this time of physical change, they sit around the prayer space. Students are invited to share their choice of belief/value with a partner or respond in their journal. The reflection is concluded with all students reading Ecc 25: 1-2; "It is our responsibility to be faithful to ourselves, others and God in all areas of our life."

**Resources**

- Multiple copies of the Unit's Beliefs and Values.

**Assessment**

Student contribution to group presentation of findings

## 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?				

**PTO**





## 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.

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